



AGENDA

Meeting of the Board of Education

To be held at The Administration Center
2123 S. Arlington Heights Road, Arlington Heights, IL 60005
Monday, June 26, 2017

- 1.0 CALL TO ORDER – 7:00 P.M.** – Barbara Somogyi, President
- 2.0 ROLL CALL** – Sunil Bhave, Secretary
- 3.0 PLEDGE OF ALLEGIANCE**
- 4.0 COMMENTS AND SUGGESTIONS FROM THE AUDIENCE**
- 5.0 PUBLIC HEARING – Proposed Transfer of \$2,000,000 from Transportation Fund to Operations and Maintenance Fund**
 - 5.01 Convene Public Hearing
 - 5.02 Information on the Proposed Transfer
 - 5.03 Public Comments
 - 5.04 Close Public Hearing
- 6.0 PUBLIC HEARING – Proposed Transfer of \$1,617,000 from Education Fund to Capital Projects Fund**
 - 6.01 Convene Public Hearing
 - 6.02 Information on the Proposed Transfer
 - 6.03 Public Comments
 - 6.04 Close Public Hearing
- 7.0 CONSENT AGENDA**
 - 7.01 Setting Student Meal Fees For The 2017-2018 School Year
 - 7.02 Adoption of Prevailing Wage Rates
 - 7.03 Appointment Of School Treasurer
 - 7.04 Direct School Treasurer To Transfer Interest Earned In The Debt Service Fund To The Educational Fund For Fiscal Year 2016/17
 - 7.05 Abatement of \$350,000 In Working Cash Funds To The Operations and Maintenance Fund
 - 7.06 Abatement Of \$1,027,000 In Working Cash Funds To The Education Fund
 - 7.07 Approval of 2017-18 Intergovernmental Agreement Between North Cook Academy and CCSD59
 - 7.08 Approval of School-Wide Title I Plans
- 8.0 REPORTS OF THE BOARD OF EDUCATION**
- 9.0 SPECIAL INTEREST TOPICS**
 - 9.01 2017.18 Board Agenda Calendar
- 10.0 ACTION ITEMS**
 - 10.01 Adopt Resolution Authorizing the Transfer of Monies from the Transportation Fund to the Operations and Maintenance Fund
 - 10.02. Adopt Resolution Authorizing the Transfer of Monies from the Education Fund to the Capital Projects Fund
 - 10.03 Food Service Contract Renewal For 2017-18 Lunch And Breakfast Programs

- 10.04 Ratification of Collective Bargaining Agreement For Educational Support Personnel - ESP Agreement 2017-2021
- 10.05 Approval of Administrative Compensation
- 10.06 Approval of Non-Negotiated Compensation

11.0 DISCUSSION ITEMS

- 11.01 2017-18 Tentative Budget and Issuance of \$20 million of Working Cash Bonds
- 11.02 Student Device Refresh

12.0 NEW/CONTINUING BUSINESS AND ANNOUNCEMENTS

- 12.01 2017-18 Board Calendar Agenda
- 12.02 Reflection of the June 15, 2017 Special Board of Education Meeting
- 12.03 Board Committees

13.0 REPORTS OF THE SUPERINTENDENT'S TEAM

14.0 ADJOURNMENT

Individuals who require special accommodations because of a disability should contact the Educational Services Department at 847.593.4335. The next regular meeting of the Board of Education will be held on July 10, 2017 at the District 59 Administration Center, 2123 S. Arlington Heights Rd., Arlington Heights, IL 60005
www.CCSD59.org <http://www.ccsd59.org>
School District 59-Preparing Students to be Successful for Life

ROLL CALL

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

Roll Call:

Meeting of Monday, June 26, 2017

| Attendance | Present | Absent |
|------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> |

PUBLIC HEARING

CONSENT AGENDA

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: CONSENT AGENDA

Background

A consent agenda consists of items that are, by general agreement, acceptable to all Board Members without further discussion and can be approved by a single vote. The items listed on this consent agenda were discussed by the Board of Education at the June 12, 2017 meeting.

If any member of the Board of Education requests removal of any item from the Consent Agenda or a member of the public requests to speak on a Consent Agenda Item, then that item shall be removed from the Consent Agenda and become the first item under the Action Agenda Item Section of the agenda. If an item is so removed from the Consent Agenda and added to the Action Agenda, then with respect to those items only, the Board of Education may take such action as it deems appropriate including the right to vote thereon.

Recommendation

Approval of the Consent Agenda as presented.

Resolution

Motion was made by _____, seconded by _____ to adopt the following resolution:

BE IT RESOLVED THAT on the 26th day of June, 2017, the Community Consolidated School District 59 Board of Education approve the Consent Agenda as presented/amended:

- 7.01 Setting Student Meal Fees For The 2017-2018 School Year
- 7.02 Adoption of Prevailing Wage Rates_ Prevailing Wage Rates
- 7.03 Appointment Of School Treasurer
- 7.04 Direct School Treasurer To Transfer Interest Earned In The Debt Service Fund To The Educational Fund For Fiscal Year 2016/17
- 7.05 Abatement of \$350,000 In Working Cash Funds To The Operations and Maintenance Fund
- 7.06 Abatement Of \$1,027,000 In Working Cash Funds To The Education Fund
- 7.07 Approval of 2017-18 Intergovernmental Agreement Between North Cook Academy and CCSD59

- 7.08 Approval of School-Wide Title I Plans

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

President

ATTEST:

Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: SETTING OF STUDENT MEAL FEES FOR THE 2017/18
SCHOOL YEAR

Background

The per meal fees charged to students who do not qualify for free or reduced price meals are set annually by the Board of Education. The fees charged for a reduced-price meal are established by the National School Lunch Program (currently \$.40 for lunch and \$.30 for breakfast). The current lunch fee for a full-priced meal is \$2.75 for both elementary and junior high students.

Paid Lunch Equity (PLE) is a requirement under Section 205 of the Healthy, Hunger-Free Kids Act of 2010 for all School Food Authorities (SFAs) participating in the National School Lunch Program. The purpose of PLE is to increase PAID meal prices to be more equitable with funds brought in from free and reduced-priced meal reimbursements.

SFAs must annually review their paid lunch revenue to ensure compliance with the Paid Lunch Equity (PLE) requirement. When the average paid lunch price is less than the difference between the free (\$3.24) and paid (\$0.38) Federal reimbursement rates, the SFA must determine how they will meet the requirement (\$2.86), either by increasing their average paid lunch price or providing funds from non-Federal sources.

The Illinois State Board of Education has developed a PLE Tool to assist school districts in calculating paid lunch fees. The PLE Tool indicated that District 59's paid lunch fees do not need to be increased for the 2017-2018 school year.

Since the established calorie ranges, for both elementary and junior high fall into the same range, the Administration is recommending that we continue to charge the same rate (\$2.75) for one full-priced lunch at both the elementary and the junior high level. The Administration also recommends maintaining the breakfast fee at \$1.30 per full priced meal at both the elementary and junior high levels.

The cost of milk has been \$0.40 since 2013-2014. The Administration recommends maintaining the cost of a carton of milk at \$0.40 at both the elementary and junior high levels.

Meal fees, along with state and federal reimbursements for both the lunch and breakfast programs, help to offset the costs of paying the contractor and other costs associated

with operating the program. The 2017-18 federal and state reimbursement rates will be released in July.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

BE IT RESOLVED THAT on the 26th day of June 2017 the Community Consolidated School District 59 Board of Education establishes the student per meal fees for the 2017-18 school year as follows:

- Full price lunch: \$2.75;
- Full price breakfast: \$1.30;
- Reduced price lunch (currently \$0.40): in accordance with federal guidelines;
- Reduced price breakfast (currently \$0.30): in accordance with federal guidelines;
- Carton of milk price: \$0.40

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

This schedule contains the prevailing wage rates required to be paid for work performed on or after Monday, June 5, 2017 on public works projects in this County. Pursuant to 820 ILCS 130/4, public bodies in this County that have active public works projects are responsible for notifying all contractors and subcontractors working on those public works projects of the change (if any) to rates that were previously in effect. The failure of a public body to provide such notice does not relieve contractors or subcontractors of their obligations under the Prevailing Wage Act, including the duty to pay the relevant prevailing wage in effect at the time work subject to the Act is performed.

COOK COUNTY
PREVAILING WAGE
RATES EFFECTIVE
JUNE 5, 2017

| TradeTitle | Region | Type | Class | Base Wage | Foreman Wage | M-F OT | OSA | OSH | H/W | Pension | Vacation | Training |
|-----------------------------------|--------|------|-------|--------------|-----------------|-----------|-----|-----|-------|---------|----------|----------|
| ASBESTOS ABT-GEN | All | All | | 40.40 | 40.95 | 1.5 | 1.5 | 2.0 | 14.23 | 11.57 | 0.00 | 0.50 |
| ASBESTOS ABT-MEC | All | BLD | | 37.46 | 39.96 | 1.5 | 1.5 | 2.0 | 11.62 | 11.06 | 0.00 | 0.72 |
| BOILERMAKER | All | BLD | | 47.07 | 51.30 | 2.0 | 2.0 | 2.0 | 6.97 | 18.13 | 0.00 | 0.40 |
| BRICK MASON | All | BLD | | 44.88 | 48.84 | 1.5 | 1.5 | 2.0 | 10.25 | 15.30 | 0.00 | 0.85 |
| CARPENTER | All | All | | 45.35 | 47.35 | 1.5 | 1.5 | 2.0 | 11.79 | 17.60 | 0.00 | 0.63 |
| CEMENT MASON | All | All | | 44.25 | 46.25 | 2.0 | 1.5 | 2.0 | 13.65 | 15.51 | 0.00 | 0.65 |
| CERAMIC TILE FNSHER | All | BLD | | 37.81 | | 1.5 | 1.5 | 2.0 | 10.55 | 10.12 | 0.00 | 0.65 |
| COMM. ELECT. ELECTRIC PWR EQMT | All | BLD | | 42.02 | 44.82 | 1.5 | 1.5 | 2.0 | 8.88 | 12.78 | 0.59 | 0.75 |
| OP | All | All | | 48.90 | 53.90 | 1.5 | 1.5 | 2.0 | 11.41 | 16.39 | 0.00 | 3.10 |
| ELECTRIC PWR GRNDMAN | All | All | | 38.14 | 53.90 | 1.5 | 1.5 | 2.0 | 8.90 | 12.78 | 0.00 | 2.75 |
| ELECTRIC PWR LINEMAN | All | All | | 48.90 | 53.90 | 1.5 | 1.5 | 2.0 | 11.41 | 16.39 | 0.00 | 3.10 |
| ELECTRICIAN ELEVATOR | All | All | | 46.10 | 49.10 | 1.5 | 1.5 | 2.0 | 14.33 | 15.52 | 0.70 | 1.00 |
| CONSTRUCTOR | All | BLD | | 51.94 | 58.43 | 2.0 | 2.0 | 2.0 | 14.43 | 14.96 | 4.16 | 0.90 |
| FENCE ERECTOR | All | All | | 38.34 | 40.34 | 1.5 | 1.5 | 2.0 | 13.15 | 13.10 | 0.00 | 0.40 |
| GLAZIER | All | BLD | | 41.70 | 43.20 | 1.5 | 2.0 | 2.0 | 13.94 | 18.99 | 0.00 | 0.94 |
| HT/FROST INSULATOR | All | BLD | | 49.95 | 52.45 | 1.5 | 1.5 | 2.0 | 11.62 | 12.26 | 0.00 | 0.72 |

| | | | | | | | | | | | | |
|-----------------------|-----|-----|---|-------|-------|-----|-----|-----|-------|-------|------|------|
| IRON WORKER | All | All | | 46.20 | 48.20 | 2.0 | 2.0 | 2.0 | 13.65 | 21.52 | 0.00 | 0.35 |
| LABORER | All | All | | 40.20 | 40.95 | 1.5 | 1.5 | 2.0 | 14.23 | 11.57 | 0.00 | 0.50 |
| LATHER | All | All | | 44.35 | 46.35 | 1.5 | 1.5 | 2.0 | 13.29 | 16.39 | 0.00 | 0.63 |
| MACHINIST | All | BLD | | 45.35 | 47.85 | 1.5 | 1.5 | 2.0 | 7.26 | 8.95 | 1.85 | 1.30 |
| MARBLE FINISHERS | All | All | | 33.45 | 33.45 | 1.5 | 1.5 | 2.0 | 10.25 | 14.44 | 0.00 | 0.46 |
| MARBLE MASON | All | BLD | | 44.13 | 48.54 | 1.5 | 1.5 | 2.0 | 10.25 | 14.97 | 0.00 | 0.59 |
| MATERIAL TESTER I | All | All | | 30.20 | 30.20 | 1.5 | 1.5 | 2.0 | 14.23 | 11.57 | 0.00 | 0.50 |
| MATERIALS TESTER II | All | All | | 35.20 | 35.20 | 1.5 | 1.5 | 2.0 | 14.23 | 11.57 | 0.00 | 0.50 |
| MILLWRIGHT | All | All | | 45.35 | 47.35 | 1.5 | 1.5 | 2.0 | 11.79 | 17.60 | 0.00 | 0.63 |
| OPERATING ENGINEER | All | BLD | 1 | 49.10 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 2 | 47.80 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 3 | 45.25 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 4 | 43.50 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 5 | 52.85 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 6 | 50.10 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | BLD | 7 | 52.10 | 53.10 | 2.0 | 2.0 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | FLT | 1 | 54.75 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |
| OPERATING ENGINEER | All | FLT | 2 | 53.25 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |
| OPERATING ENGINEER | All | FLT | 3 | 47.40 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |
| OPERATING ENGINEER | All | FLT | 4 | 39.40 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |
| OPERATING ENGINEER | All | FLT | 5 | 56.25 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |

| | | | | | | | | | | | | |
|----------------------|-----|-----|---|-------|-------|-----|-----|-----|-------|-------|------|------|
| OPERATING ENGINEER | All | FLT | 6 | 37.00 | 54.75 | 1.5 | 1.5 | 2.0 | 17.65 | 12.65 | 1.90 | 1.35 |
| OPERATING ENGINEER | All | HWY | 1 | 47.30 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 2 | 46.75 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 3 | 44.70 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 4 | 43.30 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 5 | 42.10 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 6 | 50.30 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| OPERATING ENGINEER | All | HWY | 7 | 48.30 | 51.30 | 1.5 | 1.5 | 2.0 | 18.05 | 13.60 | 1.90 | 1.30 |
| ORNAMNTL IRON WORKER | All | All | | 45.75 | 48.25 | 2.0 | 2.0 | 2.0 | 13.65 | 18.99 | 0.00 | 0.75 |
| PAINTER | All | All | | 44.55 | 49.30 | 1.5 | 1.5 | 1.5 | 11.50 | 11.10 | 0.00 | 1.27 |
| PAINTER SIGNS | All | BLD | | 33.92 | 38.09 | 1.5 | 1.5 | 1.5 | 2.60 | 2.71 | 0.00 | 0.00 |
| PILEDRIVER | All | All | | 45.35 | 47.35 | 1.5 | 1.5 | 2.0 | 11.79 | 17.60 | 0.00 | 0.63 |
| PIPEFITTER | All | BLD | | 47.50 | 50.50 | 1.5 | 1.5 | 2.0 | 9.55 | 17.85 | 0.00 | 2.07 |
| PLASTERER | All | BLD | | 42.25 | 44.79 | 1.5 | 1.5 | 2.0 | 13.65 | 9.50 | 5.00 | 0.65 |
| PLUMBER | All | BLD | | 48.25 | 50.25 | 1.5 | 1.5 | 2.0 | 14.09 | 12.65 | 0.00 | 1.18 |
| ROOFER | All | BLD | | 41.70 | 44.70 | 1.5 | 1.5 | 2.0 | 8.28 | 11.59 | 0.00 | 0.53 |
| SHEETMETAL WORKER | All | BLD | | 43.03 | 46.47 | 1.5 | 1.5 | 2.0 | 10.73 | 21.87 | 0.00 | 0.75 |
| SIGN HANGER | All | BLD | | 31.31 | 33.81 | 1.5 | 1.5 | 2.0 | 4.85 | 3.28 | 0.00 | 0.00 |
| SPRINKLER FITTER | All | BLD | | 47.20 | 49.20 | 1.5 | 1.5 | 2.0 | 12.25 | 11.55 | 0.00 | 0.55 |
| STEEL ERECTOR | All | All | | 42.07 | 44.07 | 2.0 | 2.0 | 2.0 | 13.45 | 19.59 | 0.00 | 0.35 |
| STONE MASON | All | BLD | | 44.88 | 49.37 | 1.5 | 1.5 | 2.0 | 10.25 | 15.30 | 0.00 | 0.85 |
| TERRAZZO FINISHER | All | BLD | | 39.54 | 39.54 | 1.5 | 1.5 | 2.0 | 10.55 | 11.79 | 0.00 | 0.67 |
| TERRAZZO MASON | All | BLD | | 43.38 | 43.38 | 1.5 | 1.5 | 2.0 | 10.55 | 13.13 | 0.00 | 0.79 |

| | | | | | | | | | | | | |
|------------------------|-----|-----|---|-------|-------|-----|-----|-----|-------|-------|------|------|
| TILE MASON | All | BLD | | 43.84 | 47.84 | 1.5 | 1.5 | 2.0 | 10.55 | 11.40 | 0.00 | 0.99 |
| TRAFFIC SAFETY WRKR | All | HWY | | 33.50 | 39.50 | 1.5 | 1.5 | 2.0 | 6.00 | 7.25 | 0.00 | 0.50 |
| TRUCK DRIVER | E | All | 1 | 35.60 | 36.25 | 1.5 | 1.5 | 2.0 | 8.56 | 11.50 | 0.00 | 0.15 |
| TRUCK DRIVER | E | All | 2 | 35.85 | 36.25 | 1.5 | 1.5 | 2.0 | 8.56 | 11.50 | 0.00 | 0.15 |
| TRUCK DRIVER | E | All | 3 | 36.05 | 36.25 | 1.5 | 1.5 | 2.0 | 8.56 | 11.50 | 0.00 | 0.15 |
| TRUCK DRIVER | E | All | 4 | 36.25 | 36.25 | 1.5 | 1.5 | 2.0 | 8.56 | 11.50 | 0.00 | 0.15 |
| TRUCK DRIVER | W | All | 1 | 35.98 | 36.53 | 1.5 | 1.5 | 2.0 | 8.25 | 10.14 | 0.00 | 0.15 |
| TRUCK DRIVER | W | All | 2 | 36.13 | 36.53 | 1.5 | 1.5 | 2.0 | 8.25 | 10.14 | 0.00 | 0.15 |
| TRUCK DRIVER | W | All | 3 | 36.33 | 36.53 | 1.5 | 1.5 | 2.0 | 8.25 | 10.14 | 0.00 | 0.15 |
| TRUCK DRIVER | W | All | 4 | 36.53 | 36.53 | 1.5 | 1.5 | 2.0 | 8.25 | 10.14 | 0.00 | 0.15 |
| TUCK POINTER | All | BLD | | 44.90 | 45.90 | 1.5 | 1.5 | 2.0 | 8.30 | 14.29 | 0.00 | 0.48 |

Explanations

COOK COUNTY

The following list is considered as those days for which holiday rates of wages for work performed apply: New Years Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day and Veterans Day in some classifications/counties. Generally, any of these holidays which fall on a Sunday is celebrated on the following Monday. This then makes work performed on that Monday payable at the appropriate overtime rate for holiday pay. Common practice in a given local may alter certain days of celebration. If in doubt, please check with IDOL.

TRUCK DRIVERS (WEST) - That part of the county West of Barrington Road.

EXPLANATION OF CLASSES

ASBESTOS - GENERAL - removal of asbestos material/mold and hazardous materials from any place in a building, including mechanical systems where those mechanical systems are to be removed. This includes the removal of asbestos materials/mold and hazardous materials from ductwork or pipes in a building when the building is to be demolished at the time or at some close future date.

ASBESTOS - MECHANICAL - removal of asbestos material from mechanical systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes, all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable

tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials, for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings, swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment

used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATIONS ELECTRICIAN

Installation, operation, inspection, maintenance, repair and service of radio, television, recording, voice sound vision production and reproduction, telephone and telephone interconnect, facsimile, data apparatus, coaxial, fibre optic and wireless equipment, appliances and systems used for the transmission and reception of signals of any nature, business, domestic, commercial, education, entertainment, and residential purposes, including but not limited to, communication and telephone, electronic and sound equipment, fibre optic and data communication systems, and the performance of any task directly related to such installation or service whether at new or existing sites, such tasks to include the placing of wire and cable and electrical power conduit or other raceway work within the equipment room and pulling wire and/or cable through conduit and the installation of any incidental conduit, such that the employees covered hereby can complete any job in full.

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of scaffolding, polishing if needed, patching, waxing of material if damaged, pointing up, caulking, grouting and cleaning of marble, holding water on diamond or Carborundum blade or saw for setters cutting, use of tub saw or any other saw needed for preparation of material, drilling of holes for wires that anchor material set by setters, mixing up of molding plaster for installation of material, mixing up thin set for the installation of material, mixing up of sand to cement for the installation of material and such other work as may be required in helping a Marble Setter in the handling of all material in the erection or installation of interior marble, slate, travertine, art marble, serpentine, alberene stone, blue stone, granite and other stones (meaning as to stone any foreign or domestic materials as are specified and used in building interiors and exteriors and customarily known as stone in the trade), carrara,

sanionyx, vitrolite and similar opaque glass and the laying of all marble tile, terrazzo tile, slate tile and precast tile, steps, risers treads, base, or any other materials that may be used as substitutes for any of the aforementioned materials and which are used on interior and exterior which are installed in a similar manner.

MATERIAL TESTER I: Hand coring and drilling for testing of materials; field inspection of uncured concrete and asphalt.

MATERIAL TESTER II: Field inspection of welds, structural steel, fireproofing, masonry, soil, facade, reinforcing steel, formwork, cured concrete, and concrete and asphalt batch plants; adjusting proportions of bituminous mixtures.

OPERATING ENGINEER - BUILDING

Class 1. Asphalt Plant; Asphalt Spreader; Autograde; Backhoes with Caisson Attachment; Batch Plant; Benoto (requires Two Engineers); Boiler and Throttle Valve; Caisson Rigs; Central Redi-Mix Plant; Combination Back Hoe Front End-loader Machine; Compressor and Throttle

Valve; Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Conveyor (Truck Mounted); Concrete Paver Over 27E cu. ft; Concrete Paver 27E cu. ft. and Under; Concrete Placer; Concrete Placing Boom; Concrete Pump (Truck Mounted); Concrete Tower; Cranes, All; Cranes, Hammerhead; Cranes, (GCI and similar Type); Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derricks, Traveling; Formless Curb and Gutter Machine; Grader, Elevating; Grouting Machines; Heavy Duty Self-Propelled Transporter or Prime Mover; Highlift Shovels or Front Endloader 2-1/4 yd. and over; Hoists, Elevators, outside type rack and pinion and similar machines; Hoists, One, Two and Three Drum; Hoists, Two Tugger One Floor; Hydraulic Backhoes; Hydraulic Boom Trucks; Hydro Vac (and similar equipment); Locomotives, All; Motor Patrol; Lubrication Technician; Manipulators; Pile Drivers and Skid Rig; Post Hole Digger; Pre-Stress Machine; Pump Cretes Dual Ram; Pump Cretes: Squeeze Cretes-Screw Type Pumps; Gypsum Bulker and Pump; Raised and Blind Hole Drill; Roto Mill Grinder; Scoops - Tractor Drawn; Slip-Form Paver; Straddle Buggies; Operation of Tie Back Machine; Tournapull; Tractor with Boom and Side Boom; Trenching Machines.

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete

Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks;
Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists,
Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine;
Hoists, Tugger Single Drum; Laser Screed; Rock Drill (Self-Propelled);
Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors,
All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator;
Generators; Heaters, Mechanical; Hoists, Inside Elevators (remodeling
or renovation work); Hydraulic Power Units (Pile Driving, Extracting,
and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300
ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5);
Winches, 4 Small Electric Drill Winches.

Class 4. Bobcats and/or other Skid Steer Loaders; Oilers; and Brick
Forklift.

Class 5. Assistant Craft Foreman.

Class 6. Gradall.

Class 7. Mechanics; Welders.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines: ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types: Creter Crane: Spider Crane; Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dredges; Elevators, Outside type Rack & Pinion and Similar Machines; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver Truck Mounted; Hoists, One, Two and Three Drum; Heavy Duty Self-Propelled Transporter or Prime Mover; Hydraulic Backhoes; Backhoes with shear attachments up to 40' of boom reach; Lubrication

Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Snow Melters; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Operation of Tieback Machine; Tractor Drawn Belt Loader; Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Traffic Barrier Transfer Machine; Trenching; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.; Concrete Spreader; Concrete Curing Machine, Burlap Machine, Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck

Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; Hydro Excavating (excluding hose work); Laser Screed; All Locomotives, Dinky; Off-Road Hauling Units (including articulating) Non Self-Loading Ejection Dump; Pump Cretes: Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper - Single/Twin Engine/Push and Pull; Scraper - Prime Mover in Tandem (Regardless of Size); Tractors pulling attachments, Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

Class 3. Boilers; Brooms, All Power Propelled; Cement Supply Tender; Compressor, Common Receiver (2); Concrete Mixer (Two Bag and Over); Conveyor, Portable; Farm-Type Tractors Used for Mowing, Seeding, etc.; Forklift Trucks; Grouting Machine; Hoists, Automatic; Hoists, All Elevators; Hoists, Tugger Single Drum; Jeep Diggers; Low Boys; Pipe Jacking Machines; Post-Hole Digger; Power Saw, Concrete Power Driven; Pug Mills; Rollers, other than Asphalt; Seed and Straw Blower; Steam Generators; Stump Machine; Winch Trucks with "A" Frame; Work Boats; Tamper-Form-Motor Driven.

Class 4. Air Compressor; Combination - Small Equipment Operator; Directional Boring Machine; Generators; Heaters, Mechanical; Hydraulic Power Unit (Pile Driving, Extracting, or Drilling); Light Plants, All (1 through 5); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Pumps, Well Points; Vacuum Trucks (excluding hose work); Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 5. SkidSteer Loader (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Dowell Machine with Air Compressor; Gradall and machines of like nature.

OPERATING ENGINEER - FLOATING

Class 1. Craft Foreman; Master Mechanic; Diver/Wet Tender; Engineer; Engineer (Hydraulic Dredge).

Class 2. Crane/Backhoe Operator; Boat Operator with towing

endorsement; Mechanic/Welder; Assistant Engineer (Hydraulic Dredge);
Leverman (Hydraulic Dredge); Diver Tender.

Class 3. Deck Equipment Operator, Machineryman, Maintenance of Crane
(over 50 ton capacity) or Backhoe (115,000 lbs. or more); Tug/Launch
Operator; Loader/Dozer and like equipment on Barge, Breakwater Wall,
Slip/Dock, or Scow, Deck Machinery, etc.

Class 4. Deck Equipment Operator, Machineryman/Fireman (4 Equipment
Units or More); Off Road Trucks; Deck Hand, Tug Engineer, Crane
Maintenance (50 Ton Capacity and Under) or Backhoe Weighing (115,000
pounds or less); Assistant Tug Operator.

Class 5. Friction or Lattice Boom Cranes.

Class 6. ROV Pilot, ROV Tender

SURVEY WORKER - Operated survey equipment including data collectors,
G.P.S. and robotic instruments, as well as conventional levels and
transits.

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials that may be used by the Mosaic Terrazzo Mechanic, and the mixing, grinding, grouting, cleaning and sealing of all Marble, Mosaic, and Terrazzo work, floors, base, stairs, and wainscoting by hand or machine, and in addition, assisting and aiding Marble, Masonic, and Terrazzo Mechanics.

TRAFFIC SAFETY

Work associated with barricades, horses and drums used to reduce lane usage on highway work, the installation and removal of temporary lane markings, and the installation and removal of temporary road signs.

TRUCK DRIVER - BUILDING, HEAVY AND HIGHWAY CONSTRUCTION - EAST & WEST

Class 1. Two or three Axle Trucks. A-frame Truck when used for transportation purposes; Air Compressors and Welding Machines, including those pulled by cars, pick-up trucks and tractors; Ambulances; Batch Gate Lockers; Batch Hopperman; Car and Truck

Washers; Carry-alls; Fork Lifts and Hoisters; Helpers; Mechanics
Helpers and Greasers; Oil Distributors 2-man operation; Pavement
Breakers; Pole Trailer, up to 40 feet; Power Mower Tractors;
Self-propelled Chip Spreader; Skipman; Slurry Trucks, 2-man operation;
Slurry Truck Conveyor Operation, 2 or 3 man; Teamsters; Unskilled
Dumpman; and Truck Drivers hauling warning lights, barricades, and
portable toilets on the job site.

Class 2. Four axle trucks; Dump Crets and Adgetors under 7 yards;
Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnapulls or
Turnatrailers when pulling other than self-loading equipment or
similar equipment under 16 cubic yards; Mixer Trucks under 7 yards;
Ready-mix Plant Hopper Operator, and Winch Trucks, 2 Axles.

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over;
Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnatrailers or
turnapulls when pulling other than self-loading equipment or similar
equipment over 16 cubic yards; Explosives and/or Fission Material
Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit;
Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole
and Expandable Trailers hauling material over 50 feet long; Slurry

trucks, 1-man operation; Winch trucks, 3 axles or more;
Mechanic--Truck Welder and Truck Painter.

Class 4. Six axle trucks; Dual-purpose vehicles, such as mounted crane trucks with hoist and accessories; Foreman; Master Mechanic; Self-loading equipment like P.B. and trucks with scoops on the front.

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

Landscaping work falls under the existing classifications for laborer, operating engineer and truck driver. The work performed by landscape plantsman and landscape laborer is covered by the existing classification of laborer. The work performed by landscape operators (regardless of equipment used or its size) is covered by the classifications of operating engineer. The work performed by landscape truck drivers (regardless of size of truck driven) is covered by the classifications of truck driver.

MATERIAL TESTER & MATERIAL TESTER/INSPECTOR I AND II

Notwithstanding the difference in the classification title, the classification entitled "Material Tester I" involves the same job duties as the classification entitled "Material Tester/Inspector I". Likewise, the classification entitled "Material Tester II" involves the same job duties as the classification entitled "Material Tester/Inspector II".

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ADOPTION OF PREVAILING WAGE RATES

Background

Illinois Law requires that during the month of June all public bodies are to ascertain the prevailing rate of wages. To comply with this law, District 59, a public body, is required to pass a resolution establishing that the general prevailing wage rate for construction work in District 59 is the same as that established for Cook County. These documents are then submitted to the Illinois Department of Labor.

The adopted resolution shall be published in a local newspaper. Prevailing wage rates are available in the Business Services Department.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, the State of Illinois has enacted "An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, City or any public body or any political subdivision or by anyone under contract for public works," approved June 26, 1941, as amended, being Chapter 820 ILCS 130/1-12, Illinois Compiled Statutes; and

WHEREAS, the aforesaid Act requires that the Board of Education of the Community Consolidated School District 59 (District 59) investigate and ascertain the prevailing rate of wages as defined in said Act for laborers, mechanics, and other workers in the locality of said District 59 employed in performing construction of public works, for said District 59; and

NOW THEREFORE, BE IT RESOLVED, by the President and the Board of Education of Community Consolidated School District 59:

SECTION 1: To the extent and as required by "An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, City or any public body or any political subdivision or by anyone under contract for public works" approved June 26, 1941, as amended, the general prevailing rate of wages in this locality for laborers, mechanics and other workers engaged in the construction of public works coming under the jurisdiction of this District 59 is hereby ascertained to be the same as the prevailing rate of wages for construction work in the Cook County area as determined by the Department of Labor of the State of Illinois as of June 2017, a copy of that determination being attached hereto and incorporated herein by reference. The definition of any terms appearing in this Resolution which are also used in the aforesaid Act shall be the same as in said Act.

SECTION 2: Nothing herein contained shall be construed to apply said general prevailing rate of wages as herein ascertained to any work or employment except public works construction of this District 59 to the extent required by the aforesaid Act.

SECTION 3: The Board of Education Secretary shall publicly post or keep available for inspection by any interested party in the main office of this District 59 this determination of such prevailing rate of wage.

SECTION 4: The Board of Education Secretary shall mail a copy of this determination to any employer, and to any association of employers and to any person or association of employees who have filed, or file their names and addresses, requesting copies of any determination stating the particular rates and the particular class of workers whose wages will be affected by such rates.

SECTION 5: The Board of Education Secretary shall promptly file a certified copy of this Resolution with the Department of Labor of the State of Illinois.

SECTION 6: The Board of Education Secretary shall cause a notice to be published in a newspaper of general circulation within the area that the determination of prevailing wage has been made. Such publication shall constitute notice that this is the determination of District 59 and is effective.

PASSED THIS 26th day of June 2017.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: APPOINTMENT OF SCHOOL TREASURER

Background

In accordance with section 5/8-1(c) of the Illinois School Code, the Board is required to appoint a School Treasurer for each fiscal year. On December 12, 2016, the Board Of Education appointed Vickie Nissen, Assistant Superintendent for Business Services, CSBO as School Treasurer for the time period of January 1, 2017 to June 30, 2017.

Recommendation

Adoption:

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS the Board is required to appoint a School Treasurer effective July 1, 2017.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, as follows:

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

Section 2. The Board hereby appoints Assistant Superintendent for Business Services/CSBO, Ms. Vickie Nissen, as School Treasurer, effective July 1, 2017.

Section 3. Commencing with the fiscal year beginning July 1, 2017, the Board shall appoint a School Treasurer in accordance with Section 5/8-1(c) of the *Illinois School Code*.

Section 4. This Resolution shall be in full force and effect upon its passage.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools**

**RESOLUTION: DIRECT SCHOOL TREASURER TO TRANSFER INTEREST
EARNED IN THE DEBT SERVICE FUND TO THE EDUCATIONAL
FUND FOR FISCAL YEAR 2016/17**

Background

As part of the District's Long-Term Financial Plan, 100% of interest earned in the Debt Service Fund is to be transferred for use in the Educational Fund. The adopted 2016/17 budget includes a transfer of interest allocation of \$47,347 from the Debt Service Fund to the Educational Fund, reflecting an estimate of the total interest earnings within the Debt Service Fund accrued during the 2016/17 fiscal year. At fiscal year end, the District records interest earnings in accordance with Government Accounting Standards Board (GASB) Statement 31. This resolution recognizes that the Debt Service Fund will have the interest earnings available, that it is in the best interest of the District to proceed with transferring 100% of these interest earnings, and authorizes the School Treasurer to proceed effective with the 2016/17 year-end closing process.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, it is the intent of the Board of Education to transfer on an annual basis 100% of the interest recorded from investments in the Debt Service Fund; and

WHEREAS, Section 10-22.44 of the School Code provides that the Board of Education of the District has the power to transfer the interest earned from the investment of the moneys in Debt Service Fund to the respective fund of the District that is most in need of such interest income, as determined by the Board of Education; and

WHEREAS, it is hereby found and determined by the Board of Education that the Educational Fund is most in need of the interest income recorded from the investment of moneys of the School District in the Debt Service Fund; and

WHEREAS, it is in the best interest of the District that the Board of Education direct the School Treasurer to transfer 100% of said interest income to the Educational Fund.

BE IT RESOLVED THAT on the 26th day of June, 2017, the Community Consolidated School District 59 Board of Education:

Section 1. That the Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That the School Treasurer of the District be and is hereby directed, pursuant to Section 10-22.44 of the School Code, to transfer 100% of interest recorded from the investment of moneys in the Debt Service Fund to the Educational Fund, effective in fiscal year 2016/17.

Section 3. That all other resolutions or parts of resolutions in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ABATEMENT OF \$350,000 IN WORKING CASH FUNDS TO THE OPERATIONS AND MAINTENANCE FUND

Background

While the Board of Education monitors the District’s financial condition through its Fund Balance Policy, the Administration annually monitors the fund balances of its major operating funds in order to maintain an approximate fund balance target of 50%. As the Operations and Maintenance Fund has covered the cost of some major capital projects over the past several years, the fund balance is estimated to fall below the 50% target. Therefore, as part of the 2016/17 Budget, an allocation was established to abate \$350,000 from the Working Cash Fund to the Operations and Maintenance Fund.

This Resolution authorizes this transfer effective with the close of the 2016/17 fiscal year.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, the Working Cash Fund of Community Consolidated School District No. 59, Cook County, Illinois (the “School District”), was created for the purpose of enabling the School District to have in its treasury at all times sufficient money to meet demands thereon for ordinary and necessary expenditures for corporate purposes; and

WHEREAS, the Working Cash Fund was funded by the issuance and sale of bonds of the School District and/or by levy and extension of taxes pursuant to Article 20 of the School Code of Illinois (the “School Code”); and

WHEREAS, the Working Cash Fund presently has on hand a balance of at least \$13 million; and

WHEREAS, Sections 20-5, 20-9, and 20-10 of the School Code provide that the Board of Education has the power to partially abate and permanently transfer a portion of the fund balance in the Working Cash Fund to any fund or funds of the School District most in need of the money, provided that the School District maintains an amount to the credit of the Working Cash Fund, including taxes levied pursuant to Section 20-3 and not yet collected and amounts transferred pursuant to Section 20-4 and to be reimbursed to the Working Cash Fund, at least equal to 0.05% of the then current equalized assessed value of the taxable property in the School District; and

WHEREAS, the Board has determined that the Operations and Maintenance Fund of the School District is one of the funds most in need of moneys to be permanently transferred from the Working Cash Fund to provide money with which to meet the ordinary and necessary disbursements consistent with the purposes of that fund; and

WHEREAS, it is in the best interest of the School District that the Board of Education direct the School Treasurer to partially abate and permanently transfer a portion of the fund balance in the Working Cash Fund to the Operations and Maintenance Fund.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, as follows:

Section 1. That the Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That the School Treasurer of the School District be and is hereby directed, pursuant to Sections 20-5, 20-9, and 20-10 of the School Code, to partially abate and permanently transfer \$350,000 of the moneys in the Working Cash Fund to the Operations and Maintenance Fund, such transfer to be made effective June 30, 2017.

Section 3. That following the aforementioned transfer, the School District shall maintain an amount to the credit of the Working Cash Fund, including taxes levied pursuant to Section 20-3 and not yet collected and amounts transferred pursuant to Section 20-4 and to be reimbursed to the Working Cash Fund, at least equal to 0.05% of the then current equalized assessed value of the taxable property in the School District

Section 4. That all other resolutions or parts of resolutions in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ABATEMENT OF \$1,027,000 IN WORKING CASH FUNDS TO THE EDUCATION FUND

Background

While the Board of Education monitors the District’s financial condition through its Fund Balance Policy, the Administration annually monitors the fund balances of its major operating funds. This year, the Education Fund incurred the cost of the first year implementation of the Learning Spaces Project. As part of the 2016/17 Budget, an allocation was established to abate \$1,027,000 from the Working Cash Fund to the Education Fund to cover this fiscal year’s cost of implementation.

This Resolution authorizes this transfer effective with the close of the 2016/17 fiscal year.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, the Working Cash Fund of Community Consolidated School District No. 59, Cook County, Illinois (the “School District”), was created for the purpose of enabling the School District to have in its treasury at all times sufficient money to meet demands thereon for ordinary and necessary expenditures for corporate purposes; and

WHEREAS, the Working Cash Fund was funded by the issuance and sale of bonds of the School District and/or by levy and extension of taxes pursuant to Article 20 of the School Code of Illinois (the “School Code”); and

WHEREAS, the Working Cash Fund presently has on hand a balance of at least \$13 million; and

WHEREAS, Sections 20-5, 20-9, and 20-10 of the School Code provide that the Board of Education has the power to partially abate and permanently transfer a portion of the fund balance in the Working Cash Fund to any fund or funds of the School District most in need of the money, provided that the School District maintains an amount to the credit of the Working Cash Fund, including taxes levied pursuant to Section 20-3 and not yet collected and amounts transferred pursuant to Section 20-4 and to be reimbursed to the Working Cash Fund, at least equal to 0.05% of the then current equalized assessed value of the taxable property in the School District; and

WHEREAS, the Board has determined that the Education Fund of the School District is one of the funds most in need of moneys to be permanently transferred from the Working Cash Fund to provide money with which to meet the ordinary and necessary disbursements consistent with the purposes of that fund; and

WHEREAS, it is in the best interest of the School District that the Board of Education direct the School Treasurer to partially abate and permanently transfer a portion of the fund balance in the Working Cash Fund to the Education Fund.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, as follows:

Section 1. That the Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That the School Treasurer of the School District be and is hereby directed, pursuant to Sections 20-5, 20-9, and 20-10 of the School Code, to partially abate and permanently transfer \$1,027,000 of the moneys in the Working Cash Fund to the Education Fund, such transfer to be made effective June 30, 2017.

Section 3. That following the aforementioned transfer, the School District shall maintain an amount to the credit of the Working Cash Fund, including taxes levied pursuant to Section 20-3 and not yet collected and amounts transferred pursuant to Section 20-4 and to be reimbursed to the Working Cash Fund, at least equal to 0.05% of the then current equalized assessed value of the taxable property in the School District

Section 4. That all other resolutions or parts of resolutions in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Elk Grove Township Schools

**RESOLUTION: APPROVAL OF INTERGOVERNMENTAL AGREEMENT
BETWEEN THE NORTH COOK INTERMEDIATE SERVICE
CENTER AND COMMUNITY CONSOLIDATED SCHOOL
DISTRICT 59**

Background

The North Cook Intermediate Service Center provides a Regional Safe School Program serving students from grades 6 through 12. Community Consolidated School District 59 has made consistent use of The North Cook Young Adult Academy (NCYAA) during the past several years as an alternate placement site for students struggling within a traditional educational system. NCYAA uses the home school curriculum customized to the student to maximize the student's opportunity for success.

School District 59 provides tuition and transportation to students assigned to NCYAA. School District 59 and North Cook Intermediate Service Center are both looking to hold down costs while providing the very best services to our students. During the 2016.17 school year, one student was placed at NCYAA for a total of 179 days.

The following outlines the North Cook Intermediate Service Center/North Cook Young Adult Academy services fees for the 2017.18 school year.

Intake Assessment and Case Management Fee (This is a one-time fee, billed immediately following a student's participation in the referral and intake process.):

- \$2,705.97 per student (new referrals only)

Instructional Services:

- \$80.93 per day for additional or non-contractual services.

After the initial intake and case management fees, services are billed on a monthly basis.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS the District 59 Board of Education, in an effort to provide the necessary support and assistance for students has made consistent use of the North Cook Young Adult Academy as an alternative learning site during the past several school years; and

WHEREAS the Academy has asked the District to renew the Intergovernmental Agreement for the 2017.18 school year

NOW, THEREFORE, BE IT RESOLVED that on this 27th day of June, 2016 the School District 59 Board of Education hereby enters into the attached intergovernmental agreement for the 2017.18 school year with North Cook Intermediate Service Center, in accordance with the terms identified in the agreement.

Approved this 26th day of June, 2017 by the following roll call vote:

| Roll call vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: - - -

President

ATTEST:

Secretary

INTERGOVERNMENTAL AGREEMENT
Community Consolidated School District 59
And
North Cook Intermediate Service Center

Community Consolidated School District 59 (School District) agrees to contract with North Cook Intermediate Service Center (North Cook ISC) to provide optional alternative education services for School District in accordance with Public Act 89-383, Illinois School Code 5/13-A (Regional Safe Schools Act). North Cook ISC will provide these services to eligible School District students through the North Cook Young Adult Academy program. School District and North Cook ISC enter into this cooperative agreement in order to provide a safe schools program designed to meet the needs of students identified as eligible for such services based on North Cook Young Adult Academy eligibility criteria.

Term: The terms of this agreement are in effect for the 2017-2018 school year beginning July 1, 2017 and ending June 30, 2018.

Program Administration: North Cook Young Adult Academy approved program sites are supervised in accordance with rules and regulations of the regional safe schools programs for the State of Illinois, the School Code of Illinois, and the policies and procedures of North Cook ISC and the North Cook Young Adult Academy program.

Referral Process: Students may be found eligible for enrollment in the North Cook Young Adult Academy program upon completion of the following steps:

1. A prescreening is conducted at the district level through the District Resource Team or another designated screening committee. Students found to meet eligibility criteria may be referred to the North Cook Young Adult Academy.
2. District staff shall send a referral packet to North Cook Young Adult Academy. A student will be scheduled for intake and assessment only after the home school submits a complete referral packet which includes copies of all required student records.
3. The North Cook Young Adult Academy staff schedules and conducts the student's intake and assessment, followed by an individualized Optional Education Plan (IOEP) meeting.
4. Following a determination of eligibility and acceptance of the student, the district administratively transfers the student to the North Cook Young Adult Academy program. Expelled students must be reenrolled in their home school district in order to attend North Cook Young Adult Academy.
5. The student is then enrolled in the North Cook Young Adult Academy and attends the program site specified at the IOEP meeting.

District Fees for Services: For the 2017-2018 school year, School District agrees to contract with North Cook ISC for services based upon the attached FY18 Tuition and Fee Schedule. School District will be charged \$2,705.97 for each assessment and \$80.93 for each enrollment day. These services will be billed on a monthly basis.

Student Attendance: Students enrolled in North Cook Young Adult Academy are required to participate in a minimum of 300 minutes of instruction per day. According to Illinois State Board of Education requirements, School District will not claim ADA for students administratively transferred to North Cook Young Adult Academy. North Cook ISC will complete and submit required ADA reports for all students enrolled at North Cook Young Adult Academy.


Termination of Services: Upon termination of services, North Cook Young Adult Academy staff will complete and submit a final student grade/credit report to the district. Student/s will be administratively transferred back to the home school for graduation, return to the regular school program, and/or other disposition.

Records: The School District will maintain the permanent records of its students who attend North Cook Young Adult Academy. The North Cook Young Adult Academy Central Office will maintain the temporary records of the School District's students during the period of their attendance at the Academy. Students' temporary records will be returned to the School District following the conclusion of their participation in the North Cook Young Adult Academy program. The School District and North Cook ISC shall bear sole responsibility for any violation of the *Family Educational Rights and Privacy Act*, the *Illinois School Student Records Act*, and other applicable federal and state laws pertaining to student records by their respective employees.

Transportation: Student transportation will be determined at the time of referral and/or IOEP meeting.

Dr. Arthur Fessler
Superintendent
Community Consolidated School District 59

Date



Bruce Brown
Executive Director
North Cook Intermediate Service Center

6/22/2017

Date

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59

Elk Grove Township Schools

RESOLUTION: APPROVAL OF DISTRICT 59 TITLE I SCHOOLWIDE PLANS

Background

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

Due to ESSA, the State has removed the previous requirement of completing Rising Star Plans for Title I Plans eligibility and has developed a new template for eligible schools to complete in order to satisfy the Schoolwide Plan requirement. Each eligible school needs to complete the Title I Schoolwide Plan, and submit it for approval to the local school board and kept on file in the district, in order to receive our Title I funding. Due to the switch from Rising Star to the Schoolwide Plan template, each elementary school (except Ridge) completed a new comprehensive Schoolwide Plan.

The State requires that the local board of education approve the Title I Schoolwide Plans. There is no particular rubric or methodology for the board to evaluate the Title I Schoolwide Plan, only that implementing the plan would result in the improvement of academic achievement of students.

Recommendation

Approval of the Title I Schoolwide Plans

Resolution

Motion made by _____, seconded by _____
to adopt the following resolution:

BE IT RESOLVED on the 26th day of June 2017, the Community Consolidated School District 59 Board of Education approve each eligible elementary school's Title I Schoolwide Plan, a copy of which is attached to this resolution.

Brentwood Title I Schoolwide Plan

Byrd Title I Schoolwide Plan

Clearmont Title I Schoolwide Plan

Devonshire Title I Schoolwide Plan

Forest View Title I Schoolwide Plan

Frost Title I Schoolwide Plan

John Jay Title I Schoolwide Plan

Juliette Low Title I Schoolwide Plan

Rupley Title I Schoolwide Plan

Salt Creek Title I Schoolwide Plan

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

President

ATTEST:

Secretary

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|-----------------|---------------------------------|-----------------|-----------------------------------|
| School Name: | Brentwood | | |
| RCDT: | | | |
| Principal: | Dr. Michael Merritt | | |
| Address: | 260 Dulles Road | | |
| City, ZIP code: | Des Plaines, IL. 60016 | | |
| Telephone: | 847 593 4401 | | |
| Email address: | merritt.mike@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | N | |

DISTRICT INFORMATION

| | |
|-----------------------|------------------------|
| District Name/Number: | CCSD 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4309 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|---------------------|---------------------|
| Dr. Michael Merritt | Principal |
| Kathy Beach | Assistant Principal |
| Bill Lancaster | Teacher |
| Kristy LaCost | Teacher |
| Jolanta Bober | Teacher |
| Mark Kadziewala | Teacher |
| Agnes Gorski | Teacher |
| Stephanie Petersen | Teacher |
| Anna Treutler | Teacher |
| Anita Eshio | Parent |
| Heather Groll | Parent |
| Holly May | Parent |
| Mari Ferrazzuolo | Parent |
| Dominika Drozdral | Parent |
| | |
| | |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not Applicable

3. Conduct a comprehensive needs assessment of the entire school:

Brentwood Needs Assessment Summary

Parent/Family Comments:

Through our discussions, we have found our parent community to be impressed by how strongly Brentwood educators strive to building positive relationships with their children. Parents have expressed

they realize our educators are passionate and dedicated in working to continually improve the learning experiences their children are provided. Over the past two years, parents have been impressed with the district's decision to provide a full-day Kindergarten program and are already seeing the benefits related to their children's academic and social skills. As a global parent group, they are noticing more of an acceptance of our Dual Language Spanish program and are pleased we have provided additional opportunities over the last three years for Hispanic parents to become more involved in school events. Parents have been informed the change to our instructional approach, including literacy and workshop, and have commented that whatever we are doing is working and we should continue with our approaches. Parents have also indicated they feel welcome in our building as they are greeted office staff and when volunteering in the classrooms.

With regard to parents thoughts on how we could improve our practices, parents suggest we focus on increased communication, specifically with the academic progress of their children. Parents would like to see Brentwood use a reporting system that is much like the system used in the junior high schools; one that parents can readily access grades and other pertinent school information. Parents also indicated they would like to see more parents get involved in school events and activities; to take ownership in their child's learning community and have pride in supporting our mission of Preparing Students to be Successful for Life.

Educators:

As a collective group, our educators believe several of our practices have been effective in supporting learners in their instructional progress. Most especially, educators believe the full-day kindergarten program has been extremely successful in providing our early learners with the foundational reading and math skills that are necessary for continued success in subsequent grades. Educators believe the Wednesday Extended Plan Time has been extremely beneficial in planning as we shift our instructional practices to be workshop-based; providing adequate time to collaborate with grade level teammates in understanding the units of study and the new Learning Experiences. To meet the needs of the whole-child, educators have found our Social Emotional Learning focus to be beneficial. Most of our educators begin the day with a class meeting or circle-keeping time, allowing opportunities for all voices to be heard and relationships to be solidified. To further support this need of our learners, educators have found the one-hour of SEL time on Wednesday morning to be an opportunity to be more extensive in addressing various SEL needs identified building-wide. Finally, our educators are very proud of the progress we have made to create more efficiencies within our Student Services Team and their approach to identifying the needs of individual learners.

Educators would like to see some improvements in a few areas to support both educator and student learning. Educators would like increased supports within the area of math and how to scaffold learning for students at all ends of the spectrum with math skills. Educators would like to have more support in literacy to guide their learners to continue to grow including conferring, anecdotal notes and writing strategies. Available coaching staff for all staff including dual language Spanish to start and end the coaching cycle together. Staff are also seeking out information on the workshop models and guided reading for better planning using the continuum.

Our educators feel they would benefit from further professional development in various instructional areas. Most of our educators do not feel as confident in their abilities to design math lessons based on their understanding of the math scope and sequence and skills progressions. Educators also see a need for ongoing learning activities related to establishing and maintaining routines and structures throughout the school to support learners in consistently exhibiting positive behavior. As we shift to a push-in, strength-based model of intervention, educators would like learning opportunities that focus on how to effectively implement those interventions in their classrooms.

Principals:

We know that some of our staff have successfully implemented the guided reading model and are using assessment results as information to inform further literacy and math instruction. Many of our educators get to know students on a personal level, developing relationships with families and using knowledge of any precipitating factors that impact the learning process. Educators plan together and have begun to consistently utilize instructional coaches to increase their knowledge of effective lesson design and instructional strategies that are proven to increase student achievement. The extended planning time embedded within our weekly schedule offers educators the opportunity to discuss ideas relative to planning, designing learning activities, and reviewing learners' assessments allow educators to know the next steps to foster student learning. Additionally, the individualized attention learners are afforded during Guided Reading has proven effective in meeting the needs of the various skills levels of our learners.

As a learning community, we realize there is always room for improvement in our instructional practices. To continue to build off of the progress we have already made, we would like to focus on using our localized assessment results to better inform Guided Reading and workshop lessons, especially in the area of ESL and Dual Language Spanish programs. To support this focus, Brentwood educators should work to become more knowledgeable of the skills progressions in the area of literacy, as well as becoming more knowledgeable of the necessary teaching points as a result of the localized assessments. Additionally, we will need to increase consistency of our educators collaborating with coaches and learning with them through a full coaching cycle as compared to inconsistent coaching visits we have observed in the past. When looking at instruction through an SEL lens, we should be more consistent with class meetings and circle-keeping activities to improve overall learner behavior and relationship-building.

Brentwood educators will continue to work with coaches and the instructional interventionist to increase their knowledge and skill particularly in the areas of literacy (guided reading, conferring, workshop models) and math. Using the coaching cycle of planning together, teaching together and reflection will allow the educators and coaches to work on all aspects of creating and teaching excellent lessons. Brentwood educators will increase their knowledge with support from coaches in the areas of gathering data on student learning (anecdotal notes and running records) to give learners specific feedback on their literacy and math skills. Using the push in model, learners will be in their classroom for more Tier 1 instruction. This will also allow increased supports for all learners. We will continue to build a passion for learning for all learners, work from a strengths based perspective while building relationships with our students and understanding their interests to then apply to learning in our classrooms.

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

At Brentwood, we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

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

In Kindergarten through fifth grade at Brentwood, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

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

Brentwood is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Brentwood is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort.

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

need subjects.

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
2. Individual schools develop their goals to support the goals of the District.
3. Staff development needs arise in connection to the goals of the school improvement plans.
4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.
- Teach and practice age-appropriate positive social interactions.
- Teach and practice age-appropriate emotional skills.
- Learn about students strengths and interests prior to their first day of school.
- Provide early behavior and academic intervention.
- Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Admiral Byrd Elementary School | | |
| RCDT: | | | |
| Principal: | Mary Ellen Esser | | |
| Address: | 265 Wellington Avenue | | |
| City, ZIP code: | Elk Grove Village 60007 | | |
| Telephone: | 847-593-4388 | | |
| Email address: | esser.maryellen@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|------------------------------|------------------------|
| District Name/Number: | CCSD #59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|---------------------|------------------------------------|
| Shannon Andersen | Gr/ 4/ 5 Dual Language Teacher |
| Kimberly Cramer | Fine Arts Teacher |
| Paula Czajkowski | Gr/ 4/ 5 Dual Language Teacher |
| Amy Deluca | Dual Language Kindergarten Teacher |
| Carolyn Duffy | Gr. 5 Teacher |
| Mary Ellen Esser | Principal |
| Susan Farmer | Technology Assistant |
| Elizabeth Greenberg | Gr. 4 Teacher |
| Jessica Goczowski | Gr. 3 Teacher |
| Linda Luna | K Teacher |
| Sara Magnafichi | Gr. 1 Teacher |
| Emily Woemmel | Assistant Principal |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not applicable

3. Conduct a comprehensive needs assessment of the entire school:
- Include a copy of the document used to conduct the assessment.
 - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

The responses below are summaries. Full surveys are linked to the section titles, if applicable.

SCHOOL PRINCIPALS

When considering your school Accreditation and AYP student achievement results, what is working?

Full day kindergarten has provided more time for our students, many of whom do not attend pre-school and enter kindergarten significantly below grade level to start bridging the achievement gap. The one way dual language program has elevated the level of proficiency of our bilingual students in both languages and as we refine our Tier I instruction it should continue to increase student achievement. The implementation of the readers and writers workshop also have increased students abilities and interest in reading and writing. The SEL focus in the district has been beneficial for all students and staff as we focus on the emotional needs in order to be available for learning and teaching.

In your opinion, what needs to be improved to increase student achievement across the school?

To improve instruction we must focus on improving out Tier I instruction in in order to meet the needs of all students. One of the way we can accomplish this is through the coaching model that will be implemented this next year. Coaches should be able to assist staff in planning for Tier II interventions in the classroom, assisting with the focus on implementing the math workshop and supporting dual language teachers as they work to continually implement the language allocation plan. This year staff will focus on ways to improve parent education during evening events and to support parents through some education sessions geared to support dual language families.

As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?

To increase student achievement in the district, as well as, Byrd School, we will be implementing a push-in model of support for students, a continued focus on implementing the learning experiences, fully implementing the morning circles, refining the implementation of the readers and writers workshops (especially conferring and providing individualized feedback). Math has been an area of need and we plan to intensely focus on math instruction and the proper implementation of the math workshop. The dual language classes will continue to refine their use of best practices such as using TPR, strict adherence of the language allocation plan, the bridge and developing oracy. As we continue to make these changes, we need to keep parents informed and hope to add more parent information sessions, especially for our dual language families.

Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.

Research based strategies that will help increase student achievement will be coaching support for all teachers, refining skills in readers and writers workshop, especially conferring and individualized feedback. Additionally we will continue to refine best practices in dual language classrooms, including TPR, content allocation, the bridge and oracy. Interventions that will support increased student achievement are focusing on strengths based interventions, increasing the time and intensity of interventions and the addition of SAIG (Social Academic Instructional Groups).

What professional development strategies will promote better results?

Professional development will be key to accomplishing our goals and achieving increased student achievement. In order to assist staff we will, have regularly scheduled planning sessions with coaches and teachers that will include administrators. As we identify areas of strength among the staff we we encourage and assist we scheduling peer observations and modeling of best practices. Tier I instruction will be a major focus during the grade level, PLT and MTSS meetings as well as an intense focus on delivery of math instruction as we implement the math workshop.

CLASSROOM TEACHER

When considering your students and student achievement results across your school, what works?

Staff state that the book room and the leveled readers housed there, both English and Spanish, have helped their students achieve success. Full day kindergarten has been helpful for our youngest students as they are able to devote more time to teaching core competencies and student exploration. Having the resources, both human (staff who work with students and also staff who provide resources for parents to help their children) and material (such as leveled readers and digital resources) contributes to student success.

In your opinion, what needs to be improved to increase student achievement in your classroom and the school?

In order to improve student achievement in the school and classroom, staff want smaller class size, more leveled readers in English and Spanish, especially for the lowest and highest F & P reading levels. Students would like to see more students coming to school having attended pre-school, books that can be sent home with students, more parental support and consistent attendance for some students.

As you think about student achievement in your grade level team, what long term planning or ideas do you have for supporting higher student achievement?

Staff feel that long term planning to raise student achievement should include parent education/engagement opportunities, implementing more readers theater throughout the year, continuing to keep classes small and utilizing coaches to improve practice.

What instructional intervention is most successful in your classroom?

Providing resource materials and teachers to provide students with the highest level of reading instruction based on best research based interventions.

What is your greatest professional development need?

The professional development needs indicated by staff include refining practices connected to the the reading and writing workshop such as keeping mini lessons short, practice conferring with students, and providing feedback to students which should be easier with the addition of building coaches who will meet with each grade level team at *least* once every eight day cycle. Guided reading topics include, differentiating for students outside of guided reading time and refining guided reading lessons. The addition of a coach with a solid math background will assist with the implementation of the math workshop which is an identified staff need. Additionally, coaches will also assist staff as they work to implement the learning experiences.

PARENT AND COMMUNITY and BUILDING ACCOUNTABILITY COMMITTEE / DISTRICT ACCOUNTABILITY COMMITTEE FEEDBACK

Interesting to note that the overwhelming majority of the parent responses were from our bilingual families and had to be translated.

When considering students and student achievement results across your school or in the district, what works?

Parents are pleased with the support and dedication they receive from teachers and staff as they work with the students. Parents appreciate the technology we provide, allowing students to discover passions and interests, and the opportunity to collaborate with their peers. Many parents mentioned that the education of their children is a joint venture between them and the school. Parents also expressed that success will come when students graduate from school and have a career.

In your opinion, what needs to be improved to increase student achievement across the schools and the district?

Parents suggestions about what to improve and how to increase student achievement across the schools and district were varied and individual. Some of the highlights included having more daily homework, especially math homework, adding more fine arts and physical education instruction, ensuring students have the right attitude and are respectful, more parental support, more bilingual teachers, strong home school communication, less students and multi-age classes, more support for students that are not at grade level.

As you think about student achievement across the district, what long term planning or ideas do you have for supporting higher student achievement in the schools?

There were many ideas suggested by parents on ideas and ways to support higher achievement in the schools. Parents suggested that we continue the initiatives that we have started, including promoting reading, math, 21st century skills and technology. Parents mentioned that they like how we support students learning in a variety of ways including SEL needs, grouping students during guided reading to meet the many levels and abilities of the students so they can continue to grow and be challenged. Parents want their children to have fun while learning and they appreciate the opportunities to participate in other activities like physical education, art, projects and service learning. Parents are eager to help and want continued communication among and between themselves, the teachers and students. There are multiple ways we will continue to support each other as we strive for success for all our students.

Describe schoolwide reform strategies in narrative form to include the following:

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

At Admiral Byrd Elementary School, we believe in providing students with a Balanced Literacy Approach that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

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

In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

In sixth through eighth grade, all students participate in daily or weekly community-building activities. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all

learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

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

Admiral Byrd Elementary School is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Admiral Byrd Elementary School is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort.

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

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
2. Individual schools develop their goals to support the goals of the District.
3. Staff development needs arise in connection to the goals of the school improvement plans.
4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

8. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs
-

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- **Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.**
- **Teach and practice age-appropriate positive social interactions.**
- **Teach and practice age-appropriate emotional skills.**
- **Learn about students strengths and interests prior to their first day of school.**
- **Provide early behavior and academic intervention.**
- **Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.**

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided

in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Clearmont Elementary School | | |
| RCDT: | | | |
| Principal: | Rachel Solomon | | |
| Address: | 280 Clearmont Drive | | |
| City, ZIP code: | Elk Grove Village, Illinois 60007 | | |
| Telephone: | 847-593-4372 | | |
| Email address: | solomon.rachel@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|------------------------------|------------------------|
| District Name/Number: | CCSD 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|----------------------|------------------------------------|
| Rachel Solomon | Principal |
| Dan Allaway | Assistant Principal |
| Martha Zaharopoulos | Kindergarten Teacher |
| Anna Flakus | Dual Language First Grade Teacher |
| Barbara Urban | Dual Language Second Grade Teacher |
| Alanna Zawlocki | Third Grade Teacher |
| Katy Sover | Fourth Grade Teacher |
| Jaclyn Feather | Fifth Grade Teacher |
| Trish Patrino | Reading Resource Teacher |
| Anna Szczesik | School Psychologist |
| Christine Ciringione | Instructional Literacy Coach |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. NA

3. Conduct a comprehensive needs assessment of the entire school:

a. Include a copy of the document used to conduct the assessment.

i. Parent Needs Assessment:

1. What do you believe are the greatest strengths of the Clearmont and D59?
2. What do you believe are the strengths of your child’s teacher?
3. what do you believe are the strengths of the school administrators?
4. If your child receives ESL support or Dual Language Polish support, what are you most pleased with?
5. If your child receives ESL support or Dual Language Polish support, what would you like to see changed and improved?
6. If your child receives special education support, what are you most pleased with?
7. If your child receives special education support, what would you like to see changed and improved?
8. What would you like to see improved with your child’s teacher at Clearmont?

9. What would you like to see improved at Clearmont with the school administration?
10. Does your child's teacher communicate with you frequently (weekly, bi-weekly, monthly) about learning in the classroom and upcoming events?
11. What are your thoughts on social emotional learning?
12. What other feedback would you like to share with us?
13. What types of family events would you want to see more of?

ii. Staff Needs Assessment:

1. When considering student achievement results across Clearmont, what has been working?
2. In the teacher's opinion, what needs to be improved to increase student achievement in the classroom and within the school?
3. What long term planning or idea can be implemented to support higher student achievement?
4. What instructional intervention is most successful within the classroom?
5. What is your greatest Professional development need?

iii. Principal Needs Assessment:

1. When considering student achievement results what is working?
2. What needs to be improved to increase student achievement across the school?
3. What new school wide planning or research based strategies for supporting higher student achievement do you want to implement?
4. What are the 3 most important research based instructional strategies and 3 most important instructional interventions to increase student achievement
5. What professional development strategies will promote greater results?

b. Summary of Comprehensive Needs Assessment

i. **Parent:**

Parents are pleased that Clearmont teachers are devoted to their students needs and keep parents informed of their children's progress throughout the school year. Parents are pleased with the Dual Language Polish programming, transfer of skills to the home setting, technology incorporated into the classrooms, teachers knowing students strengths and areas of interest. Parents appreciate the culture within the building as inviting and warm and welcome everyone and greets everyone by name as they enter the building.

Parents would like more frequent contact from teachers (weekly) instead of just at report card / portfolio goal setting conferences or when situations arise. Parents would like to see more social interaction with peers and problem solving to be able to solve real world problems. Parents would like to see more hands-on learning with science so that they understand how science works. Parents would like to see the school participate in more ways to give back to the community in addition to the activities that are already in place.

Teacher:

Staff feel as though when looking at planning to meet our students needs each day, there are a few supports in place that are already working. Staff feel as though flexible grouping has been successful to better meet the needs of each student at the level they are at, while also setting goals to be achieved over the course of the school year. Planning with coaches have worked for the teams that use coaches for the entire

coaching cycle. Planning together as a team has been a success as each teacher uses methods that work best for her type of learners within the classroom. The team then plans together content and skills to focus upon the method is different across the classrooms. Push in and pull out supports have all been beneficial for students depending on the levels that the students are receiving support at, as compared to the other students within the classroom. Staff have appreciated the social emotional blocks and support for circles to start the day off positively for students.

Staff would like to see some improvements in a few areas to support teacher and student learning. Teachers would like to see more supports within the area of math and how to scaffold learning for students at all ends of the spectrum with math skills. Staff would like to see more consistency when students are being pulled out for supports to allow for a routine for students with clear expectations. An increase in supports would be helpful for the higher leveled learners in both literacy and math to allow students to continue to grow beyond a given grade level. Available coaching staff for all staff including dual language Polish to start and end the coaching cycle together. Staff are also seeking out information on the workshop models and guided reading for better planning using the continuum.

Possible Professional Development for staff would include more planning for the workshop models in literacy, writing and math. Planning sessions for guided reading with a focus and how to increase and make conferring more apparent with students. Planning with coaches throughout the cycle and understanding how everyone can work together with the new push in model of support to increase achievement with students.

Principals:

Teachers planning together with collaboration allows for articulation across subjects, strategies that work as well as being able problem solve and focus on learning outcomes that affect student achievement. When teachers work with coaches for the entire coaching cycle, there is a noticeable difference in the classroom with achievement, application as well as classroom culture. It is helpful to have the consistent district messaging that is communicated across all buildings to support all teachers. MTSS with open conversations about problem solving and how to strengthen the tiers of support including the Tier 1 base. Constant teacher reflection is necessary and valued as we continue to review what Tier 1 should look like, sound like and feel like within any classroom.

When looking at improvement at Clearmont we would like to focus on the model of push in support for all students. This will be a district focus and plan for next year which will include a full time coaching team to support all staff and students. All teachers would be expected to reach out to coaches to allow for the full coaching cycle with planning and implementation as well as reflection and feedback. We will continue to work on the curriculum maps as a guide, but encourage staff to participate in the process so that they

can better understand the direction and focus of Clearmont and D59. It is essential when looking from a SEL standpoint, that staff will be able to enhance and go deeper with the opening and closing circles to support students where they are at emotionally in order to be ready to learn.

Clearmont will be focusing on opening and closing circles next year more intensely and deeply with the increased support at the building and district levels. We will have building goals that focus upon literacy, more specifically with the components of planning and implementing guided reading, conferring, workshop models for writing, literacy as well as math. We will have an all hands on deck approach with our coaching team with various backgrounds to support everyone's learning within the classroom. All supports and interventions will take place within the classroom every day which will allow for various supports for all students. Building and increasing our students oracy will also be a building focus for all students including students that receive special education supports, ELL supports as well as dual language supports. Overall, we will continue to build a passion for learning for all students, work from a strengths based perspective while building relationships with our students and understanding their interests to then apply to learning in our classrooms.

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

At Clearmont Elementary School, we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

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

Clearmont Elementary School has a full time Psychologist as well as a part time Social Worker who provide individual and small group supports to our students. These individuals provide skills and strategies that support social emotional learning both in and outside of the classroom. There is communication between the school and the family to find ways to generalize and apply skills across all environments. In regards to mentoring supports, students may also receive and access supports through PBIS and Check In and Check Out, whereby students

are paired with a staff member who is a coach for them. The coach helps to provide mentoring and positive encouragement to set the student up for success for the day each morning. The coach also checks out with the student at the end of the day in order to reflect on the events of the day to find out why it was wonderful or to talk about challenges that took place and a plan for the next day. Students may receive this support as needed throughout the school year.

In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess the needs and provide school-based or community-based support.

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This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

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

Clearmont Elementary School as part of CCSD59 uses an MTSS approach to discipline, behavior and academic challenges. Supports and interventions are put into place over a period of time with a continual review of student data and teacher practices. Interventions may be adapted based upon the feedback and evidence from student or the reflection and feedback of the teacher. Clearmont Elementary School also has a problem solving team who works with staff on ways to problem solve various difficulties in order to provide the staff member with support to assist the student before formalizing any plans. The team meets regularly to follow up with students to note progress or regression. The Clearmont Elementary team uses data to drive decisions in order to see if a student were to qualify for special education support, as not every child meets the eligibility criteria under IDEA.

Clearmont Elementary School is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels.

Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Clearmont Elementary School is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

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9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.
- Teach and practice age-appropriate positive social interactions.
- Teach and practice age-appropriate emotional skills.
- Learn about students strengths and interests prior to their first day of school.
- Provide early behavior and academic intervention.
- Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|-----------------|---------------------------------|-----------------|-----------------------------------|
| School Name: | Devonshire School | | |
| RCDT: | | | |
| Principal: | Randy Steinkamp | | |
| Address: | 1401 S. Pennsylvania Avenue | | |
| City, ZIP code: | Des Plaines, Il 60018 | | |
| Telephone: | 847-593-4398 | | |
| Email address: | steinkamp.randy@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|-----------------------|-------------------------------------|
| District Name/Number: | Community Consolidated District #59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-472-4310 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|--------------------|---------------------|
| Randy Steinkamp | Principal |
| Martina Perez | Assistant Principal |
| Becky Martin | Kindergarten |
| Kim Magura | 1st Grade |
| Cindy Kiel | 2nd Grade |
| Danielle Witkowski | 3rd Grade |
| Julie Vater | 4th Grade |
| Rachel Spenn | 5th Grade |
| Maria Soto | ELL |
| Trish Pilecki | Resource |
| Sarah Downing | Student Services |
| Renee Steinman | Specials |
| Michelle McCorry | ESP/Assistant |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not Applicable

3. Conduct a comprehensive needs assessment of the entire school: (Summaries Here) (Survey in Folder)

Needs Assessment Summary/School Principal

When considering your school Accreditation and AYP student achievement results, what is working?

- For the most part, our students are performing well academically. We have been above the state and district averages in PARCC results for the last two years. Prior to the PARCC test, we consistently received the Academic Award of Excellence from the State Board of Education.

In your opinion, what needs to be improved to increase student achievement across the school?

- I think there are three key areas that we need to focus on to improve student achievement at Devonshire. The first of these is related to kindergarten preparation. Our district is looking to increase the number of pre-school opportunities in our district, and I think this will have a positive impact on our student achievement. For the past two years, we have offered a full day kindergarten program, and we are seeing the benefits of that program. The second area is related to student interventions. We are transitioning from a pull out intervention program to a push in model. We believe this will also have a positive impact on our student achievement by meeting the needs of a larger group of students. Finally, I would like to

see us expand our coaching model at Devonshire. I would like to see all of our teachers working with coaches throughout the year.

As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?

- In terms of school wide planning, we are increasing the number of coaches that will be utilized at our building. We would like grade level teams to meet with the instructional coaches on a weekly basis to focus on core instructional strategies. These strategies would include guided reading and the workshop model for reading, writing, and math.

Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.

- The three most important instructional strategies that will be our focus for next year would include guided reading, guided writing, and conferring with students. In terms of instructional interventions, we will continue to focus on small group interventions focusing on specific skill needs. We would also like to transition to a more strength based approach to interventions.

What professional development strategies will promote better results?

- Our professional development for next year will really be focused on teachers working closely with instructional coaches. We would like to see grade level teams plan with coaches on a weekly basis, and we would like to see each classroom teacher complete a coaching cycle focused on our instructional strategies. We would also like to see our classroom teachers do more peer observations as part of this process. Again, the focus of the training will be related to guided reading, the workshop model, or SEL related training.

Needs Assessment Summary/Classroom Teacher

When considering your students and student achievement results across your school, what works?

- We feel that the workshop model has been an effective tool in meeting the needs of our students. It has allowed us to differentiate instruction to a greater degree, and it has enabled us to work with individual students and small groups in a much more meaningful way. We also feel that the increased amount of time that grade level teams have been allowed to plan has also had a positive impact on the academic achievement of our students.

In your opinion, what needs to be improved to increase student achievement in your classroom and the school?

- Greater emphasis needs to be placed on students before they arrive to kindergarten. Creating more preschool opportunities is a great step in this process. The full day kindergarten program has also had a positive impact on our students, and we primary literacy skills needs to continue to be a focus for our school and district. To improve student achievement, we need to have a clearer focus on the curriculum. Units of study for Math, Science, and Social Studies need to be in place, covering the span of an entire academic year. As a school, we also need to take a look at our MTSS process and really think through how we are providing Tier 2 interventions to our students.

As you think about student achievement in your grade level team, what long term planning or ideas do you have for supporting higher student achievement?

- We need to continue to become more comfortable with the backward design model. Working with the instructional coaches to continue planning in this manner would be a good next step. We also think it is important for us to develop a more cohesive curriculum. Having a clearer understanding of the progressions in literacy and math, and creating more units in social studies and science will be important in this process. Finally, being able to assess students related to the district learning outcomes and the applied learning outcomes, and giving them meaningful feedback related to these areas is also an important step for us as a school and a district.

What instructional intervention is most successful in your classroom?

- We will be transitioning to having Tier 2 interventions in our classrooms next year, so becoming more comfortable providing Tier 2 interventions will be an important part of our success next year. We have been utilizing small group instruction and targeting specific skill needs as part of the workshop model, so this should be a fairly smooth transition for us.

What is your greatest professional need?

- There are really three areas that we need to focus on next year for professional development. The first of these is to become better at meeting the needs of our second language learners in our classrooms. The large majority of our staff do not have ESL endorsements, so working with our instructional coach and our ESL resource teacher related to language acquisition skills is an important area of growth. Secondly, continuing to refine our processes related to guided reading and the workshop model is also a continued need. Finally, becoming more familiar with Tier 2 interventions, such as LLI, will also be an important professional development piece for us next year.

Needs Assessment Summary/Parents

When considering students and student achievement results across your school or in the district, what works?

- Overall, the students are being very successful. Devonshire has a solid reputation as being an excellent school, and we are very pleased with the quality of the teachers and the staff as a whole. We like that the district has learning goals that are easy to understand and are connected to our children being successful for life. We also think that the district does a good job of communicating information to parents.

In your opinion, what needs to be improved to increase student achievement across the schools and the district?

- We think that it is important for the district to continue to focus on early interventions for our students. Having more opportunities for students at the pre-school level, and continuing to offer full day kindergarten for our students is needed. We also think that the school should do a better job of helping parents understand how to best support our children at home. With the new approaches to teaching that our occurring in the classroom, parents are not sure how to help support the students at home.

As you think about student achievement across the district, what long term planning or ideas do you have for supporting higher student achievement in the schools?

- We think the district should offer more pre-school programs to help prepare students to be successful in school. We also hope that the district continues to offer full day kindergarten for our children. This has been very helpful for our students. Finally, we would like more parent training sessions related to technology and modern learning, so that we are better able to support our children at home.

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In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies

to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

At Devonshire, we also understand the importance of meeting the needs of the whole child, so we continue to promote an SEL focus in the classroom, and we look for ways to build a strong sense of community within our school.

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At the building level, we also facilitate groups to help develop friendships and deal with loss. Students also receive mandated training related to Erin's Law. Our school psychologist and social worker are also utilized to assist specific teachers with behavior management issues.

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9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.

- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Forest View Elementary School | | |
| RCDT: | | | |
| Principal: | Meg Weickert | | |
| Address: | 1901 Estates Drive | | |
| City, ZIP code: | Mt. Prospect, IL 60056 | | |
| Telephone: | 847-593-4359 | | |
| Email address: | weickert.meg@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | No | |

DISTRICT INFORMATION

| | |
|------------------------------|------------------------|
| District Name/Number: | CCSD 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|-------------------|----------------------------|
| Meg Weickert | Principal |
| Melissa Dominquez | Assistant Principal |
| Renu Gandhi | 1st Grade/BLT rep. |
| Lynn Kudla | 2nd Grade/BLT rep. |
| Agnes Szczurek | 3rd Grade/BLT rep. |
| Phyllis Huene | 4th Grade/BLT rep. |
| Jen Baker | 5th Grade/BLT rep. |
| John David | Specials Teachers/BLT rep. |
| Sara Barrick | Support Staff/BLT rep. |
| Dawn Suarez | K/BLT rep. |
| Lori Fitzgerald | Resource rep. |
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2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not applicable

3. Conduct a comprehensive needs assessment of the entire school:
- Include a copy of the document used to conduct the assessment.
 - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

**Comprehensive Needs Assessment Summary
Forest View School**

Parents and Community:

Parents are very supportive of their child's learning and find that many of the programs at the school contribute to the student achievement of all students. They believe that the teachers are very dedicated to the students and provide necessary support for all learners. Having the students learn to present information through PowerPoint presentations they find very helpful to their child's learning. The parents also believe that the individual administration of the reading assessment is good for students and the teachers know more about their child's reading skills. Parents also shared that the small group work teachers do in the classroom and the flexible grouping where students can switch groups is also supports increased learning.

Parents shared a variety of areas that they find could be improved to increase student achievement. More education on how things are changing instructionally and how they are taught to their own child would be helpful. Some written information or videos they could watch would help the parents support their child. Parents would like more frequent communication from the teachers, weekly or biweekly. They would like to know more about what the students are studying/learning and what is coming up instructionally. Parents also would like to see

more hands on science learning and basic social studies skills such as map skills and history. Parents would also like to have a better understanding of the computer programs students use at school and what is available for practice at home. A list of definitions/explanations of what the programs support and the best way to use them would be helpful.

Classroom Teachers:

Staff find that learning experiences where students have more opportunities to work in small groups to collaborate and problem solve is more beneficial. Small group work through the workshop models provides differentiation opportunities for individual students. Staff also noted that students being aware of their progress and understanding the data helps them focus and set realistic goals. Planning with coaches has helped teachers implement the workshop instructional model more effectively. Instructional support for students in small groups with the resource teacher have helped students to close the gap in their learning. Staff find that this push in and pull out support really helps students build confidence and increase achievement. The SEL (Social Emotional Learning) instructional time is beneficial for all students and staff see the value of having this as part of the day.

Staff identified several areas that they believe could be improved which would increase student achievement. The opportunity to have more planning time with coaches and the instructional interventionist would be beneficial. Teachers also would like to continue to use student assessment data to plan for instruction to meet the students' needs. To support the SEL component staff would like to see more opportunities for students to work in small groups for social and behavioral support. An increase in instructional supports would be helpful for all levels of learners in both literacy and math. Staff are wanting to see the use of research based curriculum in all areas.

An area for professional development that was identified was learning more about interpreting/analyzing assessment data to guide instruction. In addition understanding the math progression and workshop components would help teachers refine their practices. As the district creates more learning experiences staff would benefit from time and guidance to understand the experience and the planning process.

Principals:

At Forest View we find that the focus on team planning and understanding the learning experiences has a positive impact on student learning. The MTSS process allows grade level teams and support staff to talk about the Tier 1 instruction as well as go deeper into Tier 2 for students that struggle with the instruction at the Tier 1 level. Support services provided to students at Tier 2 and Tier 3 has been successful and those students have shown growth throughout the year. The workshop instructional model for literacy and math also provides the individualization needed for increased student success. Teachers are able to work with small groups and instruct at the appropriate levels for students. The SEL focus with opening circles each day is also building a sense of community in the classroom. This positive environment helps students achieve as well.

Areas for improvement focus on the increased opportunity for planning with the coaches in math and literacy. With the change in the coaching model for the new school year teachers will be meeting with coaches for team planning as well as scheduling instructional cycles with the coaches to work in the classroom. We need to continue to develop the SEL focus with opening and closing circles as well as direct teaching and practice of skills for social emotional development. Following the instructional model with fidelity and integrity is crucial to its success for student development.

School wide planning initiatives include strengthening the conferring component in the workshop model as well as collecting anecdotal notes on student's growth to inform instructional planning. At Forest View we have a large population of ELL students. Another building wide focus will be on planning with specific language objectives as well as working on building oracy for our students in each classroom. Our focus on refining the MTSS process will continue with improvements in reviewing data more regularly, strengthening the instruction at Tier 1 and Tier

SCHOOLWIDE PROGRAM TEMPLATE

2, and embracing the new focus of the push in model for the Interventionist. Professional development strategies that we will use to support staff learning will focus on differentiating for their learning needs by offering choice and leveled learning in the areas of the building focus. This will model what we expect to see instructionally in the classrooms.

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

At Forest View we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop. Many students also have the opportunity to participate in the TDP program for enrichment and extension.

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

In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support. Students have opportunities to participate in social skills groups learning strategies to use in the larger class setting. Opportunities are also available for students to participate in Rainbows, a group to support students suffering from a significant loss.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits. Students in fifth grade at Forest View have the opportunity to see the college campus and learn about programs offered in different departments. They learn about different professions and the skills that match well with those jobs.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

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

Forest View is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus on community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Forest View is working to design interventions and supports that are more responsive to meet specific student group needs. These intervention groups focus on specific skills where students with similar needs will learn together. The next step is for them to apply the skills in the larger class setting. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort. Restorative practices are used to repair the relationships between those affected by the behavior and the individuals who was challenged with poor behavioral choices.

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

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
2. Individual schools develop their goals to support the goals of the District.
3. Staff development needs arise in connection to the goals of the school improvement plans.
4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings,

SCHOOLWIDE PROGRAM TEMPLATE

literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

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2. Individual schools develop their goals to support the goals of the District.
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4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Robert Frost Elementary School | | |
| RCDT: | | | |
| Principal: | Jessica McCormick | | |
| Address: | 1308 S. Cypress | | |
| City, ZIP code: | Mount Prospect, IL | | |
| Telephone: | 847-593-4378 | | |
| Email address: | mccormick.jessica@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | No | |

DISTRICT INFORMATION

| | |
|------------------------------|--|
| District Name/Number: | |
| Superintendent: | |
| Telephone: | |
| Email address: | |

 Superintendent's Signature

 Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|-------------------|----------------------|
| Jessica McCormick | Principal |
| Carrie Abrams | Asst. Principal |
| Liz Loverde | 1st Grade Teacher |
| Lisa Toulon | Resource Teacher |
| Sarah Cruce | 3rd DL Teacher |
| Felix Medina | 4th DL Teacher |
| Colleen Briggs | Kindergarten Teacher |
| Alyssa Kocher | Literacy Coach |
| Sofia Gonzalez | 2nd DL Teacher |
| Astrid Kowalczyk | Parent |
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2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not Applicable

3. Conduct a comprehensive needs assessment of the entire school:

SCHOOL PRINCIPAL & ASSISTANT PRINCIPAL
Participants: Jessica McCormick and Carrie Abrams

When considering student achievement results, what is working?

Our school transitioned to full-day kindergarten and noticed significant gains in foundational skills from the years prior when students attended half day. The full day schedule allows for guided reading, reader's workshop, writer's workshop, content workshop, and discovery. This provides each student with specific and direct feedback from the teacher multiple times throughout the day. Additionally, students have access to leveled materials, collaboration with classmates, and student application time is built into our schedule which reinforces skills and strategies specific to each student's instructional level.

In your opinion, what needs to be improved to increase student achievement across the school?

We continue to work on increasing focused support for the primary classrooms, as building foundational skills not only impacts student achievement in the primary grades, but for their entire school experience. We continue to build capacity through the use of instructional coaches. Continued focus on instructional strategies, and complete coaching cycles, will help teachers plan, implement, reflect, and grow together in their practice, which in turn impacts student achievement.

As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?

Our teachers will continue to refine their practice with regard to guided reading and workshop. Teachers continue to familiarize themselves with the Fountas and Pinnell continuum and outcome-based planning utilizing the Understanding by Design framework. Additionally, our coaches will continue to work with teachers regarding conferring. This work includes: Strategies to support skills within the continuum, the use of assessment in instructional planning (both formative and summative), and feedback.

Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.

Research-Based Instruction:

- A. Workshop Model - includes individual conferring
- B. Guided Reading - Small group at instructional level
- C. Balanced Literacy

Interventions:

- A. Repeated Instruction (e.g. double guided reading sessions)
- B. Direct Instruction (e.g. LLI, Horizons)
- C. Small comprehension focus groups

What professional development strategies will promote better results?

Our teachers will receive job embedded professional development with the use of our instructional coaches. Teachers will participate in coaching cycles which include learning and planning, implementation, and reflection. Additionally, teachers are given opportunities to collaborate and learn from each other with extended planning sessions and daily common plan times. Professional learning time is provided two hours weekly which also includes staff articulation, and district and building professional learning.

PARENT AND COMMUNITY

*When considering students and student achievement results across your school or in the district, **what works?***

Frost activities are fun and engaging. Children enjoy coming to school here and families like to participate in family events. Every year, Frost hosts a Family Reading Night. The events planned are fun, motivating, and get families involved. Frost recently started hosting a Math and Science Night. This event is also well attended and fun for families. Our Dual Language families attend dual language informational events which helps build community and provide information to families.

*In your opinion, **what needs to be improved** to increase student achievement across the schools and the district?*

More events like reading and math night would be nice. This provides families with ideas to help our kids at home. It would be nice if these events included other subjects too. In addition to fun learning nights as a family, additional informational events would be nice too. School is different now than when our parents were in school and it is nice to have the opportunity to learn about some of the things the kids are learning and about some of the things the children are doing during the school day.

It would also be nice to have more opportunities for the children to showcase their learning. Evening events where the children share and present their learning to families and the community would also be fun and engaging.

*As you think about student achievement across the district, **what long term planning or ideas** do you have for supporting higher student achievement in schools?*

Our PTO began a Food for Kids program. This program helps to provide students with food on long weekends. As our parent organization continues to plan, we know that as students basic needs are met, they are more prepared and equipped for learning. We plan to continue to provide backpacks for kids, which we think helps support our families and learning.

As future plans are being made, it would be nice to consider additional family learning events to get families involved and help provide resources and ideas to help children at home. We can continue to partner with community organizations to help support student learning through opportunities within our community.

CLASSROOM TEACHER

Participants: Lisa Toulon, Sarah Cruce, Liz Loverde, Felix Medina, Colleen Briggs, Sofia Gonzalez, Alyssa Kocher

*When considering your students and student achievement results across your school, **what works?***

Full day kindergarten provides a solid foundation with regard to SEL, Literacy, and Math. Additionally, this provides students with more opportunities to use language, access leveled materials, and receive immediate feedback to support and help them progress academically. The additional time in the day allows for additional small group instruction through tier I, and additional interventions (if necessary). Teachers use observations, and formative and summative assessments to determine instructional skills/strategies to support student learning.

Our leveled book room supports both dual language and general education classrooms. Multiple texts at various levels provide resources to teachers and students that are specific to individual instructional levels. Additionally, resources have been purchased to support literacy instruction in the classroom. These resources include: The Fountas and Pinnell Literacy Continuum, The Reading and Writing Strategies books and Jan Richardson's The Next Step Forward in Guided Reading

Our daily kindergarten schedule includes exploration, workshop model, and guided reading. Exploration provides opportunities to interact and collaborate with peers. Literacy is incorporated into daily activities through

writer's workshop, reading workshop, and guided reading at all grade levels at Frost. Additionally, our master schedule allows for daily math and application activities in which the teacher can provide individual support and feedback.

Our school hosts both a literacy night and math and science night. This provides opportunities for families to come and learn together. Many families attend these events and our participation grows year to year. Additionally, it provides models and resources for parents and students to help provide support at home.

*In your opinion, **what needs to be improved** to increase student achievement in your classroom and the school?*

Increased community involvement. During our math and science night, we utilized various outside resources. These partnerships provide additional resources and opportunities for our families. We can continue to reach out to community resources and provide additional family events to support students and families.

Continued focus on early literacy and math. Providing supports to our early learners sets the foundation for their learning throughout the years. Our continued focus on providing supports at their instructional level will help to build and acquire skills necessary as they progress toward more difficult and complex tasks.

Parent workshops and training can be enhances. These workshops help parents better accommodate students' academic needs at home. This will allow the families to partner with the school in helping the students progress academically.

*As you think about student achievement in your grade level team, **what long term planning or ideas** do you have for supporting higher student achievement?*

The staff would like to work together to provide parent mini-workshops. Model the workshop structure for families and provide strategies to support reading, writing and math. Provide information to parents through meetings, newsletters, social media etc. to provide suggestions and support to families. Streamline information to provide consistency for families from one grade level to the next.

*What **instructional interventions** are most successful in your classroom?*

One-on-one instruction during workshop application. Small group guided reading provides opportunities for students to work and receive feedback at their instructional level. Additionally, students needing additional support regularly receive repeated small group instruction and differentiated instruction for a specific purpose. Routine and repeated practice focusing on specific skills and/or strategies is another intervention that occurs regularly.

*What is your **greatest professional development need**?*

Continued training specific to differentiating to meet various needs within the classroom (e.g. students who continue to struggle to learn academically/social emotionally to gifted/enrichment). Continued focus on lesson planning for our new learning experiences utilizing the Understanding by Design model aligned to our applied content and district outcomes.

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

At Robert Frost, we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

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

In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

In sixth through eighth grade, all students participate in daily or weekly community-building activities. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

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

Robert Frost is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Robert Frost is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is

not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort.

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

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
2. Individual schools develop their goals to support the goals of the District.
3. Staff development needs arise in connection to the goals of the school improvement plans.
4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- Frost is notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.

- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- **Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.**
- **Teach and practice age-appropriate positive social interactions.**
- **Teach and practice age-appropriate emotional skills.**
- **Learn about students strengths and interests prior to their first day of school.**
- **Provide early behavior and academic intervention.**
- **Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.**

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | John Jay Elementary School | | |
| RCDT: | | | |
| Principal: | Mary Beth Niles | | |
| Address: | 1835 Pheasant Trail | | |
| City, ZIP code: | Mount Prospect, 60056 | | |
| Telephone: | 847-593-4385 | | |
| Email address: | niles.marybeth@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|------------------------------|---|
| District Name/Number: | Community Consolidated School District 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|---|--|
| Mary Beth Niles | Principal |
| Griselda Tapia | Assistant Principal |
| Michelle Barraza, Belma Sarajlic, Crystal Jimenez, Jason Boudreau, Jessica Amaya, Colleen Ambrosia, Tim Prikkel | Building Leadership Team/ Classroom teachers |
| Kelly Green, Andrea Cohn, Melissa Czinsky, Christine Mack | Building Leadership Team/Reading and Math Specialists/ESL Teacher/Learning Behavior Specialist |
| Alyssa Kocher | Building Leadership Team/Instructional Coach |
| Mike Safina | Building Leadership Team/Innovative Coach |
| John Jay Teachers (Needs Assessment Feedback) | Staff |
| John Jay Parents (Needs Assessment Feedback) | Parents |
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2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
 Not applicable

3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - i. Parent Survey
 - ii. [Staff Survey](#)
 - iii. [Jay's Survey results](#)

Parent:

Parents appreciate the Family Reading and Family Math Nights that are offered throughout the school year. When asked what could be improved at our Family Nights, parents often express that they would like more of them. Currently, we are offering one Family Night every other month on average. Parents are grateful for the variety of after school clubs that we offer our students. Parents express that they

are pleased the with communication between parents and teachers and that they appreciate the student celebrations that we provide. They also share that they are pleased that many of our teachers are bilingual and that they are pleased with our instructional program, especially the work we are doing to develop passionate readers and writers. Parents express that they feel welcome and that they feel like their children are safe and have caring teachers.

Parents expressed that they would like to increase the parent-teacher interaction related to curriculum and student learning in the classroom. Parents express an interest in learning more about our instructional program and academics. They would like to see more student presentations, like a science, math, or history fair. They also express an interest in learning more about ways in which they can support learning at home. Parents indicated that they appreciate the after school clubs for students and would like to see more clubs being offered, especially for primary students.

Parents communicated a desire to participate more in the PTO as well as learning how fundraising monies are being used in the school. In addition, they would like to see more communication from PTO. Parents also expressed that they would like students to participate in more field trips connected to the learning

Teacher:

Staff feel that the collaboration that teachers utilize to plan for instruction significantly benefits students and addresses student academic and social/emotional needs. Teachers express that coaching support has been very helpful to plan for instruction and student learning activities. Teamwork, teacher's high expectations for student learning, and evidence of student growth are areas that teachers express are working well at the school. Providing student choice in learning, setting learning goals, and using the workshop model as a framework for instruction are strong components of our learning landscape. Social emotional learning focuses on supporting the social/emotional growth of all students through the use of circles and embedded instruction.

Staff have identified areas of growth and focus for improvement in a few areas. One area for continued focus is that of supporting social/emotional learning (SEL). Staff would like to allocate additional time and additional support in Tier 1 and Tier 2 in this area. Teachers have expressed that they would like to review building-wide expectations and consider revisions to support SEL growth. Flexible scheduling and grouping of students to support students across the continuum is another area for improvement. Creatively looking at our groups and building schedule to provide opportunities for teacher collaboration in the coaching model is an area of improvement as well.

Professional development for staff would include additional training and support in the area of social/emotional learning. They would like to work closely with coaches to embed this in instruction and to see a variety of different approaches implemented in the classroom. Staff would also like to learn more about strategies that will support second language learners.

Principals:

Teacher collaboration during planning, professional learning, and when meeting with coaches is a strong area for our school that supports student growth and achievement. Teachers meet regularly together in teams to plan for learning experiences and to share instructional strategies. Coaches support planning and have completed coaching cycles with teachers. Teachers express that this is very supportive. We will have building goals that focus upon literacy with the components of implementing guided reading, conferring, workshop models for writing, literacy as well as math. Multi-tiered Systems of Support (MTSS) meetings involve grade level teams, instructional resource teachers, and student support services team members to ensure that the whole child's needs are assessed and supported and that student growth is on-going. Teachers meet to share ways in which to strengthen all tiers of support (Tier 1, Tier 2, and Tier 3).

When identifying areas of improvement for Jay, we will continue to focus on strengthening our Tier 1 instruction. This will include two full time coaches to support all academic areas of instruction and the strategies that impact student achievement. Collaborative coaching cycles and planning will strengthen our Tier 1 program and will continue to support the on-going collaborative culture at Jay. For Tier 2 and Tier 3 instruction, supports and interventions will take place within the classroom which allows for more student growth. We will continue to strengthen our understanding of the biliteracy framework and the instructional approaches that have been proven to be effective for second language learners.

In addition to academics, another area of improvement will include a focus on supporting Social/Emotional Learning for all students through the inconsistent implementation across the school of opening and closing circles. We need to develop a deeper understanding of the effective SEL strategies that work with our student population. We will continue to refine our Multi-tiered Systems of Supports (MTSS) across Tier 1, Tier 2, and Tier 3 in the area of SEL and monitor and assess implementation throughout the year.

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

We feel it is important to ensure that every student acquires a modern skill set that prepares them for success. These skills include the ability to think creatively, communicate effectively,

problem solve, demonstrate determination and perseverance, and to access, analyze, and apply information. Our students will need to have self-awareness, be able to collaborate with others, and to be civic and globally responsible. Our academic and social/emotional programming provides opportunities for students to engage in these activities.

At John Jay, our areas of focus are aligned with those of District 59 and include: Instructional Practice, Social/Emotional Learning, and Student Assessment and Reporting. In the area of Instructional Practice, we focus on providing a high quality Tier 1 program. Our teachers engage in implementing high-impact instructional strategies and approaches in literacy that engage students as readers and writers. We believe in providing students with a Balanced Literacy Approach that includes the foundational aspects of literacy development. Within our workshop approach, students are able to develop their passion as readers and writers. Their learning experiences provide opportunities for them to teach others and to make meaning of the world around them. Teachers work collaboratively with coaches and other teachers and use backwards design to create deep and powerful learning experiences for students.

We utilize a variety of instructional strategies to meet the needs of students across the Multi-tiered Continuum of Supports. Our Tier 1 literacy program includes guided reading, shared reading, guided writing, individual conferencing with students during readers and writers workshop, and small comprehension focus groups. Our intervention programs include LLI and Soluciones.

Through strengthening of our Tier 1 program and assessment of student growth, we will meet the needs of all learners and will provide a learning environment where differentiation can be provided within the classroom and support continued growth in all areas - reading, writing, math, and social/emotional learning. As part of our Tier 1 approach, SEL supports and approaches are embedded in our instruction, providing a learning environment where students take risks and can learn and demonstrate the modern skill set essential for success in life.

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

Our focus on Social Emotional Learning provides opportunities for our students to engage in learning in a safe and supportive school environment. We allocate time at the start of the day for morning SEL activities. All students participate in explicit instruction at least once a week taught by classroom teachers and our student support services team members. These include circle keeping activities and positive celebrations. Among the skills students develop are those of social awareness and taking turns during classroom community-building circles. We are expanding resources to include full time psychologist and social worker, and a district SEL coach which will provide additional Tier 1 SEL support throughout the building in the 2017-18 school year. We also share a community outreach specialist who works collaboratively to assess need and provide community and school-based support. We will continue to assess our work to differentiate SEL support to meet the needs of all students.

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

As a District, we have partnered with Harper College to provide opportunities for our students to learn about careers and programs beyond high school. This program provides an ambassador for our school who serves as a link between us and Harper College and brings various types of supports to our students including materials and classroom connections. Students visit the college each year. This provides opportunities for students to engage with college students who serve as role models and share the importance of college and career ready preparation. In addition to Harper College, Rolling Meadows High Schools students visit the school every spring to share literacy activities and to mentor and be role models for elementary students.

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

John Jay is working towards a multi-tiered system of support for behavior and social emotional skill acquisition. Our PBIS Universal program identifies building-wide universal expectations and monthly social emotional instructional lessons which are determined by reviewing monthly data. Tier 2 instruction includes specific interventions to support replacement behaviors. Tier 2 interventions and instructional focus include CICO and Social Academic Instructional Groups. We continue to work towards designing supports that are responsive to students' needs. For students who need individualized instruction or Tier 3 supports, more intense, individualized components are utilized. These include behavior intervention plans, functional behavior analysis and special education services. Our approach to discipline involves using components that include clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. We focus on supporting students in changing their behavior.

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

John Jay offers comprehensive professional development opportunities throughout the year to staff that is focused on District Outcomes and Goals established by the Board of Education and aligned with the District 59 strategic planning timeline. The Building Leadership Team along with the administrators and staff, determine the staff development focus for our professional learning time (PLT) on Wednesdays. Topics have included: UbD application in

teaching and planning design, Learning Map outcome practice and workshop model training and practice and Social/Emotional Learning. This learning has been expanded through collaboration with teams during Wednesday extended plan time and instructional coaching support. A group of teachers participated in the Literacy Professional Learning with Dr. Steve Layne. Staff have various opportunities for professional learning through grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. District 59 offers a variety of workshops throughout the school year and attendance at workshops is available that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Hiring highly qualified teachers and providing mentoring support is a focus area for the building and district. Candidates are screened for a good fit for District 59. Interview teams attend job fairs and positions are advertised at various sites. Candidates for hire participate in a rigorous process that includes observation lessons and follow up interviews. Continual learning opportunities are supported during weekly Wednesday early release which is allocated to purposeful team planning of instruction with UbD in mind, provides opportunities to engage in professional learning through choice sessions, and allocates time for collegial sharing and learning. A mentoring program supports the professional growth of new teachers and increases the likelihood of retaining new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Each spring, we dedicate time to meet with the Early Learning Center staff and the parents of each student who will be transitioning to John Jay Elementary school to provide a supportive and smooth entry to Kindergarten in the fall for all students. For students in need of specialized programs, families are invited to tour those programs.

In August, our new Kindergarten students attend an evening event at the school that provides students and parents the opportunity to meet the Kindergarten teacher and the John Jay Staff. Teachers share information about the school day, engage students in activities to familiarize them to the classroom setting, and provide opportunities for parents to ask questions. All-day Kindergarten provides a strong foundation to support early learning and a successful transition from early childhood programs to our elementary school.

The District Developmental Kindergarten program provides a bridge from the Early Learning Center to Elementary school for students who need transition support. The program focuses on social emotional experiences and instruction, integration to general education, and language acquisition supports. To meet the needs of students, the program provides fluid movement of students in and out of the program throughout the school year.

Kinder Quest program prepares new incoming Kindergarten students for routines and procedures in a school environment. Students practice age-appropriate social interactions and develop pre-Kindergarten academic skills. This reduces the stress that some beginning

kindergarten students experience and prepares them for successful Kindergarten experience.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|-----------------|-------------------------------------|-----------------|---|
| School Name: | Juliette Low Elementary School | | |
| RCDT: | | | |
| Principal: | Susan Ejma | | |
| Address: | 1530 S. Highland Ave. | | |
| City, ZIP code: | Arlington Heights, IL 60005 | | |
| Telephone: | 847-593-4383 | | |
| Email address: | ejma.susan@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: 66% | 40% Waiver: Yes | Local Board of Ed. approval date: 6/12/17 |
| | | | |

DISTRICT INFORMATION

| | |
|-----------------------|---|
| District Name/Number: | Community Consolidated School District 59 |
| Superintendent: | Dr. Arthur Fessler |
| Telephone: | (847) 593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|-------------------|---------------------------------------|
| Susan Ejma | Principal |
| Monika Farfan | Assistant Principal |
| Brittany Snyder | Instructional Coach |
| Heidi Skorin | TDP/Math Teacher |
| Pregna Thakkar | 5th Grade Teacher - General Education |
| Michelle Stachnik | 5th Grade Teacher - LOP Program |
| Judith Morales | 4th Grade Teacher- General Education |
| Pamela Rogers | 3rd Grade Teacher - Dual Language |
| Diana Granados | Kindergarten Teacher - Dual Language |
| Marlene Hernandez | Classroom Assistant- LOP Program |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Not Applicable

3. Conduct a comprehensive needs assessment of the entire school:
- Include a copy of the document used to conduct the assessment.
 - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

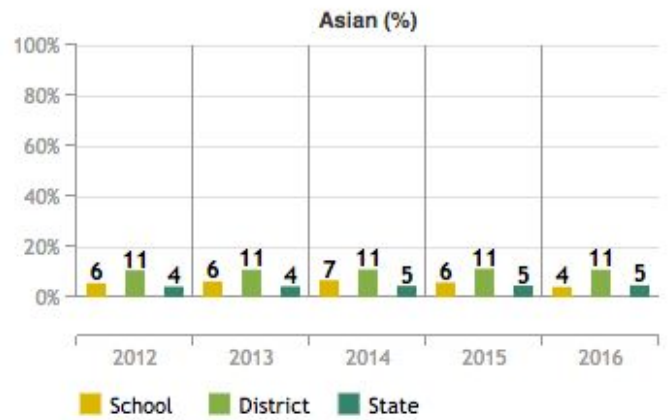
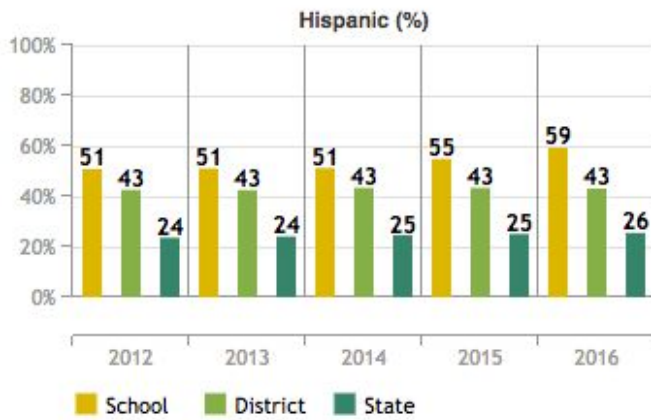
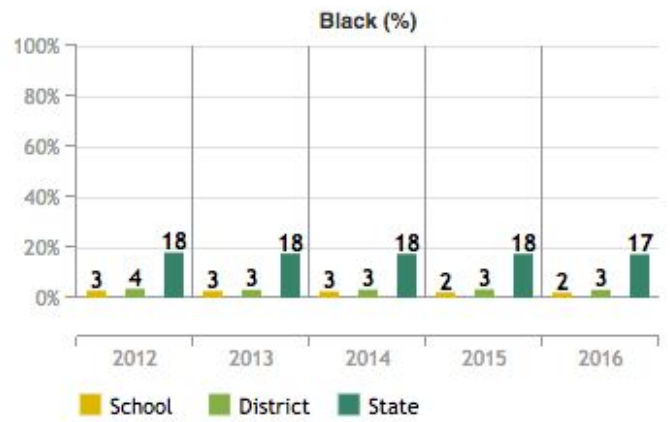
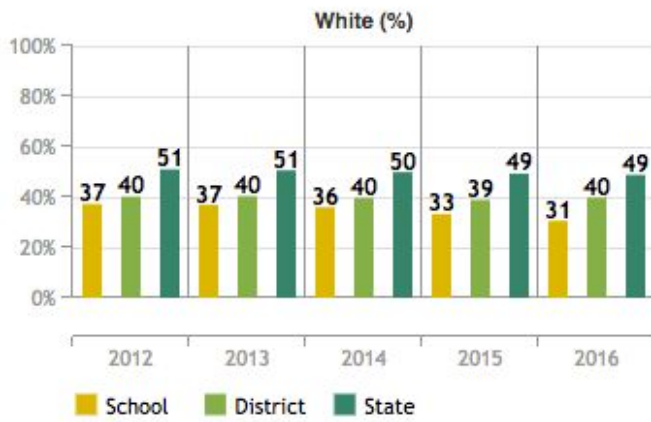
Summary of How the Comprehensive Needs Assessment was Conducted

Juliette Low' school's Principal, Assistant Principal, and Building Leadership Team (BLT) conducted the comprehensive needs assessment. The BLT consists of school staff that shares in the development and monitoring of the School Improvement Plan. The BLT has met regularly since fall, 2016 to update the school improvement plan. The team reviewed all feedback from staff, students, and families to make building-wide decisions via the 5 Essentials Survey as well as the School Report Card.

The BLT reviewed result data that is stored in the Illinois Interactive Report Card for the past 4 years, and any relevant survey data. The team analyzed the data for each student subgroup that is in our school, and then used the results to set priorities for our school.

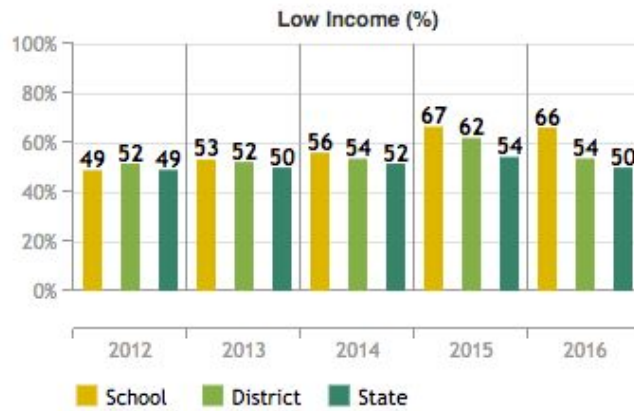
Racial/Ethnic Diversity

Percentage of students belonging to a particular racial/ethnic group.



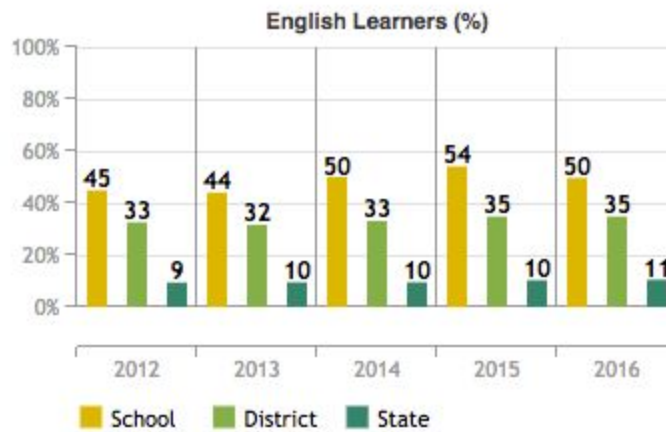
Low Income Students

Students in families receiving public aid, living in substitute care, or eligible to receive free or reduced price lunches.



English Learners

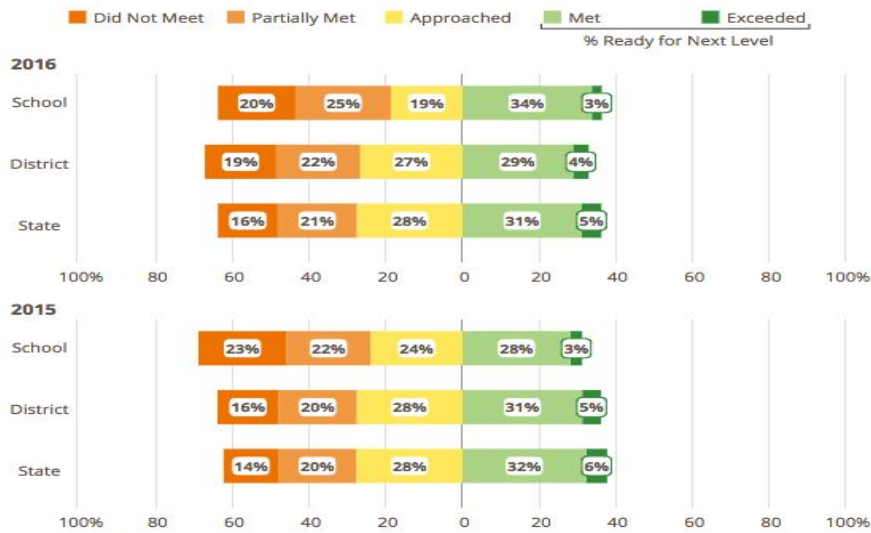
Students whose primary language is not English.



PARCC Composite Scores



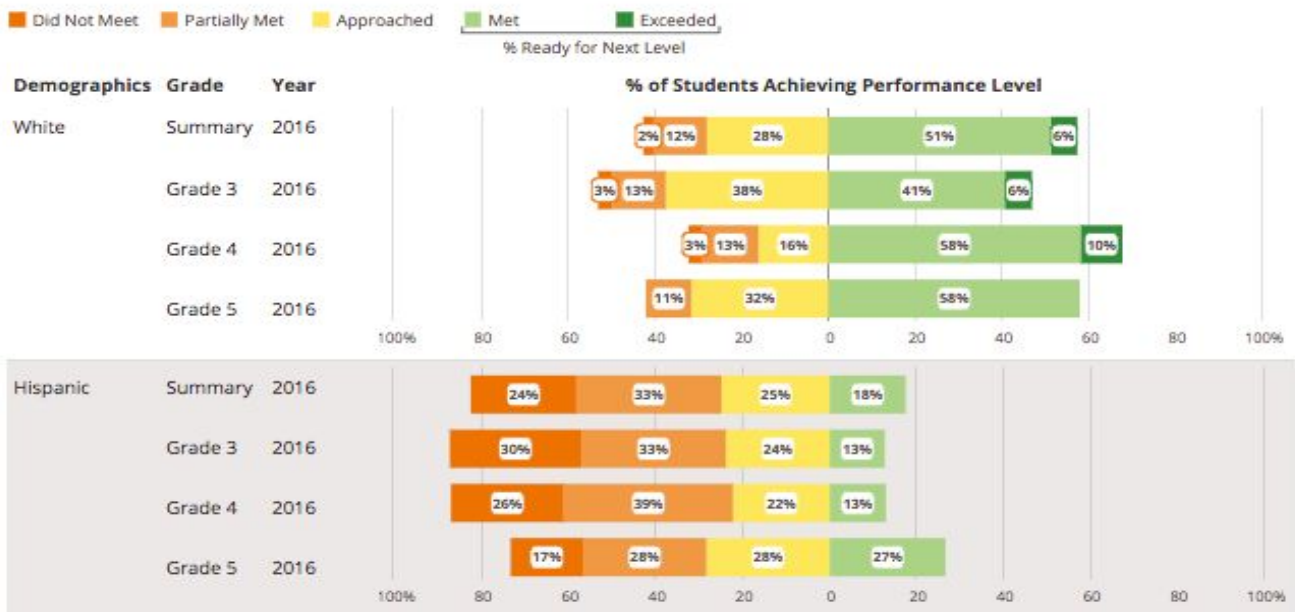
PARCC ELA Scores



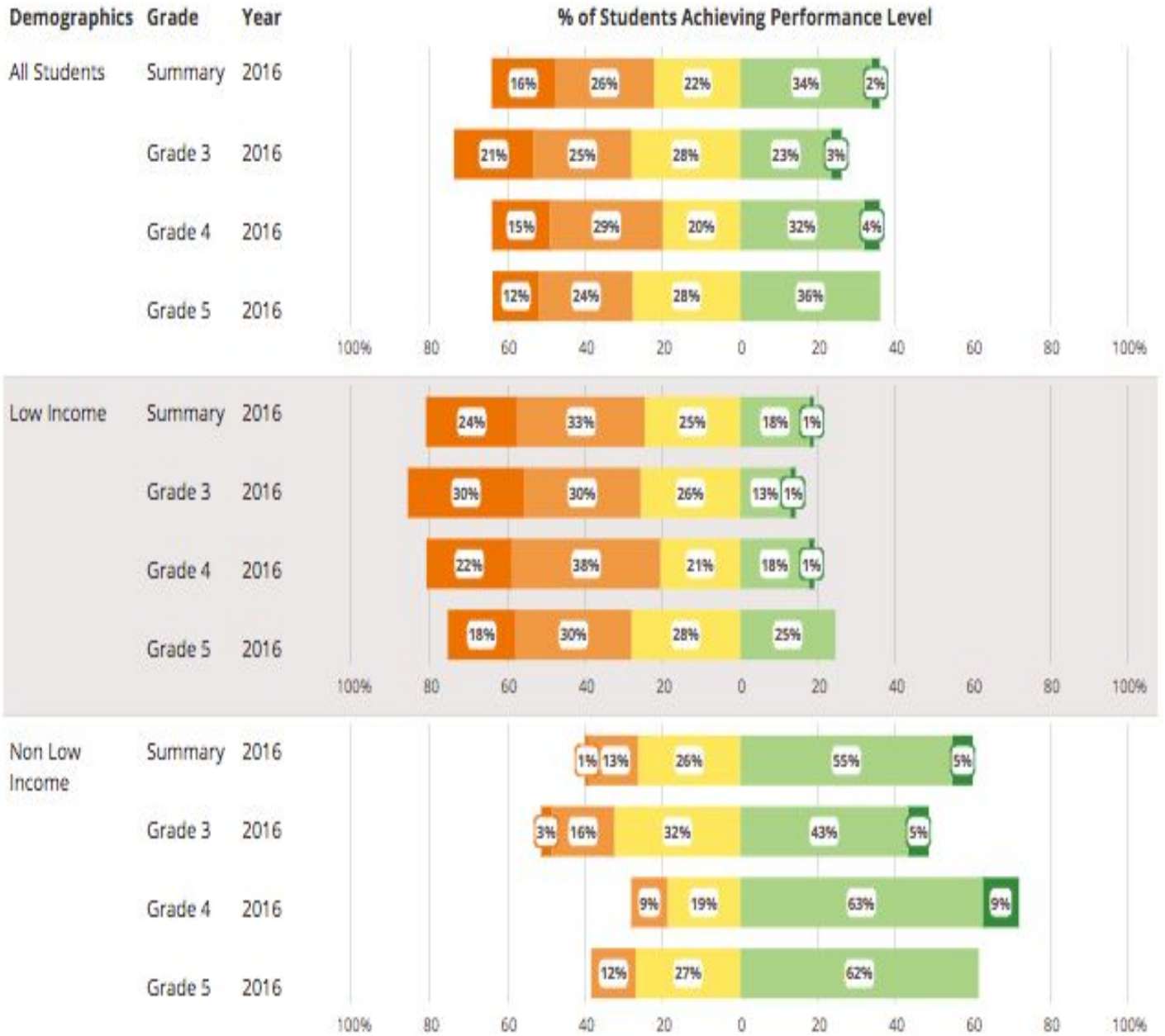
PARCC Mathematics Scores



White and Hispanic Students



Low Income vs. Non-low Income



Key Findings

- The percentage of students meeting or exceeding standards in both Reading and Math has
- Trends for the following subgroups in the past four years:
 - White - Declining from 37% to 31%
 - Hispanic - Increasing from 51% to 59%
 - Asian - Slight decline from 6% to 4%
 - Low Income - Increasing significantly from 49% to 66%
 - English Learners - Increasing from 45% to 50%
- Assessment Data Results from 2015-2016
 - PARCC Composite Scores:
 - Percentage of students who are meeting or exceeding increased from 56% to 58%
 - Percentage of students who did not meet or only partially meet decreased from 44% to 42%
 - PARCC ELA Scores:
 - Percentage of students who are meeting or exceeding increased from 31% to 37%
 - Percentage of students who did not meet or only partially meet decreased remained 45% for both years
 - PARCC Mathematics Scores
 - Percentage of students who are meeting or exceeding increased from 29% to 36%
 - Percentage of students who did not meet or only partially meet decreased from 44% to 42%
 - White and Hispanic Students - 2016 Comparison of Scores
 - White Students
 - 57% met or exceeded
 - 14% did not meet or partially met
 - Hispanic Students
 - 18% met or exceeded
 - 57% did not meet or partially met
 - Low Income and Non-low Income - 2016 Comparison of Scores
 - Low Income
 - 19% met or exceeded
 - 57% did not meet or partially met
 - Hispanic Students
 - 60% met or exceeded
 - 14% did not meet or partially met

BLT Data Interpretations

Achievement Gap Between Hispanic and White Students: Although the group noticed a vast difference between the number of white students who met or exceed on the PARCC assessment than the number of hispanic students who met or exceeded on the same assessment, we recognize that this is o

Achievement Gap Between Low Income and Non-Low Income Students:

4. Describe schoolwide reform strategies in narrative form to include the following:
 - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Balanced Literacy: At Juliette Low, we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others. Teachers reflect on teaching and learning within literacy during Tier 1 Literacy MTSS Meetings. Teams as well as individual teachers identify areas of strengths as well as next steps and commitments moving forward in order to have a solid Tier 1 literacy plan. Plans often include meeting with instructional coaches, inviting experts to observe or model lessons, and participating in the coaching cycle.

Small Group Intervention Within The Classroom: In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop. Effectiveness of each small group intervention is analyzed during Tier 2 MTSS Literacy meetings every six weeks. The interventionist, often the classroom teacher, reports what strategy or skill he/she is working on with the student, how the student is responding to the intervention, what/if any individualized features need to be added and the action plan for the following six weeks.

Dual Language and ESL Program: We have two ELL programs, Dual Language and ESL within the building that research would define as best practice for our multi-lingual students. Currently, the school hosts a one-way and two-way dual language enrichment model for serving our Spanish-speaking students who qualify for ELL services. Research indicated that this is the most successful model for enhancing student outcomes and fully closing the achievement gap in second language learners. Additionally, Juliette Low has a K-2 ESL program model where students are integrated in general education classrooms while receiving language support from either ESL certified classroom teachers as well as an ESL Resource Teacher who pushes into the classroom for language support. Teachers use a Bilingual Trajectory Model in order to identify specified achievement goals in reading based on local research for language learners. Through the MTSS process, student data is analyzed by a grade level team to identify strengths and needs in Tier 1 instruction. In addition, every six weeks tier 2 discussions are routinely in place for identifying any instructional needs and reevaluating small group plans for language and literacy acquisition skills and concepts.

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

General Education/Dual Language: In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

Learning Opportunities Program: In addition to the activities and supports listed above, our students in our Learning Opportunities Program (LOP) have a part time social worker, full time SLP with a Spanish-speaking assistant, and full time psychologist available for academic and social emotional support. All related service staff members in this program push in to the classroom and work with students on a daily basis. The social worker and the psychologist implement whole group and small group SEL lessons on a weekly basis. Students have extra supports in place to monitor, assess and address their feelings regularly.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

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

_____ is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, _____ is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last

resort.

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

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
2. Individual schools develop their goals to support the goals of the District.
3. Staff development needs arise in connection to the goals of the school improvement plans.
4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs
-

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.
- Teach and practice age-appropriate positive social interactions.
- Teach and practice age-appropriate emotional skills.
- Learn about students strengths and interests prior to their first day of school.
- Provide early behavior and academic intervention.
- Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.

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

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If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

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3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

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

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The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

| | | | |
|------------------------|-------------------------------------|-----------------|-----------------------------------|
| School Name: | Rupley Elementary School | | |
| RCDT: | | | |
| Principal: | Dr. Thomas Seaton | | |
| Address: | 305 Oakton | | |
| City, ZIP code: | Elk Grove Village, Illinois 60007 | | |
| Telephone: | 847-593-4353 | | |
| Email address: | seaton.thomas@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: 73% | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|------------------------------|---|
| District Name/Number: | Community Consolidated School District 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|---------------|---------------------|
| Thomas Seaton | Principal |
| Heidi Thomas | Assistant Principal |
| Angie Sriver | Teacher |
| Brenda Ciura | Teacher |
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2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
 Not applicable

3. Conduct a comprehensive needs assessment of the entire school:
 a. Include a copy of the document used to conduct the assessment.
 b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Needs Assessment Summary/School Principal

When considering your school Accreditation and AYP student achievement results, what is working?

For the most part, our students continue to make academic gains from year to year, as measured by FAST testing in literacy and math and through the Fountas and Pinnell literacy assessment. We believe that a focused

approach to balanced literacy, including daily guided reading, the workshop model for reading and writing, and working with coaches in the areas of literacy, math and innovative practices have all contributed to the growth that our students are making. In addition, our full day kindergarten, which focuses on early intervention, is a critical component to the growth that students continue to make. The final component, we believe is the D59 focus on professional development that is helping staff grow in their instructional practices.

In your opinion, what needs to be improved to increase student achievement across the school?

One area to continue to develop is related to kindergarten preparation. Our district is looking to increase the number of pre-school opportunities in our district, and we believe this will have a positive impact on our student achievement. For the past several years, we have offered a full day kindergarten program, and we are seeing the benefits of that program. D59 is also transitioning from a pull out intervention program to a push in model. We believe this will also have a positive impact on our student achievement by meeting the needs of a larger group of students. This will be accomplished through the newly developed coaching model that will involve a team of professionals working side by side with the classroom teacher. This model will be implemented in the fall of 2017. The final component to increased student achievement is connected to SEL. We believe that further growth in this area will impact the academic.

As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?

In terms of school wide planning, we are increasing the number of coaches that will be utilized at our building. We would like grade level teams to meet with the instructional coaches on a weekly basis to focus on core instructional strategies. These strategies would include guided reading and the workshop model for reading, writing, and math. In addition, the revising of the MTSS model (fall 2017) will greatly impact staff understanding of student progress, research based interventions and the instructional planning that is needed should support higher student achievement.

Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.

The three most important instructional strategies that will be our focus for next year would include guided reading, guided writing, and conferring with students. In terms of instructional interventions, we will implement a synergistic coaching team at every building, designed to model, plan, provide interventions and monitor student progress through a push in intervention model. Running records will also remain at the forefront of strategies used to assess student progress. SEL interventions, such as the creation of CICO, (check in check out) will also be developed.

What professional development strategies will promote better results?

Our professional development for next year will really be focused on understanding, and then implementing, the synergy team coaching model in all classrooms in the building. In this model, teachers will work closely with instructional coaches in the areas of planning, delivering instruction, understanding assessment results and providing interventions in a team approach. cycle focused on our instructional strategies. We see this model as part of the daily work of staff, thus it will be continuous, ongoing professional development.

Needs Assessment Summary/Classroom Teacher

Needs Assessment Responses

When considering your students and student achievement results across your school, what works?

At Rupley school, a variety of materials to support the curriculum, full-day Kindergarten, additional teacher support within the classroom, team planning, shared ideas and shared responsibility for students help support needs of all learners.

In your opinion, what needs to be improved to increase student achievement in your classroom and the school?

Classroom teachers identified a need for providing families with more preschool opportunities to prepare students to enter Kindergarten. Also, Rupley needs to continue offering full day kindergarten, provide additional support from coaches, teams, and interventionists. Rupley staff also feel that additional resources have contributed to classroom achievement.

As you think about student achievement in your grade level team, what long term planning or ideas do you have for supporting higher student achievement?

Teachers surveyed indicated that budgeting for more after-school activities targeting literacy in different formats, as well as providing for more field trips to broaden and deepen students' background knowledge. They also indicated a need for scheduling more time for teachers to meet with coaches and intervention specialists, and to work through the backwards design planning process.

What instructional intervention is most successful in your classroom?

Utilizing running records to plan for small group instruction and targeting specific skill needs as part of the workshop model, as well as teacher created materials and intervention programs have proven to be successful in classrooms.

What is your greatest professional need?

There are few areas that we need to focus on next year for professional development. Continuing to refine our processes related to guided reading and the workshop model is a need. Staff would also like more opportunities for planning and professional development in the area of reading interventions.

Needs Assessment Summary/Parents

Needs Assessment--Parents

When considering students and student achievement results across your school or in the district, what works?

Parents value the student teacher relationship, home school communication and the passion Rupley teachers have to help each child succeed. Parents suggest daily homework, quicker posting of test results, and assistants for every classroom teacher due to large class sizes.

In your opinion, what needs to be improved to increase student achievement across the schools and the district?

It is important for the district to continue to focus on early interventions for our students. Having more opportunities for students at the pre-school level, and continuing to offer full day kindergarten for our students is needed. We also think that the school should do a better job of helping parents understand how to best support our children at home. With the new approaches to teaching that are occurring in the classroom, parents are not sure how to help support the students at home.

As you think about student achievement across the district, what long term planning or ideas do you have for supporting higher student achievement in the schools?

The district should continue to offer full day kindergarten for our children. This has been very helpful for our students. Finally, more parent training sessions so that we are better able to support our children at home.

4. Describe schoolwide reform strategies in narrative form to include the following:
 - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase

- the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

At Rupley School, we believe in providing students with a Balanced Literacy Approach that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.

In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.

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

In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, Rupley has one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.

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

Harper College Ambassador Program:

This program aligns a Harper College ambassador (professor, dean, provost, etc.) with each of our schools. The goal is to offer a direct link to Harper College and various levels of support including materials, classroom connections, and assemblies/speaking engagements. D59 schools have the flexibility to utilize the ambassador as needs arise and as the schools see fit.

Harper College Campus Visits:

We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.

Harper Promise Program:

The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.

7. Specify any activity information regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried

out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Rupley School is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) includes universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning and end of each day at all levels. Intervention for student groups with higher needs (Tier 2) includes specific instructional strategies that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Rupley is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.

Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort.

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

District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:

1. *District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.*
2. *Individual schools develop their goals to support the goals of the District.*
3. *Staff development needs arise in connection to the goals of the school improvement plans.*
4. *The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.*
5. *Staff members (teachers and paraprofessionals) participate in staff development opportunities at Rupley and across the district. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.*

Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early

childhood education programs to local elementary school programs.

Formal Transition Meetings:

- *All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.*
- *Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.*
- *Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.*
- *504 students have transition meetings on a case by case basis.*
- *Health care plans are shared by building nurse with receiving elementary nurse*

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- *Bridge from ELC to developmental kindergarten or from community school/home to Rupley*
- *Functional needs within the school environment (transitions/circle time/recess)*
- *Sensory needs to access the larger classroom*
- *Language need (expressive/receptive)*
- *Communication skills*
- *ESL option for ELL students*
- *Fluid movement of students in and out of the program throughout the year based on student needs*

Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.

- *Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.*
- *Teach and practice age-appropriate positive social interactions.*
- *Teach and practice age-appropriate emotional skills.*
- *Learn about students strengths and interests prior to their first day of school.*
- *Provide early behavior and academic intervention.*
- *Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.*

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Salt Creek Elementary School | | |
| RCDT: | | | |
| Principal: | Laura Sandoval | | |
| Address: | 65 JF Kennedy Blvd. | | |
| City, ZIP code: | Elk Grove Village, 60007 | | |
| Telephone: | 847-593-4375 | | |
| Email address: | sandoval.laura@ccsd59.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|------------------------------|------------------------|
| District Name/Number: | CCSD 59 |
| Superintendent: | Dr. Art Fessler |
| Telephone: | 847-593-4300 |
| Email address: | fessler.art@ccsd59.org |

Superintendent's Signature

Date

Schoolwide Plan Components

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

| NAME | REPRESENTATION |
|-----------------|------------------------------------|
| Kaitlin Parrett | Kindergarten Dual Language Teacher |
| Claudia Lamas | First Grade Dual Language Teacher |
| Janine Stein | Second Grade Teacher |
| Barb Novak | Third Grade Dual Language Teacher |
| Griselda Diaz | Fourth Grade Dual Language Teacher |
| Emily Morris | Fifth Grade Dual Language Teacher |
| Laura Bald | Fifth Grade Teacher |
| Robert Phillips | Physical Education Teacher |
| Cindy Modrich | TDP Teacher |
| Erica Suarez | Instructional Coach |
| Tami Massaro | School Psychologist |
| Larry Ganan | Assistant. Principal |
| Laura Sandoval | Principal |
| | |
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2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. N/A

3. Conduct a comprehensive needs assessment of the entire school:

a. Include a copy of the document used to conduct the assessment.

i. Parent

1. When considering students and student achievement results across your school or in the district, what works?
2. In your opinion, what needs to be improved to increase student achievement across the schools and the district?
3. As you think about student achievement across the district, what long term planning or ideas do you have for supporting higher student achievement in the schools?

- Parents at Salt Creek School are very pleased with the assessments that are being administered throughout the year to students. They particularly like the F & P levels that indicate a student's literacy level. This is helpful to parents as it helps them choose the correct level books for their children. Parents are also pleased that students in kindergarten and first teachers are administering assessments one-on-one to students. They feel this allows for less distractions. Providing the parents with the results of the student's benchmark testing, shows parents how their children are improving throughout the year and what they still need to work on in terms of literacy and math.
- Parents would like for classroom teachers to communicate more frequently, whether it be through a monthly newsletter, email, or phone call. They believe the more communication there is between parents and classroom teachers, the more successful the students will be. Parents feel there needs to be more parent involvement in general when supporting higher student achievement in schools.

ii. staff

1. When considering your students and student achievement results across your school, what works?
 2. In your opinion, what needs to be improved to increase student achievement in your classroom and the school?
 3. As you think about student achievement in your grade level team, what long term planning ideas do you have for supporting higher student achievement?
 4. What instructional intervention is most successful in your classroom?
 5. What is your greatest professional development need?
- Staff at Salt Creek School feel as though many instructional practices that are being implemented are helping the students be successful in all areas. Staff are pleased with the investigative activities that students participate in as they foster discovery and a better understanding of concepts, but at the same time fundamental skills are incorporated and utilized. Staff feel that the workshop structure also allows for a high level of student engagement as well as allows for the opportunity for conferring with individual students. Another benefit is that there are various available resources to staff that help support student learning. Staff are also proud of the Dual Language Program and its design structure; it allows for literacy instruction in both languages and the ability for students to achieve specific goals to the various language programs.
 - Staff would like to see some improvements made to the current learning maps in terms of timing and pacing as well as consider the needs of second language learners from the beginning stages of designing the learning maps. Teachers also look forward to future professional development in the areas of literacy, math, and SEL to help support the whole child and help them reach their fullest potential.

iii. Principal

1. When considering your school accreditation and AYP student achievement results, what is working?
2. In your opinion, what needs to be improved to increase student achievement across the school?
3. As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?
4. Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.
5. What professional development strategies will promote better results?

- It is very beneficial to student learning and improvement of instructional practices when staff collaborate and plan together. It is very important to have teacher discussions focused around student learning and growth. Staff need to know and understand the district outcomes and applied outcomes as well as the three district focus areas (what we want our student to know and understand) in order to design learning experiences that will allow students to be successful.
 - Areas that the Salt Creek staff will focus on to help support student learning are to implement morning and afternoon circle. The staff will accomplish this goal by working closely with the school psychologist and social worker to implement tier 1 SEL instruction. Primary teachers will begin a grade level coaching cycle to launch the school year and staff will work closely with the synergistic coaching team in order to meet the needs of the students as it pertains to Tier 1 and Tier 2 instruction. More staff will participate in the designing of the new learning maps in order to gain a better understanding of the design process and how to best implement these experiences in the classroom. Staff will continue working on strengthening the MTSS process as well as continue to work on strengthening conferring with students and collecting data that will drive future instruction.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
- At Salt Creek Elementary School, we believe in providing students with a *Balanced Literacy Approach* that honors both the foundational aspects of literacy development, as well as the meaningful comprehension and writing of text that is a gateway for a successful life. Within a reading and writing workshop approach, students are able to enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and teach others.
 - In addition to intervention programs such as LLI, we also employ a repertoire of instructional strategies to meet the needs of students such as small comprehension focus groups, guided reading, guided writing, shared reading, individual student conferences within readers and writers workshop.
5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
- In Kindergarten through fifth grade, all students participate in explicit social emotional skill instruction once a week taught by classroom and fine arts teachers. Daily, students develop social awareness and turn-taking skills through classroom community-building circles. Next steps for social emotional supports include embedding social and emotional skill practice and reinforcement in all learning experiences. To support intense emotional and mental health needs, schools have one full-time psychologist, one full-time social worker and shared community outreach specialists who work collaboratively to assess need and provide school-based or community-based support.
6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

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We continue to conduct site/classroom visits and tours of Harper College each year. This is an opportunity for student to learn about college and careers, experience an authentic higher education environment and spur conversations before and after visits.
 - Harper Promise Program:
The Harper Promise Program involves students residing in the D220, D214, and D211 attendance areas. Beginning with the class of 2019, students who meet certain benchmarks while in high school and at Harper (including attendance, grades and community service) can receive free tuition for up to two years.
7. Specify any activity information regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).
- Salt Creek School is working toward a multi-tiered system of support for behavior improvement and social emotional skill acquisition. Support for all students (Tier 1) include universal expectations taught and revisited throughout the year, weekly social emotional instruction in all elementary classes and classroom circles with a social-emotional focus or community building activities at the beginning of each day at all levels. Intervention for student groups with higher needs (Tier 2) include specific interventions that teach and reinforce replacement behaviors in multiple ways. These may be PBIS strategies such as Check-In Check-Out (CICO) and Social Academic Instructional Groups (SAIG groups); however, Salt Creek School is working to design interventions and supports that are more responsive to meet specific student group needs. For students who need individualized support (Tier 3), similar interventions with more intense or individualized components, behavior intervention plan implementation, functional behavior analysis, and special education services may be utilized.
 - Discipline for students strives to involve components of clear and reasonable consequences paired with opportunities to learn new behaviors and address underlying need. Discipline is not progressive in nature and seeks to match the impact of the behavior. Students are disciplined for the purpose of changing future behavior, not for the purpose of staff relief from negative behavior. Exclusionary discipline is used sparingly and as a last resort.
8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.
- District 59 offers a comprehensive, inclusive professional development plan for its employees. The plan is developed through a multi-step process:
 1. District Outcomes and Goals are established by the Board of Education, in keeping with the District 59 strategic planning timeline.
 2. Individual schools develop their goals to support the goals of the District.

3. Staff development needs arise in connection to the goals of the school improvement plans.
 4. The Building Leadership Team, in conjunction with the administrators and staff, determine the staff development focus for the year.
 5. Staff members (teachers and paraprofessionals) participate in staff development opportunities at their individual school buildings. These include: grade level team meetings, instructional resource team meetings, literacy days, staff meetings and improvement of instruction days. Attendance at workshops that are offered through District 59, as well as attendance at workshops offered off-site is available for staff members.
 - Recruit and Retain: Open positions are determined right after the start of the new year. Once the openings have been identified, they are posted early and teams attend job fairs. Hard to fill positions are advertised as soon as possible and universities are contacted for qualified candidates. At a district level, candidates are screened for a good fit for D59. This is followed by a rigorous hiring process that includes multiple interviews and observation lessons. A mentoring program is in place to help support and retain new teachers.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Formal Transition Meetings:

- All elementary buildings are notified of which students will be transitioning to kindergarten in the fall (sped, at risk, and typical) along with any services provided (sped, 504); they are then invited to have kindergarten teachers and SST members observe students and articulate with current teams.
- Formal transition meetings are held in the late winter to spring for students with IEPs with current EC team, receiving elementary team and family.
- Families whose child are recommended for specialized programming are invited to tour the recommended program. These students are also eligible to participate in Extended School Year (ESY) programming to assist with the transition process.
- 504 students have transition meetings on a case by case basis.
- Health care plans are shared by building nurse with receiving elementary nurse

Developmental Kindergarten is a program focusing on instructional strategies, social emotional experiences and instruction, behavior management, integration to general education, language acquisition supports, and related service supports. The goal of the program is to provide a:

- Bridge from ELC to Elementary school or from community school/home to Elementary
- Functional needs within the school environment (transitions/circle time/recess)
- Sensory needs to access the larger classroom
- Language need (expressive/receptive)
- Communication skills
- ESL option for ELL students
- Fluid movement of students in and out of the program throughout the year based on student needs
- Kinder Quest is designed to help new incoming K students get acquainted with school settings, lessen stress sometimes present when beginning kindergarten, and practice developmentally appropriate social and emotional skills.
- Prepare incoming CCSD59 students with little to no school experience for routines and procedures of a school environment.
- Teach and practice age-appropriate positive social interactions.
- Teach and practice age-appropriate emotional skills.

- Learn about students strengths and interests prior to their first day of school.
- Provide early behavior and academic intervention.
- Share observations and student strengths, interests, and needs with kindergarten staff prior to the first day of school to assist with a successful transition.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under

this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

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

SPECIAL
INTEREST

ACTION ITEMS

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

**RESOLUTION: TRANSFER OF \$2,000,000 OF TRANSPORTATION FUNDS TO
THE OPERATIONS AND MAINTENANCE FUNDS**

Background

While the Board of Education monitors the District's financial condition through its Fund Balance Policy, the Administration annually monitors the fund balances of its major operating funds. As part of the 2016/17 Budget, an allocation was established to transfer \$2,000,000 from the Transportation Fund to the Operations and Maintenance Fund.

This Resolution authorizes this transfer effective with the close of the 2016/17 fiscal year.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____
to adopt the following resolution:

WHEREAS, the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, is authorized, pursuant to Section 17-2A of the Illinois *School Code* (105 ILCS 5/17-2A), to transfer monies from the Transportation Fund to the Operations and Maintenance Fund; and

WHEREAS, there are presently more than sufficient funds in the Transportation Fund to meet currently anticipated expenditures and need for transportation; and

WHEREAS, there are insufficient funds in the District's Operations and Maintenance Fund to meet currently anticipated expenditures in that fund relating to operations and maintenance; and

WHEREAS, a public hearing has been held on this date; and

WHEREAS, a notice of the public hearing was: (1) published at least 7 days and not more than 30 days prior to the hearing, in a newspaper of general circulation within the School District, and (2) posted at least 48 hours before the hearing, at the principal office of the Board, both such notices setting forth the time, date, place and subject matter of the hearing on the proposed transfer of funds; and

WHEREAS, the Board has determined that \$2,000,000 should be permanently transferred from the Transportation Fund to the Operations and Maintenance Fund; and

WHEREAS, the transfer of funds is authorized by Section 17-2A of the Illinois *School Code* under such circumstances;

NOW, THEREFORE, BE IT RESOLVED: BY THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 59, COOK COUNTY, ILLINOIS AS FOLLOWS:

Section 1. The Board of Education finds the preambles of this Resolution to be true and correct and incorporates the same herein.

Section 2. The School Treasurer is hereby directed to transfer the sum of Two Million Dollars (\$2,000,000.00) from the Transportation Fund to the Operations and Maintenance Fund on a permanent basis.

Section 3. The secretary of the Board is directed to cause to be served upon the School Treasurer a certified copy of this Resolution.

Section 4. This resolution shall be in full force and effect upon its adoption

ADOPTED this 26th day of June, 2017.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

PUBLIC NOTICE OF HEARING ON TRANSFER OF FUNDS

BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL
DISTRICT NO. 59, COOK COUNTY, ILLINOIS

The Board of Education of Community Consolidated School District No. 59 will conduct a public hearing on June 26, 2017 at 7:00 p.m. at the District Office, 2123 South Arlington Heights Road, Arlington Heights, Illinois. The purpose of the hearing is to obtain public input on the proposed transfer of \$ 2,000,000 from the Transportation Fund to the Operations and Maintenance Fund. Questions should be directed to the School District's Chief School Business Official, Ms. Vickie Nissen, at (847) 593-4339.

s/ Sunil Bhawe
Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, and that as such Secretary I am the keeper of the records and files of the Board of Education.

I do further certify that the foregoing is a full, true and complete copy of a Resolution adopted by the Board of Education at a meeting of said Board held on the 26th day of June, 2017.

I do further certify that the deliberations of the Board of Education on the adoption of said Resolution were conducted openly, that the vote on the adoption of said Resolution was taken openly, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* and the *School Code* of the State of Illinois, as amended, and that the Board of Education has complied with all of the applicable provisions of said Act and said Code and with all of the applicable procedural rules of the Board of Education in conduct of said meeting.

IN WITNESS WHEREOF, I have here unto affixed my official signature this 26th day of June, 2017.

Secretary, Board of Education
Community Consolidated School District No. 59,
Cook County, Illinois

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

**RESOLUTION: TRANSFER OF \$1,617,000 FROM EDUCATION FUNDS TO THE
CAPITAL PROJECTS FUND**

Background

While the Board of Education monitors the District's financial condition through its Fund Balance Policy, the Administration annually monitors the fund balances of its major operating funds. As part of the 2016/17 Budget, an allocation was established to transfer \$1,617,000 from the Education Funds to the Capital Projects Fund to cover this fiscal year's costs incurred for the construction of the Commissary and Administration Building.

This Resolution authorizes this transfer effective with the close of the 2016/17 fiscal year.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____
to adopt the following resolution:

WHEREAS, the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, is authorized, pursuant to Section 17-2A of the Illinois *School Code* (105 ILCS 5/17-2A), to transfer monies from the Education Fund to the Capital Projects Fund; and

WHEREAS, pursuant to 23 Ill. Admin. Code §100.50(d) ("Permanent Inter-Fund Transfers"), when "revenues or other sources of funds are pledged to pay for a capital project or acquisition, the moneys shall be transferred into the Capital Projects Fund..." (23 Ill. Admin. Code §100.50(d)(2)); and

WHEREAS, there are presently more than sufficient funds in the Education Fund to meet currently anticipated expenditures relating to education; and

WHEREAS, there are insufficient funds in the District's Capital Projects Fund to meet currently anticipated expenditures in that fund relating to capital projects; and

WHEREAS, a public hearing has been held on this date; and

WHEREAS, notice of the public hearing was: (1) published at least 7 days and not more than 30 days prior to the hearing, in a newspaper of general circulation within the School District, and (2) posted at least 48 hours before the hearing, at

the principal office of the Board, both such notices setting forth the time, date, place and subject matter of the hearing on the proposed transfer of funds; and

WHEREAS, the Board of Education has determined that \$1,617,000 should be permanently transferred from the Education Fund to the Capital Projects Fund; and

WHEREAS, the transfer of funds is authorized by Section 17-2A of the Illinois *School Code* under such circumstances;

NOW, THEREFORE, BE IT RESOLVED: BY THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 59, COOK COUNTY, ILLINOIS AS FOLLOWS:

Section 1. The Board of Education finds the preambles of this Resolution to be true and correct and incorporates the same herein.

Section 2. The School Treasurer is hereby directed to transfer the sum of One Million Six Hundred Seventeen Thousand Dollars (\$1,617,000) from the Education Fund to the Capital Projects Fund on a permanent basis.

Section 3. The Secretary of the Board is directed to cause to be served upon the School Treasurer a certified copy of this Resolution.

Section 4. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this 26th day of June, 2017.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

PUBLIC NOTICE OF HEARING ON TRANSFER OF FUNDS

BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL
DISTRICT NO. 59, COOK COUNTY, ILLINOIS

The Board of Education of Community Consolidated School District No. 59 will conduct a public hearing on June 26, 2017 at 7:00 p.m. at the District Office, 2123 South Arlington Heights Road, Arlington Heights, Illinois. The purpose of the hearing is to obtain public input on the proposed transfer of \$ 1,617,000 from the Education Fund to the Capital Projects Fund. Questions should be directed to the School District's Chief School Business Official, Ms. Vickie Nissen, at (847) 593-4339.

s/ Sunil Bhave
Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Consolidated School District No. 59, Cook County, Illinois, and that as such Secretary I am the keeper of the records and files of the Board of Education.

I do further certify that the foregoing is a full, true and complete copy of a Resolution adopted by the Board of Education at a meeting of said Board held on the 26th day of June, 2017.

I do further certify that the deliberations of the Board of Education on the adoption of said Resolution were conducted openly, that the vote on the adoption of said Resolution was taken openly, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* and the *School Code* of the State of Illinois, as amended, and that the Board of Education has complied with all of the applicable provisions of said Act and said Code and with all of the applicable procedural rules of the Board of Education in conduct of said meeting.

IN WITNESS WHEREOF, I have here unto affixed my official signature this 26th day of June, 2017.

Secretary, Board of Education
Community Consolidated School District No. 59,
Cook County, Illinois

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

**RESOLUTION: FOOD SERVICE CONTRACT RENEWAL FOR 2017/18 LUNCH
AND BREAKFAST PROGRAMS**

Background

School year 2017-18 represents the first renewal for the District's food service management company, Organic Life. State law allows the District to renew a contract four times before a District is required to bid the service. The current Contract was bid and approved by the Board of Education on May 23, 2016 effective for 2016-17 (Year 1). The District will be required to bid food service effective for the 2020-21 school year; however, a bid will be necessary should there be an operational change in the program such as building a new commissary.

No operational changes have been requested for the 2017-18 school year for the existing lunch program. The reimbursable lunch and the a la carte equivalent rates will increase from \$2.75 to \$2.8078 per meal. This increase is based on the allowable CPI of 2.1%. There is no annual management fee for lunch or the junior high a la carte program.

Regarding the breakfast program, the Childhood Hunger Relief Act, PA093-1086 requires schools that have at least 40% of students eligible for free or reduced-price lunches to offer a school breakfast program. In 2017-18, all District 59 schools will continue to offer breakfast programs.

The per meal rates for the breakfast program will increase from \$1.20 to \$1.2252. There is no annual management fee for breakfast.

Public Act 99-0850 is a new breakfast requirement that must be implemented July 1, 2017. This law requires every public school in which at least 70 percent of the students were eligible for free or reduced-price lunches in October of the preceding year to operate a Breakfast After the Bell Program. Breakfast After the Bell means breakfast is provided to children after the instructional day has officially begun and does not prohibit schools from also providing breakfast before the instructional day begins.

In 2017-18 Byrd, John Jay and Rupley will implement a Breakfast After the Bell program. Specific procedural plans are currently being developed for the 2017-18 school year.

Organic Life has been a valuable partner in offering quality school nutrition programs to our students. The District recommends renewal at the proposed rates.

Summary of Proposed Meal Rates

| | 16/17 | 17/18 |
|------------------------------|--------------|--------------|
| Reimbursable Lunches | \$2.75 | \$2.8078 |
| Management Fee per Lunch | \$0.00 | \$0.00 |
| A la Carte Equivalent Fee | \$2.75 | \$2.8078 |
| A la Carte Management Fee | \$0.00 | \$0.00 |
| Reimbursable Breakfast | \$1.20 | \$1.2252 |
| Management Fee per Breakfast | \$0.00 | \$0.00 |

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

BE IT RESOLVED THAT on the 26th day of June, 2017 the Community Consolidated School District 59 Board of Education renew the contract with Organic Life, 445 W. Erie, Chicago, Illinois to provide meals for the 2017-18 school year at the following rates:

| | |
|------------------------------|----------|
| Reimbursable Lunches | \$2.8078 |
| Management Fee per Lunch | \$0.00 |
| A la Carte Equivalent Fee | \$2.8078 |
| A la Carte Management Fee | \$0.00 |
| Reimbursable Breakfast | \$1.2252 |
| Management Fee per Breakfast | \$0.00 |

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

| | | | |
|---------------------------|---|---|---|
| Date of Original Contract | | | |
| Year of Renewal (Circle) | | | |
| 1 | 2 | 3 | 4 |

**Contract Renewal Agreement for
Food Management Services
Nonprofit Food Service Program**

This document contains the rates and fees for the furnishing of food service management for nonprofit food service programs for the period beginning July 1, 2017, and ending June 30, 2018. The terms and conditions of the original contract are applicable to the contract renewal. Upon acceptance, this document shall constitute the contract renewal between the Food Service Management Company (FSMC) and the School Food Authority.

The FSMC shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA
COMMODITIES WILL BE RECEIVED

| | 2016-2017 Rate | 2017-2018 Rate** | Percentage Increase*** |
|--|-------------------|---------------------|---------------------------|
| 1. Reimbursable Breakfasts | 1. \$1.20 | 1. \$1.2252 | 1. 2.1% |
| 2. Management Fee per School Breakfast | 2. \$0.00 | 2. _____ | 2. _____ |
| 3. Reimbursable Lunches* | 3. \$2.75 | 3. \$2.8078 | 3. 2.1% |
| 4. Management Fee per School Lunches | 4. \$0.00 | 4. _____ | 4. _____ |
| 5. A la Carte Equivalents Fee* | 5. \$2.75 | 5. \$2.8078 | 5. 2.1% |
| 6. A la Carte Management Fee | 6. \$0.00 | 6. _____ | 6. _____ |
| 7. Reimbursable After-School Snack | 7. N/A | 7. N/A | 7. _____ |
| 8. Special Milk | 8. N/A | 8. N/A | 8. _____ |
| 9. Summer Breakfast | 9. \$1.20 | 9. \$1.2252 | 9. 2.1% |
| 10. Summer Lunch | 10. N/A | 10. N/A | 10. _____ |

*Rates must be the same.
****Rates must not be rounded up.** Do not exceed four decimal places.
 ***Percentage increase must not exceed the allowable increase established in the original contract.

Organic Life, LLC
 Food Service Management Company
 445 W. Erie St. Ste. 110
 Street Address
 Chicago Illinois 60654
 City State Zip Code

By submission of this proposed renewal agreement, the FSMC certifies that, in the event they receive a renewal award under this solicitation, the FSMC shall operate in accordance with all applicable current program regulations. This agreement shall not exceed one year.

 Authorized Signature Vice President Title / e-mail address 6/20/17 Date

Acceptance of Contract Renewal Agreement

Community Consolidated School District 59 05016059004
 School Food Authority Agreement Number
 Vickie Nissen CSBO/ nissen.vickie@ccsd59.org 6/20/17
 Authorized Signature Title / e-mail address Date

E. Certification Statement

Under the provisions of the United States Department of Agriculture, Food and Nutrition Service, I certify as a sponsor in the Child Nutrition Programs all information contained in the executed *Contract Renewal Agreement* and accompanying contract renewal documents is true and accurate.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the United States Department of Agriculture regarding Child Nutrition Programs.

I understand revisions cannot be made to the executed *Invitation for Bid and Contract* without first submitting proposed revisions to the Illinois State Board of Education for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

I certify that all contract provisions, including those relating to USDA Foods, including the utilization by the FSMC/Vendor of USDA Foods to the maximum extent possible have been met.

School Year 2016 USDA Foods Entitlement Amount (A) \$ 211,647.5075
Amount of USDA Foods credited to the SFA by the FSMC/Vendor (B) \$ 105,814.0000
USDA Foods Entitlement Utilization Percentage (B / A) % 50.00 _ _

Vickie Nissen CSBO/ nissen.vickie@ccsd59.org 6/20/17
Authorized Representative Signature Title e-mail Date

Mail, fax, or email to: Nutrition and Wellness Programs
Illinois State Board of Education
100 North First Street W270
Springfield, IL 62777-0001
Fax: 217-524-6124
Email: kshelton@isbe.net

Please submit documents only once. For example, do not fax and mail. Only one copy of each set of documents is necessary. **All original documents should be retained in the SFA's files.**

Contract Renewal Agreement Certification Form 2017–2018

The *Contract Renewal Agreement Certification Form* must be completed and signed by the school food authority's (SFA's) authorized representative. A copy of this form must be submitted by the SFA along with copies of all applicable, required contract renewal documents listed in Section C below.

A. School Food Authority Information

Agreement Number (RCDT Code): 05016059004

School Food Authority: Community Consolidated School District 59

Contractor Name: Organic Life, LLC

B. General Contract Information

Contract Type: FSMC Vended FSMC—Vended Other
Programs: Lunch Breakfast Special Milk Afterschool Snack
Summer Meals Child and Adult Care Food Program

C. Required Documentation

Submit copies of the following documents.

- *Contract Renewal Agreement*, signed by both parties;
- *Contract Renewal Agreement Certification Form 2016–2017*, signed by the SFA's authorized representative;
- *Food-Based Meal Pattern Contract Amendment*, if applicable, signed by both parties;
- Certification forms, as applicable, signed annually by the contractor
 - If the annual contract is \$25,000 or more—Signed copy of the *Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions*,
 - If the annual contract is over \$100,000—Signed copy of the *Certificate Regarding Lobbying—Contracts, Grants, Loans, and Cooperative Agreements*,
 - If the annual contract is over \$100,000 and any funds other than Federal appropriated funds have been used for lobbying—Signed copy of the *Disclosure of Lobbying Activities*; and
- Any other amendments for non-material allowable contract changes accompanied by written justification for the amendment.

D. Contract Renewal Terms

Per the contract renewal terms stated in the contract, the maximum allowable percentage increase that may be applied to the fixed meal rates and fixed management fees is as follows (refer to the contract for renewal terms; check the appropriate box):

- CPI—Food Away From Home (Dec) 2.3%
- CPI—All (Dec) 2.1%
- CPI—Food (Dec) 0.0%
- Other (specify) _____

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION LOWER
TIER COVERED TRANSACTIONS

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 CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

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

OrganicLife, LLC

Organization Name

CCSD 59 Food Service Contract

PR/Award Number or Project Name

Saad Abid

Name of Authorized Representative

Vice President

Title



Original Signature of Authorized Representative

4/19/17

Date

Instructions for Certification

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

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned 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.

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

OrganicLife, LLC
Organization Name

CCSD 59 Food Service Contract
PR/Award Number or Project Name

Saad Abid
Name of Authorized Representative

Vice President
Title


Original Signature of Authorized Representative

4/19/17
Date

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, IL 62777-0001

DISCLOSURE OF LOBBYING ACTIVITIES

Directions: Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION
 a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance

2. STATUS OF FEDERAL ACTION
 a. Bid/offer/application b. Initial award c. Post-award

3. REPORT TYPE
 a. Initial filing b. Material change For material change only: _____ Year _____ Quarter _____ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY
 Prime Subawardee, Tier _____, if known _____ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME
 _____ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY _____

7. FEDERAL PROGRAM NAME/DESCRIPTION _____

8. FEDERAL ACTION NUMBER, if known _____ CFDA Number, if applicable _____

9. AWARD AMOUNT, if known
 \$ _____

10a. NAME AND ADDRESS OF LOBBYING ENTITY (If individual, last name, first name, MI) _____

b. INDIVIDUALS PERFORMING SERVICES (Including address if different from No. 10a) (last name, first name, MI) _____

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply)
 \$ _____ Actual Planned

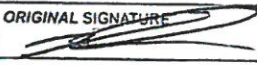
12. FORM OF PAYMENT (check all that apply)
 a. Cash b. In-kind; specify: nature _____ value _____

13. TYPE OF PAYMENT (check all that apply)
 a. Retainer b. One-time fee c. Commission
 d. Contingent fee e. Deferred f. Other, specify _____

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.
 No lobbying activity to report.

15. YES NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|--|-----------------|
| ORIGINAL SIGNATURE  | |
| PRINT NAME OR TYPE Saad Abid | |
| TITLE Vice President | |
| TELEPHONE NUMBER (312) 929-2005 | DATE 4/19/17 |

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

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12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, Illinois 62777-0001

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY



Food and Labor Cost Outlook for the 2017-2018 School Year

Below we show market data and benchmarks for the various cost areas associated with the school breakfast and lunch programs. While this index data does not measure the cost of premium products used by OrganicLife, it provides reasonable benchmarks that demonstrate expected increases.

Consumer Price Index Data – 12-month period ending March 2017

Food Away from Home – This index has an overall increase of 2.4% over the past year. As a result, the components of the school lunch program are much higher than this index allows.

- Food and Beverages – 0.5% increase over the last twelve months
- Fats and Oils – 0.9% increase in March 2017
- Fruits and Vegetables – 1.6% increase in March 2017

Energy

- Energy – 10.9% increase over the last twelve months
- Gasoline – 19.9% increase over the last twelve months
- Fuel Oil – 24.9% increase over the last twelve months
- Motor Fuel – 19.9% increase over the last twelve months

The result is in overall higher transportation costs for the cost of food and goods being and higher freight surcharges being assessed by many of our distribution partners.

Labor

- We expected to see an overall rise of about 3% in payroll costs, as is usual year over year.
- We anticipate increased health insurance plan costs of a minimum of 25% as they have already increased by 28% since last year. We have seen extreme fluctuations in healthcare pricing since the implementation of the Affordable Care Act.
- We expect to see an increase of about 12% in the cost of worker's compensation insurance.
- Due to a massive deficit in the Illinois SIU fund, we expect unemployment insurance costs to increase as they have already doubled since last year.
- Where applicable, we expect a 2% overall hit to our gross revenue as a result of the Cook County five mandatory sick days' policy effective July 2017.
- Where applicable, we expect an increase of up to 20% in labor costs as a result of the Cook County minimum wage increase effective July 2017. This increase raises will raise the current \$8/hr. to an increased \$10/hr.

The overall increase to our labor costs based on these factors could be well above 10% during the 2017-2018 school year, plus up to an additional 20% for the Cook County minimum wage increase.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

**RESOLUTION: RATIFICATION OF COLLECTIVE BARGAINING AGREEMENT
FOR EDUCATIONAL SUPPORT PERSONNEL**

Background

On June 30, 2017, the District will conclude a four-year agreement between the Board of Education and the Educational Support Professionals (ESP) group of the District Education Association (DEA). Beginning in the Fall, 2016, members representing the Board of Education and DEA bargaining teams met to discuss details of a new collective bargaining agreement. On June 9, 2017, the membership of ESP group voted to ratify a four-year tentative agreement. This tentative agreement reflects changes only to compensation. The recommended non-nurses average salary increases per fiscal year are as follows: 2017-18 3.1015%, 2018-19 3.1%, 2019-20 3.0% and 2020-21 2.75%.

Realizing that CCSD59 has difficulty in hiring and retaining nurses, the nurses schedule was discussed separately by the bargaining teams. The recommendation is to start the nurses (Step 1) at \$28.26 in 2017-18, which is currently Step 7 in the expiring contract and have step increases at 3%. The recommended salary increases for the remaining fiscal years are: 2018-19 3%, 2019-20 3% and 2020-21 3%.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____
to adopt the following resolution:

BE IT RESOLVED THAT on the 26th day of June, 2017, the Community Consolidated School District 59 Board of Education ratifies a new four-year agreement between the Board of Education and District Education Association. This agreement will be in effect for the 2017-2018 through the 2020-2021 contract years for the Educational Support Professionals staff.

The new four-year agreement only includes changes to compensation. The non-nurses average salary increases per fiscal year are as follows: 2017-18 3.1015%, 2018-19 3.1%, 2019-20 3.0% and 2020-21 2.75%. The nurse's salary (Step 1) for 2017-18 is \$28.26 with step increases at 3%. The salary increases for the remaining fiscal years for nurses are: 2018-19 3%, 2019-20 3% and 2020-21 3%.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

Barbara Somogyi, President

ATTEST:

Sunil Bhave, Secretary

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Arlington Heights, Illinois



CCSD59

COLLECTIVE BARGAINING AGREEMENT

EDUCATION SUPPORT PROFESSIONALS
(ESP)

2017-2021

**DISTRICT 59 EDUCATION ASSOCIATION AFFILIATED WITH ILLINOIS
EDUCATION ASSOCIATION
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ARTICLE I - RECOGNITION

- 1.1 The Board of Education of Community Consolidated School District 59, hereinafter referred to as the "Board" recognizes the District 59 Education Association, affiliated with the Illinois Education Association and the National Education Association, hereinafter referred to as the "Association", as the sole and exclusive bargaining agent for all full and part-time secretarial, clerical, teaching assistants, and bilingual tutors, hereinafter referred to as "employees", except the executive secretaries to the Superintendent, Assistant Superintendent for Instruction, Assistant Superintendent for Human Resources, Business Manager; also the Purchasing Agent, Accounting Supervisor, Accountant Analyst, Transportation/Student Attendance Coordinator and Systems Operator.
- 1.2 The Board agrees not to negotiate or to consult with any other employees' organization, individual employee, or group of employees as defined in 1.1 above, unless otherwise provided for in this Agreement or unless mutually agreed to by the parties during the term of this Agreement.

ARTICLE II - EMPLOYEE AND ASSOCIATION RIGHTS

2.1 NONDISCRIMINATION

The Board will continue not to discriminate with regard to race, age, color, sex, creed, or handicap.

2.2 RIGHT TO ORGANIZE

Employees shall have the right to organize, join, and assist the Association and to participate in professional negotiations with the Board. The Board shall not discriminate against any employee with respect to hours, wages, terms, and conditions of employment for reasons of her/his membership in the Association, participation in negotiations with the Board, or the institution of any grievance, complaint, proceeding under this Agreement.

2.3 RIGHT OF REPRESENTATION

When an employee is required to appear before the Board or the administration concerning any matter, which could adversely affect her/his employment, her/his position, or her/his salary, the employee shall be entitled to have a representative of the Association present. Further, when an employee is required to appear before the Board, she/he shall be advised in writing of the reasons for the requirement. This procedure shall not apply to employee evaluation conferences nor is it to be construed as to include any informal or impromptu meetings and/or conversations relative to normal daily performance.

2.4 PERSONNEL FILE

Each employee shall have the right, upon request, to review the contents of her/his personnel file and to place therein written reaction to any of its contents. The employee shall also be notified within 24 hours of any item to be placed within the personnel file.

2.5 ASSOCIATION MEETING

The Association shall have the right to hold general membership and executive meetings on school District property provided such meetings in no way interfere with the instructional program and provided that such meetings entail no additional maintenance or custodial expense.

2.6 DUES DEDUCTION

The Board shall deduct from the pay of each employee, current membership dues of the Association provided that at the time of such deduction there is in possession of the Board a written authorization for continuing dues deduction voluntarily executed by the employee. The Association shall annually on or before September 1 certify in writing to the Board the annual dues for the school year. Such authorization shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. Pursuant to such authorization, the Board shall deduct membership dues beginning with the first pay in November, in 15 equal installments, and remit the amount promptly to the Treasurer of the Association. A final listing of employees and their appropriate deductions shall be submitted to the payroll department no later than October 15 of the current school year. For employees employed after commencement of the school term, dues shall be deducted beginning the first pay received but no sooner than the first pay in November.

The authorization for dues deduction shall provide that any member who leaves the District without completing her/his payments shall have the unpaid balance deducted from the last paycheck. This shall be explained in writing by the Association to all employees so choosing to become members.

2.7 FAIR SHARE

A. It is recognized that the negotiation and administration of this Agreement results in expenses, which are appropriately shared by all Education Support Professionals. To this end, effective July 1, 2010, if an Education Support Professional does not join the Association within 30 days of the above date or commencement of his/her duties such ESP staff member will:

1. Execute an authorization for the deduction of a sum equivalent to the proportionate share of the cost of the collective bargaining process and contract administration as determined by the IEA under the rules established by the IELRB.
2. Pay directly to the Association a like sum.

B. In the event that the Education Support Professional does not execute an authorization or does not pay her/his fair share fee directly to the Association by thirty (30) days following the commencement of employment of the Education Support Professional or the effective date of this Agreement, whichever is later, the Board shall deduct, upon notification to the payroll department by the Association, the fair share fee in equal payments from the regular salary check of the Education Support Professional as per

the regularly scheduled dues deduction plan. Such fee shall be paid to the Association by the Board no later than ten days following deduction.

- C. The parties expressly recognize the rights of non-members based upon their bona fide religious tenets or teachings of a church or religious body as provided for in Section XI of the Illinois Education Labor Relations Act.
- D. In the event of any legal action against the Board brought in a court or administrative agency because of its compliance with this Article, the Association agrees to defend such action, at its own expense and through its own counsel, provided:
 - 1. The Board notifies the Association promptly in writing and permits the Association to intervene as a party if it so desires.
 - 2. The Board gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses and making relevant information available at both trial and all appellate levels.
- E. The Association shall indemnify and hold harmless the Board, its members, officers, agents and employees from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of action taken by the Board for the purposes of complying with the above provisions of this Article, or in reliance of any list, notice, certification, affidavit, or assignment furnished under any of such provisions.

It is expressly understood that this save harmless provision will not apply to any claim, demand, suit or other form of liability, which may arise as a result of willful misconduct, by the Board.

2.8 PERSONAL AND PRIVATE LIFE

The private and personal life of employees is not within the appropriate concern of the Board unless it affects the employee's job performance.

ARTICLE III - EMPLOYMENT CONDITIONS

3.1 WORK YEAR

The work year for Education Support Professional employees shall be either on the traditional school term, balanced school term, or 12-month basis. Education Support Professional staff working the traditional or balanced calendars will follow the same breaks and/or inter-sessions as the students.

The number of paid days will vary depending on the length of the school year, the number of holidays, and the vacation days to which an employee is entitled.

The yearly beginning and ending times are as follows for each category:

- A. Administrative Assistants (Levels I – V) Full Year: Begin July 1 and end June 30.
- B. Administrative Assistants (Levels III & IV) School Year: Begin three weeks prior to the first day of student attendance and end one week after the last day of student attendance.
- C. Administrative Assistants (Levels I & II) School Year: Begin three days after 10-month secretaries and end three days after the last day of student attendance.
- D. Instructional (Teaching Assistants) School Year: Begin with certified staff and end on the last day of student attendance.

During the scheduled times of Goal Setting and Portfolio Sharing sessions, Teaching Assistants will be required to work ½ of their regular Friday hours on either the Wednesday or Thursday of these sessions and will work with their principal to formalize their individual schedules.

- E. Specialist (Technology Assistants) School Year: In the 2013/14 School Year: Begin five days prior to certified staff and end two days after the last day of student attendance. In the remaining contractual years, individual Employment Notifications will stipulate start and end dates.
- F. Specialist (Registered Nurses) School Year: Begin two days prior to certified staff and end one day after the last day of student attendance.

3.2 WORK WEEK

Notice will specifically define each employee's workweek. The employee's normal week shall not exceed 40 hours per week or eight hours per day. When school is not in session, 12-month employees may be dismissed one hour earlier on Friday by rearranging their work schedule to meet the required minimum hours with prior approval of their supervisor.

3.3 BREAKS

Employees working six to eight hours per day shall have two 15-minute breaks. Employees working less than six hours per day shall have one 15-minute break. During the time that school is not in session, if any employee elects not to take her/his breaks during the work day, she/he shall be dismissed one-half hour earlier without loss of pay subject to the approval of the building principal or immediate supervisor. Employees working over four hours per day shall have a 30 minute duty free lunch and shall be exclusive of travel time.

The District and Association acknowledge the desirability of teaching assistants who work with special needs students being able to take their lunch on occasion with other staff. Subject to IEP limitations, the District will make reasonable efforts to schedule teacher assistants so that they can have at least two lunches per week with other staff.

3.4 SUMMER SCHOOL

District employees shall be given first consideration when hiring Education Support Professional personnel.

The rate of pay for summer school employees shall remain the same as that paid during the current school year or the summer school rate; whichever is higher, if the employee works the same position.

3.5 PUPIL VACATION DAYS

School assigned employees will not work, nor be paid for pupil vacation days as designated on the annual school calendar, except as required in the Notification of Employment.

3.6 EXTREME WEATHER CONDITIONS

If school is officially closed because of an emergency situation, employees who are regularly scheduled to work, will not be required to report to work, and will be paid for that day. If the District establishes a make-up day for such an emergency situation, the employees shall work the make-up day. Employees who began working for the District prior to July 1, 2008 will be compensated for the make-up day by completing a timesheet. Employees who began working in the District on or after July 1, 2008 will receive no additional compensation for the make-up day.

If school is in session during bad weather (heavy snow in particular), it is the employee's responsibility to get to work. However, if it is actually impossible to do so, the employee may use her/his days of personal business, vacation or floating holiday to be paid during this absence.

3.7 PROFESSIONAL DEVELOPMENT & TRAINING

The District recognizes that Professional Development and Training, aligned to District and school goals, of ESP employees, can provide a mutual benefit for the District, the employees, and the students.

If at all possible, District workshops will be held during an employee's contractual year. If circumstances necessitate a workshop outside of the employee's contractual year, the District may call for specific employees to attend. As much advance notice will be given as possible, but no less than 2 weeks. If an employee is unable to attend, a request to not attend that workshop stating reasons for the request will be submitted to HR. The request will not be unreasonably denied.

If an employee is required to attend any training sessions, such sessions shall be ordinarily conducted during the regular workweek and the employee shall be compensated for any expenses so incurred. Employees required to attend training sessions conducted outside the confines of the regular workweek (over 40 hours) will be compensated at time and one-half. Any tuition fees associated with a training session will be paid by District 59.

Education Support Professionals may request to be sent to activities advancing their professional growth, subject to approval by their Principal or other supervisor, and they will be reimbursed for expenses incurred based on District procedures.

New Education Support Professionals and current Education Support Professionals changing job categories are entitled to participate in the District mentoring program as long as the program continues in the District.

3.8 DUTY RELATED INJURY

If an employee is injured in an accident in connection with employment, she/he shall report the accident immediately to the immediate supervisor. The supervisor shall advise the employee to obtain proper medical attention. The employee shall cooperate in the processing of any forms for the Illinois Municipal Retirement Fund or Workmen's Compensation.

Employees shall receive full pay for work absence arising from injury incurred while in the course of employment without deduction from accumulated sick leave for the first 90 days of such absence, provided that the amounts so paid shall be reduced by the sums paid to the employee under Illinois Municipal Retirement Fund or Workmen's Compensation disability payments. The employee shall notify the Assistant Superintendent for Human Resources of the status of the injury on a weekly basis and shall process all forms reasonably requested.

3.9 DISPENSING OF MEDICATION AND FIRST AID

The administration shall make known to every employee the policies and procedures for the dispensation of medication and first aid. The Board shall provide adequate insurance for employees to protect against personal liability or lawsuit resulting from assigned responsibilities.

3.10 SUBSTITUTING

- A. An employee that does not have a valid teaching or substitute certificate shall not be assigned to substitute for any absent teacher nor be requested to perform any duties prohibited by the Illinois Office of Education Rules and Regulations for the Utilization of Teaching Assistants and Other Non-certificated Personnel.
- B. If an employee has a valid teaching or substitute certificate and is requested to perform any duties prohibited by the preceding paragraph, it shall be strictly voluntary and the employee shall be compensated at the substitute rate of pay or the ESP rate, whichever is higher.

ARTICLE IV - EMPLOYMENT PRACTICES

4.1 PROBATIONARY PERIOD

A new employee shall be termed a "probationary" employee. The probationary period shall consist of 90 scheduled workdays. During the course of the probationary period, two New Hire Evaluations will take place by the 45th and 90th days of employment. While a recommendation

for continued employment is included in the new hire evaluation, a probationary employee may be discharged without recourse at any time prior to the end of the probationary period. Having passed the probationary period and having become a regular employee, such an employee shall be considered a continuing employee unless the employee resigns by giving two weeks written notice prior to the final day of work or unless the employee is terminated or released in accordance with the provisions of this Agreement. The discharge of a probationary employee shall not be subject to the provisions of the grievance procedure of this Agreement. The DEA Executive Board will be notified of the release of any probationary staff member in a timely manner.

4.2 EMPLOYEE EVALUATION – The current evaluation system will be reviewed and updated during the 2013/14 school year, with implementation in the 2014/15 school year. A committee made up of DEA and District staff will complete this process.

- A. Realizing employee performance may change over a period of time and the quality of service need periodic review, the following procedures will be followed for rating an employee's performance: biennially prior to the end of March, unless a need arises to review more frequently. The employee's immediate supervisor will complete and submit employee performance reports concerning the personnel under her/his supervision. Said report will be filed with the Assistant Superintendent for Human Resources.
- B. Initial substandard evaluation shall not be cause for dismissal. The evaluator shall make written suggestions, if such are possible and appropriate, for improvement for all Education Support Professional personnel receiving substandard evaluations. Each employee shall be given adequate time for improvement.
- C. In the event an employee feels the formal written evaluation was incomplete or unjust, she/he may put in writing the objections and have them attached to the evaluation report to be placed in her/his personnel file.
- D. In order to maintain a quality Professional Development Evaluation Plan for Education Support Professionals, a committee comprised of Association and Administration members shall periodically (every 3-5 years) review the plan. The Committee will gather all information necessary to recommend options and/or changes to the Professional Development Evaluation Plan for approval by the Board of Education and the Teacher Association. The Administration and the Association will be jointly agreed upon the number of Committee representatives.

4.3 EMPLOYEE TERMINATION

No employee who has successfully passed the probationary period may be dismissed or otherwise disciplined except for a just cause. Moreover, the Board may not dismiss any employee for reasons relating to the employee's competence or job performance unless:

- A. The immediate supervisor has complied fully with 4.2, Employee Evaluation.
- B. The Assistant Superintendent for Human Resources, prior to the issuance of a written notice of termination, has a conference with the employee and gives reasonable written

warning, specifically identifying the behavior(s) which, if not remediated, could be the basis for termination and provides for a specific period of remediation.

- C. If remediation does not occur and the employee is terminated the notice of termination shall provide a bill of particulars if requested by the employee.

If an employee requests a review of her/his termination the review shall be made through the grievance procedure. Within 30 days after receipt of the bill of particulars, the employee shall file a written notification with the Board of Education of intent to grieve the termination.

4.4 EMPLOYEE RESIGNATION

Should an employee elect to resign from the District, a notice to the employee's supervisor shall be given two weeks before the effective date of the resignation. Failure to provide two weeks notice may be noted in the employee's personnel file and future references, unless under emergency conditions. All termination procedures must be completed prior to the issuance of the final paycheck.

4.5 HIRING PRACTICES

The Administration and Association shall meet annually upon request of either party to review positions and starting salaries of new hires to discuss whether job classification should be changed in relationship with the salary schedule.

ARTICLE V - ASSIGNMENTS, TRANSFERS, REDUCTIONS-IN-FORCE

5.1 NOTIFICATION OF ASSIGNMENTS

Prior to the end of the work year, every reasonable effort will be made to notify every employee of the possibility of continued employment for the next work year. Those terminated due to lack of job availability shall receive a letter of honorable dismissal so stating the cause of termination and indicating the option for insurance coverage.

5.2 POSTING OF VACANCIES

All employees shall be notified of any vacancies as they become available during the school term. No position shall be filled on a permanent basis until five workdays following the posting.

All job postings must accurately reflect the nature of the position, whether it is temporary or permanent, and the pay classification, which applies. Jobs posted as temporary must be re-posted should they become a permanent position.

5.3 PROMOTION OR TRANSFER REQUEST PROCEDURE

Should an employee wish to be promoted or transferred, such desire shall be communicated, in writing, to the Assistant Superintendent for Human Resources.

5.4 TRANSFER PROCEDURE

If an employee requests a transfer to another building or position, the request shall be given consideration before the placement of any new hire. When a vacancy occurs, current employees who apply shall be given consideration before the position is filled.

5.5 TRANSFER - REDUCTION-IN-FORCE

If an employee has lost her/his position because of the closure of a building or reduction-in-force, s/he shall be offered a choice of open positions for which s/he is qualified within the same job classification. If there are no open positions for which s/he is qualified and the employee is not the least senior person in her/his job classification, the employee shall be permitted to bump the least senior person in a position for which the individual is qualified within that job classification, or to accept an open position in any other job classification, assuming he/she is qualified for that position. This process shall continue until the number of individuals who are terminated equals the number of positions that were originally eliminated as a result of the reduction in force. Individuals who are terminated through this process shall be placed on a recall list as described in Section 5.9 for the following school term or within one calendar year from the beginning of the following school term following their termination.

5.6 REDUCTION-IN-HOURS

Any involuntary reduction in hours shall be treated as a reduction-in-force. Employees impacted by such reduction in hours shall have the same right to bump and recall as others affected by a reduction-in-force, except that an employee who works less than 30 hours per week (before the hours reduction) may not bump another employee who is working a greater number of hours per week.

If a part-time employee has her/his hours reduced because of reduction-in-force, she/he shall receive full consideration for any other part-time position, which does not conflict with her/his hours before the placement of any new hire.

5.7 PROMOTION TO A TEACHING POSITION

- A. If an employee applies for a teaching position for which she/he is qualified she/he shall be given consideration before the appointment of a new hire.
- B. An employee shall receive one year's credit (maximum five years) on the teachers' salary schedule for every two years of aide experience in District 59.
- C. Any employee who accepts a certified position and is returned to an Education Support Professional position due to a reduction-in-force, shall be given full credit for her/his previous experience within the District including the time the employee held a certified position.

5.8 REDUCTION-IN-FORCE

- A. When, in the judgment of the Board of Education, decline in enrollment or any other reason requires reduction in Education Support Professionals, the Administration shall

attempt to accomplish same by attrition. However, if an Education Support Professional is removed or dismissed or the hours he or she works are reduced as a result of a decision of the Board of Education, written notice shall be mailed to the employee and also given to the employee either by certified mail, return receipt requested, or personal delivery with receipt, at least 30 days before the employee is removed or dismissed or the hours he or she works are reduced, together with a statement of honorable dismissal and the reason therefore if applicable.

- B. However, if a reduction in hours is due to an unforeseen change in the requirements of the population, then the written notice must be mailed and given the employee at least 5 days before the hours are reduced.
- C. In the event a necessary reduction-in-force cannot be adequately accomplished by attrition, the employee with the shorter length of continuing service with the District, within their respective classification, shall be dismissed first. If the District decides to eliminate a position which is not held by the least senior person in the classification, then the procedure described in Section 5.6 and 5.7 above shall be applied so that the employee actually dismissed or has her/his hours reduced under this section shall actually be the least senior qualified person in the classification. Prior to the termination or reduction in hours, District and Association representatives shall meet to discuss any specialty and high needs positions exempt from the anticipated reductions and the bumping lines.
- D. Reduction-in-Force shall apply in the following classifications:
 - 1. Administrative Assistant (Levels I & II)
 - 2. Administrative Assistant (Levels III & IV)
 - 3. Administrative Assistant (Level V)
 - 4. Teaching Assistant
 - 5. Technology Assistant
 - 6. Registered Nurse
- E. If during the following school term any vacancies occur for which the employee is qualified, the employee with the greatest seniority shall be recalled first and shall maintain all accumulated sick leave, and shall receive credit for the purpose of placement on the salary schedule and seniority for all previous experience. Recall shall constitute phone contact by the Assistant Superintendent for Human Resources or her/his designee at the last known phone number of the employee. Failure of the employee to respond affirmatively within five employment days shall result in termination of recall rights hereunder.
- F. The Board shall, in consultation with the Association, each year establish a list, categorized by classification, showing the length of continuing service of each

Education Support Professional. Copies of the list shall be distributed to the Association on or before February 1 of each year.

- G. Where an Education Support Professional is dismissed by the Board as a result of a decrease in the number of employees or the discontinuance of the employee's job, the employee shall be paid all earned compensation on or before the third business day following his or her last day of employment.

ARTICLE VI - GRIEVANCE PROCEDURE

6.1 A grievance is a complaint that there has been a violation, a misrepresentation or a misapplication of any provision of this Agreement.

6.2 GRIEVANCE PROCEDURE

- A. First Step - An attempt shall be made to resolve any grievance in informal, verbal discussion between the complainant and her/his immediate supervisor.
- B. Second Step - If the grievance cannot be resolved informally, the aggrieved employee shall file the grievance in writing with the immediate supervisor. The written grievance shall state the nature of the grievance, shall note the specific clause or clauses of the Agreement, and shall state the remedy requested. The filing of the formal, written grievance at the second step must be within 20 workdays from the date of the occurrence of the event giving rise to the grievance. The immediate supervisor shall make a decision on the grievance and communicate it in writing to the employee within ten workdays after receipt of the grievance.
- C. Third Step - Within ten workdays after receiving the decision of the immediate supervisor an appeal may be made to the Superintendent. The appeal shall be in writing and shall set forth the act or conditions and the grounds on which the grievance is based. Within ten workdays after the Superintendent has received the grievance, a meeting will be arranged between the employee and the Superintendent with the object of solving the matter formally. Within ten work days after such meeting the Superintendent shall communicate his decision in writing with supporting reasons to the employee.
- D. Fourth Step - If the Association disagrees with the decision of the Superintendent, it shall notify the Superintendent within 20 working days of the date of receipt of the Association's desire to have the grievance processed to binding arbitration. The impartial arbitrator shall be chosen from a list to be provided to the parties by the American Arbitration Association. The cost of the arbitration shall be shared equally by the Association and the Board. Every effort will be made to process grievances and conduct arbitration during non-school hours. If, however, it is mutually agreed to hold meetings during school hours when substitutes are needed, both parties will share the cost of substitutes needed.

- E. Time limits stated in the grievance procedure may be waived by mutual consent of the parties to the contract.

6.3 GRIEVANCE REPRESENTATIVE

The Board acknowledges the right of the Association's grievance representative to participate in the processing of a grievance beginning at the second level, if requested by the grieving employee, and no employee shall be required to discuss any written grievance if the Association's representative is not present.

6.4 CLASS GRIEVANCE

Class grievances involving one or more employees or one or more supervisors and dismissal grievances may be initially filed by the Association at Step 3.

ARTICLE VII - LEAVES

7.1 PERSONAL BUSINESS

Personal business days are granted to personnel for the specific purpose of conducting business which cannot reasonably be accomplished outside of school hours and which requires the employee to be present. Violation by the employee of the intent of this article will result in loss of pay and may provide grounds for dismissal.

Personal business days may not be used to extend holidays or vacations. Attendance at conferences, professional meetings, and the like is not personal business.

Education Support Professional personnel hired after June 30, 1998, with two continuous years of employment will be eligible for three days of personal business to be deducted from sick leave. Employees with less than two continuous years of service will be eligible for one day of personal business to be deducted from sick leave. Personnel desiring personal business must present their request to their principal or supervisor at least one week proper to the requested day, except in an emergency situation.

Education Support Professional personnel hired prior to July 1, 1998, with two continuous years of employment, will be eligible for four days of personal business, three of which will be deducted from sick leave and one non-deductible. If the one non-deductible day is not used, it will be added to the employee's sick leave allocation for the next school term. Employees with less than two continuous years of service will be eligible for one day of personal business to be deducted from sick leave. Personnel desiring personal business must present their request to their principal or supervisor at least one week proper to the requested day, except in an emergency situation.

7.2 SICK LEAVE

- A. Employees who work four hours or more per day with two or more continuous years of service are entitled to sick leave earned at the rate of 14 days per year. Employees who work four hours or more per day with less than two years of continuous service will

receive 12 days per year. Sick leave, which has accumulated in excess of 240 days, shall be lost at the end of any school year at which the limit is exceeded.

Sick leave will be granted in advance up to 14 (12) days; however, should an employee terminate before her/his earned sick days equal her/his actual sick days, such days will be deducted from her/his final check.

- B. According to School Code 105 ILCS 5/24-6, the District may request a medical report from a licensed medical provider to verify a lengthy (more than 3 days) or unusual illness to insure that the employee has sufficiently recovered to return to work.
- C. Sick Leave shall be defined as:
 - 1. Care for the employee's own physical or mental illness, or injury or medical condition, or professional medical diagnosis.
 - 2. Care for the employee's family member who is suffering from a physical or mental illness, or injury or medical condition, or professional medical diagnosis.
 - 3. To attend a medical appointment for himself or herself or for that of the employee's family member.
 - 4. Birth or adoption

Family member shall be defined as a child, spouse, parent or parent-in-law of the employee, or a person with whom the employee has resided in the same household for 6 months or longer.

Violation by an ESP staff member of the intent of this article will result in loss of pay and may be grounds for dismissal.

- D. Employees must call their supervisor every day if the illness is brief, or if the illness is extended or involves a hospital stay, the supervisor should be advised by frequent calls concerning convalescence.
- E. Sick leave must be deducted on an hourly basis in the event of partial absence.
- F. In the case of extended illness, earned vacation time may, at the employee's option, be substituted for sick leave.
- G. In the case of disability, IMRF benefits may be available if an employee has contributed to the fund for at least one year. For further information, contact the Human Resources.
- H. During the time an employee is authorized to be absent from work and is on full pay status, all fringe benefits continue in full force.

7.3 SICK LEAVE BANK

A. The Board of Education in cooperation with the District 59 Education Association, has established a Sick Leave Bank. Sick Bank procedures were not bargained but are appended to this Agreement for the convenience of the Association members.

7.4 JURY DUTY

An employee called for jury duty shall be granted special leave to fulfill such duty and shall receive regular salary during this time.

7.5 BEREAVEMENT LEAVE

Up to three days leave of absence may be granted for bereavement in case of death in the immediate family. These absences will not be deducted from sick leave. Additional days may be deducted from sick leave if more time is needed. The immediate family is as defined by the State School Code. In the case of an employee who has not accumulated any sick leave, advance leave may be granted if recommended by the employee's immediate supervisor.

When in cases of undue hardship and/or for religious reasons, additional days are needed as a result of death in the immediate family such additional days may be granted at the discretion of the administration.

7.6 LEAVE OF ABSENCE WITHOUT PAY

Special leave of absence without pay (and without loss of seniority, status, appointment, or accrued benefits) may be approved and granted by the Assistant Superintendent for Human Resources, provided that such a request for leave is substantiated by good cause. Such leaves may not be granted for an aggregate period of more than 30 days in any one three year period of employee services.

7.7 PARENTAL LEAVE

Parental leaves shall be for a maximum of 12 months. A person on parental leave shall declare her/his intentions to return in writing to the Assistant Superintendent for Human Resources a minimum of 60 days prior to the expiration of the leave. Upon returning, the employee shall be reinstated at the salary step in the range most comparable to the position held before the leave was taken and shall be reinstated in the same or like position.

Employees returning from a parental leave of absence or a leave of absence without pay shall maintain their accrued seniority, accumulated sick leave and be afforded full previous experience on the salary schedule.

7.8 ASSOCIATION LEAVE

A request to the Administration may be submitted for a reasonable number of leave days for Association business. The Association shall reimburse the District for the full cost of such leave time. Save in emergency situations, one-week advance notice shall be provided to the Assistant Superintendent for Human Resources.

ARTICLE VIII - SALARY AND FRINGE BENEFITS

8.1 The Salary Schedules as per Appendix A and Appendix B are included within this Agreement.

8.2 SALARY PROGRESSION

The employee's progression on the salary schedule is determined by the date of employment.

For school employees - people hired during the first semester will be given the full year's credit. People hired during the second semester will be given no credit for the year for progression.

For 12-month employees - people hired prior to the first of January will receive credit for the full year. People hired the first of January or after will receive no credit for the year for progressional purposes.

8.3 PRIOR WORK EXPERIENCE

If a new full-time employee has been a part-time employee working four hours or more per day and/or 20 hours per week or a temporary employee in District 59, she/he shall receive appropriate credit on the salary schedule for each year of said experience. No current employees to be affected.

8.4 RECLASSIFICATION

If an employee feels that the position for which she/he is presently employed is no longer properly classified, the employee may request re-study of the position by the Assistant Superintendent for Human Resources.

8.5 SALARY SCHEDULE

Should an employee be promoted or transferred to a higher job classification at the beginning of a new contract year, the move shall be a lateral one, plus the natural progression in the steps on the wage schedule.

Should an employee be promoted or transferred to a higher job classification during the contractual year, the move shall be a lateral one only.

Should an employee become frozen on Step 40, the employee would earn the percent increase that all other groups within the salary schedule would earn.

Employees who work their assigned job beyond their regular contract year shall be paid at their regular hourly rate. Employees accepting temporary positions during the summer shall be paid at the salary rate of pay indicated at Step 1 of Lane 1.

A retired employee may be recalled for a temporary assignment provided that she/he shall be remunerated at no less than the same rate of pay received at the time of retirement provided the new position is similar in responsibility to that held previously.

Employees may only be required to perform lunch hour supervision during non-contract hours. Such duty shall be paid at the regular lunch supervisor's rate.

If an employee replaces a person in a higher position on a temporary basis, the increased rate of pay shall begin on the sixth day and continue with each successive day thereafter until the duration of the assignment. This shall not obligate the Board to assign replacements for employees during their vacation periods.

8.6 PAYDAYS

- A. 10 month traditional calendar Education Support Professionals may choose either a 22 or 26 pay option. Selection must occur at the onset of employment or in April of the current school year. The 22-pay option is not available for Education Support Professionals who work a balanced calendar. Employees working less than four (4) hours per day will complete timesheets on a bi-weekly basis and not have access to the 22 or 26 pay option.
- B. Periodically it may be necessary to adjust the pay date schedule to maintain pay dates within contract beginning and ending dates.
- C. Effective with the 2009-10 contract year, 10-month secretary, 26-pay option, pay shall move to the same pay schedule as their 10-month Administrator (Traditional or Balanced Calendar) schedule.
- D. An employee's regular annual pay for their position shall be calculated by multiplying the employee's hourly rate times the contracted number of hours per day times the number of contract days worked (i.e. hourly rate x hours x days worked). This total amount is then divided by the number of pay periods (22 or 26) chosen by the employee.

8.7 TRAVEL REIMBURSEMENT

Any employee who has to travel to a different assignment during the regular workday shall be paid the existing mileage reimbursement rate.

8.8 OVERTIME / EXTRA PAY / COMPENSATORY TIME

In alignment with the Fair Labor Standards Act (FLSA), non-exempt ESP employees will be compensated for any additional time worked outside of their regularly established work schedule. In lieu of overtime or extra pay compensation, non-exempt employees may receive compensatory time-off. Non-exempt ESP staff shall not work additional hours or receive compensatory time without the express approval of their supervisor.

Please refer to Board Policy 5:35 (Compliance with the Fair Labor Standards Act) & 5:310 (Compensatory Time-Off) and their accompanying regulations for guidance.

- A. Overtime, in excess of 40 hours, will be paid at one and one-half times the regular rate of pay.

- B. Any additional time worked under 40 hours (extra pay) will be compensated at the individual's regular rate of pay.
- C. Paid holidays, approved sick leave, personal business, vacation, bereavement and jury duty days shall be included as regular time for purposes of computing eligibility for overtime.
- D. If an employee whose normal workweek is Monday through Friday is called in to work weekends or on a holiday, she/he shall be guaranteed a minimum call time of two hours.
- E. When an employee has met the conditions described in Section A, for a normal work week (i.e., Monday through Friday), the overtime rate for the sixth continuous day (usually Saturday), or under the conditions in Section A, shall be time and one-half. For the seventh continuous day (usually Sunday), the rate shall be double time.
- F. If an employee working a normal workweek described above is called into work on a holiday as described in Section 8.10, the rate of pay shall be double time.

8.9 PAY FOR UNUSED VACATION DAYS

Checks for unused vacation for ten (10) month employees will be issued on the last paycheck in June. In the event employment is terminated, the employee is entitled to earned vacation days.

Ten-month employees shall receive a check on the last paycheck in June covering all unused vacation days, if such should occur. These days need not be used during the school year, but if they are, they shall be taken on days when the children are not present. The employee's immediate supervisor has the authority to permit these days to be taken when school is in session and the children are present, should the circumstances warrant.

8.10 HOLIDAYS AND VACATION DAYS

Holidays shall be established by the Board of Education as part of its school calendar. Ten (10) month employees working 20 hours or more shall receive 12 holidays per year. Twelve (12) month employees shall receive 15 holidays per year. If the Board establishes fewer holidays, employees shall receive the difference in paid days at the end of the school year, except that paid days may be taken as floating holidays when certified staff are not working.

In order to qualify for holiday pay, an employee must work the day immediately preceding and following the holiday(s), except in those cases where she/he is out ill or for approved personal business or approved vacation days.

8.11 DAY BEFORE A HOLIDAY

Employees working 30 or more hours per week shall be dismissed one hour early without loss of pay, on the day before those holidays on which the students are dismissed one hour early, provided there is no disruption to the school program.

8.12 VACATION LEAVE

A. 12-Month Employees

Vacation leave cannot be accumulated beyond 10 working days. Carry-over of vacation must receive prior approval of the immediate supervisor. Cash settlements will not be paid for earned but unused vacation leave in excess of 23 days upon termination. Persons employed prior to January 1, shall receive credit for accumulated vacation purposes for the year.

12 - month employees shall receive ten working days of vacation after one year of service. The schedule below shows the number of vacation days to be received during each year of continuous employment.

| Year of Employment | Vacation Days | Year of Employment | Vacation Days |
|--------------------|---------------|--------------------|---------------|
| 1 | 0 | 8 | 17 |
| 2 | 10 | 9 | 18 |
| 3 | 10 | 10 | 19 |
| 4 | 11 | 11 | 20 |
| 5 | 15 | 12 | 21 |
| 6 | 15 | 13 | 22 |
| 7 | 16 | 14 | 23 |

A. 10-MONTH EMPLOYEES

Employees hired prior to July 1, 1998, working four hours or more per day shall receive five working days of vacation after one school year of service. Employees hired after June 30, 1998 will not receive vacation days.

The schedule below shows the number of vacation days during each year of continuous service for eligible employees hired prior to July 1, 1998.

| Year of Employment | Vacation Days | Year of Employment | Vacation Days |
|--------------------|---------------|--------------------|---------------|
| 1 | 0 | 7 | 11 |
| 2 | 5 | 8 | 12 |
| 3 | 5 | 9 | 13 |
| 4 | 6 | 10 | 14 |
| 5 | 7 | 11 | 15 |
| 6 | 10 | | |

1. All vacation leave provisions are prorated in accordance with the employment date of each Education Support Professional.
2. All employees hired during the first semester will be given a full year's credit for the purpose of computing vacation days.
3. Vacation leave shall be taken when children are not in the building, with the approval of the supervisor and/or principal.
4. Vacation leave cannot be accumulated beyond 15 working days without the approval of the immediate supervisor, unless the employee accepts a 12-month position.
5. In the event employment is terminated the employee is entitled to all earned vacation days to a maximum of 15.

8.13 MEDICAL & DENTAL INSURANCE BENEFITS

- A. The Board agrees to make available to all employees working at least six hours a day and 30 hours or more per week, as defined by the Notification of Employment, a District plan of medical & dental insurance, with the Board contributing 96% of the cost for any employee accessing single coverage only. In addition, the Board will contribute 50% (65% for all employees hired prior to July 1, 1988) of the dependents' coverage, the employee paying the other 50% (35% for employees hired prior to July 1, 1988) of dependent's coverage, through a payroll deduction. The dependents' coverage is optional at the employee's discretion.

The impact of the annual percentage increases, related to the Threshold calculations, on employee contributions are the same as outlined in the Certified Negotiated Agreement.

- B. All employees working four or more hours per day and 20 hours per week but less than six hours a day and 30 hours per week will be provided the option to participate in group medical & dental insurance with the Board contributing 80% for an employee accessing single coverage only. In addition, the Board will contribute 33% of the dependents' coverage, the employee paying the other 67% of dependent's coverage, through a payroll deduction.

An employee working less than four hours a day, or less than 20 hours per week may participate in the group hospitalization and accident insurance by paying the full cost of employee and/or dependent coverage.

- C. For those employees working less than 12 months, coverage will be maintained during summer non-employment periods.

8.14 LIFE INSURANCE

The Board agrees to make available to all employees working four hours or more per day, and 20 or more hours per week, a life insurance policy of \$45,000. The cost of this policy will be borne by the Board.

8.15 PHYSICAL EXAMINATIONS

A biennial physical examination will be made available to all employees age 40 and over who are working four hours per day and 20 hours or more per week. Fifty percent of the cost for the physical examination, not to exceed \$75, will be paid by the Board

8.16 PERSONAL LIABILITY

The Board shall provide adequate insurance for employees to protect against personal liability or lawsuit resulting from assigned responsibilities.

8.17 RETIREMENT BENEFIT

A. Employees, who retire from the District, may purchase health insurance at their own expense at the District cost, until they become Medicare eligible.

8.18 BENEFIT PLANS AT EMPLOYEE EXPENSE

The District agrees to offer long-term disability and Section 125 medical expense plans as long as the total cost of both programs is picked up by the employee. The Insurance committee will be assigned the task of developing guidelines and procedures.

ARTICLE IX - NEGOTIATED PROCEDURES

9.1 STARTING DATE FOR NEGOTIATIONS

The parties agree that their duly designated representatives shall negotiate in good faith with respect to terms and conditions of employment. Each party shall select its own representatives. Negotiations shall begin no later than March 15.

9.2 MEDIATION

If agreement is not reached on all items within 90 days or more from the commencement of negotiations, either party may declare to the other in writing that an impasse exists and call for a mediator. A written request for mediation by one party shall be considered a joint request for mediation, and the other party shall join in the request.

9.3 IMPASSE

When an impasse has been declared, the Federal Mediation and Conciliation Service shall be requested by the parties to appoint a mediator from its staff. The mediator shall meet with the parties or their representatives, or both, forthwith, either jointly or separately. The mediator shall have no authority to publicly recommend a settlement or issue any public statement of any kind regarding negotiations.

ARTICLE X - EFFECT OF AGREEMENT

10.1 STRIKE CLAUSE

It is hereby agreed that no Education Support Professional nor any organization of employees nor any person acting on behalf of an employee organization shall engage in or encourage or support any strike, slowdown, or other concerted refusal to render uninterrupted services in District 59. The Association hereby agrees not to engage in, encourage, or support any cessation of work, slowdown, or other concerted refusal to render uninterrupted services in the school District or to engage in or support any activity, which disrupts operation of the District 59 schools.

10.2 COMPLETE UNDERSTANDING

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

10.3 SAVINGS CLAUSE

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

10.4 TERM OF AGREEMENT

This Agreement shall be effective from July 1, 2017 and shall continue in effect until June 30, 2021.

This Agreement is signed this June 26, 2017.

For the District 59 Education
Association-Education
Support Professionals

For the Board of Education
School District 59

President

President

DATE _____

NEGOTIATION TEAM FOR DISTRICT 59 AND THE DISTRICT EDUCATION ASSOCIATION

Ann Wing (Current DEA President)
Eydie Cohen (Former DEA President)
John D'Anza
Rose Kelly

Vickie Nissen
Kelley Zerfahs

SALARY SCHEDULE IMPLEMENTATION

Effective July 1, 2017, the Salary Schedule was revised to include the following:

- The new contract will be a four year contract terminating June 30, 2021.
- The new contract increases the number of steps to 40 (except for nurses).
- Staff members whose time exceeds the salary schedule steps will receive the same increase percentage as those on the salary schedule.
- The increases are straight percentage increases, the new hourly earnings are reflected in Appendix A.

Nurses:

- The new contract has a separate schedule for nurses, the schedule includes steps to 20.
- The salary increases for nurses are as follows:
 - 2017-18 = Step 7 from prior contract is now step one. (\$28.26). Step 8 from prior contract is now step two, and so on until the steps are exhausted. After the existing steps are exhausted, step increases are at 3%.
- Beginning with the 2018-19 school year the increases are straight 3% percentage increases, as reflected in Appendix B.

APPENDIX A

| 2017/18 | | | | | | | | |
|---------|---------------------------|----------|-----------|----------|---------|-------------------|----------------------|------|
| STEP | ADMINISTRATIVE ASSISTANTS | | | | | INSTRUCTIONAL | SPECIALIST | STEP |
| | LEVEL I | LEVEL II | LEVEL III | LEVEL IV | LEVEL V | TEACHER ASSISTANT | TECHNOLOGY ASSISTANT | |
| 1 | 16.53 | 16.92 | 19.71 | 20.21 | 20.46 | 17.50 | 18.02 | 1 |
| 2 | 17.14 | 17.54 | 20.43 | 20.95 | 21.21 | 18.14 | 18.68 | 2 |
| 3 | 17.67 | 18.09 | 21.06 | 21.58 | 21.84 | 18.70 | 19.27 | 3 |
| 4 | 18.22 | 18.64 | 21.71 | 22.23 | 22.49 | 19.28 | 19.86 | 4 |
| 5 | 18.78 | 19.22 | 22.39 | 22.91 | 23.17 | 19.88 | 20.47 | 5 |
| 6 | 19.36 | 19.82 | 23.08 | 23.60 | 23.86 | 20.49 | 21.10 | 6 |
| 7 | 19.95 | 20.43 | 23.80 | 24.32 | 24.58 | 21.12 | 21.76 | 7 |
| 8 | 20.56 | 21.05 | 24.52 | 25.04 | 25.30 | 21.78 | 22.43 | 8 |
| 9 | 21.21 | 21.71 | 25.29 | 25.81 | 26.07 | 22.44 | 23.12 | 9 |
| 10 | 21.86 | 22.38 | 26.07 | 26.59 | 26.85 | 23.15 | 23.84 | 10 |
| 11 | 22.54 | 23.07 | 26.88 | 27.39 | 27.65 | 23.86 | 24.59 | 11 |
| 12 | 23.23 | 23.79 | 27.71 | 28.22 | 28.48 | 24.61 | 25.33 | 12 |
| 13 | 23.81 | 24.38 | 28.40 | 28.92 | 29.18 | 25.22 | 25.96 | 13 |
| 14 | 24.41 | 24.99 | 29.12 | 29.63 | 29.89 | 25.85 | 26.62 | 14 |
| 15 | 25.02 | 25.61 | 29.84 | 30.36 | 30.62 | 26.49 | 27.28 | 15 |
| 16 | 25.64 | 26.25 | 30.59 | 31.11 | 31.36 | 27.16 | 27.96 | 16 |
| 17 | 25.37 | 25.97 | 30.26 | 30.77 | 31.03 | 26.87 | 27.67 | 17 |
| 18 | 25.44 | 26.05 | 30.35 | 30.86 | 31.12 | 26.94 | 27.74 | 18 |
| 19 | 25.51 | 26.12 | 30.43 | 30.95 | 31.21 | 27.02 | 27.82 | 19 |
| 20 | 25.59 | 26.20 | 30.52 | 31.04 | 31.30 | 27.10 | 27.90 | 20 |
| 21 | 25.66 | 26.27 | 30.61 | 31.12 | 31.38 | 27.17 | 27.98 | 21 |
| 22 | 25.73 | 26.35 | 30.69 | 31.21 | 31.47 | 27.25 | 28.06 | 22 |
| 23 | 25.81 | 26.42 | 30.78 | 31.30 | 31.56 | 27.33 | 28.14 | 23 |
| 24 | 25.88 | 26.50 | 30.87 | 31.39 | 31.65 | 27.41 | 28.22 | 24 |
| 25 | 25.95 | 26.57 | 30.96 | 31.48 | 31.74 | 27.48 | 28.30 | 25 |
| 26 | 26.03 | 26.65 | 31.05 | 31.57 | 31.83 | 27.56 | 28.38 | 26 |
| 27 | 26.10 | 26.72 | 31.13 | 31.66 | 31.92 | 27.64 | 28.46 | 27 |
| 28 | 26.18 | 26.80 | 31.22 | 31.75 | 32.02 | 27.72 | 28.55 | 28 |
| 29 | 26.25 | 26.88 | 31.31 | 31.84 | 32.11 | 27.80 | 28.63 | 29 |
| 30 | 26.32 | 26.95 | 31.40 | 31.93 | 32.20 | 27.88 | 28.71 | 30 |
| 31 | 26.40 | 27.03 | 31.49 | 32.02 | 32.29 | 27.96 | 28.79 | 31 |
| 32 | 26.48 | 27.11 | 31.58 | 32.11 | 32.38 | 28.04 | 28.87 | 32 |
| 33 | 26.55 | 27.18 | 31.67 | 32.21 | 32.47 | 28.12 | 28.95 | 33 |
| 34 | 26.63 | 27.26 | 31.76 | 32.30 | 32.57 | 28.20 | 29.04 | 34 |
| 35 | 26.70 | 27.34 | 31.85 | 32.39 | 32.66 | 28.28 | 29.12 | 35 |
| 36 | 26.78 | 27.42 | 31.94 | 32.48 | 32.75 | 28.36 | 29.20 | 36 |
| 37 | 26.85 | 27.50 | 32.03 | 32.58 | 32.85 | 28.44 | 29.29 | 37 |
| 38 | 26.93 | 27.57 | 32.12 | 32.67 | 32.94 | 28.52 | 29.37 | 38 |
| 39 | 27.01 | 27.65 | 32.22 | 32.76 | 33.03 | 28.60 | 29.45 | 39 |
| 40 | 27.08 | 27.73 | 32.31 | 32.85 | 33.13 | 28.68 | 29.54 | 40 |

| 2018/19 | | | | | | | | |
|---------|---------------------------|----------|-----------|----------|---------|-------------------|----------------------|------|
| STEP | ADMINISTRATIVE ASSISTANTS | | | | | INSTRUCTIONAL | SPECIALIST | STEP |
| | LEVEL I | LEVEL II | LEVEL III | LEVEL IV | LEVEL V | TEACHER ASSISTANT | TECHNOLOGY ASSISTANT | |
| 1 | 16.62 | 17.00 | 19.80 | 20.32 | 20.56 | 17.58 | 18.11 | 1 |
| 2 | 17.14 | 17.53 | 20.42 | 20.95 | 21.20 | 18.13 | 18.68 | 2 |
| 3 | 17.68 | 18.08 | 21.06 | 21.60 | 21.86 | 18.70 | 19.26 | 3 |
| 4 | 18.22 | 18.65 | 21.71 | 22.25 | 22.52 | 19.28 | 19.87 | 4 |
| 5 | 18.79 | 19.21 | 22.39 | 22.92 | 23.19 | 19.88 | 20.47 | 5 |
| 6 | 19.36 | 19.81 | 23.08 | 23.62 | 23.88 | 20.50 | 21.11 | 6 |
| 7 | 19.96 | 20.43 | 23.80 | 24.33 | 24.60 | 21.13 | 21.76 | 7 |
| 8 | 20.57 | 21.06 | 24.54 | 25.07 | 25.34 | 21.78 | 22.43 | 8 |
| 9 | 21.20 | 21.70 | 25.28 | 25.82 | 26.09 | 22.45 | 23.13 | 9 |
| 10 | 21.86 | 22.39 | 26.07 | 26.61 | 26.88 | 23.14 | 23.84 | 10 |
| 11 | 22.54 | 23.07 | 26.88 | 27.41 | 27.68 | 23.86 | 24.58 | 11 |
| 12 | 23.24 | 23.79 | 27.71 | 28.24 | 28.51 | 24.60 | 25.35 | 12 |
| 13 | 23.95 | 24.53 | 28.56 | 29.10 | 29.37 | 25.37 | 26.12 | 13 |
| 14 | 24.55 | 25.13 | 29.28 | 29.81 | 30.08 | 26.00 | 26.77 | 14 |
| 15 | 25.17 | 25.76 | 30.02 | 30.55 | 30.82 | 26.65 | 27.44 | 15 |
| 16 | 25.80 | 26.41 | 30.77 | 31.30 | 31.57 | 27.31 | 28.13 | 16 |
| 17 | 26.44 | 27.07 | 31.54 | 32.07 | 32.34 | 28.00 | 28.83 | 17 |
| 18 | 26.16 | 26.78 | 31.20 | 31.73 | 31.99 | 27.70 | 28.52 | 18 |
| 19 | 26.23 | 26.86 | 31.29 | 31.82 | 32.08 | 27.78 | 28.60 | 19 |
| 20 | 26.30 | 26.93 | 31.38 | 31.91 | 32.17 | 27.86 | 28.69 | 20 |
| 21 | 26.38 | 27.01 | 31.47 | 32.00 | 32.27 | 27.94 | 28.77 | 21 |
| 22 | 26.45 | 27.09 | 31.56 | 32.09 | 32.36 | 28.02 | 28.85 | 22 |
| 23 | 26.53 | 27.16 | 31.65 | 32.18 | 32.45 | 28.10 | 28.93 | 23 |
| 24 | 26.61 | 27.24 | 31.74 | 32.27 | 32.54 | 28.18 | 29.01 | 24 |
| 25 | 26.68 | 27.32 | 31.83 | 32.37 | 32.63 | 28.26 | 29.10 | 25 |
| 26 | 26.76 | 27.40 | 31.92 | 32.46 | 32.73 | 28.34 | 29.18 | 26 |
| 27 | 26.83 | 27.47 | 32.01 | 32.55 | 32.82 | 28.42 | 29.26 | 27 |
| 28 | 26.91 | 27.55 | 32.10 | 32.64 | 32.91 | 28.50 | 29.35 | 28 |
| 29 | 26.99 | 27.63 | 32.19 | 32.74 | 33.01 | 28.58 | 29.43 | 29 |
| 30 | 27.06 | 27.71 | 32.28 | 32.83 | 33.10 | 28.66 | 29.51 | 30 |
| 31 | 27.14 | 27.79 | 32.37 | 32.92 | 33.20 | 28.74 | 29.60 | 31 |
| 32 | 27.22 | 27.87 | 32.47 | 33.02 | 33.29 | 28.82 | 29.68 | 32 |
| 33 | 27.30 | 27.95 | 32.56 | 33.11 | 33.39 | 28.91 | 29.77 | 33 |
| 34 | 27.37 | 28.03 | 32.65 | 33.20 | 33.48 | 28.99 | 29.85 | 34 |
| 35 | 27.45 | 28.11 | 32.74 | 33.30 | 33.58 | 29.07 | 29.94 | 35 |
| 36 | 27.53 | 28.19 | 32.84 | 33.39 | 33.67 | 29.15 | 30.02 | 36 |
| 37 | 27.61 | 28.27 | 32.93 | 33.49 | 33.77 | 29.24 | 30.11 | 37 |
| 38 | 27.69 | 28.35 | 33.03 | 33.58 | 33.86 | 29.32 | 30.19 | 38 |
| 39 | 27.77 | 28.43 | 33.12 | 33.68 | 33.96 | 29.40 | 30.28 | 39 |
| 40 | 27.85 | 28.51 | 33.21 | 33.78 | 34.06 | 29.49 | 30.37 | 40 |

| 2019/20 | | | | | | | | |
|---------|---------------------------|----------|-----------|----------|---------|-------------------|----------------------|------|
| STEP | ADMINISTRATIVE ASSISTANTS | | | | | INSTRUCTIONAL | SPECIALIST | STEP |
| | LEVEL I | LEVEL II | LEVEL III | LEVEL IV | LEVEL V | TEACHER ASSISTANT | TECHNOLOGY ASSISTANT | |
| 1 | 16.65 | 17.02 | 19.85 | 20.30 | 20.60 | 17.62 | 18.14 | 1 |
| 2 | 17.15 | 17.54 | 20.45 | 20.93 | 21.22 | 18.15 | 18.69 | 2 |
| 3 | 17.67 | 18.07 | 21.06 | 21.59 | 21.86 | 18.70 | 19.25 | 3 |
| 4 | 18.21 | 18.62 | 21.69 | 22.24 | 22.52 | 19.26 | 19.83 | 4 |
| 5 | 18.77 | 19.21 | 22.37 | 22.92 | 23.19 | 19.86 | 20.46 | 5 |
| 6 | 19.35 | 19.79 | 23.06 | 23.61 | 23.88 | 20.47 | 21.09 | 6 |
| 7 | 19.94 | 20.41 | 23.77 | 24.33 | 24.60 | 21.11 | 21.74 | 7 |
| 8 | 20.56 | 21.05 | 24.51 | 25.06 | 25.34 | 21.76 | 22.41 | 8 |
| 9 | 21.19 | 21.69 | 25.27 | 25.82 | 26.10 | 22.43 | 23.10 | 9 |
| 10 | 21.84 | 22.36 | 26.04 | 26.59 | 26.87 | 23.13 | 23.82 | 10 |
| 11 | 22.52 | 23.06 | 26.86 | 27.41 | 27.68 | 23.83 | 24.56 | 11 |
| 12 | 23.21 | 23.76 | 27.68 | 28.23 | 28.51 | 24.58 | 25.32 | 12 |
| 13 | 23.94 | 24.50 | 28.54 | 29.09 | 29.37 | 25.34 | 26.11 | 13 |
| 14 | 24.67 | 25.26 | 29.42 | 29.97 | 30.25 | 26.13 | 26.90 | 14 |
| 15 | 25.28 | 25.89 | 30.16 | 30.71 | 30.98 | 26.78 | 27.57 | 15 |
| 16 | 25.92 | 26.54 | 30.92 | 31.47 | 31.74 | 27.45 | 28.27 | 16 |
| 17 | 26.57 | 27.20 | 31.69 | 32.24 | 32.51 | 28.13 | 28.97 | 17 |
| 18 | 27.23 | 27.88 | 32.48 | 33.03 | 33.31 | 28.84 | 29.70 | 18 |
| 19 | 26.94 | 27.58 | 32.13 | 32.68 | 32.95 | 28.53 | 29.38 | 19 |
| 20 | 27.02 | 27.66 | 32.23 | 32.77 | 33.04 | 28.61 | 29.46 | 20 |
| 21 | 27.09 | 27.74 | 32.32 | 32.86 | 33.14 | 28.69 | 29.55 | 21 |
| 22 | 27.17 | 27.82 | 32.41 | 32.96 | 33.23 | 28.77 | 29.63 | 22 |
| 23 | 27.25 | 27.90 | 32.50 | 33.05 | 33.33 | 28.86 | 29.72 | 23 |
| 24 | 27.33 | 27.98 | 32.59 | 33.15 | 33.42 | 28.94 | 29.80 | 24 |
| 25 | 27.40 | 28.06 | 32.69 | 33.24 | 33.52 | 29.02 | 29.88 | 25 |
| 26 | 27.48 | 28.14 | 32.78 | 33.34 | 33.61 | 29.10 | 29.97 | 26 |
| 27 | 27.56 | 28.22 | 32.87 | 33.43 | 33.71 | 29.19 | 30.06 | 27 |
| 28 | 27.64 | 28.30 | 32.97 | 33.53 | 33.81 | 29.27 | 30.14 | 28 |
| 29 | 27.72 | 28.38 | 33.06 | 33.62 | 33.90 | 29.35 | 30.23 | 29 |
| 30 | 27.80 | 28.46 | 33.16 | 33.72 | 34.00 | 29.44 | 30.31 | 30 |
| 31 | 27.88 | 28.54 | 33.25 | 33.81 | 34.10 | 29.52 | 30.40 | 31 |
| 32 | 27.96 | 28.62 | 33.35 | 33.91 | 34.19 | 29.60 | 30.49 | 32 |
| 33 | 28.03 | 28.70 | 33.44 | 34.01 | 34.29 | 29.69 | 30.57 | 33 |
| 34 | 28.11 | 28.79 | 33.54 | 34.10 | 34.39 | 29.77 | 30.66 | 34 |
| 35 | 28.19 | 28.87 | 33.63 | 34.20 | 34.49 | 29.86 | 30.75 | 35 |
| 36 | 28.28 | 28.95 | 33.73 | 34.30 | 34.58 | 29.94 | 30.84 | 36 |
| 37 | 28.36 | 29.03 | 33.82 | 34.40 | 34.68 | 30.03 | 30.92 | 37 |
| 38 | 28.44 | 29.11 | 33.92 | 34.49 | 34.78 | 30.11 | 31.01 | 38 |
| 39 | 28.52 | 29.20 | 34.02 | 34.59 | 34.88 | 30.20 | 31.10 | 39 |
| 40 | 28.60 | 29.28 | 34.11 | 34.69 | 34.98 | 30.29 | 31.19 | 40 |

| 2020/21 | | | | | | | | |
|---------|---------------------------|----------|-----------|----------|---------|-------------------|----------------------|------|
| STEP | ADMINISTRATIVE ASSISTANTS | | | | | INSTRUCTIONAL | SPECIALIST | STEP |
| | LEVEL I | LEVEL II | LEVEL III | LEVEL IV | LEVEL V | TEACHER ASSISTANT | TECHNOLOGY ASSISTANT | |
| 1 | 16.79 | 17.17 | 19.99 | 20.51 | 20.76 | 17.75 | 18.28 | 1 |
| 2 | 17.25 | 17.64 | 20.54 | 21.07 | 21.33 | 18.24 | 18.78 | 2 |
| 3 | 17.72 | 18.13 | 21.11 | 21.65 | 21.92 | 18.74 | 19.30 | 3 |
| 4 | 18.21 | 18.63 | 21.69 | 22.25 | 22.52 | 19.26 | 19.83 | 4 |
| 5 | 18.71 | 19.14 | 22.29 | 22.86 | 23.14 | 19.79 | 20.38 | 5 |
| 6 | 19.28 | 19.74 | 22.98 | 23.55 | 23.83 | 20.40 | 21.02 | 6 |
| 7 | 19.88 | 20.33 | 23.69 | 24.26 | 24.54 | 21.04 | 21.67 | 7 |
| 8 | 20.49 | 20.97 | 24.43 | 24.99 | 25.28 | 21.69 | 22.34 | 8 |
| 9 | 21.13 | 21.62 | 25.19 | 25.75 | 26.03 | 22.36 | 23.03 | 9 |
| 10 | 21.77 | 22.29 | 25.97 | 26.53 | 26.82 | 23.05 | 23.74 | 10 |
| 11 | 22.44 | 22.97 | 26.76 | 27.32 | 27.61 | 23.76 | 24.47 | 11 |
| 12 | 23.14 | 23.69 | 27.60 | 28.16 | 28.44 | 24.49 | 25.23 | 12 |
| 13 | 23.85 | 24.42 | 28.44 | 29.01 | 29.29 | 25.25 | 26.01 | 13 |
| 14 | 24.60 | 25.18 | 29.33 | 29.89 | 30.17 | 26.03 | 26.83 | 14 |
| 15 | 25.34 | 25.96 | 30.23 | 30.80 | 31.08 | 26.85 | 27.64 | 15 |
| 16 | 25.98 | 26.60 | 30.99 | 31.55 | 31.84 | 27.52 | 28.33 | 16 |
| 17 | 26.63 | 27.27 | 31.77 | 32.33 | 32.62 | 28.21 | 29.04 | 17 |
| 18 | 27.30 | 27.95 | 32.56 | 33.13 | 33.41 | 28.91 | 29.77 | 18 |
| 19 | 27.98 | 28.65 | 33.37 | 33.94 | 34.22 | 29.63 | 30.51 | 19 |
| 20 | 27.68 | 28.34 | 33.02 | 33.58 | 33.86 | 29.31 | 30.19 | 20 |
| 21 | 27.76 | 28.42 | 33.11 | 33.67 | 33.95 | 29.40 | 30.27 | 21 |
| 22 | 27.84 | 28.50 | 33.21 | 33.77 | 34.05 | 29.48 | 30.36 | 22 |
| 23 | 27.92 | 28.58 | 33.30 | 33.86 | 34.15 | 29.57 | 30.45 | 23 |
| 24 | 28.00 | 28.67 | 33.40 | 33.96 | 34.24 | 29.65 | 30.53 | 24 |
| 25 | 28.08 | 28.75 | 33.49 | 34.06 | 34.34 | 29.73 | 30.62 | 25 |
| 26 | 28.16 | 28.83 | 33.59 | 34.16 | 34.44 | 29.82 | 30.71 | 26 |
| 27 | 28.24 | 28.91 | 33.68 | 34.25 | 34.54 | 29.90 | 30.79 | 27 |
| 28 | 28.32 | 28.99 | 33.78 | 34.35 | 34.64 | 29.99 | 30.88 | 28 |
| 29 | 28.40 | 29.08 | 33.87 | 34.45 | 34.74 | 30.07 | 30.97 | 29 |
| 30 | 28.48 | 29.16 | 33.97 | 34.55 | 34.83 | 30.16 | 31.06 | 30 |
| 31 | 28.56 | 29.24 | 34.07 | 34.64 | 34.93 | 30.25 | 31.15 | 31 |
| 32 | 28.64 | 29.33 | 34.16 | 34.74 | 35.03 | 30.33 | 31.24 | 32 |
| 33 | 28.72 | 29.41 | 34.26 | 34.84 | 35.13 | 30.42 | 31.32 | 33 |
| 34 | 28.81 | 29.49 | 34.36 | 34.94 | 35.23 | 30.51 | 31.41 | 34 |
| 35 | 28.89 | 29.58 | 34.46 | 35.04 | 35.33 | 30.59 | 31.50 | 35 |
| 36 | 28.97 | 29.66 | 34.56 | 35.14 | 35.43 | 30.68 | 31.59 | 36 |
| 37 | 29.05 | 29.75 | 34.65 | 35.24 | 35.54 | 30.77 | 31.68 | 37 |
| 38 | 29.14 | 29.83 | 34.75 | 35.34 | 35.64 | 30.86 | 31.77 | 38 |
| 39 | 29.22 | 29.92 | 34.85 | 35.44 | 35.74 | 30.94 | 31.86 | 39 |
| 40 | 29.30 | 30.00 | 34.95 | 35.54 | 35.84 | 31.03 | 31.95 | 40 |

APPENDIX B (Registered Nurse)

| Step | 2017-18 | 2018-19 | 2019-20 | 2020-21 | Step |
|-------------|----------------|----------------|----------------|----------------|-------------|
| 1 | 28.26 | 28.26 | 28.26 | 28.26 | 1 |
| 2 | 29.13 | 29.11 | 29.11 | 29.11 | 2 |
| 3 | 30.03 | 30.00 | 29.98 | 29.98 | 3 |
| 4 | 30.96 | 30.93 | 30.90 | 30.88 | 4 |
| 5 | 31.92 | 31.89 | 31.86 | 31.83 | 5 |
| 6 | 32.72 | 32.88 | 32.85 | 32.81 | 6 |
| 7 | 33.53 | 33.70 | 33.86 | 33.83 | 7 |
| 8 | 34.37 | 34.54 | 34.71 | 34.88 | 8 |
| 9 | 35.23 | 35.40 | 35.57 | 35.75 | 9 |
| 10 | 36.29 | 36.29 | 36.46 | 36.64 | 10 |
| 11 | 37.38 | 37.38 | 37.38 | 37.56 | 11 |
| 12 | 38.50 | 38.50 | 38.50 | 38.50 | 12 |
| 13 | 39.65 | 39.65 | 39.65 | 39.65 | 13 |
| 14 | 40.84 | 40.84 | 40.84 | 40.84 | 14 |
| 15 | 42.07 | 42.07 | 42.07 | 42.07 | 15 |
| 16 | 43.33 | 43.33 | 43.33 | 43.33 | 16 |
| 17 | 44.63 | 44.63 | 44.63 | 44.63 | 17 |
| 18 | 45.97 | 45.97 | 45.97 | 45.97 | 18 |
| 19 | 47.35 | 47.35 | 47.35 | 47.35 | 19 |
| 20 | 48.77 | 48.77 | 48.77 | 48.77 | 20 |

APPENDIX C – The increment schedule in the 2019/20 & 2020/21 school years-will align with the updated schedule generated in Certified negotiations.

| Extra Duty Increment Schedule | | APPENDIX C | |
|---|--|------------|---------|
| | | 2017-18 | 2018-19 |
| Supervision Duties | | | |
| <i>To be paid for days worked based on daily rate</i> | | | |
| Lunch Supervisor (Full Period) | | \$3,653 | \$3,653 |
| Lunch Supervisor (Half Period) | | \$1,827 | \$1,827 |
| Breakfast Supervisor | | \$1,827 | \$1,827 |
| Bus Supervisor (AM & PM) | | \$1,827 | \$1,827 |
| Before School Supervisor | | \$913 | \$913 |
| After School Supervisor | | \$913 | \$913 |
| <i>Daily Rate = Increment / 178 Student Attendance Days</i> | | | |
| Interscholastic Athletics | | | |
| <i>Interscholastic sports require students to have a physical and proof of student accident insurance</i> | | | |
| 12 Week Season | | \$3,283 | \$3,283 |
| 11 Week Season | | \$3,009 | \$3,009 |
| 9 Week Season | | \$2,464 | \$2,464 |
| 8 Week Season | | \$2,188 | \$2,188 |
| 7 Week Season | | \$1,915 | \$1,915 |
| 6 Week Season | | \$1,641 | \$1,641 |
| Athletic Director | | \$514 | \$514 |
| <i>Season increment based on weekly rate of \$266.90</i> | | | |
| Intramurals, Clubs, & Outdoor Education | | | |
| <i>Intramurals and clubs require an approved plan detailing purpose of club and minimum participation hours</i> | | | |
| (Approved Club) | | \$33.54 | \$33.54 |
| Outdoor Education | | \$75 | \$75 |
| Instructional & Professional Development Duties | | | |
| <i>Stipends listed below are paid on annual basis and require a job description</i> | | | |
| Coordinator / Teacher Leader Stipend | | \$2,811 | \$2,811 |
| Department Chair Stipend - Building Leadership Chair | | \$1,996 | \$1,996 |
| National Board Certified Teacher Stipend | | \$1,025 | \$1,025 |
| <i>Activities listed below are paid on the hourly listed rate</i> | | | |
| Summer School Teaching Rate | | \$34.75 | \$34.75 |
| Intersession Rate | | \$34.75 | \$34.75 |
| Trainer Rate* | | \$34.75 | \$34.75 |
| Curriculum Designer / Writer Rate | | \$27.62 | \$27.62 |
| Workshop Participant Rate (3-Hour Minimum)* | | \$20.50 | \$20.50 |
| <i>* To be completed outside of regular contract hours</i> | | | |

District 59 Education Association

Sick Leave Bank Guidelines

1. All employees working 20 hours or more per week are eligible to join the Sick Leave Bank. All employees not currently enrolled in the Sick Leave Bank must join the Sick Leave Bank by September 1st or the first week of school of the **current** school year, whichever comes later. If an employee is hired after September 1st, he/she shall be required to join the Sick Leave Bank within one work week of being hired.
2. The DEA will determine all matters concerning the policies and the administration of the Sick Leave Bank.
3. The intent of the bank is to provide extended sick leave to those members who incur a period of prolonged illness or hospitalization. This does not apply to the prolonged illness of family members.
4. To obtain days from the Sick Leave Bank, a request must be made to the Sick Leave Bank Chair by the eligible employee on the Request for Sick Leave Bank Days form available through the D.E.A. Building Representative. Days may not be requested from the Sick Leave Bank without all paperwork correctly completed and signed by a physician.
5. Paperwork for planned absences must be completed and submitted ten (10) days prior to the anticipated use of sick leave bank. In unforeseen circumstances or emergencies, the member shall submit his/her request as soon as possible. Every attempt will be made to provide Human Resources with the approval so that no payroll deduction will need to take place.
6. Days may be granted in increments UP TO 20 days at a time. A new doctor's note may be required for a request for additional days from the Sick Leave Bank.
7. The Executive Board may or may not grant days requested from the Sick Leave Bank. The Executive Board will determine the number of days, which may be granted to an individual Sick Leave Bank member upon the member's request.

8. The maximum number of days an employee may be granted is based on years of consecutive membership. Additional days may be requested for catastrophic illness or injury.
 - a. 1st year employee - 12 days
 - b. 2nd year employee - 24 days
 - c. 3rd year employee - 36 days
 - d. 4th year employee - 48 days
 - e. 5th year employee and beyond- 60 days
9. Members who need more than **90 school days in one school year** from the Sick Leave Bank should consult IMRF or TRS; whichever is applicable, for information about **possible disability benefits**.
10. Any Sick Leave Bank member may draw from the Sick Leave Bank only during her/his work year as stipulated in the member's individual employment contract and/or assignment. Any employee that has been granted 90 days from the Sick Leave Bank three years in a row will not be eligible for days from the Sick Leave Bank for one full school year.
11. The DEA, upon emergency, may request that contributing members donate an additional day to the Sick Leave Bank if its reserves become depleted, as determined by the D.59E.A. Representative Committee.
12. ESP Members – A person who has contributed will not be able to withdraw days from the Bank until after her/his own accrued sick days, floating holidays or vacation days have been depleted and a two-day deduction period has transpired for each extended illness. Should a single extended illness exceed 10 days, the deduction shall not apply.
13. Certified Members – A person who has contributed will not be able to withdraw days from the bank until after her/his own accrued sick leave days have been depleted and a two-day deduction period has transpired for each extended illness. Should a single extended illness exceed 10 days, the deduction shall not apply.
14. This policy is subject to annual revision.

APPENDIX E

TAX SHELTERING ARRANGEMENT

Effective January 7, 1983, all ESP employees covered in the Agreement will be included in the tax shelter arrangement between the Board and the Association. This tax shelter will be paid out by the Board as the employee contribution to the Illinois Municipal Retirement Fund (IMRF) in the amount of four and one-half percent of annual earnings. The parties agree that the tax shelter plan is to conform to IRS regulations and applicable law and is to be consistent with existing school district sheltering laws. The following guidelines apply:

- A. The shelter plan will not exceed the Board's money commitment as represented by the basic salary schedule(s) (or employee contracts) effective during the period of this Agreement.
- B. The employee does not have the option to choose to receive the contributed amounts directly instead of having the paid by the employer to the pension plan.

AARP MEMBERSHIP

The Board of Education will pay one-half of the membership cost for AARP, per eligible classified employee (50 years or older), at the beginning of each contract year.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ADMINISTRATIVE COMPENSATION FOR FISCAL YEAR 2017-18

Background

Members of the Board of Education will take action to establish administrative compensation for the 2017.18 fiscal year. The proposed compensation package calls for a pool of 3.04% for salary increases for administrative employees when comparing similar assignments to the prior fiscal year. Excluded from the pool are administrators whose compensation was previously approved due to being recently hired, accessing the retirement benefit and administrative staff working under a multi-year contract.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, members of the Board of Education have completed a review of compensation to be provided for administrative personnel for the 2017.18 fiscal year;

THEREFORE, BE IT RESOLVED on the 26th day of June, 2017, that the Community Consolidated School District 59 Board of Education authorize a pool of 3.04% for administrative employees. Excluded from the pool are administrators recently hired, retiring, accessing the retirement benefit and/or administrative staff working under a multi-year contract.

| Roll call vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: - - -

President

ATTEST:

Secretary

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools**

RESOLUTION: NON-NEGOTIATED COMPENSATION FOR FISCAL YEAR 2017-18

Background

Members of the Board of Education will take action to establish non-negotiated employee compensation for the 2017.18 fiscal year. The proposed compensation package calls for a pool of 3.29% for salary increases for non-negotiated employees when comparing similar assignments to the prior fiscal year.

Recommendation

Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS, members of the Board of Education have completed a review of compensation to be provided for non-negotiated personnel for the 2017.18 fiscal year;

THEREFORE, BE IT RESOLVED on the 26th day of June, 2017, that the Community Consolidated School District 59 Board of Education set a compensation pool of 3.29% for Non-Negotiated personnel.

| Roll call vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: - - -

President

ATTEST:

Secretary

DISCUSSION ITEMS

Community Consolidated School District 59
PROPOSED FINANCING SCHEDULE
\$20,000,000* General Obligation Limited Tax Bonds, Series 2017

| June 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | |

| July 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| August 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2017 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| <u>Date</u> | <u>Activity</u> | <u>Responsibility</u> | <u>Status</u> |
|---|---|---|---------------|
| Board Meeting 26-Jun-17 | Board discusses financing options | WBC/District | |
| 30-Jun-17 | District receives draft Resolution of Intent and Resolution Calling Public Hearing | C&C | |
| Board Meeting 10-Jul-17 | Approval of Resolution of Intent and Resolution setting public hearing for regular Board Meeting August 28, 2017 for not to exceed \$20,000,000 | WBC/District | |
| 12-Jul-17 | Publish Resolution of Intent in local newspaper beginning petition period | WBC | |
| July 12-August 11th | Consideration period - time period for District voters to submit a petition | District | |
| 8-Aug-17 | Publish Bond Hearing Notice in local newspaper (Must appear in the paper more than 7 days, but no more than 30 days prior to the Public Hearing.) | WBC | |
| 11-Aug-17 | Petition period expires | District | |
| 14-Aug-17 | Distribute Preliminary Official Statement (POS) for Review | All Parties | |
| August 2017 | Rating Agency Meeting | WBC & District | |
| 24-Aug-17 | Post Notice of Public Hearing for Series 2017 Bonds at District Office | District | |
| Regular Meeting 28-Aug-17 | Hold Public Hearing at Regular Meeting Board discusses Bond Resolution to be presented at September 11th Regular Meeting authorizing the Sale of Bonds | District WBC/District | |
| 4-Sep-17 | Board receives parameters bond resolution in Board packets | C&C | |
| Regular Meeting 11-Sep-17 | Board approves Parameters Bond Resolution authorizing Sale of Bonds | WBC & District | |
| Week of September 11th | Series 2017 Bond sale with approval of Board and Administrative Delegates | WBC & District | |
| Ongoing | Process documentation | District/C&C/WBC | |
| Week of September 22nd | Mail Final Official Statement & Closing Memo | All Parties | |
| 3-Oct-17 | Close Series 2017 Bond Sale and invest proceeds as necessary | All Parties | |
| Bond Counsel/Disclosure Counsel, Chapman and Cutler Underwriter, William Blair & Company Issuer, CCSD 59 | | C&C WBC District | |

*Preliminary, subject to change.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: TECHNOLOGY DEVICE PURCHASE PLAN

Background

In 2014, CCSD59 transitioned to providing all students in grades K-8 with individual access to learning devices. These devices are used to amplify student learning and develop the skills and dispositions necessary for success in the modern world and life.

As the three year cycle comes to a close with the devices purchased in 2014, the district's long term technology budget has planned for refreshing the devices in the summer of 2017. In the previous cycle, students in grades K-8 received access to a Nexus 7 tablet, students in grades 3-8 received access to a Google Chromebook, and early childhood classrooms received five shared tablets per classroom. With the advances in technology, the recommendation for the refresh is now to provide a single device per student in grades K-8.

The recommendation for one device is due to the convergence of Google Chrome OS and Android mobile OS. The new line of Chromebooks now have two cameras instead of only one, which allow the devices to function as multimedia devices, and they utilize a touchscreen and run Android apps, which allow the Chromebooks to function as both a laptop and tablet.

The district is recommending each student in grades K-8 receive access to an updated Chromebook and early childhood classrooms receive 2 Chromebooks for students to share. The recommendation also includes a carrying case for students in grades 3-8, to provide protection for when the devices go home with students after school. While final total figures for the program will be based on actual enrollment figures, current estimates utilizing enrollment projections establish an anticipated cost for the program at \$2,815,841. The per device cost is listed in the table below.

| Item | Per Unit Cost |
|----------------|----------------------|
| Chromebook | \$360.72 |
| Google License | \$24.93 |
| Carrying Case | \$35.00 |

Recommendation
Approval

Resolution

Motion made by _____, seconded by _____ to adopt the following resolution:

WHEREAS CCSD59 established a recommendation for the technology environment moving forward in order to afford students greater opportunities to learn with technology to prepare them to be successful for life

NOW, THEREFORE, BE IT RESOLVED, on the 10th day of July, 2017, the Board of Education of Community Consolidated School District 59 authorizes the implementation of a plan to provide a Chromebook for all students in grades K-8, a carrying case for all students in grades 3-8, and two Chromebooks per classroom for early childhood.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____

President

ATTEST:

Secretary

NEW/OLD
BUSINESS
&
ANNOUNCEMENTS

ADJOURN

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 59
Elk Grove Township Schools

RESOLUTION: ADJOURN THE MEETING OF THE BOARD OF EDUCATION

Time: _____

_____ made a motion, seconded by _____ to adopt the following resolution:

BE IT RESOLVED THAT on the 26th day of June, 2017, the Community Consolidated School District 59 Board of Education meeting is adjourned.

| Roll call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Bhave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Burns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Krinsky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Osmanski | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roberts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Somogyi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: NAYS: ABSENT: ABSTAIN:

MOTION (approved/defeated) VOTE: _____