

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**Special Board Meeting
Tuesday, February 17, 2009
Immediately Following the PEG Meeting
Board Room**

AGENDA

- | | |
|---|-------------------|
| 1. Call to Order, Roll Call and Introduction of Visitors | Jacques A. Conway |
| 2. Visitor Comments | |
| 3. Approval of Check Distribution List dated February 17, 2009
(attachment) | Action |
| 4. Presentation and Discussion of the Baldrige Process (Todd Bloom) | Information |
| 5. Motion to go into closed session for the purpose of discussing
collective bargaining and or negotiations and litigation | Action |
| 6. Consideration of Grievance | Action |
| 7. Motion to Adjourn | Action |

C: Board Members
Administrators

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the
vouchers from the Student Activity Accounts for February 17, 2009 by the President
and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the
bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this February 17, 2009

President of the Board of Education

Secretary of the Board of Education

ACTIVITY		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
4450	ALL-AMERICAN AQUATICS	01/16/2009	350.00	BOYS SWIMMING SPEED SUITS
4450	ALL-AMERICAN AQUATICS	01/16/2009	533.00	BOYS SWIMMING T-SHIRTS
4451	BOB ROGER'S TRAVEL	01/16/2009	51,714.00	FINAL PAYMENT FOR MUSIC STUDENTS' SPRING BREAK TRIP 3/27 - 4/4 TOUR CODE M860
4452	MUSIC THEATER INTERNATIONAL	01/16/2009	75.00	ADDITIONAL MATERIAL - VIDEO LICENSE - BEAUTY & THE BEAST
4453	PAPPALARDO, MARK	01/16/2009	15.00	REIMB FOR DIVING CHAMOIS TOWELS
4454	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	0.00	
4455	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	0.00	
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	-315.00	BASEBALL CLOTH PANT CREDIT MEMO
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	2,497.92	BASEBALL SS COACHES TRAINING SHORT
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	470.60	BOYS SWIMMING HATS
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	624.00	BASEBALL FUNDRAISING ITEMS
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	1,535.00	BASEBALL CLOTH PANT
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	254.80	TURKEY BOWL CHAMPION SWEATSHIRTS
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	1,430.00	FIELD HOCKEY AUTHENTIC PGMT DYES LADIES T'S
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	-135.00	BASEBALL CLOTH PANT CREDIT MEMO
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	525.37	WRESLTING REPLACEMENT WARMUPS
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	141.00	JKB T-SHIRTS
4456	SALKELD SPORTS INC, DIV OF KESSLER'	01/16/2009	765.00	SPIRIT T-SHIRTS FOR PACK THE PLACE
4457	WALSWORTH PUBLISHING COMP.	01/16/2009	43,617.60	2009 YEARBOOK - SECOND DEPOSIT NOTICE 9-05209-0
4458	XEROX CORP	01/16/2009	209.33	DECEMBER BASE CHARGE - PTO AND EXCESS CHARGES FROM 9/30 - 1/5
4459	ALL-AMERICAN AQUATICS	01/23/2009	1,480.75	SWIM SUMMER CAMP CAPS
4460	GTM SPORTWEAR	01/23/2009	536.00	CHEERLEADER HOODIES
4460	GTM SPORTWEAR	01/23/2009	-80.00	CHEERLEADER HOODIES -CREDIT MEMO
4460	GTM SPORTWEAR	01/23/2009	-112.00	CHEERLEADER HOODIES - CREDIT MEMO
4461	HOTEL HARRINGTON	01/23/2009	2,065.28	FINAL PAYMENT FOR MAR 4 - 7, 2009
4462	JCYS	01/23/2009	1,800.00	SNOWBALL RETREAT FEB 6 -7, 2009 (40 x \$45.00)
4463	JEFFREY KELLY COSTUME DESIGN	01/23/2009	700.00	GODSPELL RENTALS & SERVICES BALANCE DUE
4463	JEFFREY KELLY COSTUME DESIGN	01/23/2009	2,200.00	ABSENT FRIENDS RENTALS & SERVICES BALANCE DUE
4464	R & M SPECIALTIES	01/23/2009	900.00	DUFFLE BAGS FOR HEPHZIBAH - J. KYLE BRAID ACTIVITY & LEADERSHIP
4465	SOSA, JOSE	01/23/2009	405.33	REIMB FOR BOYS CROSS COUNTRY TEAM AWARD NIGHTS REFRESHMENTS
4466	UNITED AIRLINES GROUP DEPT	01/23/2009	3,331.44	ARC/NTA: S5929A BALANCE DUE FOR ART HISTORY TRIP WASH DC 3/4 - 3/7

ACTIVITY		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
4467	WRIGHT, PAUL	01/23/2009	522.96	REIMB FOR HOTEL EXP FOR 2 - NSCAA SOCCER COACH CONVENTION & WORKSHOP JAN 15-17
4468	BATTAGLIA, CHRISTINE	01/30/2009	23.84	REIMB FOR CHEER TEAM GLOVES AND SNACKS
4469	BROWN, MELODY	01/30/2009	82.00	REIMB FOR CHEER TEAM GIFTS
4470	COLLINS, MARK	01/30/2009	155.88	TRIP ADVANCE FOR S. S. - WASHINGTON D.C. TRIP
4471	DENNIS, JASON	01/30/2009	150.00	REIMB FOR TRACK CLINIC REGISTRATION FOR 1 COACH & 2 STUDENT ATHLETES
4472	DISCOVER THIS	01/30/2009	235.90	HYDROGEN FUEL CARS
4473	FROSCHE TRAVEL INTERNATIONAL	01/30/2009	24,551.00	INVOICE ITIN BOOKING TLL70Y AGENT DADJZ - BALANCE DUE ON FLORENCE TRIP MAR 27
4474	NASHVILLE WRAPS	01/30/2009	44.63	Tau Gamma Dance Supplies
4475	RIVERSIDE PRESBYTERIAN CHURCH	01/30/2009	50.00	MEMORIAL CONTRIBUTION IN THE NAME OF VIVIAN HOVEY, MOTHER OF SANDY CAMPBELL
4476	SAX ARTS & CRAFTS	01/30/2009	558.15	Tau Gamm KOH Supplies
4477	SALKELD SPORTS INC, DIV OF KESSLER'	01/30/2009	1,536.00	BOYS SWIMMING PRACTICE GEAR
4477	SALKELD SPORTS INC, DIV OF KESSLER'	01/30/2009	292.53	BOYS SWIMMING/DIVING GEAR
4477	SALKELD SPORTS INC, DIV OF KESSLER'	01/30/2009	98.00	BASKETBALL SHOES
4477	SALKELD SPORTS INC, DIV OF KESSLER'	01/30/2009	360.50	BOYS SOCCER SENIOR GIFTS
4478	STUMPS/SHINDIGZ	01/30/2009	864.46	Tau Gamm KOH Supplies
4479	WRIGHT, PAUL	01/30/2009	167.00	REIMB FOR SOCCER ITEMS BOUGHT AT SOCCER CONVENTION - GLOVES AND VIDEOS
4480	BUYCOSTUMES.COM	02/03/2009	66.79	Tau Gamma Monkey Order
4481	CHICAGO SHAKESPEARE THEATER	02/03/2009	855.00	Final payment for Feb. 17 Macbeth performance - Sue Donoghue Acct#48296
4482	CLOWNING AROUND ENTERTAINMENT	02/03/2009	1,200.00	STUCK ON YOU GLADIATOR JOUST/PILLOW BASH AND DUNK TANK RENTAL
4483	CUSTOMINK.COM	02/03/2009	782.10	Tau Gamma KOH Supplies
4483	CUSTOMINK.COM	02/03/2009	661.95	Tau Gamma KOH Supplies
4484	DAGGETT, CHRISTINE	02/03/2009	172.18	REIMB FOR PURCHASE OF RECYCLING RECEPTACLES
4485	DUBIN, JULIANNA	02/03/2009	26.23	REIMB FOR WINTER MUSICAL EXPENSES FROM MICHAEL'S
4486	FROSCHE TRAVEL INTERNATIONAL	02/03/2009	20,250.00	FINAL AMOUNT OWED FOR BRITISH EXCHANGE TRIP MAR 27 - APR 11
4487	ILLINOIS HIGH SCHOOL DANCE FESTIVAL	02/03/2009	100.00	REGISTRATION FEE FOR AUDITION FOR ORCHESIS
4488	JOLICOEUR, LAURIE	02/03/2009	35.11	REIMB FOR SPEECH ARTS EXPENSES
4489	LEVIN, ADAM	02/03/2009	100.00	GUEST PERFORMER FOR SPOKEN WORD WINTER SHOWCASE
4490	OPRFHS	02/03/2009	10.00	TO CORRECT DEPOSIT ERROR
4491	PROMETOUR	02/03/2009	20,490.00	FINAL PAYMENT FOR FRENCH EXCHANGE TRIP MAR 24 - APRIL 4
4492	ALL-AMERICAN AQUATICS	02/06/2009	38.45	BOYS SWIMMING TRAINING SUIT
4493	GRAPHIC EDGE	02/06/2009	551.76	BOYS TRACK SPIRT GEAR
4493	GRAPHIC EDGE	02/06/2009	3,964.14	BOYS TRACK SPIRT GEAR

ACTIVITY		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
4494	R & R TRAVEL CO	02/06/2009	18,375.00	INDIA TRIP AIRFARE BALANCE
				OWED - SWISS AIR 15
				PASSENGERS MAR 26
Totals for checks			214,905.98	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
84	ACTIVITY FUND	214,905.98	0.00	0.00	214,905.98
***	Fund Summary Totals ***	214,905.98	0.00	0.00	214,905.98

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

RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the
vouchers from the Imprest Account for February 17, 2009 by the President and
Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the
bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 17th day of February 2009

President of the Board of Education

Secretary of the Board of Education

IMPREST	CHECK	INVOICE
CHECK # VENDOR	DATE	AMOUNT DESCRIPTION
30073 CBI2 BENEFITS & INSURANCE SERVICES,	01/16/2009	208.33 REBA FIDUCIARY COVERAGE - CHUBB POLICY #653895 FROM 6/26/08 - 6/26/09
30074 CROWNE PLAZA HOTEL	01/16/2009	996.80 5 SPED HOTEL ROOMS FOR 1/21 - 23/09 - IAASE CONFERENCE
30075 THE MEETINGHOUSE COMPANIES	01/16/2009	1,750.00 OPEN HOUSE TRADE SHOW BOOTH EQT RENTALS
30076 ASBO INTERNATIONAL	01/27/2009	900.00 APPLICATION FEE FOR CAFR SUBMISSION FOR FY '08
30077 LOCKE, ERIC	01/27/2009	180.00 SECURITY FOR BOYS AND GIRLS BASKETBALL GAME 1/30/09
30077 LOCKE, ERIC	01/27/2009	90.00 SECURITY FOR BOYS BASKETBALL GAME 1/23/09
30078 PARAGON MOTOR CLUB	01/27/2009	239.95 ADDING 1 2006 CHEVY G-3500 BUS TO ANNUAL SERVICE POLICY (2/22/2009 - 2/22/2010) FLEET MEMBER #31655
30079 RYGH, WILLIAM	01/27/2009	90.00 SECURITY FOR BOYS BASKETBALL GAME 1/30/09
30080 SCOTT, MARK	01/27/2009	90.00 SECURITY FOR BOYS BASKETBALL GAME 1/30/09
30081 THE MEETINGHOUSE COMPANIES	01/27/2009	903.69 CONTRACT #8342 FOR 2/4/09 OPEN HOUSE CLASS OF 2013 - BALANCE OWED
30083 MAINE WEST HS	01/30/2009	130.00 IHSA REGIONAL SPEECH TEAM ENTRY FEE FOR 2/7/09
30084 NATIONAL FORENSIC LEAGUE	01/30/2009	15.00 1 STUDENT MEMBERSHIP - S. B.
30084 NATIONAL FORENSIC LEAGUE	01/30/2009	30.00 2 STUDENT MEMBERSHIPS A. B. & L. M.
30084 NATIONAL FORENSIC LEAGUE	01/30/2009	15.00 1 STUDENT MEMBERSHIP A. R.
30085 LOCKE, ERIC	02/03/2009	90.00 SECURITY FOR 2/3/09 GIRLS BASKETBALL GAME
30086 LOCKE, ERIC	02/06/2009	90.00 SECURITY COVERAGE FOR BOYS BASKETBALL GAME 2/7 3:30 PM
30086 LOCKE, ERIC	02/06/2009	90.00 SECURITY COVERAGE FOR KING OF HEARTS 7:30 PM 2/7/09
30087 BATTAGLIA, CHRISTINE	02/10/2009	660.00 TRAVEL ADVANCE FOR STATE CHEER COMPETITION FEB 13 & 14
30088 LOCKE, ERIC	02/10/2009	90.00 SECURITY FOR BOYS BASKETBALL FEB 14
30089 NWAOGWUGWU, UGOCHI	02/10/2009	300.00 SPEAKER FOR SELF DEFENSE CLASSES FEB 9
30090 REAVIS HIGH SCHOOL	02/10/2009	90.00 TOURNAMENT ENTRY FEE FOR IHSA SECTIONAL 2/14/09 9 ENTRIES @ \$10 EACH
30091 PETTY CASH, OPRFHSO #200	02/11/2009	2,000.00 INCREASE PETTY CASH FUND IN BUSINESS OFFICE TO \$5000.00 PER THE NEW BOE PETTY CASH POLICY
Totals for checks		9,048.77

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	2,000.00	0.00	6,600.49	8,600.49
40	TRANSPORTATION FUND	0.00	0.00	239.95	239.95
82	MEDICAL SELF INSURANCE FUND	0.00	0.00	208.33	208.33
*** Fund Summary Totals ***		2,000.00	0.00	7,048.77	9,048.77

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

Check #	Payee Key	Payee Name	Type	Check Date	Check Amount
AP/PR HARRIS CENTRAL N.A. ISDLAF/PMA					
137187	SCHOLAST000	SCHOLASTIC	Void	01/23/2009	\$-506.85
137980	GLESOUHS000	GLENBARD SOUTH HS	Void	01/27/2009	\$-60.00
138380	GRELARSP000	GREG LARSON SPORTS	Void	02/09/2009	\$-229.46
138405	HSBC BUS000	HSBC BUSINESS SOLUTIONS	Void	02/02/2009	\$-533.22
200800022	GOOD TO 000	GOOD TO SEE	Wire	01/31/2009	\$3,161.94
200800023	GATEKEEP000	GATEKEEPER ADMINISTRATION & CO	Wire	01/31/2009	\$453.50
200800024	TEARETSY002	TEACHERS RETIREMENT SYSTEM	Wire	01/31/2009	\$6,801.50
200800025	ANDERSON002	ANDERSON TRAVELS	Wire	02/09/2009	\$9,000.00
Number Of Checks:			8		\$18,087.41
Total Checks:			8		\$18,087.41
Totals:			Bank		Total \$
			AP/PR		\$18,087.41

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

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers for this date of February 17, 2009 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 17th day of February, 2009

President of the Board of Education

Secretary of the Board of Education

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138298	01/22/2009	HEALTHCARE SERVICE CORPORATION	BLUE CROSS/BLUE SHIELD HMO BILL FOR 1/1 - 1/31/09 (REVISED BILL-ADD'TL AMT OWED) REPLACING VOIDED CHECK #138200 FOR SAME AMOUNT	2,964.74
138299	01/23/2009	ACCESS CREDIT UNION	Payroll accrual	50.00
138300	01/23/2009	CHEREDNYK, OLEH	Payroll accrual	65.63
138301	01/23/2009	CLERK OF COURT,	Payroll accrual	226.72
138302	01/23/2009	CONNECTICUT - CCSPC	Payroll accrual	390.00
138303	01/23/2009	FREEDMAN ANSELMO & LINDBERG	Payroll accrual	344.12
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	6,042.60
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	1,338.46
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	1,794.61
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	3,084.20
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	5,331.48
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	200.00
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	16,730.76
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	150.00
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	583.33
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	1,200.00
138304	01/23/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	1,464.00
138305	01/23/2009	GLENN STEARNS CHAPTER 13 TRUSTEE	Payroll accrual	299.00
138306	01/23/2009	HANDLEY, IVETTE	Payroll accrual	120.00
138307	01/23/2009	HUNTER, CARLA	Payroll accrual	280.00
138309	01/23/2009	I R S	Payroll accrual	141.03
138309	01/23/2009	I R S	Payroll accrual	95.95
138309	01/23/2009	I R S	Payroll accrual	36.45
138309	01/23/2009	I R S	Payroll accrual	141.03
138309	01/23/2009	I R S	Payroll accrual	36.45
138309	01/23/2009	I R S	Payroll accrual	34.58
138309	01/23/2009	I R S	Payroll accrual	0.00
138309	01/23/2009	I R S	Payroll accrual	8.09
138309	01/23/2009	I R S	Payroll accrual	34.58
138309	01/23/2009	I R S	Payroll accrual	8.09
138309	01/23/2009	I R S	Payroll accrual	21,818.36
138309	01/23/2009	I R S	Payroll accrual	5,190.21
138309	01/23/2009	I R S	Payroll accrual	330.39
138309	01/23/2009	I R S	Payroll accrual	133,061.31
138309	01/23/2009	I R S	Payroll accrual	0.00
138309	01/23/2009	I R S	Payroll accrual	14,734.34
138309	01/23/2009	I R S	Payroll accrual	190.30
138309	01/23/2009	I R S	Payroll accrual	21,818.36
138309	01/23/2009	I R S	Payroll accrual	14,734.34
138309	01/23/2009	I R S	Payroll accrual	190.30
138310	01/23/2009	ILLINOIS DEPARTMENT OF HUMAN SERVIC	Payroll accrual	74.80
138311	01/23/2009	ILLINOIS MUNICIPAL RETIREMENT	Payroll accrual	3.50
138311	01/23/2009	ILLINOIS MUNICIPAL RETIREMENT	Payroll accrual	12.54CR
138311	01/23/2009	ILLINOIS MUNICIPAL RETIREMENT	Payroll accrual	114.63
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	99.62
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	197.03
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	25.10
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	49.64
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	15,298.60
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	0.00
138312	01/23/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	30,250.88
138313	01/23/2009	IL STATE DISBURSEMENT UNIT	Payroll accrual	1,897.59

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138313	01/23/2009	IL STATE DISBURSEMENT UNIT	Payroll accrual	923.08
138314	01/23/2009	NCPERS GROUP LIFE INS (#1985)	Payroll accrual	248.00
138315	01/23/2009	OPRFHS/FACULTY SENATE DUES	Payroll accrual	7,555.77
138316	01/23/2009	PHEAA	Payroll accrual	138.02
138317	01/23/2009	RIVER FOREST COMMUNITY CENTER	Payroll accrual	5,006.70
138318	01/23/2009	SEIU LOCAL 73	Payroll accrual	16.34
138318	01/23/2009	SEIU LOCAL 73	Payroll accrual	2.50
138318	01/23/2009	SEIU LOCAL 73	Payroll accrual	2,901.03
138319	01/23/2009	STATE OF ILLINOIS	Payroll accrual	52.44
138319	01/23/2009	STATE OF ILLINOIS	Payroll accrual	6.75
138319	01/23/2009	STATE OF ILLINOIS	Payroll accrual	241.99
138319	01/23/2009	STATE OF ILLINOIS	Payroll accrual	28,884.14
138319	01/23/2009	STATE OF ILLINOIS	Payroll accrual	25.00
138320	01/23/2009	T H I S	Payroll accrual	1.45
138320	01/23/2009	T H I S	Payroll accrual	1.94
138320	01/23/2009	T H I S	Payroll accrual	6,591.47
138320	01/23/2009	T H I S	Payroll accrual	367.75
138320	01/23/2009	T H I S	Payroll accrual	82.42
138320	01/23/2009	T H I S	Payroll accrual	4,922.64
138320	01/23/2009	T H I S	Payroll accrual	71.59
138320	01/23/2009	T H I S	Payroll accrual	329.51
138321	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	245.50
138321	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	852.00
138321	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	1,892.50
138321	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	461.00
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	21.71
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	1.35
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	73,799.43
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	4,916.51
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	4,532.05
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	303.35
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	9.40
138322	01/23/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	559.55
138323	01/23/2009	U.S. DEPART. OF EDUCATION	Payroll accrual	149.60
138323	01/23/2009	U.S. DEPART. OF EDUCATION	Payroll accrual	118.61
138324	02/17/2009	AMERICAN MATHEMATICS COMPETITION	1 Bundle AMC 10A Contests	15.00
138325	02/17/2009	AMERICAN CHALLENGE	GIRLS SOCCER BALLS	599.00
138326	02/17/2009	ANCEL, GLINK, DIAMOND, BUSH, DICIANNI, &	STATEMENT DATED 1/15/2009 FOR LEGAL SERVICES RENDERED	7,495.00
138327	02/17/2009	APPLIED PRACTICE, LTD.	AP Language materials	414.01
138328	02/17/2009	AQUA PURE ENTERPRISES, INC.	Open PO for pool chemical (to June 30th 2009)	160.49
138329	02/17/2009	ARAMARK	Open PO for B&G uniforms1 (to June 30th 2009) invoices 12/4 - 1/1/09	1,669.99
138330	02/17/2009	AT&T	DEC 17 - JAN 16, 2009 SERVICES	1,739.17
138330	02/17/2009	AT&T	DEC 14 - JAN 13, 2009 SERVICES	24.76
138331	02/17/2009	AT&T LONG DISTANCE	DEC 3 - JAN 2, 2009 SERVICES	107.21
138332	02/17/2009	AUTOMATED LOGIC-ACT CHICAGO	PHONE SUPPORT SERVICE INVOICE 12/9 & 12/10	1,389.00
138333	02/17/2009	BIO-RAD	SCIENCE SUPPLIES	527.31
138334	02/17/2009	BISHOP, JANEL	REIMB FOR FREE/MUREE FOOD FOR 1/27 & 1/28	31.27
138335	02/17/2009	BLICK ART MATERIALS	Misc. art supplies	31.96

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138335	02/17/2009	BLICK ART MATERIALS	Misc. art supplies	1,314.00
138336	02/17/2009	BLUE CAB	DETAIL FOR #161008 FOR 1/5 - 1/9	750.00
138337	02/17/2009	BOSS ONLINE, INC.	SERVICE ON HP PRINTERS DATED 1/21	254.26
138338	02/17/2009	BOULWARE, BILL	REIMB FOR ENTRY FEE TO NATIONAL K-12 CERAMIC EXHIBITION	30.00
138339	02/17/2009	BREWER, PATRICIA	REFUND FOR BOOK OBLIGATION - BOOK WAS RETURNED	15.00
138340	02/17/2009	BRACKER'S GOOD EARTH CLAYS, INC	BOOKSTORE SUPPLIES	1,027.18
138341	02/17/2009	BROOK ELECTRICAL DISTRIBUTION	Lighting fixtures	1,873.20
138342	02/17/2009	CADA, LINDA	REIMB FOR TRAVEL EXPENSES - IAASE IN SPRINGFIELD	508.22
138343	02/17/2009	CAROLINA BIOLOGICAL SUPPLY	SCIENCE SUPPLIES	7.99
138344	02/17/2009	CARDASCIO, FRANCINE	REIMB FOR WORK TRAINING CLOTHES FOR STEP STUDENT	80.48
138345	02/17/2009	CARLSEN'S ELEVATOR SERVICE	REPAIR 12/29/08 FREIGHT ELEVATOR	525.00
138345	02/17/2009	CARLSEN'S ELEVATOR SERVICE	12/18 SERVICE REPAIR	250.00
138346	02/17/2009	CBIZ FINANCIAL SOLUTIONS, INC.	INVOICE DATE 1/1/2009 QUARTER ENDING DEC 31	8.41
138347	02/17/2009	CENTRAL STATES SALES	EYB BULBS	372.50
138348	02/17/2009	CHICAGO TRIBUNE	newspapers THRU 6/8/09 SPED	258.75
138349	02/17/2009	CITADEL INFORMATION MANAGEMENT	SERVICES THROUGH 11/30/08	247.00
138350	02/17/2009	CLIC	ADDITIONAL PREMIUM DUE FOR POLICY #AGC-1Q14-IL	790.00
138351	02/17/2009	COMCAST CABLE	BILLED FROM 1/9 - 2/8/09	99.90
138352	02/17/2009	COMP USA	Replace Monitor in engineer office damaged from roof leak	171.56
138353	02/17/2009	COMPREHENSIVE THERAPEUTICS	INVOICE DATE 12/31/08 FOR C. W.	3,860.66
138354	02/17/2009	CONDNE, JOHN	REIMB FOR NAB CONFERENCE & SHOW LAS VEGAS, NEVADA 4/18-22 AIRFARE & HOTEL DEPOSIT	525.19
138355	02/17/2009	CONRICK, TERESA	REIMB FOR CONFERENCE BUREAU OF ED & RESEARCH PRACTICAL STRATEGIES	199.00
138356	02/17/2009	CYBERGUYS/E-FILLIATE	TECH REPAIR PARTS	171.93
138356	02/17/2009	CYBERGUYS/E-FILLIATE	TECHNOLOGY SUPPLIES	229.00
138356	02/17/2009	CYBERGUYS/E-FILLIATE	TECHNOLOGY SUPPLIES	424.93
138357	02/17/2009	DATA MEDIA PRODUCTS	DVD's, Racks, Carrying Case & VHS Tapes	851.79
138358	02/17/2009	DEBRUIN, MARY	REIMB FOR REGISTRATION FEE - SCIENCE INFORMATION LITERACY FOR NON-SCIENTISTS 1/14/09	45.00
138359	02/17/2009	DELUXE BUSINESS CHECKS AND SOLUTION	DEPOSIT TICKET BOOKS - ACTIVITY LESS \$29.90 ON SHIPPING CHARGE	58.74
138360	02/17/2009	DRUGCARD, INC.	NETWORK CLAIMS JAN 1 - 15, 2009	37,013.41
138361	02/17/2009	E2 SERVICES	POWER SUPPLY	305.14
138361	02/17/2009	E2 SERVICES	SONIC WALL	630.00
138361	02/17/2009	E2 SERVICES	CONFIGURED TZ-170	800.00
138362	02/17/2009	EDVOTEK	Science Supplies	149.43

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138363	02/17/2009	EDWARD STAUBER WHOLESale	exterior door parts	339.25
138364	02/17/2009	ELMWOOD SUPPLY	Leonard valve repair kit	422.80
138365	02/17/2009	ENGRAVE-IT	4 BOOK CLOCKS ENGRAVED FOR MARTIN LUTHER KING WINNERS	184.42
138366	02/17/2009	FEDERAL EXPRESS CORP	JAN 14, 2009 INVOICE DATE	67.35
138367	02/17/2009	FISHER SCIENTIFIC	Science Supplies	23.30
138367	02/17/2009	FISHER SCIENTIFIC	Science Supplies	666.96
138368	02/17/2009	FOLLETT EDUCATIONAL SERVICES	2nd Sem.Bks	1,620.00CR
138368	02/17/2009	FOLLETT EDUCATIONAL SERVICES	RETURN AUTHORIZATION #RA 125740 RETURN OF ITEMS FROM INV#363986A PAID SEPT '08	1,597.05CR
138368	02/17/2009	FOLLETT EDUCATIONAL SERVICES	2nd Sem.Bks	1,620.00
138368	02/17/2009	FOLLETT EDUCATIONAL SERVICES	2nd Sem.Bks	3,694.40
138369	02/17/2009	FRANCZEK RADELET & ROSE	EXPENSES INCURRED THROUGH 12/31/08	3,258.38
138369	02/17/2009	FRANCZEK RADELET & ROSE	EXPENSES INCURRED THROUGH 12/31/08	13,450.56
138370	02/17/2009	FROSTLINE	Thermal Paper for Poster Printer	379.77
138371	02/17/2009	FSI PRINT	Student Permanent Record - 1,000 sheets (2000 cards) @ \$194.30/M ---Quote from Sue McClennan	226.73
138372	02/17/2009	GARLAND FLOWERS	ORDER #16179 AND #16180 GYMNASTICS & WRESTLING	79.50
138372	02/17/2009	GARLAND FLOWERS	ORDER #16084 SWIM	24.00
138373	02/17/2009	GEOVANES, JIM	REIMB FOR REGISTRATION OF TEACHING CERT IN COOK COUNTY	26.75
138374	02/17/2009	GOLDSTAR LEARNING, INC.	OpScan 4 OMR Scanner	1,845.00
138378	02/17/2009	GRAINGER	Open PO for HEATING AND VENTILATIONL (Oct 1st - Dec 31st 2008) Grainger	110.33
138378	02/17/2009	GRAINGER	Open PO for ELECRICAL (Oct 1st - Dec 31st 2008) Grainger	31.44
138378	02/17/2009	GRAINGER	Open PO for ELECRICAL (Oct 1st - Dec 31st 2008) Grainger	8.08
138378	02/17/2009	GRAINGER	Open PO for ELECRICAL (Oct 1st - Dec 31st 2008) Grainger	12.60
138378	02/17/2009	GRAINGER	Open PO for HEATING AND VENTILATIONL (Oct 1st - Dec 31st 2008) Grainger	291.52
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	12.72
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	27.27
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	32.95
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	12.87
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	5.20
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	300.21
138378	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	43.20
138378	02/17/2009	GRAINGER	Open PO for Light and Lamps	652.59

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138378	02/17/2009	GRAINGER	(Grainger Open PO for Light and Lamps	188.78
138378	02/17/2009	GRAINGER	(Grainger Open PO for Light and Lamps	254.16
138378	02/17/2009	GRAINGER	(Grainger Open PO for Light and Lamps	28.24
138378	02/17/2009	GRAINGER	(Grainger misc.	79.56
138379	02/17/2009	GRANZYK, LYNN	REIMB FOR SPED PROGRAM SUPPLIES	35.07
138380	02/17/2009	GREG LARSON SPORTS	Hockey Blades - BLUE	114.73
138380	02/17/2009	GREG LARSON SPORTS	Hockey Blades	114.73
138381	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	109.42
138381	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	95.00
138381	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	6.48
138381	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	6.48
138381	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	8.47
138382	02/17/2009	HARLEM DIVISION INC.	INVOICE #1106 DRIVERS ED REPAIR AND FOOD SERVICE GAS	209.34
138383	02/17/2009	HOME DEPOT CREDIT SERVICES	INVOICES #4121574, 1122364, 6106569 - B&G (W/O TAX AND #4010137 - ARTS ACTIVITY	255.57
138384	02/17/2009	IAASE MEMBERSHIP COMMITTEE	Conference Registration - 4 sped	1,100.00
138385	02/17/2009	IASA	SUBSCRIPTION RENEWAL INVOICE - HR	400.00
138386	02/17/2009	ILLINOIS SMALL COLLEGE PLACEMENT AS	REGISTRATION FOR TEACHER FEST 2009	130.00
138387	02/17/2009	INDIANA UNIVERSITY - NORTHWEST	CUST #OAK24914 WORKSHOPS FOR BOARD 11/13 & 12/11	883.60
138388	02/17/2009	INTEGRATED SYSTEMS CORPORATION	SKYWARD HOSTING FOR FEB 2009	1,100.00
138389	02/17/2009	INTOXIMETERS	200 MOUTHPIECES	55.50
138390	02/17/2009	J W PEPPER & SON, INC.	Sheet music	308.00
138390	02/17/2009	J W PEPPER & SON, INC.	Sheet music	70.00
138391	02/17/2009	KALMERTON, GAIL	REIMB FOR MEMORY STICK - SUPERINTENDENT SUPPLIES	18.99
138392	02/17/2009	KASIK, JOHN	REIMB FOR INSURANCE PREMIUM JAN 2009 PER FACULTY SENATE CONTRACT	175.36
138393	02/17/2009	KONICA-MINOLTA BUSINESS SOLUTIONS U	COPY SERVICE 12/9 - 1/9/2009	71.86
138394	02/17/2009	KOWALKOWSKI, JUDI	REIMB FOR PHONE USAGE DEC 11 - JAN 10	50.00
138395	02/17/2009	KRANZ INC.	FACIAL TISSUE	957.50
138395	02/17/2009	KRANZ INC.	FACIAL TISSUE	142.32
138395	02/17/2009	KRANZ INC.	Salt	1,182.46
138396	02/17/2009	KRONOS	Kronos Consulting	7,053.75
138396	02/17/2009	KRONOS	Kronos Consulting - Jan 22	165.00
138397	02/17/2009	LEXIS-NEXIS	BILLING PERIOD DEC 1 - DEC 31	400.00
138398	02/17/2009	LOCKE, ERIC	REIMB FOR FOOD FOR FREE/MUREE PROGRAMS	23.01
138399	02/17/2009	M G MECHANICAL PLUMBING SERVICES IN	WATER PIPE REPLACEMENT INVOICE DATED 1/12/09	42,030.00
138400	02/17/2009	MCCOY, JEANNE-O'NEIL	P/T FROM 12/15 - 12/19	1,105.00
138400	02/17/2009	MCCOY, JEANNE-O'NEIL	P/T FROM 1/5 - 1/9	1,170.00
138400	02/17/2009	MCCOY, JEANNE-O'NEIL	P/T FROM 1/12 - 1/16	1,105.00
138400	02/17/2009	MCCOY, JEANNE-O'NEIL	O/T	910.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138401	02/17/2009	MC MASTER-CARR SUPPLY CO	Carpentry	47.49
138402	02/17/2009	MEREDITH CULLIGAN WATER CO.	BILLING DATE 1/10/09	18.00
138402	02/17/2009	MEREDITH CULLIGAN WATER CO.	ACCT #007400 C & I DISPENSER	11.00
			RENTAL 1/11 - 2/7/09	
138402	02/17/2009	MEREDITH CULLIGAN WATER CO.	ACCT #007400 C & I DELIVERY	21.47
			ORDER #416376	
138402	02/17/2009	MEREDITH CULLIGAN WATER CO.	ACCT #254492 HEALTH SERVICES	8.00
			DISPENSER RENTAL	
138403	02/17/2009	NEOPOST	RATE CHANGE FOR SCALE	260.00
138404	02/17/2009	NORTHERN ILLINOIS UNIVERSITY	SCIENCE SEMINER - V. MARTINEK	190.00
			EVENT #9589	
138405	02/17/2009	HSBC BUSINESS SOLUTIONS	Grounds Equipment	533.22
138406	02/17/2009	OAK PARK TOWNSHIP YOUTH SERVICES	2ND QUARTER BILLING FOR YOUTH	6,266.84
			INTERVENTIONIST	
			INTERGOVERNMENTAL AGREEMENT	
			FOR OCT 1 - DEC 31	
138407	02/17/2009	OCE	MAINTENANCE FROM 1/1 -	25.00
			1/31/09	
138408	02/17/2009	OCE' IMAGISTICS, INC.	INVOICE DATE OF 1/14/09 FOR	1,359.29
			PERIOD 12/1 - 12/31/08	
138409	02/17/2009	OFFICE MAX CONTRACT, INC.	SPED OFFICE SUPPLIES	73.95
138409	02/17/2009	OFFICE MAX CONTRACT, INC.	SPED OFFICE SUPPLIES	22.82
138409	02/17/2009	OFFICE MAX CONTRACT, INC.	AUDITORIUM - SIGN HOLDER	29.92
138410	02/17/2009	OMBUDSMAN EDUCATIONAL SERVICES	ADDITIONAL DEC TUITION	1,300.00
138411	02/17/2009	ORGANIZATION OF AMERICAN HISTORIANS	NEW ASSOCIATE MEMBER - R.	55.00
			MERTZ	
138412	02/17/2009	PARAGON MOTOR CLUB	ANNUAL ROADSIDE ASSISTANCE	719.80
			COVERAGE	
138413	02/17/2009	PACE SUBURBAN BUS SERVICE	JANUARY PASSES SOLD IN	1,860.00
			BOOKSTORE	
138414	02/17/2009	PERFECTION LEARNING CORP	Books 2nd sem	273.63
138415	02/17/2009	PETERSON PIANO SERVICE	MUSIC REPAIRS 1/14/09	180.00
138416	02/17/2009	PETTY CASH, OPRFHS #200	REIMB OF BUSINESS OFFICE	329.41
			PETTY CASH	
138417	02/17/2009	PETTY CASH, OPRFHS #200	SCIENCE PETTY CASH REIMB	224.55
138418	02/17/2009	PIONEER PRESS	PUBLIC NOTICES AND BID	329.25
			NOTICES	
138418	02/17/2009	PIONEER PRESS	SPED PUBLIC NOTICES	10.50
138419	02/17/2009	PR MEDIA	FIRST QUARTER EDITION 2009 -	175.00
			ONE INSERTION	
138420	02/17/2009	PROTECTCO INC.	semi annualCleaning of	875.00
			Kitchen ducts and motors (	
			includes kettlestrings)	
138422	02/17/2009	QUILL CORP.	Message Pads & Pens	30.19
138422	02/17/2009	QUILL CORP.	Message Pads	7.72
138422	02/17/2009	QUILL CORP.	Science Supplies	213.53
138422	02/17/2009	QUILL CORP.	DURACELL AA BATTERIES	44.84
138422	02/17/2009	QUILL CORP.	Bulletin bars (2)	28.98
138422	02/17/2009	QUILL CORP.	Office Supplies	6.29
138422	02/17/2009	QUILL CORP.	OFFICE SUPPLIES	487.08
138422	02/17/2009	QUILL CORP.	CHALKBOARD ERASERS	155.52
138422	02/17/2009	QUILL CORP.	Office Supplies	8.99
138422	02/17/2009	QUILL CORP.	DATE STAMP - LIBRARY	6.34
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/28	285.00
			BENET SCHOOL	
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS J BASKETBALL 12/6 YORK	250.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/21 BENET	315.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/26 ST. JOSEPH	195.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 12/20 OSWEGO	405.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/24 ST. JOSEPH	195.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	CHEERLEADERS 11/24 LANE TECH	210.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 11/24 TRINITY	165.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	CHEERLEADERS 11/25 LANE TECH	220.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 11/25 TRINITY	165.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/22 ST. JOSEPH	225.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	MUSIC 11/22 DOWNERS GROVE SO	510.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 12/5 YORK	250.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS S BASKETBALL 12/5 YORK	280.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS FA BASKETBALL 12/5 YORK	305.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/21 ST. JOSEPH	225.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	CHEERLEADING 12/5 YORK	250.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/29 NAPERVILLE CENTRAL	395.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/19 TRINITY	195.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 11/19 TRINITY	195.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/19 TRINITY	165.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	SPED 10/23/08 NAVY PEIR	250.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 12/15 WHEATON WARRENVILLE SO	320.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FB BASKETBALL 12/15 DOWNERS GROVE NORTH	325.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 12/15 DOWNERS GROVE NORTH	295.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	ADOPT A FAMILY 12/11 UNITED LUTHERN CHURCH	135.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	SCIENCE 12/12 U OF CHICAGO HOSP	220.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	WORLD LANGUAGE 12/12 LINCOLN SQUARE - 2 BUSES	515.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	WORLD LANGUAGE 12/5 JAPAN INFORMATION CENTER	400.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	SCHOLASTIC BOWL 12/3 ADDISON TRAIL	250.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	MATH TEAM 12/4 BENET ACADEMY	315.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	DEBATE TEAM 12/5 THOMAS KELLY HS -CANCELLATION FEE	50.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	DEBATE TEAM 11/22 HOFFMAN ESTATES HS	600.00	
138439	02/17/2009	R & D BUS COMPANY, INC.	SPEECH TEAM 12/13 WILLOWBROOK HS	395.00	

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138439	02/17/2009	R & D BUS COMPANY, INC.	SPEECH TEAM 12/6 NEQUA VALLEY HS	580.00
138439	02/17/2009	R & D BUS COMPANY, INC.	HISTORY 12/10 CHICAGO HISTORY MUSEUM	365.00
138439	02/17/2009	R & D BUS COMPANY, INC.	HISTORY 12/12 CHICAGO HISTORY MUSEUM	290.00
138439	02/17/2009	R & D BUS COMPANY, INC.	SPED 12/12 MILLENIUM PARK	205.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V SWIM 12/6 BARRINGTON HS	640.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V SWIM 12/12 DOWNERS GROVE HS 2 BUSES	710.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS F WRESTLING 12/6 GLENBROOK SO HS	435.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V SWIM 12/9 FENWICK	105.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V SWIM 12/9 FENWICK - PICK UP	135.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V WRESTLING 12/12 DOWNERS GROVE HS - 2 BUSES	735.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS F WRESTLING 12/13 CONANT	410.00
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FB BASKETBALL 11/28 PROVISO WEST	245.00
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 11/28 ST. JOSEPH	195.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V WRESTLING 12/13 GLENBARD NO HS - 2 BUSES	930.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS S BASKETBALL 12/13 ST. CHARLES EAST	545.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS FA BASKETBALL 12/13 ST. CHARLES	545.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 12/13 ST. CHARLES	515.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 11/24 LANE TECH	210.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 11/25 LANE TECH	220.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 11/26 LANE TECH	215.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS FB BASKETBALL 11/28 PROVISO WEST	270.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS FA BASKETBALL 11/28 PROVISO WEST	245.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 11/28 LANE TECH	210.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS S BASKETBALL 11/28 PROVISO WEST	215.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS J1 WRESTLING 11/29 GLENBARD NORTH	490.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS F WRESTLING 11/29 PROVISO EAST	295.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS S BASKETBALL 11/29 PROVISO WEST	475.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS FA BASKETBALL 11/29 PROVISO WEST	215.00
138439	02/17/2009	R & D BUS COMPANY, INC.	BOYS V BASKETBALL 11/29 LANE TECH	245.00
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/22	425.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			NAPERVILLE CENTRAL	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 12/16	135.00
			FENWICK	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V GYMNASTICS 12/6	430.00
			ROLLING MEADOWS HS	
138439	02/17/2009	R & D BUS COMPANY, INC.	DRILL TEAM 12/7 MAINE SOUTH	395.00
			HS	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V GYMNASTICS 12/10	250.00
			LYONS TOWNSHIP	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V CHEERLEADING 12/13	560.00
			LINCOLNWAY NORTH	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V GYMNASTICS 12/13	375.00
			HINSDALE CENTRAL	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS FA BASKETBALL 12/13	250.00
			YORK	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 12/13	280.00
			YORK	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 12/13	280.00
			YORK	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 12/16	135.00
			FENWICK	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V BASKETBALL 11/25	395.00
			NAPERVILLE CENTRAL	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS V GYMNASTICS 11/25	245.00
			LEYDEN WEST	
138439	02/17/2009	R & D BUS COMPANY, INC.	GIRLS S BASKETBALL 11/26	165.00
			TRINITY	
138440	02/17/2009	R W SCHOOL SUPPLY	BOOKSTORE SUPPLIES	55.20
138441	02/17/2009	RIDDELL/ALL AMERICAN	BASEBALL BATTING HELMETS	638.78
138442	02/17/2009	RIVEREDGE HOSPITAL	11/25 - 12/10 8 DAYS FOR K.	400.00
			K.	
138443	02/17/2009	ROARING SPRING PAPER PRODUCTS	OPRFHS IMPRINTED FOLDERS	842.98
138444	02/17/2009	RUNYON, JOEL	REIMB FOR 11/14 - 1/16 SPED	88.87
			MORNING INCENTIVE BREAKFAST	
			ITEMS	
138445	02/17/2009	RUSH OAK PARK HOSPITAL	ROPH/OPRFHS WORK EXPERIENCE	28.15
			PROGRAM DEC MEALS	
138445	02/17/2009	RUSH OAK PARK HOSPITAL	ROPH/OPRFHS WORK EXPERIENCE	375.00
			PROGRAM DEC TRANSPORTATION	
138446	02/17/2009	SALKELD SPORTS INC, DIV OF KESSLER	INTRA-MURAL CHAMPION T-SHIRTS	169.49
138446	02/17/2009	SALKELD SPORTS INC, DIV OF KESSLER	BADMINTON SEASONAL EQUIPMENT	1,380.08
138447	02/17/2009	SECURATEX	BUILDING SECURITY 1/4 - 1/10	1,119.20
138448	02/17/2009	SOUTH SIDE CONTROL SUPPLY CO	Valve	106.27
138448	02/17/2009	SOUTH SIDE CONTROL SUPPLY CO	COMPRESSOR PARTS	19.60
138448	02/17/2009	SOUTH SIDE CONTROL SUPPLY CO	Valve	99.40
138448	02/17/2009	SOUTH SIDE CONTROL SUPPLY CO	HVAC Valve	98.00
138449	02/17/2009	STERICYCLE	JAN - MARCH '09	266.67
138450	02/17/2009	STANDARD STATIONERY SUPPLY CO	BOOKSTORE SUPPLIES	314.87
138450	02/17/2009	STANDARD STATIONERY SUPPLY CO	BOOKSTORE SUPPLIES	2,285.28
138451	02/17/2009	T-MOBILE	SERVICE FROM 12/17 - 1/16	84.88
138451	02/17/2009	T-MOBILE	SERVICE FROM 12/8/08 - 1/7/09	109.91
			CITE CELL PHONE	
138452	02/17/2009	TATE, CHRISTIE	STUDENT WITHDREW - D. T. -	175.00
			NEVER TOOK DRIVERS ED	
138453	02/17/2009	TECH UPGRADE	EPSON PROJECTOR LIGHT-ATHLETICS	274.50

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138454	02/17/2009	ULINE	BOOKSTORE SUPPLIES	168.37
138456	02/17/2009	UNITED PARCEL SERVICE	INVOICE DATE JAN 10	107.23
138456	02/17/2009	UNITED PARCEL SERVICE	ADDITIONAL CHARGE FOR 12/17 & WEEKLY SERVICE CHARGE	19.08
138456	02/17/2009	UNITED PARCEL SERVICE	SERVICE DATE 1/2	30.14
138456	02/17/2009	UNITED PARCEL SERVICE	SERVICE FROM 12/9 & 12/12	28.88
138456	02/17/2009	UNITED PARCEL SERVICE	SERVICE FROM 12/15 & 12/17	31.71
138457	02/17/2009	VALENTI, DAVE	REFUND FOR BOOK OBLIGATION - BOOK RETURNED	7.00
138458	02/17/2009	VINCENT, LISA	O/T	1,332.00
138458	02/17/2009	VINCENT, LISA	OTR/L FROM 1/12 - 1/16	2,196.00
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60281996 164-166 N EAST WATER & SEWER 12/9 - 1/6	217.36
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60288825 200 N EAST WATER & SEWER 12/9 - 1/6	520.52
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60288826 200 N EAST WATER 12/9 - 1/6	2.00
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60273799 200 N EAST WATER 12/9 - 1/6	2.00
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60288831 176 N EAST WATER & SEWER 12/9 - 1/6	429.00
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60189347 520 ONTARIO WATER & SEWER 12/9 - 1/6	514.80
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60273777 520 ONTARIO WATER & SEWER 12/9 - 1/6	549.12
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60331921 515 LAKE SPRINKLER WATER 12/9 - 1/6	2.00
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60288828 164-166 N EAST WATER & SEWER 12/9 - 1/6	74.36
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60281998 200 N EAST WATER & SEWER 12/9 - 1/6	463.32
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60259588 520 ONTARIO WATER & SEWER 12/9 - 1/6	177.32
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60189342 164-166 N EAST WATER, SEWER & REFUSE 12/9 - 1/6	3,372.76
138462	02/17/2009	VILLAGE OF OAK PARK	METER 60331936 201 N SCOVILLE DAY CARE WATER 12/11 - 1/5	6.00
138463	02/17/2009	VOGEL, MARY	REIMB FOR NATIONAL LATIN EXAMS PAYMENT	450.00
138464	02/17/2009	WEDNESDAY JOURNAL	WEDNESDAY JOURNAL RENEWAL 2-26-09 TO 2-26-10	20.00
138464	02/17/2009	WEDNESDAY JOURNAL	P. PRALE'S ONE YEAR SUBSCRIPTION	20.00
138464	02/17/2009	WEDNESDAY JOURNAL	PUBLIC NOTICE - HR RE: VETERAN'S DAY	104.00
138465	02/17/2009	WESTMONT INTERIOR SUPPLY HOUSE	CARPENTER SUPPLIES	388.40
138466	02/17/2009	WENINGER, ATTILA	REIMB FOR BOE PRES BREAKFAST	21.00
138466	02/17/2009	WENINGER, ATTILA	REIMB FOR AIRFARE - NAT'L CONF ON EDUCATION - SAN FRAN, FEB 18 - 22	339.20
138467	02/17/2009	WILSON, MARK	REIMB FOR PARENT VOLUNTEER GIFT CARDS	25.00
138468	02/17/2009	WORKPLUS OCCUPATIONAL HEALTH-RHC	JAN 2, 2009 INVOICE DATE M. D.	175.00
138468	02/17/2009	WORKPLUS OCCUPATIONAL HEALTH-RHC	SERVICE DATES 12/2008 - 4	600.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			PHYSICALS	
138469	02/17/2009	XEROX CORP	DEC BASE CHARGE - METER USAGE	1,384.10
			11/24 - 1/5	
138469	02/17/2009	XEROX CORP	DEC BASE CHARGE - METER USAGE	1,502.68
			11/24 - 1/5	
138470	02/17/2009	ZEPHYR CLEANERS	MARCHING BAND UNIFORM	300.00
			CLEANING	
138471	02/17/2009	HSBC BUSINESS SOLUTIONS	Grounds Equipment	533.22
138472	02/06/2009	ACCESS CREDIT UNION	Payroll accrual	50.00
138473	02/06/2009	CHEREDNYK, OLEH	Payroll accrual	152.78
138474	02/06/2009	CLERK OF COURT,	Payroll accrual	226.72
138475	02/06/2009	CONNECTICUT - CCSPC	Payroll accrual	390.00
138476	02/06/2009	FREEDMAN ANSELMO & LINDBERG	Payroll accrual	344.12
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	6,427.83
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	788.46
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	2,710.61
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	4,304.20
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	6,773.15
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	200.00
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	16,905.76
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	150.00
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	583.33
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	600.00
138477	02/06/2009	GATEKEEPER ADMINISTRATION & CONSULT	Payroll accrual	1,464.00
138478	02/06/2009	GLENN STEARNS CHAPTER 13 TRUSTEE	Payroll accrual	277.01
138479	02/06/2009	HANDLEY, IVETTE	Payroll accrual	120.00
138480	02/06/2009	HUNTER, CARLA	Payroll accrual	280.00
138481	02/06/2009	I R S	Payroll accrual	22,326.48
138481	02/06/2009	I R S	Payroll accrual	5,190.21
138481	02/06/2009	I R S	Payroll accrual	330.39
138481	02/06/2009	I R S	Payroll accrual	134,407.31
138481	02/06/2009	I R S	Payroll accrual	0.00
138481	02/06/2009	I R S	Payroll accrual	15,075.17
138481	02/06/2009	I R S	Payroll accrual	190.30
138481	02/06/2009	I R S	Payroll accrual	22,326.48
138481	02/06/2009	I R S	Payroll accrual	15,075.17
138481	02/06/2009	I R S	Payroll accrual	190.30
138482	02/06/2009	ILLINOIS DEPARTMENT OF HUMAN SERVIC	Payroll accrual	74.80
138483	02/06/2009	ILLINOIS MUNICIPAL RETIREMENT	Payroll accrual	216.35
138484	02/06/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	15,382.81
138484	02/06/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	64.95CR
138484	02/06/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	0.00
138484	02/06/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	30,417.27
138484	02/06/2009	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	128.43CR
138485	02/06/2009	IL STATE DISBURSEMENT UNIT	Payroll accrual	1,897.59
138485	02/06/2009	IL STATE DISBURSEMENT UNIT	Payroll accrual	923.08
138486	02/06/2009	NCBERS GROUP LIFE INS (#1985)	Payroll accrual	248.00
138487	02/06/2009	OPRFHS/FACULTY SENATE DUES	Payroll accrual	7,555.77
138488	02/06/2009	PHEAA	Payroll accrual	138.02
138489	02/06/2009	RIVER FOREST COMMUNITY CENTER	Payroll accrual	5,046.70
138490	02/06/2009	SEIU LOCAL 73	Payroll accrual	2.50
138490	02/06/2009	SEIU LOCAL 73	Payroll accrual	2,901.03
138491	02/06/2009	STATE OF ILLINOIS	Payroll accrual	241.99
138491	02/06/2009	STATE OF ILLINOIS	Payroll accrual	29,452.25
138491	02/06/2009	STATE OF ILLINOIS	Payroll accrual	25.00
138492	02/06/2009	T H I S	Payroll accrual	6,718.27

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138492	02/06/2009	T H I S	Payroll accrual	367.75
138492	02/06/2009	T H I S	Payroll accrual	82.42
138492	02/06/2009	T H I S	Payroll accrual	5,015.71
138492	02/06/2009	T H I S	Payroll accrual	71.59
138492	02/06/2009	T H I S	Payroll accrual	329.51
138493	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	245.50
138493	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	852.00
138493	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	1,892.50
138493	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	461.00
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	75,224.78
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	4,916.51
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	4,617.64
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	303.35
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	9.40
138494	02/06/2009	TEACHERS RETIREMENT SYSTEM	Payroll accrual	559.55
138495	02/06/2009	U.S. DEPART. OF EDUCATION	Payroll accrual	43.59
138495	02/06/2009	U.S. DEPART. OF EDUCATION	Payroll accrual	118.61
138496	02/17/2009	AJAX UNIFORM RENTAL	INVOICES FROM 1/2 - 1/30	540.74
			PLUS OLD INVOICE DATED	
			11/28/08	
138497	02/17/2009	ALPHA BAKING CO	INVOICES FROM 1/5 - 1/30	4,773.06
138498	02/17/2009	BECKER DAIRY	INVOICES FROM 1/8 - 1/29	2,207.59
138499	02/17/2009	CENTRAL CONTINENTAL BAKERY	INVOICES FROM 1/5 - 1/30	2,620.58
			PLUS OLD INVOICE CREDIT FROM	
			11/3/08	
138500	02/17/2009	COCA-COLA ENTERPRISES	INVOICES FROM 1/5 - 1/29	15,718.13
138501	02/17/2009	COZZINI BROTHERS INC	INVOICES FROM 1/8 AND 1/22	59.00
138502	02/17/2009	DI NICO'S PIZZA	INVOICES FROM 1/9 - 1/30	1,239.75
138503	02/17/2009	DOMINO'S PIZZA	INVOICES FROM 1/5 AND 1/12	793.00
138504	02/17/2009	FOX RIVER FOODS, INC.	INVOICES FROM 1/5 - 1/29	100,532.95
138505	02/17/2009	GEPPETTO'S	INVOICES FROM 1/7 - 1/28	1,935.00
138506	02/17/2009	GREAT AMERICAN BAGEL	INVOICES FROM 1/5 - 1/30	692.10
138507	02/17/2009	GUSSY'S SLUSHIES	INVOICES FROM 1/8 AND 1/27	894.00
138508	02/17/2009	KAY'S BAKERIES, LTD.	INVOICES FROM 1/23	1,096.30
138509	02/17/2009	LANTER DISTRIBUTING	INVOICES FROM 1/16	842.10
138510	02/17/2009	LIFESTYLE BEVERAGES, INC.	INVOICES FROM 1/8 AND 1/26	579.00
138511	02/17/2009	PEPSICO CHILLED DSD	INVOICES FROM 1/8 - 1/29	2,156.88
138512	02/17/2009	SUBWAY	INVOICES FROM 1/6 - 1/29	1,224.60
138513	02/17/2009	VISTAR OF ILLINOIS	INVOICES FOR 1/27	6,986.25
138514	02/17/2009	WISEPAK	INVOICES FOR 1/5 - 1/30	1,496.99
138515	02/17/2009	A R T STUDIO CLAY CO	Clay and other supplies	328.96
138515	02/17/2009	A R T STUDIO CLAY CO	Clay and other supplies	2.69
138516	02/17/2009	AAA SAW & TOOL SERVICE AND SUPPLY C	SHARPEN SAW BLADES FOR	50.20
			CARPENTERS	
138517	02/17/2009	ACACIA ACADEMY	DEC TUITION T. C.	1,511.55
138517	02/17/2009	ACACIA ACADEMY	DEC TUITION K. L.	1,511.55
138517	02/17/2009	ACACIA ACADEMY	DEC TUITION N. W.	1,511.55
138517	02/17/2009	ACACIA ACADEMY	DEC TUITION A. H.	1,007.70
138517	02/17/2009	ACACIA ACADEMY	DEC TUITION S. R.	1,511.55
138517	02/17/2009	ACACIA ACADEMY	NOV TUITION A. H.	503.85
138518	02/17/2009	ACT INSTITUTIONAL SERVICES	ACT Electronic Score	250.00
			reporting	
138519	02/17/2009	ACTEVA	REGISTRATION FEE FOR STEVE	89.00
			SCHWARTZ CASE CONFERENCE -	
			COUNCEIL FOR AMERICAN STUDIES	
			EDUCATION 2/27/09 @ CHICAGO	

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
			HISTORY MUSEUM	
138520	02/17/2009	ADMINISTRATION RESOURCES CORPORATIO	INVOICE FROM 11/15/07 FOUND	79.10
			TO BE UNPAID	
138521	02/17/2009	AHLBERG, JUSTIN	JUDGING FEES FOR FEB 11 -	200.00
			MUSIC	
138522	02/17/2009	AQUA PURE ENTERPRISES, INC.	Open PO for pool chemical (to	659.25
			June 30th 2009)	
138523	02/17/2009	ASSISTIVE TECHNOLOGIES, INC.	Dragon Naturally Speaking V10	209.99
			Preferred	
138524	02/17/2009	AT&T	SERVICE DEC 29 - JAN 28	1,766.07
138524	02/17/2009	AT&T	SERVICE FROM DEC 17 - JAN 16	112.88
138524	02/17/2009	AT&T	SERVICE FROM DEC 17 - JAN 16	74.52
138524	02/17/2009	AT&T	SERVICE FROM DEC 17 - JAN 16,	552.46
			2009	
138524	02/17/2009	AT&T	SERVICE FROM DEC 17 - JAN 16,	176.45
			2009	
138525	02/17/2009	AT&T LONG DISTANCE	SERVICE FROM DEC 19 - JAN 18	977.50
138526	02/17/2009	ATLAS REFRIGERATION	REPAIRS ON ICE CREAM MACHINE	512.50
138527	02/17/2009	AUSTRIA, EARL	REIMB FOR ANNUAL RENEWAL OF	67.10
			WEB HOSTING FOR ILL NWPA	
			WEBSITE	
138528	02/17/2009	AYERS, MARK	GAME DATE 1/19 GBKT	45.00
138529	02/17/2009	BANC OF AMERICA LEASING	BILLING PERIOD 2/4 - 2/28	5,633.48
138530	02/17/2009	BARBAKAM LLC.	BOOKSTORE SUPPLIES	1,007.44
138531	02/17/2009	BARNABY, ANGELA	JUDGING FEES FOR 1/17, 1/24,	420.00
			1/31	
138532	02/17/2009	BATISTA, SR., EFRAIN	GAME DATE 1/22 GBKT	45.00
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	77.76CR
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1.14CR
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	139.36
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	278.00
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,887.00
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	7.77CR
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	34.56
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	34.56CR
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	34.56
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	652.08
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,988.64
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	565.54
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	408.63
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	7.77
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	348.32
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,074.68
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	77.76
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	8.56
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	8.56CR
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,946.00
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,848.96
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	810.38
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1.14
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	81.20
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	1,301.34
138536	02/17/2009	BLICK ART MATERIALS	BOOKSTORE SUPPLIES	989.89
138537	02/17/2009	BLUE CAB	DETAIL FOR ACCT #161008 FROM	1,200.00
			1/12 - 1/23 S. B.	
138537	02/17/2009	BLUE CAB	3 TRIPS M. H. 12/30 - 1/9	120.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138537	02/17/2009	BLUE CAB	4 TRIPS M. H. 1/14 - 1/23	160.00
138538	02/17/2009	BOSS ONLINE, INC.	1 box of business cards for Tom Demas 1 box of business cards for Frank Kennedy	57.00
138539	02/17/2009	BRODART CO. LIBRARY SUPPLIES	HISTORICAL DOCUMENTS OF 2007	182.75
138540	02/17/2009	BREHM PREPARATORY SCHOOL	DEC TUITION & R&B J. M.	4,501.53
138540	02/17/2009	BREHM PREPARATORY SCHOOL	DEC TUITION & R&B E. L.	4,501.53
138541	02/17/2009	CAMELOT SCHOOLS, LLC	TUITION I. B.	3,998.40
138542	02/17/2009	CANFIELD, GREG	GAME DATE 1/31 GBKT	83.00
138543	02/17/2009	CARLETON OF OAK PARK	GUEST J. DIAMOND 1/25 - 1/26	157.30
138544	02/17/2009	CAPONIGRI, LARRY	GAME DATE 1/19 GBKT	55.00
138545	02/17/2009	CAROLINA BIOLOGICAL SUPPLY	SCIENCE SUPPLIES	26.95
138546	02/17/2009	CARDENAS, OCTAVIO	GAME DATE 9/18 GIRLS SOCCER	60.00
138547	02/17/2009	CARLSEN'S ELEVATOR SERVICE	MONTHLY MAINTENANCE INVOICE DATE 1/22/09	345.00
138548	02/17/2009	CARLSON, HILARY	GAME DATE 1/16 GGYM	84.00
138549	02/17/2009	CARRILLO, ROBERTO	JUDGING FEES FOR FEB 11 - MUSIC	200.00
138550	02/17/2009	CARVALHO, ALLISON	JUDGING FEES FOR 1/17, 1/24, 1/31	325.00
138551	02/17/2009	CASTLETON PAPER	BOOKSTORE SUPPLIES	84.10
138552	02/17/2009	CASTON-HOSEY, LAKETA	GAME DATE 2/3 GBKT	45.00
138553	02/17/2009	CHADDOCK	DEC TUITION M. B.	2,327.55
138554	02/17/2009	CHENEY, ELIZABETH	JUDGING FEES FOR 2/7	150.00
138555	02/17/2009	CHILDBOOK.COM	Chinese readers	39.90
138556	02/17/2009	CHICAGO METROPOLITAN FIRE	SEMI-ANNUAL KITCHEN SERVICE	319.15
138557	02/17/2009	CHINA SPROUT	Chinese classroom materials	78.80
138558	02/17/2009	CLARK, TOM	GAME DATE 1/23 BBKT	70.00
138558	02/17/2009	CLARK, TOM	GAME DATE 1/30 BBKT	70.00
138559	02/17/2009	CLEMENT, EARL	GAME DATE 1/19 GBKT	55.00
138559	02/17/2009	CLEMENT, EARL	GAME DATE 2/3 GBKT	55.00
138560	02/17/2009	COMCAST CABLE	BILLED FROM 2/1 - 2/28	147.95
138561	02/17/2009	COMMUNITY HIGH SCHOOL DISTRICT 117	M. R. - 7 DAYS	854.84
138562	02/17/2009	CULBERTSON, BOB	GAME DATE 1/24 WR	195.00
138563	02/17/2009	CULBERTSON, NATHAN	GAME DATE 1/24 WR	195.00
138564	02/17/2009	CURRIE MOTORS CHEVROLET	STATEMENT DATE DEC 31. 2008	9,729.56
138564	02/17/2009	CURRIE MOTORS CHEVROLET	DRIVERS ED OIL CHANGE	62.00
138564	02/17/2009	CURRIE MOTORS CHEVROLET	DRIVERS ED OIL CHANGE	62.00
138564	02/17/2009	CURRIE MOTORS CHEVROLET	DRIVERS ED OIL CHANGE	62.00
138565	02/17/2009	DAGGETT, CHRISTINE	REIMB FOR ACT PRE-TEST FOOD 1/29	27.55
138566	02/17/2009	DAVIS, BRIAN	REIMB FOR FLASH WEBSITE DEVELOPEMENT BOOKS	77.02
138567	02/17/2009	DELTA DENTAL PLAN OF ILLINOIS	RECONCILIATION BILL FOR 1/1 - 1/31/09	35,515.16
138568	02/17/2009	DISCOVERY EDUCATION	Spanish DVDs	664.15
138569	02/17/2009	DME ACCESS, INC	Handicapp elevator repairs	1,860.00
138570	02/17/2009	DONOGHUE, SUE	REIMB FOR SUMMER READ - INCOMING FRESHMAN	16.99
138571	02/17/2009	DRESSEL'S ACE HARDWARE	OPEN ACCOUNT REQUISITION FOR MISC ITEMS ON ACCOUNT	8.81
138572	02/17/2009	DRESHSEL, TIM	GAME DATE 1/29 BBKT	83.00
138573	02/17/2009	DRUGCARD, INC.	NETWORK CLAIMS JAN 16 - 31	44,454.82
138574	02/17/2009	DUNBAR ARMORED, INC.	JAN SERVICE	541.71
138575	02/17/2009	DUPAGE ROE PROFESSIONAL DEVELOPMENT	SEMINARS THROUGHOUT 08-09 M. RUBINOW 1/26	75.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138575	02/17/2009	DUPAGE ROE PROFESSIONAL DEVELOPMENT	SEMINARS THROUGHOUT 08-09 C. RULIS 1/26	75.00
138576	02/17/2009	E2 SERVICES	SNAP SERVER SUPPORT QUOTE E2Q1020	589.90
138576	02/17/2009	E2 SERVICES	QUOTE E2SQ1029	118.00
138576	02/17/2009	E2 SERVICES	HP PROLIANT SERVER RAM	673.88
138576	02/17/2009	E2 SERVICES	E2SQ1043 SONICWALL	866.63
138577	02/17/2009	EDUCATIONAL MANAGEMENT CONSULTING,	SERVICE DATE 1/22/09 STUDENT C.S.	780.00
138578	02/17/2009	ELLIS, AMOS	GAME DATE 1/30 BBKT	45.00
138579	02/17/2009	ESPOSITO, BRIGID	REIMB FOR AAPT REGISTRATION FEE - FEB 12 - 16	358.00
138580	02/17/2009	FARLEY, KYLE	REIMB FOR SCHOLASTIC BOWL GAS FOR VAN 1/24	20.00
138581	02/17/2009	FAMILY SERVICE & MENTAL HEALTH	JAN COUNSELOR & RESOURCE MANAGERS	29,183.70
138582	02/17/2009	FATTES, AL	GAME DATE 1/19 GBKT	45.00
138583	02/17/2009	FEDERAL EXPRESS CORP	INVOICE DATE JAN 28 - BUSINESS OFFC	36.01
138583	02/17/2009	FEDERAL EXPRESS CORP	INVOICE DATE JAN 21 - TV STUDIO	20.69
138584	02/17/2009	FELLINGER, DAVE	GAME DATE 1/24 WR	195.00
138585	02/17/2009	FIGATNER SCOTT CO	Open Purchase Order for Paint Supplies	157.95
138586	02/17/2009	FLINN SCIENTIFIC	SCIENCE SUPPLIES	10.74
138587	02/17/2009	FRANKLIN, AKISHA	GAME DATE 1/27 GBKT	83.00
138588	02/17/2009	GANCZEWSKI, CHRIS	GAME DATE 12/21	45.00
138589	02/17/2009	GARLAND FLOWERS	ATHLETICS RETIREES - ORDER #16437	42.00
138590	02/17/2009	GENESIS EMPLOYEE BENEFITS INC.	CLAIMS PROCESSING STATEMENT DATE 1/31	240.80
138591	02/17/2009	GIDDINGS, SCOTT	JUDGING FEES 1/31	120.00
138592	02/17/2009	GINKA, GARY	GAME DATE 1/31 GBKT	55.00
138595	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	45.96
138595	02/17/2009	GRAINGER	Open PO for Light and Lamps (Grainger	50.52
138595	02/17/2009	GRAINGER	Open PO for Light and Lamps (Grainger	418.92
138595	02/17/2009	GRAINGER	AA Batteries for Boardroom Mics	101.76
138595	02/17/2009	GRAINGER	Open PO for ELECRICAL (Oct 1st - Dec 31st 2008) Grainger	77.67
138595	02/17/2009	GRAINGER	Open PO for HEATING AND VENTILATION (Oct 1st - Dec 31st 2008) Grainger	151.90
138595	02/17/2009	GRAINGER	Open PO for PLUMBING (Oct 1st - Dec 31st 2008) Grainger	109.81
138595	02/17/2009	GRAINGER	Open PO for Light and Lamps (Grainger	7.07CR
138595	02/17/2009	GRAINGER	Open PO for Light and Lamps (Grainger	19.61
138596	02/17/2009	GRAND PRAIRIE TRANSIT	PERIOD 1/1 - 1/31	79,683.27
138597	02/17/2009	GREG LARSON SPORTS	RED DOM REPLACEMENT BLADES	114.73
138597	02/17/2009	GREG LARSON SPORTS	RETURN OF HOCKEY BLADES	142.13CR
138597	02/17/2009	GREG LARSON SPORTS	RED DOM REPLACEMENT BLADES	114.73

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	101.72
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	6.72
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	6.72
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	126.72
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	151.72
138598	02/17/2009	GREEN MILL RADIO SUPPLY, INC	Radio Repair & Maintenance	6.72
138599	02/17/2009	GROSS, REID	GAME DATE 1/31 GBKT	45.00
138600	02/17/2009	GROSSER, WILLIAM	REIMB FOR SCIENCE - NEW TEACHERS' MEETING FOOD	92.60
138601	02/17/2009	GUTGSELL, JACK	GAME DATE 1/31 BBKT	45.00
138601	02/17/2009	GUTGSELL, JACK	GAME DATE 2/3 GBKT	55.00
138602	02/17/2009	HARRIS BANK NAPERVILLE	INVOICE DATE OF 2/1/2009	813.28
138603	02/17/2009	HEALTHCARE SERVICE CORPORATION	BLUE CROSS/BLUE SHIELD PPO BILL - CLAIMS FROM 1/1 - 1/31	171,686.93
138604	02/17/2009	HINSDALE HIGH SCHOOL DISTRICT 86	REGISTRATION FOR BILL GROSSER - NANO TECHNOLOGY WORKSHOP FEB 27, SESSION S3-1	25.00
138605	02/17/2009	HILL, WAYNE	GAME DATE 1/23 BBKT	83.00
138606	02/17/2009	HOLIDAY CAR AND TRUCK RENTAL	2 VANS RENTAL - CHEERLEADING REGIONAL COMPETITION 1/31/09	208.35
138607	02/17/2009	HOME DEPOT CREDIT SERVICES	frige	558.00
138608	02/17/2009	HSBC BUSINESS SOLUTIONS	Grounds Equipment	2,491.18
138609	02/17/2009	IDEAS UNLIMITED SEMINARS, LLC	P. WARREN ATTENDEE "CHANGING STUDENT BEHAVIORS" 11/19/08	199.00
138610	02/17/2009	ILLINOIS DEPARTMENT OF REVENUE	REMITTANCE OF SALES TAX COLLECTED BY BOOKSTORE JAN 2009	4,589.00
138611	02/17/2009	ILLINOIS HIGH SCHOOL LACROSSE ASSOC	PAYMENT OF ASSOCIATION FEE FOR BOYS LACROSSE	750.00
138612	02/17/2009	INDUSTRIAL APPRAISAL COMPANY	FACS SUPPORT AND MAINTENANCE FEE	250.00
138613	02/17/2009	ISDA	T. MARR AND A. WALTON ISDA CONFERENCE	550.00
138614	02/17/2009	J W PEPPER & SON, INC.	Sheet music	130.00
138614	02/17/2009	J W PEPPER & SON, INC.	Sheet music	70.00
138614	02/17/2009	J W PEPPER & SON, INC.	Sheet music	70.00
138614	02/17/2009	J W PEPPER & SON, INC.	Sheet music	77.99
138614	02/17/2009	J W PEPPER & SON, INC.	Sheet music	50.00
138615	02/17/2009	JAFFE, YALE	GAME DATE 1/30 GBKT	55.00
138616	02/17/2009	JEWISH CHILD & FAMILY SERVICES	DEC TUITION M. M.	3,282.00
138616	02/17/2009	JEWISH CHILD & FAMILY SERVICES	DEC TUITION A. D.	3,282.00
138616	02/17/2009	JEWISH CHILD & FAMILY SERVICES	DEC TUITION K. E.	3,282.00
138617	02/17/2009	KAMP, KRIS	GAME DATE 1/24 WR	195.00
138618	02/17/2009	KAVUU, ANITA	JUDGING FEES 1/10 AND 1/17	225.00
138619	02/17/2009	KLEIN, RICH	GAME DATE 1/23 BBKT	45.00
138619	02/17/2009	KLEIN, RICH	GAME DATE 1/26 BBKT	45.00
138620	02/17/2009	KLOET, TONY	GAME DATE 1/26 BBKT	45.00
138620	02/17/2009	KLOET, TONY	GAME DATE 1/31 BBKT	45.00
138621	02/17/2009	KNUTSON, FRANK	GAME DATE 1/30 GBKT	45.00
138622	02/17/2009	KOVACEK, DUANE	JUDGING FEE 1/20 & 1/24	330.00
138623	02/17/2009	KRANZ INC.	Custodial Supplies	118.18
138623	02/17/2009	KRANZ INC.	CUSTODIAL SUPPLIES	104.10
138623	02/17/2009	KRANZ INC.	CUSTODIAL SUPPLIES	6,469.32
138624	02/17/2009	KREBS, KATHY	GAME DATE 12/19 GGYM	84.00
138625	02/17/2009	LAGONI, JAMES	GAME DATE 1/31 GBKT	55.00
138626	02/17/2009	LANDEROS, CHUCK	GAME DATE 1/25 GBKT	83.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138626	02/17/2009	LANDEROS, CHUCK	GAME DATE 1/24 GBKT	45.00
138627	02/17/2009	LAYER, WAYNE	GAME DATE 1/23 BBKT	55.00
138628	02/17/2009	LEE, CHRISTOPHER	GAME DATE 1/24 WR	85.00
138629	02/17/2009	LEE, CLARA	REFUND OF TUITION FOR ACT TEST PREP CLASS A. L. WITHDREW	215.00
138630	02/17/2009	LEE, JAMES	GAME DATE 1/30 GBKT	83.00
138631	02/17/2009	LEFEVRE, LYN	REIMB FOR WSC SWIM COACHES MTG FOOD	59.45
138632	02/17/2009	LENOIR, GIA	REIMB FOR TRAVEL EXP - SKYWARD STEERING COMMITTEE BLOOMINGTON, JAN '09	151.25
138633	02/17/2009	LENOVO, USA	LENOVO THINKPAD (FACULTY SENATE)	499.00
138634	02/17/2009	LINDEN OAKS HOSPITAL	DEC TUITION - 4 DAYS - C. A.	160.00
138635	02/17/2009	LIVERIS, RANDY	GAME DATE 1/19 GBKT	55.00
138636	02/17/2009	MADISON, JOE	GAME DATE 2/3 GBKT	55.00
138637	02/17/2009	MARKS, JOSEPH	GAME DATE 2/3 GBKT	83.00
138638	02/17/2009	MAZIARKA, MICHAEL	GAME DATE 1/30 BBKT	55.00
138639	02/17/2009	MILLER, MARK	GAME DATE 1/24 WR	195.00
138640	02/17/2009	NIELSEN, GLEN	GAME DATE 2/3 GBKT	83.00
138641	02/17/2009	PALASH, CARL	GAME DATE 1/24 GBKT	45.00
138642	02/17/2009	PATTERSON, DAVID	GAME DATE 1/30 BBKT	55.00
138642	02/17/2009	PATTERSON, DAVID	GAME DATE 1/22 GBKT	45.00
138643	02/17/2009	PIER, CONNIE	GAME DATE 1/30 GBKT	55.00
138644	02/17/2009	POSTMASTER, OAK PARK	PERMIT #2113 PUBLIC MAILINGS	5,000.00
138645	02/17/2009	POWELL, HARRY	GAME DATE 1/24 WR	85.00
138646	02/17/2009	ROBBINS, TIM	GAME DATE 1/23 BBKT	55.00
138647	02/17/2009	ROBERTS, BILL	GAME DATE 1/23 BBKT	55.00
138648	02/17/2009	ROGERS, DERRICK	GAME DATE 1/23 BBKT	83.00
138648	02/17/2009	ROGERS, DERRICK	GAME DATE 1/30 BBKT	45.00
138649	02/17/2009	SIEGEL, JEFF	GAME DATE 1/30 BBKT	55.00
138650	02/17/2009	STRAND, JANIA	GAME DATE 1/16 WR	91.00
138651	02/17/2009	STRAND, STANLEY	GAME DATE 1/16 WR	99.00
138652	02/17/2009	VANDERMOON, SCOTT	GAME DATE 1/23 BBKT	45.00
138653	02/17/2009	VELARDE, VINCENTE	GAME DATE 1/29 BBKT	83.00
138654	02/17/2009	WACKER, RICHARD	GAME DATE 1/27 GBKT	83.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 1/23 BBKT	70.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 1/30 BBKT	35.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 1/19 GBKT	35.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 1/30 GBKT	35.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 1/31 GBKT	70.00
138655	02/17/2009	WAGNER, TIM	GAME DATE 2/3 GBKT	70.00
138656	02/17/2009	WALLACE, RAY	GAME DATE 1/30 GBKT	83.00
138657	02/17/2009	WASHO, JENNIFER	GAME DATE 1/30 GBKT	55.00
138658	02/17/2009	WIESNETH, JACK	GAME DATE 1/24 WR	195.00
138659	02/17/2009	WILKEY, MIKE	GAME DATE 1/24 WR	195.00
138660	02/17/2009	WILSON, RANDY	GAME DATE 1/31 GBKT	55.00
138661	02/17/2009	WINKLER SR., KIRK	GAME DATE 1/31 GBKT	45.00
138662	02/17/2009	WYSOCKI, ED	GAME DATE 1/30 GBKT	45.00
138663	02/17/2009	HEALTHCARE SERVICE CORPORATION	BLUE CROSS/BLUE SHIELD HMO BILL FOR 2/1 - 2/28	87,313.62
138664	02/17/2009	MAINE WEST HS	GIRLS VOLLEYBALL VARSITY PUMPKIN TOURNAMENT	400.00
138665	02/17/2009	MARKS PEST CONTROL CO	INtegrated pest control (annual basis)	356.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138666	02/17/2009	MCCOY, JEANNE-O'NEIL	P/T FROM 1/26 - 1/30	1,105.00
138667	02/17/2009	MC MASTER-CARR SUPPLY CO	Carpentry	52.66
138668	02/17/2009	MECK PRINTING	Academic Catalog 2009-2010 printing	6,112.00
138669	02/17/2009	MEREDITH CULLIGAN WATER CO.	MATH DIVISION #7395 INVOICE DATE 1/21/09	22.45
138669	02/17/2009	MEREDITH CULLIGAN WATER CO.	ROOM #104 #7430 INVOICE DATE 1/15/09	21.47
138669	02/17/2009	MEREDITH CULLIGAN WATER CO.	MATH DIVISION #7395 INVOICE DATE 1/30/09	21.47
138669	02/17/2009	MEREDITH CULLIGAN WATER CO.	SOFTENER SALT	73.91
138670	02/17/2009	MENARDS	B&G HARDWARE	4.47
138671	02/17/2009	MIDAMERICAN ENERGY COMPANY	BILLING PERIOD 12/15 - 1/20	54,811.85
138672	02/17/2009	MILLER LAUNDRY SYSTEMS	Replacement Washing Machine	645.00
138673	02/17/2009	MONEY	1 YR SUBSCRIPTION BUS ED DEPT - N. BARDO	10.00
138674	02/17/2009	MOTION INDUSTRIES	PARTS	1,296.51
138675	02/17/2009	MUSIC & ARTS CENTER	Instrument repairs	70.00
138675	02/17/2009	MUSIC & ARTS CENTER	Instrument repairs	106.50
138675	02/17/2009	MUSIC & ARTS CENTER	Instrument repairs	124.50
138675	02/17/2009	MUSIC & ARTS CENTER	Instrument repairs	55.00
138676	02/17/2009	NATIONAL FORENSIC LEAGUE	5 STUDENT MEMBERSHIPS	74.00
138677	02/17/2009	NEW HORIZON CENTER FOR THE	DEC TUITION 7 STUDENTS	34,722.08
138678	02/17/2009	NORTH CENTRAL COLLEGE	4TH ANNUAL DEMO NIGHT SHOW & DINNER FEB 24	50.00
138679	02/17/2009	OFFICE EQUIPMENT SALES	Name Plate	16.70
138679	02/17/2009	OFFICE EQUIPMENT SALES	Name Plate	23.05
138680	02/17/2009	OLD CASTLE GLASS	Glass	66.84
138680	02/17/2009	OLD CASTLE GLASS	Glass	282.41
138681	02/17/2009	PASCO SCIENTIFIC	Science Supplies	1,935.00
138682	02/17/2009	PBS HOME VIDEO	PO Request for DVD (Mertz)	19.94
138683	02/17/2009	PEP BOYS	5W30 OIL	98.18
138684	02/17/2009	PEPBOYS AUTO	Maintenance repairs on Blue Grounds Truck	888.18
138685	02/17/2009	PETTY CASH, OPRFHSO #200	REIMB BUSINESS OFFICE PETTY CASH	587.24
138685	02/17/2009	PETTY CASH, OPRFHSO #200	REIMB BUSINESS OFFICE PETTY CASH	353.44
138686	02/17/2009	PETTY CASH, OPRFHSO #200	REIMB MISC SCIENCE SUPPLIES	202.02
138687	02/17/2009	PHYSICS ACADEMIC SOFTWARE	EM Field 6 School License	356.75
138688	02/17/2009	PIONEER PRESS	INVOICE DATES JANUARY 2009	67.25
138689	02/17/2009	PODOLNER, MARA	JUDGING FEES FOR 1/10 & 1/17	240.00
138690	02/17/2009	POSITIVE PROMOTIONS	Materials for Black Professional Day (D. Leceane)	564.42
138691	02/17/2009	POSTMASTER, OAK PARK	PERMIT 2113 EXPIRATION DATE 2/22/09 FOR FIRST-CLASS PRESORT	180.00
138692	02/17/2009	POUST, BRIAN	JUDGING FEES 2/7	180.00
138692	02/17/2009	POUST, BRIAN	JUDGING FEES 1/10, 1/17, 1/24, 1/31	600.00
138693	02/17/2009	PRALE, PHILIP	REIMB FOR TRAVEL MILEAGE AND MEALS	282.91
138694	02/17/2009	PRINCIPAL LIFE	INSURANCE BILL FOR LIFE & LTD FROM 2/1 - 2/28/09	10,824.30
138695	02/17/2009	PSAT/NMSQT	2008 PSAT/NMSQT Remittance Report	7,809.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138696	02/17/2009	QUILL CORP.	ED SUPPLIES	51.98
138696	02/17/2009	QUILL CORP.	TAPE, CELLO, TRANS	5.39
138696	02/17/2009	QUILL CORP.	2 WIRELESS LASER POINTERS	79.98
138696	02/17/2009	QUILL CORP.	Special Education Office (Rm. 107) Supplies for Staffing Room	388.92
138697	02/17/2009	R & M SPECIALTIES	Tee Shirts	128.50
138698	02/17/2009	REGIONAL PUBLISHING CORP	TRAPEZE 4000 12PG INVOICE DATED 1/29	1,021.00
138699	02/17/2009	RICOH AMERICAS CORPORATION	COPY PAPER	1,883.60
138699	02/17/2009	RICOH AMERICAS CORPORATION	COPY PAPER	8,934.40
138700	02/17/2009	ROYAL PIPE & SUPPLY CO	Part	483.25
138701	02/17/2009	SALGADO, HENRY	JUDGING FEE FEB 11 - MUSIC	200.00
138702	02/17/2009	SALKELD SPORTS INC, DIV OF KESSLER'	BOYS TENNIS SEASONAL EQUIPMENT	1,316.61
138702	02/17/2009	SALKELD SPORTS INC, DIV OF KESSLER'	SOFTBALL SEASONAL EQUIPMENT	949.08
138702	02/17/2009	SALKELD SPORTS INC, DIV OF KESSLER'	BOOKSTORE SUPPLIES	643.50
138703	02/17/2009	SASED	FY09 DIAGNOSTIC PREBILL	504.00
138704	02/17/2009	SECURATEX	BUILDING SECURITY 1/11 - 1/17	1,108.71
138704	02/17/2009	SECURATEX	BUILDING SECURITY 1/25 - 1/31	1,115.70
138704	02/17/2009	SECURATEX	BUILDING SECURITY 1/18 - 1/24	1,119.20
138705	02/17/2009	SEXAUER	plumbing parts	34.71
138706	02/17/2009	SONIA SHANKMAN ORTHOGENIC	DEC TUITION & R&B - 4 STUDENTS	12,081.70
138707	02/17/2009	SOUTH SIDE CONTROL SUPPLY CO	Boiler part	532.47
138708	02/17/2009	SPRINT	ACCT#449573682 FROM DEC 27 - JAN 26	135.75
138709	02/17/2009	STEARNS, KATIE	JUDGING FEES 1/24 & 1/31	330.00
138710	02/17/2009	SUNDIN, BRIDGET	JUDGING FEES 1/17 & 1/24	270.00
138711	02/17/2009	SVEJDA, ANTHONY	REIMB FOR IMEA EXPENSES 1/28 - 1/31	220.18
138712	02/17/2009	T-MOBILE	SERVICE FROM 12/25 - 1/24	118.90
138713	02/17/2009	TIEN, EDDIE	REIMB FOR PAID BOOK OBLIGATION	24.00
138714	02/17/2009	TRV ENTERPRISES	TV repair	300.00
138714	02/17/2009	TRV ENTERPRISES	TV repair, maintenance, installation	250.00
138715	02/17/2009	U.S. POSTAL SERVICE	METER MACHINE NEOPOST #3361853 CMRS - POC CAROL STREAM	5,000.00
138716	02/17/2009	UNITED PARCEL SERVICE	INVOICE DATE JAN 24	26.25
138716	02/17/2009	UNITED PARCEL SERVICE	INVOICE DATE JAN 17	46.29
138717	02/17/2009	VINCENT, LISA	O/T	2,070.00
138717	02/17/2009	VINCENT, LISA	O/T FROM 1/26 - 1/30	2,070.00
138718	02/17/2009	WEST 40 INTERMEDIATE SERVICE CENTER	Registration for Dale Craft - Intro to Evaluation of Certified Staff workshop at West 40	275.00
138719	02/17/2009	WEDNESDAY JOURNAL	OPEN HOUSE 1/4 PAGE AD	300.00
138719	02/17/2009	WEDNESDAY JOURNAL	011289-00002 CUSTODIAL SVCS BID NOTICE	91.00
138720	02/17/2009	WENINGER, ATTILA	REIMB FOR DINNER W/ CONSULTANT FOR LEADERSHIP	119.62
138721	02/17/2009	WILLIAM BLAIR & COMPANY	FOR DISSEMINATION AGEN SERVICES FOR THE YEAR ENDING JUNE 30, 2007	2,750.00

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NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
138722	02/17/2009	WILLIAMS, DAN	JUDGING FEE - MUSIC FEB 11	200.00
138723	02/17/2009	WORLEY-HOOD, JAKE	JUDGING FEE - MUSIC FEB 11	200.00
138724	02/17/2009	XEROX CORP	1/5 - 1/23 METER USAGE MTE	1,502.68
			#026433	
138724	02/17/2009	XEROX CORP	1/5 - 1/23 METER USAGE	1,384.10
			MTE#026418	
138725	02/17/2009	XEROX CORP	BILLING PERIOD 7/1 - 12/30/08	13,186.27
138726	02/17/2009	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION	975.00
138726	02/17/2009	YELLOWSTONE BOYS AND GIRLS RANCH	DEC R&B - R. F.	6,805.43
138726	02/17/2009	YELLOWSTONE BOYS AND GIRLS RANCH	R & B - DEC M. W.	9,416.56
138726	02/17/2009	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION R. F.	910.00
138726	02/17/2009	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION	975.00
138727	02/17/2009	YOUTHLIGHT INC.	VIDEOS FOR FREE GROUP	71.80
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	274.02
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	634.27
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	12,636.82
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	244.95
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	5,285.16
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	1.49
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	394.80
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	333.46
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	454.39
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	276.04
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	5,789.51
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	460.90
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	1,450.58
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	805.00
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	218.46
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	32.50
138731	02/17/2009	MASTERCARD CORPORATE CLIENTS PAYMEN	FEBRUARY CC PAYMENT	260.43

Totals for checks 2,069,333.45

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	797,945.66	181.60	298,892.66	1,097,019.92
14	CAFETERIA FUND	11,943.32	0.00	147,183.11	159,126.43
15	BOOKSTORE FUND	2,686.23	6,449.00	34,983.49	44,118.72
20	OPERATIONS & MAINTENANCE	53,632.39	0.00	100,923.14	154,555.53
22	RESTRICTED BUILDING FUND	0.00	0.00	42,030.00	42,030.00
30	BOND & INTEREST FUND	0.00	0.00	2,750.00	2,750.00
40	TRANSPORTATION FUND	0.00	0.00	118,393.61	118,393.61
50	ILL MUN RET FUND	135,341.49	0.00	0.00	135,341.49
80	TORT IMMUNITY FUND	0.00	0.00	21,579.34	21,579.34
81	DENTAL SELF INSURANCE FUND	0.00	0.00	35,515.16	35,515.16
82	MEDICAL SELF INSURANCE FUND	0.00	0.00	253,483.47	253,483.47
84	ACTIVITY FUND	5,419.78	0.00	0.00	5,419.78
***	Fund Summary Totals ***	1,006,968.87	6,630.60	1,055,733.98	2,069,333.45

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

Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: John Allen, Board Member
Attila J. Weninger, Superintendent 

DATE: February 13, 2009

RE: Baldrige Organizational Assessment Proposal

BACKGROUND

As the Board is aware, we have been investigating and researching the Baldrige Organizational Assessment process over the past several months with the purpose of identifying a model that OPRFHS can use for systemic continuous improvement. To that end, we have identified a consultant, Todd Bloom, who has extensive, national experience with school districts in utilizing the Baldrige assessment process and in implementing improvement services. Todd and Blueprint Education Group LLC first came to our attention during a session on leadership succession conducted by Todd at the American Association of School Personnel Administrators (AASPA) national conference earlier in the fall. Over the succeeding months, we engaged Todd in telephone conference calls and emails and developed the attached proposal.

SUMMARY

First, we are attaching several documents for your review:

1. two, brief articles (back to back) from American Association of School Administrators (AASA) about the Baldrige process and awards (We are not seeking to apply for the award.);
2. *A Systems Perspective* – a graphical display of the assessment categories;
3. Education Criteria for Performance Excellence Framework;
4. six pertinent sections from the 2009-2010 Baldrige National Quality Program – Education Criteria for Performance Excellence. These six sections or categories are the basis of the process and comprise the substantive criteria in identifying where OPRFHS is performing well, in what areas improvements are necessary, and how we might address those areas of need. (The seventh category, Results, is not specifically identified because it is an embodiment of the first six, as Todd will explain in his presentation.); and
5. Blueprint Proposal.

Second, Todd has been invited to the Tuesday, February 16, 2009 Special Board Meeting (immediately following the Instruction Committee meeting) to present the proposal, process, and engage the Board in a discussion about them. We ask that each Board member make every effort to be present for this meeting.

Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

Third, typically the Baldrige process involves the Board and District and school administration; however, in our proposal development, we added at least two features which have not been used in other Baldrige school processes: broad stakeholder representation on the steering committee, and broad stakeholder involvement on each criterion team. These levels of involvement include Board members, administration, faculty, staff, students, and parents; in particular, student involvement is unique to this process. Our goal is to involve stakeholders who will develop buy-in and ownership of the process and improvement services.

Fourth, in February or March, at its Regular monthly meeting, we will be asking the Board to approve the proposal and to authorize the Administration to engage the services of Blueprint Education Group LLC in order to conduct the organizational assessment as provided in the proposal.

Finally, we have worked with Todd to retain the scope of work originally discussed and proposed while at the same time bring costs down, which Todd has done (10%+).

RECOMMENDATION

We recommend that the Board review the attached material and engage Todd Bloom from Blueprint Education Group LLC in a discussion regarding the proposal to provide an organizational assessment of OPRFHS.

Thank you for your consideration.

Todd Bloom, Ph.D. is Managing Partner of Blueprint Education Group LLC, a professional services company that provides research and consulting services to education organizations in the areas of organizational improvement and talent management.

Dr. Bloom also holds a part-time appointment as Chief Academic Officer at Student Paths, a Minnesota-based company that provides secondary curriculum programs focused on students' transition from high school to their post-secondary futures.

Prior to his appointment at Student Paths, Dr. Bloom served as Director of Software Applications and Support at Technology Information Education Sciences (TIES), a nonprofit educational technology organization in St. Paul, Minnesota. At TIES, Dr. Bloom led a team that developed and supported financial, human resource, and student information management systems used by over 40 Minnesota school districts.

Dr. Bloom has also served as the Director of Consulting for eSchool Solutions Inc. and Senior Professional Development Associate at Learning Point Associates. He started his education career as a teacher on the Navajo Indian Reservation.

Dr. Bloom is a frequent guest speaker to school districts, educational service agencies and state departments of education. Dr. Bloom's most recent book is entitled: Knowledge Management for School Districts (Blueprint Education Group, 2008).

Education: Ph.D., Educational Leadership, University of Wisconsin—Madison



Learning From Baldrige Winners

The Baldrige Award is given by the president to education, health care, proprietary and nonprofit organizations that apply and are judged to be outstanding in seven areas: leadership, strategic planning, customer and market focus, measurement, analysis and knowledge management, human resource focus, process management and results.

Since 2001, four public school systems have won the award: the Chugach School District in Anchorage, Alaska (2001), the Pearl River School District in Pearl River, N.Y. (2001), the Community Consolidated School District 15 in Palatine, Ill. (2003), and the Jenks Public Schools in Jenks, Okla. (2005).

The Baldrige process requires school system leaders to pay attention to interrelationships and interdependencies within their districts and the external systemic environments. But the Baldrige process does not automatically create transformational change because that kind of change requires educators in a school district to transform their dominant paradigm for educating students to a totally new paradigm. Transforming from an industrial-age paradigm for teaching and learning (that sorts students into groups, delivers one-size-fits-all instruction and requires a fixed amount of content to be taught in a fixed amount of time) to an information-age paradigm for instruction (that provides students with a customized learning experience that requires the attainment of predetermined education standards before allowing a student to move on and allows the student to move on as soon as the standard is reached) requires change leaders to adjust the Baldrige process. The desired outcome ought to be a transformed school system operating within a totally new paradigm for teaching and learning that's better aligned with the requirements of the information age.

Even though the Baldrige Award process does not automatically create transformational change in a school district, it can be used for that purpose. The educators in the Chugach School District in Alaska, under the leadership of Roger Sampson and Richard DeLorenzo, used the Baldrige process to transform their dominant instructional paradigm.

The Baldrige process seems to require educators to create systemic change along what I call change paths: Path 1, transform a district's relationship with its external environment; Path 2, transform a district's core and supporting work processes; and Path 3, transform a district's internal social infrastructure (organization culture, reward system, communication and so on). These same change paths must be followed to create and sustain systemic transformational change.

Complete details about the Baldrige award process for school systems are available at www.baldrige.nist.gov/Education_Criteria.htm.

— Frank Duffy

[Back to Strategic Communication During Times of Great Change](#)

[Return to Contents](#)

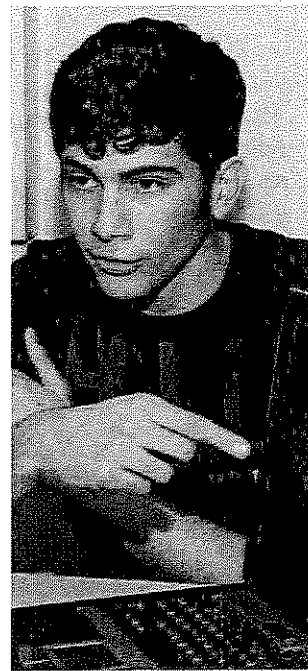
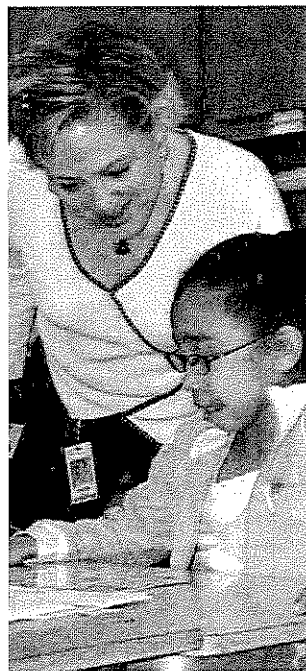
2009–2010

Baldrige National Quality Program

Education Criteria for Performance Excellence

leadership

ethics

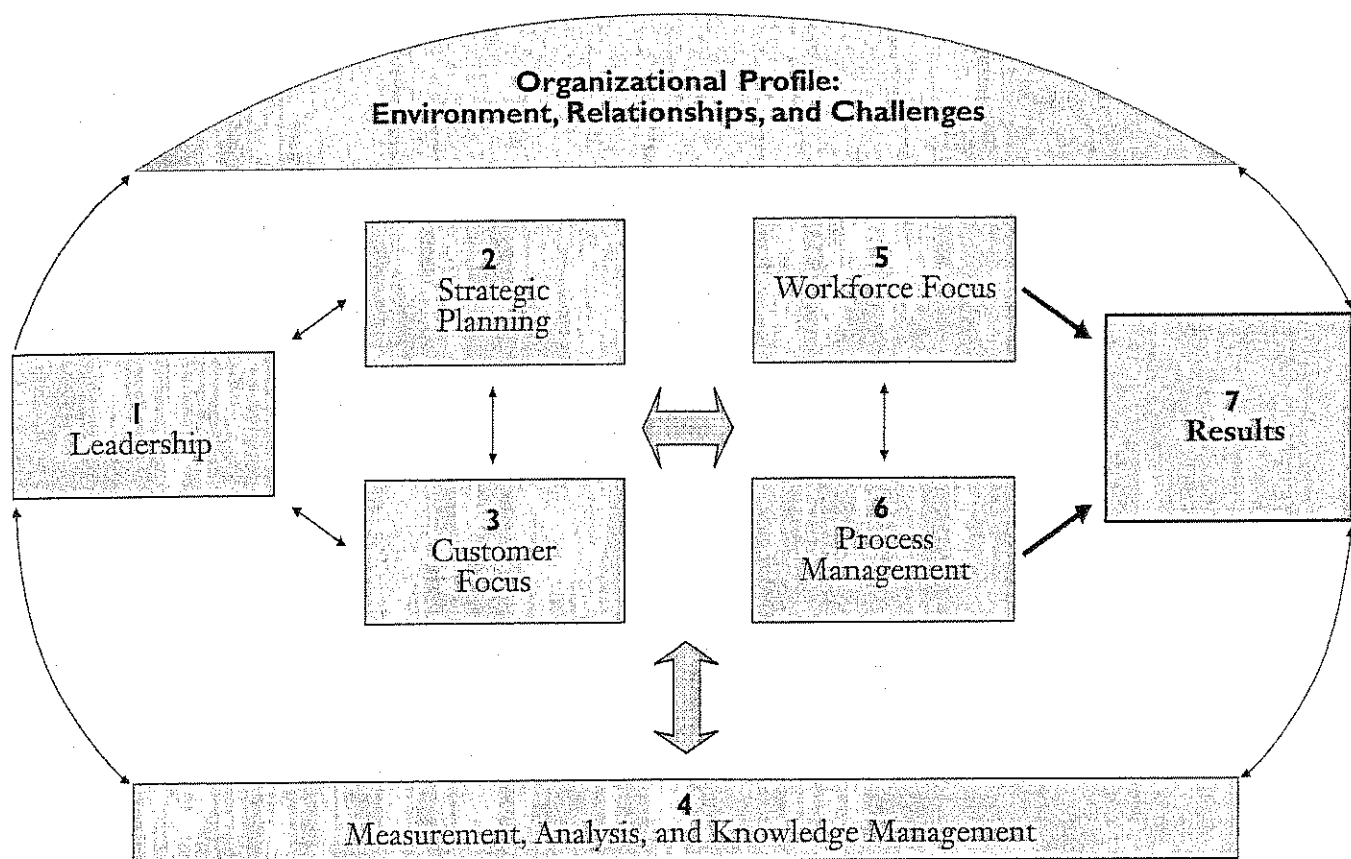


competitiveness



Performance Excellence and Innovation

Baldrige Education Criteria for Performance Excellence Framework A Systems Perspective



EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE FRAMEWORK

The requirements of the Education Criteria for Performance Excellence are embodied in seven Categories, as follows:

- 1 Leadership**
- 2 Strategic Planning**
- 3 Customer Focus**
- 4 Measurement, Analysis, and Knowledge Management**
- 5 Workforce Focus**
- 6 Process Management**
- 7 Results**

The figure on page iv provides the framework connecting and integrating the Categories.

From top to bottom, the framework has the following basic elements.

Organizational Profile

Your Organizational Profile (top of figure) sets the context for the way your organization operates. Your environment, key working relationships, and strategic challenges and advantages serve as an overarching guide for your organizational performance management system.

System Operations

The system operations are composed of the six Baldrige Categories in the center of the figure that define your operations and the results you achieve.

Leadership (Category 1), Strategic Planning (Category 2), and Customer Focus (Category 3) represent the leadership triad. These Categories are placed together to emphasize the importance of a leadership focus on students, stakeholders, and strategy. Senior leaders set your organizational direction and seek future opportunities for your organization.

Workforce Focus (Category 5), Process Management (Category 6), and Results (Category 7) represent the results triad. Your organization's workforce and key processes accomplish the work of the organization that yields your overall performance results.

All actions point toward Results—a composite of student, stakeholder, market and financial, budgetary, and internal operational performance results, including workforce, leadership, governance, and societal responsibility results.

The horizontal arrow in the center of the framework links the leadership triad to the results triad, a linkage critical to organizational success. Furthermore, the arrow indicates the central relationship between Leadership (Category 1) and Results (Category 7). The two-headed arrows indicate the importance of feedback in an effective performance management system.

System Foundation

Measurement, Analysis, and Knowledge Management (Category 4) are critical to the effective management of your organization and to a fact-based, knowledge-driven system for improving performance. Measurement, analysis, and knowledge management serve as a foundation for the performance management system.

Criteria Structure

The seven Criteria Categories shown in the figure are subdivided into Items and Areas to Address.

Items

There are 18 Items, each focusing on a major requirement. Item titles and point values are given on page 3. The Item format is shown on page 31.

Areas to Address

Items consist of one or more Areas to Address (Areas). Organizations should address their responses to the specific requirements of these Areas.

EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE—ITEM LISTING

P Preface: Organizational Profile

- P.1 Organizational Description
- P.2 Organizational Situation

Categories and Items

1 Leadership

- 1.1 Senior Leadership
- 1.2 Governance and Societal Responsibilities

2 Strategic Planning

- 2.1 Strategy Development
- 2.2 Strategy Deployment

3 Customer Focus

- 3.1 Customer Engagement
- 3.2 Voice of the Customer

4 Measurement, Analysis, and Knowledge Management

- 4.1 Measurement, Analysis, and Improvement of Organizational Performance
- 4.2 Management of Information, Knowledge, and Information Technology

5 Workforce Focus

- 5.1 Workforce Engagement
- 5.2 Workforce Environment

6 Process Management

- 6.1 Work Systems
- 6.2 Work Processes

7 Results

- 7.1 Student Learning Outcomes
- 7.2 Customer-Focused Outcomes
- 7.3 Budgetary, Financial, and Market Outcomes
- 7.4 Workforce-Focused Outcomes
- 7.5 Process Effectiveness Outcomes
- 7.6 Leadership Outcomes

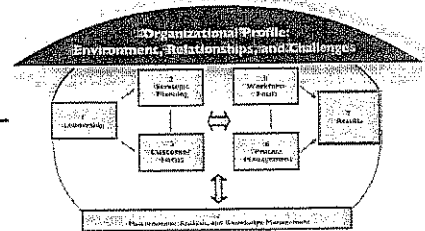
TOTAL POINTS

Note: The Scoring System used with the Criteria Items in a Baldrige assessment can be found on pages 69–71.

The Importance of Beginning With Your Organizational Profile

Your Organizational Profile is critically important because

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and results;
- it is used by the Examiners and Judges in application review, including the site visit, to understand your organization and what you consider important (you will be assessed using the Criteria requirements in relation to your organization's environment, relationships, influences, and challenges, as presented in your Organizational Profile); and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that the Organizational Profile can serve as your complete assessment, and you can use these topics for action planning.



P Preface: Organizational Profile

The *Organizational Profile* is a snapshot of your organization, the KEY influences on HOW you operate, and the KEY challenges you face.

P.1 Organizational Description: What are your key organizational characteristics?

Describe your organization's operating environment and your KEY relationships with students, STAKEHOLDERS, suppliers, and PARTNERS.

Within your response, include answers to the following questions:

a. Organizational Environment

- (1) What are your organization's main EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES? What are the delivery mechanisms used to provide your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES?
- (2) What are the KEY characteristics of your organizational culture? What are your stated PURPOSE, VISION, VALUES, and MISSION? What are your organization's CORE COMPETENCIES and their relationship to your MISSION?
- (3) What is your WORKFORCE profile? What are your WORKFORCE groups and SEGMENTS? What are their education levels? What are the KEY factors that motivate them to engage in accomplishing your MISSION? What are your organization's WORKFORCE and job DIVERSITY, organized bargaining units, KEY benefits, and special health and safety requirements?
- (4) What are your major facilities, technologies, and equipment?
- (5) What is the regulatory environment under which your organization operates? What are the mandated federal, state, and local standards, curricula, programs, and assessments; applicable occupational health and safety regulations; accreditation requirements; administrator and teacher certification requirements; and environmental and financial regulations? What are your district boundaries and service offering restrictions, as appropriate?

b. Organizational Relationships

- (1) What are your organizational structure and GOVERNANCE system? What are the reporting relationships between your GOVERNANCE board/policymaking body and your SENIOR LEADERS, as appropriate?
- (2) What are your KEY market SEGMENTS, student SEGMENTS, and STAKEHOLDER groups, as appropriate? What are their KEY requirements and expectations for your programs, offerings, student and STAKEHOLDER support and operations? What are the differences in these requirements and expectations among market SEGMENTS, student groups, and STAKEHOLDER groups?
- (3) What are your KEY types of suppliers, PARTNERS, and COLLABORATORS? What role do these suppliers, PARTNERS, and COLLABORATORS play in your WORK SYSTEMS and in the delivery of your EDUCATIONAL PROGRAMS, OFFERINGS, and student and STAKEHOLDER support SERVICES? What are your KEY mechanisms for communicating and managing relationships with suppliers, students, and STAKEHOLDERS? What role, if any, do these groups play in your organizational INNOVATION PROCESSES? What are your KEY requirements for your suppliers?

Notes:

N1. The term “organization” refers to the unit being assessed. The unit might be a school, a school district, a postsecondary organization, or a major academic unit within a college or university.

N2. “Education” should be interpreted broadly. “Educational programs, offerings, and services” (P.1a[1]) may include courses (credit and noncredit), research, outreach, cooperative projects and programs, and supplemental educational services. Mechanisms for delivery of educational programs and offerings to your students and stakeholders might be direct or through partners or collaborators. Coordination of design and delivery processes should involve representatives of all work units and individuals who take part in delivery and whose performance affects overall education outcomes. This might include groups such as faculty in feeder and receiving programs; academic staff members; faculty from different departments, disciplines, or levels; and social service, advising, or counseling staff members.

N3. “Core competencies” (P.1a[2]) refers to your organization’s areas of greatest expertise. Your organization’s core competencies are those strategically important capabilities that are central to fulfilling your mission or provide an advantage in your education. Core competencies frequently are challenging for competitors or suppliers and partners to imitate and provide a sustainable competitive advantage.

N4. The terms “suppliers” and “partners” refer to providers of student services such as social services, before-/after-school day care, external bookstores, and transportation; partners such as future employers of students; and suppliers of goods for operations such as computing, photocopying, and grounds maintenance.

N5. Workforce groups and segments (including organized bargaining units) (P.1a[3]) might be based

on the type of employment or contract reporting relationship, location, work environment, family-friendly policies, or other factors.

N6. Many education organizations rely heavily on volunteers to accomplish their work. These organizations should include volunteers in their discussion of their workforce (P.1a[3]).

N7. For some education organizations, governance and reporting relationships (P.1b[1]) might include relationships with foundation or other funding sources.

N8. Student segments and stakeholder groups (P.1b[2]) might be based on common expectations, behaviors, preferences, or profiles. Within a group, there may be segments based on differences and commonalities within the group. Your markets might be subdivided into market segments based on educational programs, offerings, services, or features; geography; volume; or other factors that your organization uses to define related market characteristics.

N9. Student segment, stakeholder group, and market segment requirements (P.1b[2]) might include special accommodation, customized curricula, safety, security, reduced class size, multilingual services, customized degree requirements, student advising, dropout recovery programs, administrative cost reductions, and electronic communication. Stakeholder group requirements might include socially responsible behavior and community service.

N10. Communication mechanisms (P.1b[3]) should be two-way and in understandable language, and they might be in person, via e-mail, Web-based, or by telephone. For many organizations, these mechanisms may change as student, stakeholder, and education community requirements change.

For additional description of this Item, see page 35.

Information for Understanding All Criteria Items

For definitions of key terms presented throughout the Education Criteria and Scoring Guidelines text in SMALL CAPS/SANS SERIF, see the Glossary of Key Terms on pages 59–68.

Frequently, several questions are grouped under one number (e.g., P.1a[3]). These questions are related and do not require separate responses. These multiple questions serve as a guide in understanding the full meaning of the information being requested.

The Items in the Baldrige Education Criteria are divided into three groups: the *Preface*, which defines your organizational environment; Categories 1–6, which define your organization’s *Processes*; and Category 7, which contains your *Results* for your organization’s processes.

Item notes serve three purposes: (1) to clarify terms or requirements presented in an Item, (2) to give instructions and examples for responding to the Item requirements, and (3) to indicate key linkages to other Items. In all cases, the intent is to help you respond to the Item requirements.

P.2 Organizational Situation: What is your organization's strategic situation?

Describe your organization's competitive environment, your KEY STRATEGIC CHALLENGES and ADVANTAGES, and your system for PERFORMANCE improvement.

Within your response, include answers to the following questions:

a. Competitive Environment

- (1) What is your competitive position? What are your relative size and growth in your education sector or your markets served? What are the numbers and types of competitors and KEY COLLABORATORS for your organization?
- (2) What are the principal factors that determine your success relative to your competitors and comparable organizations delivering similar services? What are any KEY changes taking place that affect your competitive situation, including opportunities for INNOVATION and collaboration, as appropriate?
- (3) What are your KEY available sources of comparative and competitive data from within the academic community? What are your KEY available sources of comparative data from outside the academic community? What limitations, if any, are there in your ability to obtain these data?

b. Strategic Context

What are your KEY education and LEARNING, operational, human resource, and community-related STRATEGIC CHALLENGES and ADVANTAGES? What are your KEY STRATEGIC CHALLENGES and ADVANTAGES associated with organizational SUSTAINABILITY?

c. PERFORMANCE Improvement System

What are the KEY elements of your PERFORMANCE improvement system, including your evaluation, organizational LEARNING, and INNOVATION PROCESSES?

Notes:

N1. Principal factors (P.2a[2]) might include differentiators such as your academic program leadership, student-to-faculty ratio, student and stakeholder satisfaction, recruitment and retention of faculty and staff, geographic proximity, reputation, and program options.

N2. Strategic challenges and advantages (P.2b) might relate to technology; educational programs, offerings, and services; your operations; your student and stakeholder support; your education subsector; globalization; the value added by your community stakeholders, partners, and collaborators; and people.

N3. Performance improvement (P.2c) is an assessment dimension used in the Scoring System to evaluate the maturity of organizational approaches and deployment (see pages 69–71). This question is intended to help you and the Baldrige Examiners set an overall context for your approach to performance improvement. Approaches to performance improvement that are compatible with the systems approach provided by

the Baldrige framework might include implementing Plan-Do-Study-Act improvement cycles; completing accreditation self-studies; applying nationally validated systems to improve teaching performance; performing independent institutional, departmental, or program assessments; and using other process improvement and innovation tools. A growing number of organizations have implemented specific processes for meeting goals in program, offering, and service innovation.

N4. Education organizations exist in a competitive environment; aside from the direct competition for students, they often must compete with other organizations to secure financial and human resources. This competition may involve other education organizations, as in the competition for grant funding or the opportunity to provide supplemental services. In the case of public education organizations, competition may involve other public agencies or departments, as in the competition for scarce budget resources.

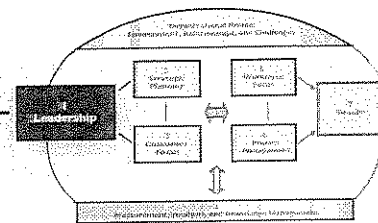
For additional description of this Item, see page 36.

Page Limit

For the Baldrige Award applicants, the Organizational Profile is limited to five pages. These pages are not counted in the overall application page limit. Typing and formatting instructions for the Organizational Profile are the same as for the application. These instructions are given in the *Baldrige Award Application Forms*, which can be downloaded at www.baldrige.nist.gov/Award_Application.htm.

I Leadership (120 pts.)

The **Leadership** Category examines HOW your organization's SENIOR LEADERS' personal actions guide and sustain your organization. Also examined are your organization's GOVERNANCE system and HOW your organization fulfills its legal, ethical, and societal responsibilities and supports its KEY communities.



I.1 Senior Leadership: How do your senior leaders lead? (70 pts.)

Process

Describe HOW SENIOR LEADERS' actions guide and sustain your organization. Describe HOW SENIOR LEADERS communicate with your WORKFORCE and encourage HIGH PERFORMANCE.

Within your response, include answers to the following questions:

a. VISION, VALUES, and MISSION

- (1) How do SENIOR LEADERS set organizational VISION and VALUES? How do SENIOR LEADERS DEPLOY your organization's VISION and VALUES through your LEADERSHIP SYSTEM, to the WORKFORCE, to KEY suppliers and PARTNERS, and to students and STAKEHOLDERS, as appropriate? How do SENIOR LEADERS' personal actions reflect a commitment to the organization's VALUES?
- (2) How do SENIOR LEADERS personally promote an organizational environment that fosters, requires, and results in legal and ETHICAL BEHAVIOR?
- (3) How do SENIOR LEADERS create a SUSTAINABLE organization? How do they create an environment for organizational PERFORMANCE improvement, the accomplishment of your MISSION and STRATEGIC OBJECTIVES, INNOVATION, competitive or role-model PERFORMANCE leadership, and organizational agility? How do they create an environment for organizational and WORKFORCE LEARNING? How do they develop and enhance their personal leadership skills? How do they participate in organizational LEARNING, in succession planning, and in the development of future organizational leaders?

b. Communication and Organizational PERFORMANCE

- (1) How do SENIOR LEADERS communicate with and engage the entire WORKFORCE? How do SENIOR LEADERS encourage frank, two-way communication throughout the organization? How do SENIOR LEADERS communicate KEY decisions? How do they take an active role in reward and recognition programs to reinforce HIGH PERFORMANCE and a focus on the organization, as well as on students and STAKEHOLDERS?
- (2) How do SENIOR LEADERS create a focus on action to accomplish the organization's objectives, improve PERFORMANCE, and attain its VISION? What PERFORMANCE MEASURES do SENIOR LEADERS regularly review to identify needed actions? How do SENIOR LEADERS include a focus on creating and balancing VALUE for students and other STAKEHOLDERS in their organizational PERFORMANCE expectations?

Notes:

N1. Organizational vision (1.1a[1]) should set the context for strategic objectives and action plans, which are described in Items 2.1 and 2.2.

N2. A sustainable organization (1.1a[3]) is capable of addressing current organizational needs and possesses the agility and strategic management to prepare successfully for its future organizational and market environment. In this context, the concept of innovation includes both technological and organizational innovation to succeed in the future. A sustainable organization also ensures a safe and secure environment for the workforce and other key stakeholders. An organization's contributions to environmental, social, and economic systems beyond those of its workforce and immediate stakeholders are considered in its societal responsibilities (Item 1.2).

For additional description of this Item, see pages 36–37.

N3. A focus on action (1.1b[2]) considers the strategy, the workforce, the work systems, and the hard assets of your organization. It includes both innovation and ongoing improvements for student learning that may be achieved through such actions as implementing major education initiatives, integrating new technology, refining teaching methods or the curriculum design and development process, or incorporating faculty and staff training and development initiatives. It also includes the actions to accomplish your organization's strategic objectives.

N4. Your organizational performance results should be reported in Items 7.1–7.6.

N5. For those organizations that rely on volunteers to accomplish their work, responses to 1.1b(1) also should discuss your efforts to communicate with and engage the volunteer workforce.

I.2 Governance and Societal Responsibilities: How do you govern and fulfill your societal responsibilities? (50 pts.)

Process

Describe your organization's GOVERNANCE system and APPROACH to leadership improvement. Describe HOW your organization assures legal and ETHICAL BEHAVIOR, fulfills its societal responsibilities, and supports its KEY communities.

Within your response, include answers to the following questions:

a. Organizational GOVERNANCE

(1) How does your organization review and achieve the following KEY aspects of your GOVERNANCE system?

- accountability for management's actions
- fiscal accountability
- transparency in operations and selection of and disclosure policies for GOVERNANCE board/policymaking body members, as appropriate
- independence in internal and external audits
- protection of STAKEHOLDER and stockholder interests, as appropriate

(2) How do you evaluate the PERFORMANCE of your SENIOR LEADERS, including the head of your organization? How do you evaluate the PERFORMANCE of members of your GOVERNANCE board/policymaking body, as appropriate? How do SENIOR LEADERS and your GOVERNANCE board/policymaking body use these PERFORMANCE reviews to further their development and to improve both their personal leadership EFFECTIVENESS and that of your board and LEADERSHIP SYSTEM, as appropriate?

b. Legal and ETHICAL BEHAVIOR

(1) How do you address any adverse impacts on society of your programs, offerings, services, and operations? How do you anticipate public concerns with current and future programs, offerings, services, and operations? How do you prepare for these concerns in a proactive manner, including conserving natural resources and using EFFECTIVE supplier management PROCESSES, as appropriate? What are your KEY compliance PROCESSES, MEASURES, and GOALS for achieving and surpassing regulatory, safety, accreditation, and legal requirements, as appropriate? What are your KEY PROCESSES, MEASURES, and GOALS for addressing risks associated with your programs, offerings, services, and operations?

(2) How does your organization promote and assure ETHICAL BEHAVIOR in all your interactions? What are your KEY PROCESSES and MEASURES or INDICATORS for enabling and monitoring ETHICAL BEHAVIOR in your GOVERNANCE structure, throughout your organization, and in interactions with students, STAKEHOLDERS, suppliers, and PARTNERS? How do you monitor and respond to breaches of ETHICAL BEHAVIOR?

c. Societal Responsibilities and Support of KEY Communities

(1) How do you consider societal well-being and benefit as part of your strategy and daily operations? How do you consider the well-being of environmental, social, and economic systems to which your organization does or may contribute?

(2) How does your organization actively support and strengthen your KEY communities? What are your KEY communities? How do you identify these communities and determine areas for organizational involvement, including areas related to your CORE COMPETENCIES? How do your SENIOR LEADERS, in concert with your WORKFORCE, contribute to improving these communities?

Notes:

N1. Societal responsibilities in areas critical to your organization's ongoing market success also should be addressed in Strategy Development (Item 2.1) and in Process Management (Category 6). Key results, such as results of regulatory, safety, accreditation, and legal compliance (including the results of mandated financial audits); reductions in environmental impacts through use of "green" technology, resource-conserving activities, or other means; or improvements in social impacts through organizational community

involvement activities, should be reported as Leadership Outcomes (Item 7.6).

N2. Transparency in operations of your governance board/policymaking body (1.2a[1]) should include your internal controls on governance processes. For organizations that serve as stewards of public funds, stewardship of those funds and transparency in operations are areas of emphasis.

N3. Leadership performance evaluation (1.2a[2]) might be supported by peer reviews, formal performance management reviews, reviews by external advisory boards, and formal or informal workforce and other stakeholder feedback and surveys.

N4. You should report in 1.2b(1), as appropriate, how you address the legal and regulatory requirements and standards that govern your fundraising activities.

N5. Measures or indicators of ethical behavior (1.2b[2]) might include instances of ethical conduct breaches and responses, survey results on workforce perceptions of organizational ethics, ethics hotline use, implementation of institutional review board (IRB) principles in cases of research involving human and animal subjects, and results of ethics reviews and audits. They also might include evidence that policies, public disclosure of information, staff training, and

For additional description of this Item, see page 37.

monitoring systems are in place with respect to conflicts of interest, acceptable use of technology, use of active funds, or appropriate selection of vendors. Other measures or indicators might include the integrity of testing, workforce accreditation, and equal access to resources.

N6. Areas of societal contributions and support of key communities appropriate for inclusion in 1.2c might include your efforts to strengthen local community services; community education; the environment, including collaborative activities to conserve the environment or natural resources; and practices of professional associations.

N7. The health and safety of your workforce are not addressed in Item 1.2; you should address these workforce factors in Item 5.2.

Assessment of Item Responses

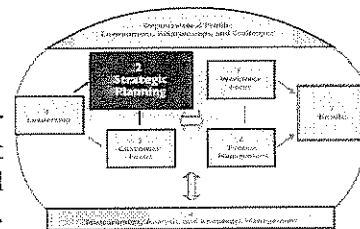
Item responses are assessed by considering the Criteria Item requirements; your key organization factors presented in your Organizational Profile; and the maturity of your approaches, breadth of their deployment, and strength of your improvement process and results relative to the Scoring System. Refer to the Scoring System information on pages 69–71.

We felt that the Baldrige process was best to meet our mission statement . . . that all students can and will learn. We passionately believe that, and we looked for a model that would get us to that level of achievement. The Baldrige process works for us.

— Richard E. Maurer, Superintendent of 2001 Award recipient
Pearl River School District

2 Strategic Planning (85 pts.)

The **Strategic Planning** Category examines HOW your organization develops STRATEGIC OBJECTIVES and ACTION PLANS. Also examined are HOW your chosen STRATEGIC OBJECTIVES and ACTION PLANS are DEPLOYED and changed if circumstances require, and HOW progress is measured.



2.1 Strategy Development: How do you develop your strategy? (40 pts.)

Process

Describe HOW your organization establishes its strategy to address its STRATEGIC CHALLENGES and leverage its STRATEGIC ADVANTAGES. Summarize your organization's KEY STRATEGIC OBJECTIVES and their related GOALS.

Within your response, include answers to the following questions:

a. Strategy Development PROCESS

(1) How does your organization conduct its strategic planning? What are the KEY PROCESS steps? Who are the KEY participants? How does your PROCESS identify potential blind spots? How do you determine your CORE COMPETENCIES, STRATEGIC CHALLENGES, and STRATEGIC ADVANTAGES (identified in your Organizational Profile)? What are your short- and longer-term planning time horizons? How are these time horizons set? How does your strategic planning PROCESS address these time horizons?

(2) How do you ensure that strategic planning addresses the KEY factors listed below? How do you collect and analyze relevant data and information pertaining to these factors as part of your strategic planning PROCESS?

- your organization's strengths, weaknesses, opportunities, and threats
- early indications of risks or major shifts in technology; EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; student and community demographics; markets; student and STAKEHOLDER preferences; competition; or the regulatory environment
- long-term organizational SUSTAINABILITY, including needed CORE COMPETENCIES
- your ability to execute the strategic plan

b. STRATEGIC OBJECTIVES

(1) What are your KEY STRATEGIC OBJECTIVES and your timetable for accomplishing them? What are your most important GOALS for these STRATEGIC OBJECTIVES?

(2) How do your STRATEGIC OBJECTIVES address your STRATEGIC CHALLENGES and STRATEGIC ADVANTAGES? How do your STRATEGIC OBJECTIVES address your opportunities for INNOVATION in EDUCATIONAL PROGRAMS, OFFERINGS, SERVICES, and operations and your business model? How do your STRATEGIC OBJECTIVES address current and future CORE COMPETENCIES? How do you ensure that your STRATEGIC OBJECTIVES balance short- and longer-term challenges and opportunities? How do you ensure that your STRATEGIC OBJECTIVES consider and balance the needs of all students and KEY STAKEHOLDERS?

Notes:

N1. "Strategy development" refers to your organization's approach (formal or informal) to preparing for the future. Strategy development might utilize various types of forecasts, projections, options, scenarios, knowledge (see 4.2a for relevant organizational knowledge), or other approaches to envisioning the future for purposes of decision making and resource allocation. Strategy development might involve participation by key suppliers, partners, students, and stakeholders.

N2. The term "strategy" should be interpreted broadly. Strategy might be built around or lead to any or all of the following: addition or termination of services and programs; redirection of resources; modifications in instructional design; use of technology; changes in testing or adoption of standards; services to new, changing, and special student populations; new core

competencies; geographic challenges; grants and endowments; research priorities; new partnerships and alliances; and new faculty and staff or volunteer relationships. It also might be directed toward meeting a new community or public need.

N3. Your organization's strengths, weaknesses, opportunities, and threats (2.1a[2]) should address all factors that are key to your organization's future success, including the following, as appropriate: learning-centered education to ensure student achievement; your student and stakeholder requirements, expectations, and opportunities; your opportunities for innovation and role-model performance; your core competencies; your competitive environment and your performance relative to competitors and comparable organizations; education reform; technological and other key innovations or changes

that might affect your educational programs and services and how you operate, as well as the rate of that innovation; your workforce and other resource needs; your ability to capitalize on diversity; your opportunities to redirect resources to higher-priority programs, offerings, services, or areas; financial, budgetary, societal, ethical, regulatory, technological, security, and other potential risks and opportunities; your ability to prevent and respond to emergencies, including natural or other disasters; changes in the local, national, or global economy; the requirements, strengths, and weaknesses of partners and suppliers; and other factors unique to your organization.

N4. Your ability to execute the strategic plan (2.1a[2]) should address your ability to mobilize the necessary resources and knowledge. It also should address your organizational agility based on contingency plans, or if circumstances require, a shift in plans and rapid execution of new or changed plans.

For additional description of this Item, see pages 38–39.

N5. Strategic objectives that address key challenges and advantages (2.1b[2]) might include rapid response, customization of educational offerings, partnerships, workforce capability and capacity, joint ventures, understanding a changing education market, rapid innovation, and information management. Responses to Item 2.1 should focus on your specific challenges and advantages—those most important to your students' success and to strengthening your organization's overall performance.

N6. Item 2.1 addresses your overall organizational strategy, which might include changes in educational programs, offerings, and services, and in customer engagement processes. However, the Item does not address educational program or service design, or customer engagement strategies; you should address these factors in Items 3.1 and 6.1, as appropriate.

2.2 Strategy Deployment: How do you deploy your strategy? (45 pts.)

Process

Describe HOW your organization converts its STRATEGIC OBJECTIVES into ACTION PLANS. Summarize your organization's ACTION PLANS, HOW they are DEPLOYED, and KEY ACTION PLAN PERFORMANCE MEASURES OR INDICATORS. Project your organization's future PERFORMANCE relative to KEY comparisons on these PERFORMANCE MEASURES OR INDICATORS.

Within your response, include answers to the following questions:

a. ACTION PLAN Development and DEPLOYMENT

- (1) What are your KEY short- and longer-term ACTION PLANS? What are the KEY planned changes, if any, in your PROGRAMS, OFFERINGS, AND SERVICES; your students, STAKEHOLDERS, and markets; and how you will operate?
- (2) How do you develop and DEPLOY ACTION PLANS throughout the organization to your WORKFORCE and to KEY suppliers, PARTNERS, and COLLABORATORS, as appropriate, to achieve your KEY STRATEGIC OBJECTIVES? How do you ensure that the KEY outcomes of your ACTION PLANS can be sustained?
- (3) How do you ensure that financial and other resources are available to support the accomplishment of your ACTION PLANS, while meeting current obligations? How do you allocate these resources to support the accomplishment of the plans? How do you assess and manage the financial and other risks associated with the plans?
- (4) How do you establish and DEPLOY modified ACTION PLANS if circumstances require a shift in plans and rapid execution of new plans?
- (5) What are your KEY human resource or workforce plans to accomplish your short- and longer-term STRATEGIC OBJECTIVES and ACTION PLANS? How do the plans address the potential impacts on people in your WORKFORCE and any potential changes to WORKFORCE CAPABILITY and CAPACITY needs?
- (6) What are your KEY PERFORMANCE MEASURES OR INDICATORS for tracking the achievement and EFFECTIVENESS of your ACTION PLANS? How do you ensure that your overall ACTION PLAN measurement system reinforces organizational ALIGNMENT? How do you ensure that the measurement system covers all KEY DEPLOYMENT areas, student SEGMENTS, and STAKEHOLDERS?

b. PERFORMANCE PROJECTION

For the KEY PERFORMANCE MEASURES OR INDICATORS identified in 2.2a(6), what are your PERFORMANCE PROJECTIONS for both your short- and longer-term planning time horizons? How are these PROJECTIONS determined? How does your projected PERFORMANCE compare with the projected PERFORMANCE of your competitors or comparable organizations? How does it compare with KEY BENCHMARKS, GOALS, and past PERFORMANCE, as appropriate? If there are current or projected gaps in PERFORMANCE against your competitors or comparable organizations, HOW will you address them?

Notes:

N1. Strategy and action plan development and deployment are closely linked to other Items in the Criteria. The following are examples of key linkages:

- Item 1.1 for how your senior leaders set and communicate organizational direction;
- Category 3 for gathering student, stakeholder, and market knowledge as input to your strategy and action plans and for deploying action plans;
- Category 4 for measurement, analysis, and knowledge management to support your key information needs, to support your development of strategy, to provide an effective basis for your performance measurements, and to track progress relative to your strategic objectives and action plans;
- Category 5 for meeting your workforce capability and capacity needs, for workforce development and learning system design and needs, and for implementing workforce-related changes resulting from action plans;

For additional description of this Item, see page 39.

- Category 6 for changes to core competencies, work systems, and work process requirements resulting from your action plans; and
- Item 7.6 for specific accomplishments relative to your organizational strategy and action plans.

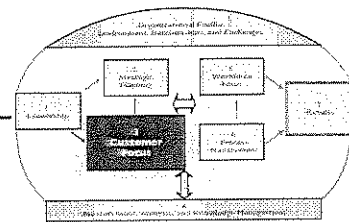
N2. Measures and indicators of projected performance (2.2b) might include changes resulting from significant anticipated innovations in educational programs, services, and technology; the redirection of resources; the effectiveness of research and services; the improved performance of administrative and other support functions; improvements in safety; and new legislative mandates or legal requirements.

I see the Baldrige process as a powerful set of mechanisms for disciplined people engaged in disciplined thought and taking disciplined action to create great organizations that produce exceptional results.

—Jim Collins, author of *Good to Great: Why Some Companies Make the Leap ... and Others Don't*

3 Customer Focus (85 pts.)

The **CUSTOMER FOCUS** Category examines HOW your organization engages its students and STAKEHOLDERS for long-term market success. This **ENGAGEMENT** strategy includes HOW your organization builds a student- and stakeholder-focused culture. Also examined is HOW your organization listens to the **VOICE OF ITS CUSTOMERS** (your students and STAKEHOLDERS) and uses this information to improve and identify opportunities for **INNOVATION**.



3.1 Customer Engagement: How do you engage students and stakeholders to serve their needs and build relationships? (40 pts.)

Process

Describe HOW your organization determines **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES** to support their use by students and **STAKEHOLDERS**. Describe also HOW your organization builds a student- and **STAKEHOLDER**-focused culture.

Within your response, include answers to the following questions:

- a. **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES, and Student and STAKEHOLDER Support**
 - (1) How do you identify and innovate **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES** to meet the requirements and exceed the expectations of your students, **STAKEHOLDERS**, and market **SEGMENTS** (identified in your **Organizational Profile**)? How do you identify and innovate **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES** to attract new students and **STAKEHOLDERS** and provide opportunities for expanding relationships with existing students and **STAKEHOLDERS**, as appropriate?
 - (2) How do you determine your **KEY** mechanisms to support use of your **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES** and enable students and **STAKEHOLDERS** to seek information and otherwise utilize your **PROGRAMS, OFFERINGS, AND SERVICES**? What are your **KEY** means of student and **STAKEHOLDER** support, including your **KEY** communication mechanisms? How do they vary for different students, **STAKEHOLDERS**, or market **SEGMENTS**? How do you determine your students' and **STAKEHOLDER** **KEY** support requirements? How do you ensure that student and **STAKEHOLDER** support requirements are **DEPLOYED** to all people and **PROCESSES** involved in student and **STAKEHOLDER** support?
 - (3) How do you keep your **APPROACHES** for identifying and innovating **EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES** and for providing student and **STAKEHOLDER** support current with your organization's needs and directions?
- b. **Building a Student and STAKEHOLDER Culture**
 - (1) How do you create an organizational culture that ensures a consistently positive student and **STAKEHOLDER** experience and contributes to **CUSTOMER ENGAGEMENT**? How do your **WORKFORCE PERFORMANCE** management system and your **WORKFORCE** and leader development systems reinforce this culture?
 - (2) How do you build and manage relationships with students and **STAKEHOLDERS** to
 - acquire new students and **STAKEHOLDERS**;
 - meet their requirements and exceed their expectations at each stage of their relationship with you; and
 - increase their **ENGAGEMENT** with you?
 - (3) How do you keep your **APPROACHES** for creating a student- and **STAKEHOLDER**-focused culture and building student and **STAKEHOLDER** relationships current with organizational needs and directions?

Notes:

N1. "Customer engagement" refers to your students' and stakeholders' investment in your educational programs, offerings, and services. Characteristics of engagement include retention and loyalty, students' and stakeholders' willingness to make an effort to choose and remain with your education organization, and their willingness to actively advocate for and recommend your organization and its programs, offerings, and services.

N2. "Educational programs, offerings, and services" (3.1a[1]) refers to all the important characteristics of programs, offerings, and services available throughout each stage of students' and stakeholders' relationships with you. This includes the period from students' initial decisions to enroll in your organization through the time of their departures. The focus should be on features that affect students' and stakeholders' preferences, loyalty, general and special needs, and

requirements. These features might include curricular focus, student placement following completion of the educational goal or training objective, workforce composition, extracurricular activities, or tuition and associated costs. Key programs, offerings, and services also might take into account how transactions occur and factors such as student and stakeholder data privacy and security. Your results on performance relative to key educational program, offering, and service features identified as student requirements should be reported in Item 7.1, and those concerning students' and stakeholders' perceptions and actions (outcomes) should be reported in Item 7.2.

For additional description of this Item, see page 40.

N3. The goal of student and stakeholder support (3.1a[2]) is to make your organization easy to receive educational programs, offerings, and services from and responsive to your students' and stakeholders' expectations.

N4. Student and stakeholder relationship building (3.1b[2]) might include the development of partnerships or alliances with stakeholders.

Let me recall the staggering benefits which are waiting for the [United States] as we go forward with our own quality revolution:

- Regaining market share*
- Bringing back the jobs we exported*
- Wiping out the bulk of our trade deficit*

Those are goals which deserve the unified support of all of us. The activities surrounding the Baldrige Award have been a valuable contribution toward reaching those goals.

—Joseph M. Juran, founder of the Juran Institute, Inc.

3.2 Voice of the Customer: How do you obtain and use information from your students and stakeholders? (45 pts.)

Process

Describe HOW your organization listens to your students and STAKEHOLDERS and acquires satisfaction and dissatisfaction information. Describe also HOW student and STAKEHOLDER information is used to improve your market success.

Within your response, include answers to the following questions:

- a. Student and STAKEHOLDER Listening
 - (1) How do you listen to students and STAKEHOLDERS to obtain actionable information and to obtain feedback on your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES, and your student and STAKEHOLDER support? How do your listening methods vary for different students, STAKEHOLDER groups, or market SEGMENTS? How do your listening methods vary across the stages of their relationships with you? How do you follow up with students and STAKEHOLDERS on the quality of EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; student and STAKEHOLDER support; and transactions to receive immediate and actionable feedback?
 - (2) How do you listen to former students and STAKEHOLDERS, potential students and STAKEHOLDERS, and students and STAKEHOLDERS of competitors to obtain actionable information and to obtain feedback on your EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; STAKEHOLDER support; and transactions, as appropriate?
 - (3) How do you manage student and STAKEHOLDER complaints? How does your student and STAKEHOLDER complaint management PROCESS ensure that complaints are resolved promptly and EFFECTIVELY? How does your complaint management PROCESS enable you to recover your students' and STAKEHOLDERS' confidence, and enhance their satisfaction and ENGAGEMENT? How does your complaint management system enable aggregation and ANALYSIS of complaints for use in improvement throughout your organization and by your PARTNERS, as appropriate?
- b. Determination of Student and STAKEHOLDER Satisfaction and ENGAGEMENT
 - (1) How do you determine student and STAKEHOLDER satisfaction and ENGAGEMENT? How do these determination methods differ among student and STAKEHOLDER groups and market SEGMENTS, as appropriate? How do your measurements capture actionable information for use in exceeding your students' and STAKEHOLDERS' expectations and securing their ENGAGEMENT? How do your determination methods enable aggregation and ANALYSIS of data for use in improvement throughout your organization and by your PARTNERS, as appropriate?
 - (2) How do you obtain and use information on your students' and STAKEHOLDERS' satisfaction relative to their satisfaction with your competitors? How do you obtain and use information on your students' and STAKEHOLDERS' satisfaction relative to the satisfaction levels of students and STAKEHOLDERS of other organizations delivering similar educational services or to industry BENCHMARKS, as appropriate?
 - (3) How do you determine student and STAKEHOLDER dissatisfaction? How do your measurements capture actionable information for use in meeting your students' and STAKEHOLDERS' requirements and exceeding their expectations in the future? How do your determination methods enable aggregation and ANALYSIS of data for use in improvement throughout your organization and by your PARTNERS, as appropriate?
- c. ANALYSIS and Use of Student and STAKEHOLDER Data
 - (1) How do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES to identify current and anticipate future student and STAKEHOLDER groups and market SEGMENTS? How do you consider students and STAKEHOLDERS of competitors and other potential students and STAKEHOLDERS, and markets in this segmentation? How do you determine which students, STAKEHOLDER groups, and market SEGMENTS to pursue for current and future PROGRAMS, OFFERINGS, AND SERVICES?
 - (2) How do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES to identify and anticipate KEY student and STAKEHOLDER requirements (including PROGRAM, OFFERING, AND SERVICE features) and changing expectations and their relative importance to students' and STAKEHOLDERS' enrollment, purchasing, or relationship decisions? How do you identify and anticipate how these requirements and changing expectations will differ across students, STAKEHOLDER groups, and market SEGMENTS, and across all stages of their relationships with you?

- (3) How do you use information on students, STAKEHOLDERS, and the market, and on PROGRAMS, OFFERINGS, AND SERVICES, to improve marketing, build a more student- and STAKEHOLDER-focused culture, and identify opportunities for INNOVATION?
- (4) How do you keep your APPROACHES for student and STAKEHOLDER listening; determination of student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT; and use of student and STAKEHOLDER data current with your organization's needs and directions?

Notes:

process for capturing student- and stakeholder-related information. Voice-of-the-customer processes are intended to be proactive and continuously innovative to capture stated, unstated, and anticipated student and stakeholder requirements, expectations, and desires. The goal is to achieve customer engagement. Listening to the voice of the customer might include gathering and integrating various types of student and stakeholder data, such as survey data, focus group findings, and complaint data that affect students' and stakeholders' enrollment and engagement decisions.

N2. Student and stakeholder listening information could include data about specific educational program and service features, customer engagement data, students' and stakeholders' future actions (e.g., transfers or positive referrals), and complaint data. "Actionable information" refers to specific aspects of your programs, offerings, and services and interactions that affect students' and stakeholders' future relationships with your organization.

For additional description of this Item, see pages 40–41.

N3. Determining student and stakeholder satisfaction and dissatisfaction (3.2b) might include the use of any or all of the following: surveys, formal and informal feedback, dropout rates, absenteeism rates, student conflict data, and complaints. Information might be gathered on the Web, through personal contact or a third party, or by mail. Determining student and stakeholder dissatisfaction should be seen as more than reviewing low student and stakeholder satisfaction scores. Dissatisfaction should be independently determined to identify root causes of dissatisfaction and enable a systematic remedy to avoid future dissatisfaction.

N4. Other organizations providing similar educational services (3.2b[2]) might include organizations that are not competitors but provide similar services in other geographic areas or to different populations.

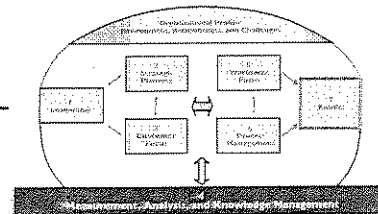
The Baldrige Award is so important to our nation ... because, really, by continuing to learn America can continue to lead.

—John O. Grettenberger, General Manager of 1990 Award recipient
Cadillac Motor Car Company

4 Measurement, Analysis, and Knowledge Management (90 pts.)

The *Measurement, ANALYSIS, and Knowledge Management* Category examines HOW your organization selects, gathers, analyzes, manages, and improves its data, information, and KNOWLEDGE ASSETS and HOW it manages its information technology.

The Category also examines HOW your organization reviews and uses reviews to improve its PERFORMANCE.



4.1 Measurement, Analysis, and Improvement of Organizational Performance: How do you measure, analyze, and then improve organizational performance? (45 pts.)

Process

Describe HOW your organization measures, analyzes, reviews, and improves student and operational PERFORMANCE through the use of data and information at all levels and in all parts of your organization.

Within your response, include answers to the following questions:

a. PERFORMANCE Measurement

- (1) How do you select, collect, align, and integrate data and information for tracking daily operations and for tracking overall organizational PERFORMANCE, including progress relative to STRATEGIC OBJECTIVES and ACTION PLANS? What are your KEY organizational PERFORMANCE MEASURES, including KEY short-term and longer-term budgetary and financial MEASURES? How frequently are these MEASURES determined? How do you use these data and information to support organizational decision making and INNOVATION?
- (2) How do you select and ensure the EFFECTIVE use of KEY comparative data and information to support operational and strategic decision making and INNOVATION?
- (3) How do you keep your PERFORMANCE measurement system current with educational service needs and directions? How do you ensure that your PERFORMANCE measurement system is sensitive to rapid or unexpected organizational or external changes?

b. PERFORMANCE ANALYSIS and Review

How do you review organizational PERFORMANCE and capabilities? What ANALYSIS do you perform to support these reviews and to ensure that conclusions are valid? How do you use these reviews to assess organizational success, PERFORMANCE relative to competitors and comparable organizations, and progress relative to STRATEGIC OBJECTIVES and ACTION PLANS? How do you use these reviews to assess your organization's ability to respond rapidly to changing organizational needs and challenges in your operating environment?

c. PERFORMANCE Improvement

How do you translate organizational PERFORMANCE review findings into priorities for continuous and breakthrough improvement and into opportunities for INNOVATION? HOW are these priorities and opportunities DEPLOYED to FACULTY, STAFF, other work groups, and functional-level operations throughout your organization to enable EFFECTIVE support for their decision making? When appropriate, HOW are the priorities and opportunities DEPLOYED to your feeder and/or receiving schools and to your suppliers, PARTNERS, and COLLABORATORS to ensure organizational ALIGNMENT?

Notes:

N1. Performance measurement (4.1a) is used in fact-based decision making for setting and aligning organizational directions and resource use at the classroom, departmental, key process, school/college, and organizational levels.

N2. Comparative data and information (4.1a[2]) are obtained by benchmarking and by seeking competitive comparisons. "Benchmarking" refers to identifying processes and results that represent best practices and performance for similar activities, inside or outside the academic community. Competitive comparisons relate your organization's performance to that of

comparable organizations and/or student populations and competing organizations.

N3. Organizational performance reviews (4.1b) should be informed by organizational performance measurement, performance measures reported throughout your Criteria Item responses, and performance measures reviewed by senior leaders (1.1b[2]), and they should be guided by the strategic objectives and action plans described in Items 2.1 and 2.2. The reviews also might be informed by internal or external Baldrige assessments.

N4. Analysis (4.1b) includes examining performance trends; organizational, academic community, and technology projections; and comparisons, cause-effect relationships, and correlations. Analysis should support your performance reviews, help determine root causes, and help set priorities for resource use. Accordingly, analysis draws on all types of data: student, student group, school program, stakeholder, financial and

market, operational, budgetary, and competitive/comparative.

N5. The results of organizational performance analysis and review should contribute to your organizational strategic planning in Category 2.

N6. Your organizational performance results should be reported in Items 7.1–7.6.

For additional description of this Item, see pages 41–42.

4.2 Management of Information, Knowledge, and Information Technology: How do you manage your information, organizational knowledge, and information technology? (45 pts.)

Process

Describe HOW your organization ensures the quality and availability of needed data, information, software, and hardware for your WORKFORCE, students and STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS. Describe HOW your organization builds and manages its KNOWLEDGE ASSETS.

Within your response, include answers to the following questions:

- a. Data, Information, and Knowledge Management
 - (1) How do you ensure the following properties of your organizational data, information, and knowledge?
 - accuracy
 - integrity and reliability
 - timeliness
 - security and confidentiality
 - (2) How do you make needed data and information available? How do you make them accessible to your WORKFORCE, students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS, as appropriate?
 - (3) How do you manage organizational knowledge to accomplish
 - the collection and transfer of WORKFORCE knowledge;
 - the transfer of relevant knowledge from and to students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS;
 - the rapid identification, sharing, and implementation of best practices; and
 - the assembly and transfer of relevant knowledge for use in your strategic planning PROCESS.
- b. Management of Information Resources and Technology
 - (1) How do you ensure that hardware and software are reliable, secure, and user-friendly?
 - (2) In the event of an emergency, how do you ensure the continued availability of hardware and software systems and the continued availability of data and information?
 - (3) How do you keep your data and information availability mechanisms, including your software and hardware systems, current with educational service needs and directions and with technological changes in your operating environment?

Notes:

N1. Data and information availability (4.2a[2]) is of growing importance as the Internet and school Web sites are used increasingly for student-school and stakeholder-school interactions and as intranets

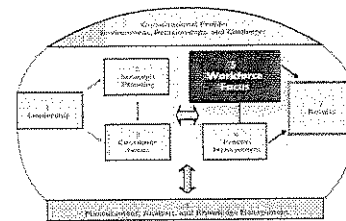
become more important as a major source of organization-wide communications.

N2. Data and information access (4.2a[2]) might be via electronic or other means.

For additional description of this Item, see pages 42–43.

5 Workforce Focus (85 pts.)

The **WORKFORCE Focus** Category examines HOW your organization engages, manages, and develops your WORKFORCE to utilize its full potential in ALIGNMENT with your organization's overall MISSION, strategy, and ACTION PLANS. The Category examines your ability to assess WORKFORCE CAPABILITY and CAPACITY needs and to build a WORKFORCE environment conducive to HIGH PERFORMANCE.



5.1 Workforce Engagement: How do you engage your workforce to achieve organizational and personal success? (45 pts.)

Process

Describe HOW your organization engages, compensates, and rewards your WORKFORCE to achieve HIGH PERFORMANCE. Describe HOW members of your WORKFORCE, including leaders, are developed to achieve HIGH PERFORMANCE. Describe HOW you assess WORKFORCE ENGAGEMENT and use the results to achieve higher PERFORMANCE.

Within your response, include answers to the following questions:

a. WORKFORCE Enrichment

- (1) How do you determine the KEY factors that affect WORKFORCE ENGAGEMENT? How do you determine the KEY factors that affect WORKFORCE satisfaction? How are these factors determined for different WORKFORCE groups and segments?
- (2) How do you foster an organizational culture that is characterized by open communication, HIGH-PERFORMANCE WORK, and an engaged WORKFORCE? How do you ensure that your organizational culture benefits from the diverse ideas, cultures, and thinking of your WORKFORCE?
- (3) How does your WORKFORCE PERFORMANCE management system support HIGH-PERFORMANCE WORK and WORKFORCE ENGAGEMENT? How does your WORKFORCE PERFORMANCE management system consider WORKFORCE compensation, reward, recognition, and incentive practices? How does your WORKFORCE PERFORMANCE management system reinforce a focus on students, STAKEHOLDERS, and the organization, as well as achievement of your ACTION PLANS?

b. WORKFORCE and Leader Development

- (1) How does your LEARNING and development system address the following factors for your WORKFORCE and your leaders?
 - your organization's CORE COMPETENCIES, STRATEGIC CHALLENGES, and accomplishment of its ACTION PLANS, both short-term and long-term
 - organizational PERFORMANCE improvement and INNOVATION
 - ethics and ethical business practices
 - the breadth of development opportunities, including education, training, coaching, mentoring, and work-related experiences, as appropriate
- (2) How does your LEARNING and development system address the following factors for your WORKFORCE?
 - their LEARNING and development needs, including those that are self-identified and those identified by supervisors and managers
 - the transfer of knowledge from departing or retiring workers
 - the reinforcement of new knowledge and skills on the job
- (3) How do you evaluate the EFFECTIVENESS and efficiency of your LEARNING and development systems?
- (4) How do you manage EFFECTIVE career progression for your entire WORKFORCE? How do you accomplish EFFECTIVE succession planning for supervisor, administrator, and other leadership positions? How do you ensure that FACULTY AND STAFF are appropriately certified or licensed?

c. Assessment of WORKFORCE ENGAGEMENT

- (1) How do you assess WORKFORCE ENGAGEMENT? What formal and informal assessment methods and MEASURES do you use to determine WORKFORCE ENGAGEMENT and WORKFORCE satisfaction? How do these methods and MEASURES differ across WORKFORCE groups and SEGMENTS? How do you use other INDICATORS, such as WORKFORCE retention, absenteeism, grievances, safety, and PRODUCTIVITY to assess and improve WORKFORCE ENGAGEMENT?
- (2) How do you relate your WORKFORCE ENGAGEMENT assessment findings to KEY organizational RESULTS reported in Category 7 to identify opportunities for improvement in both WORKFORCE ENGAGEMENT and organizational RESULTS?

Notes:

N1. "Workforce" refers to the people actively involved in accomplishing the work of your organization. It includes your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. It includes team leaders, supervisors, faculty leaders, and administrators at all levels. People supervised by a contractor should be addressed in Category 6 as part of your larger work systems. For those education organizations that also rely on volunteers, "workforce" includes these volunteers, as appropriate.

N2. "Workforce engagement" refers to the extent of workforce commitment, both emotional and intellectual, to accomplishing the work, mission, and vision of the organization.

N3. The characteristics of "high-performance work" environments (5.1a[2] and 5.1a[3]) in which people do their utmost for the benefit of their students and stakeholders and for the success of the organization are key to understanding an engaged workforce. These characteristics are described in detail in the definition of "high-performance work" on page 62.

For additional description of this Item, see pages 43–44.

N4. Compensation, recognition, and related reward and incentive practices (5.1a[3]) include promotions and bonuses that might be based on performance, skills acquired, and other factors. In some education systems, compensation is set by law, regulation, or bargaining unit agreement. Since recognition can include monetary and nonmonetary, formal and informal, and individual and group mechanisms, reward and recognition systems do permit flexibility. Recognition systems for volunteers who contribute to the work of your organization should be included, as appropriate.

N5. Your organization may have unique considerations relative to workforce development, learning, and career progression. If this is the case, your response to 5.1b should include how you address these considerations.

N6. Identifying improvement opportunities (5.1c[2]) might draw on your workforce-focused results presented in Item 7.4 and might involve addressing workforce-related problems based on their impact on your organizational results reported in response to other Category 7 Items.

It is a privilege to accept [the Baldrige Award] on behalf of the Monfort College's faculty, staff, students, alumni, and friends. We are here because of their continued commitment to performance excellence and investment in the approach of viewing yesterday's performance as an opportunity for a better tomorrow.

—Joe F. Alexander, Dean of 2004 Award recipient Kenneth W. Monfort
College of Business

5.2 Workforce Environment: How do you build an effective and supportive workforce environment? (40 pts.)

Process

Describe HOW your organization manages WORKFORCE CAPABILITY and CAPACITY to accomplish the work of the organization. Describe HOW your organization maintains a safe, secure, and supportive work climate.

Within your response, include answers to the following questions:

a. WORKFORCE CAPABILITY and CAPACITY

- (1) How do you assess your WORKFORCE CAPABILITY and CAPACITY needs, including skills, competencies, and staffing LEVELS?
- (2) How do you recruit, hire, place, and retain new members of your WORKFORCE? How do you ensure your WORKFORCE represents the diverse ideas, cultures, and thinking of your hiring and student and STAKEHOLDER community?
- (3) How do you manage and organize your WORKFORCE to accomplish the work of your organization, capitalize on the organization's CORE COMPETENCIES, reinforce a focus on students and STAKEHOLDERS and on the organization, exceed PERFORMANCE expectations, address your STRATEGIC CHALLENGES and ACTION PLANS, and achieve the agility to address changing organizational needs?
- (4) How do you prepare your WORKFORCE for changing CAPABILITY and CAPACITY needs? How do you manage your WORKFORCE, its needs, and your needs to ensure continuity, to prevent WORKFORCE reductions, and to minimize the impact of WORKFORCE reductions, if they do become necessary?

b. WORKFORCE Climate

- (1) How do you address workplace environmental factors to ensure and improve WORKFORCE health, safety, and security? What are your PERFORMANCE MEASURES and improvement GOALS for each of these WORKFORCE needs? What are any significant differences in these factors and PERFORMANCE MEASURES or targets for different workplace environments?
- (2) How do you support your WORKFORCE via policies, services, and benefits? How are these tailored to the needs of a diverse WORKFORCE and different WORKFORCE groups and SEGMENTS?

Notes:

N1. "Workforce capability" (5.2a) refers to your organization's ability to accomplish its work processes through the knowledge, skills, abilities, and competencies of its people. Capability may include the ability to build and sustain relationships with your students and stakeholders; to innovate and transition to new technologies; to develop new educational programs, offerings, services, and work processes; and to meet changing organizational, market, and regulatory demands.

"Workforce capacity" (5.2a) refers to your organization's ability to ensure sufficient staffing levels to accomplish its work processes and successfully deliver your programs, offerings, and services to your students and stakeholders, including the ability to meet varying demand levels.

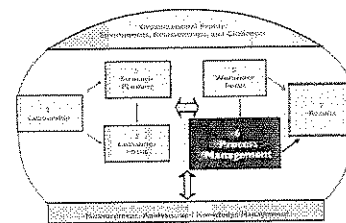
N2. Workforce capability and capacity should consider not only current needs but also future requirements based on your strategic objectives and action plans reported in Category 2.

N3. Preparing your workforce for changing capability and capacity needs (5.2a[4]) might include ensuring subject-matter expertise and an understanding of the cognitive, social-emotional, and ethical development of students. It also might address training in and experience with teaching strategies, facilitation skills, and learning assessment, as well as how to use learning research theory and how to report information and data on student progress. It also might include frequent communication, considerations of workforce employment and employability, career counseling, and outplacement and other services.

For additional description of this Item, see pages 44–45.

6 Process Management (85 pts.)

The **PROCESS Management** Category examines HOW your organization designs its WORK SYSTEMS and HOW it designs, manages, and improves its KEY PROCESSES for implementing those WORK SYSTEMS to deliver student and STAKEHOLDER VALUE and achieve organizational success and SUSTAINABILITY. Also examined is your readiness for emergencies.



6.1 Work Systems: How do you design your work systems? (35 pts.)

Process

Describe HOW your organization designs its WORK SYSTEMS and determines its KEY PROCESSES to deliver student and STAKEHOLDER VALUE, maximize student LEARNING and success, prepare for potential emergencies, and achieve organizational success and SUSTAINABILITY.

Within your response, include answers to the following questions:

- a. WORK SYSTEMS Design
 - (1) How do you design and innovate your overall WORK SYSTEMS? How do you decide which PROCESSES within your overall WORK SYSTEMS will be internal to your organization (your KEY WORK PROCESSES) and which will use external resources?
 - (2) How do your WORK SYSTEMS and KEY WORK PROCESSES relate to and capitalize on your CORE COMPETENCIES?
- b. KEY WORK PROCESSES
 - (1) What are your organization's KEY WORK PROCESSES? How do these PROCESSES contribute to delivering student and STAKEHOLDER VALUE, student LEARNING and success, financial return, organizational success, and SUSTAINABILITY?
 - (2) How do you determine KEY WORK PROCESS requirements, incorporating input from students and STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS, as appropriate? What are the KEY requirements for these PROCESSES? How do you anticipate and prepare for individual differences in student LEARNING capabilities, rates, and styles? How is information on student SEGMENTS and individual students used in the design of your KEY WORK PROCESSES to engage all students in ACTIVE LEARNING?
- c. Emergency Readiness

How do you ensure WORK SYSTEM and workplace preparedness for disasters or emergencies? How does your disaster and emergency preparedness system consider prevention, management, continuity of operations, and recovery?

Notes:

N1. "Work systems" refers to how the work of your organization is accomplished. Work systems involve your workforce, your key suppliers and partners, your contractors, your collaborators, and other components needed to produce and deliver your programs, offerings, services, and support processes. Your work systems coordinate the internal work processes and the external resources necessary for you to succeed in your market.

N2. Your key work processes (6.1b[1]) are your most important internal value creation processes and might include design and delivery of your programs, offer-

ings, and services; student and stakeholder support; and support processes. Your key work processes are the processes that involve the majority of your organization's workforce and produce student and stakeholder value.

N3. Disasters and emergencies (6.1c) might be weather-related, utility-related, security-related, or due to a local or national emergency, including potential pandemics. Emergency considerations related to information technology should be addressed in Item 4.2.

For additional description of this Item, see pages 45–46.

6.2 Work Processes: How do you design, manage, and improve your key organizational work processes? (50 pts.)

Process

Describe HOW your organization designs, implements, manages, and improves its KEY WORK PROCESSES to deliver student and STAKEHOLDER VALUE and achieve organizational success and SUSTAINABILITY.

Within your response, include answers to the following questions:

a. WORK PROCESS Design

How do you design and innovate your WORK PROCESSES to meet all the KEY requirements? How do you incorporate new technology, organizational knowledge, and the potential need for agility into the design of these PROCESSES? How do you incorporate CYCLE TIME, PRODUCTIVITY, cost control, and other efficiency and EFFECTIVENESS factors into the design of these PROCESSES?

b. WORK PROCESS Management

- (1) How do you implement and manage your WORK PROCESSES to ensure that they meet design requirements? How does your day-to-day operation of these PROCESSES ensure that they meet KEY PROCESS requirements? How is input from your WORKFORCE, students, STAKEHOLDERS, suppliers, PARTNERS, and COLLABORATORS used in managing these PROCESSES, as appropriate? What are your KEY PERFORMANCE MEASURES or INDICATORS and in-process MEASURES used for the control and improvement of your WORK PROCESSES?
- (2) How do you prevent variability in the implementation of your WORK PROCESSES that may lead to variations in student LEARNING or student success, as appropriate? How do you minimize overall costs associated with inspections, tests, and PROCESS or PERFORMANCE audits, as appropriate? How do you prevent errors and rework?

c. WORK PROCESS Improvement

How do you improve your WORK PROCESSES to maximize student success; to improve EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES; and to keep the PROCESSES current with educational needs and directions? How do you incorporate a measurement plan that makes EFFECTIVE use of FORMATIVE and SUMMATIVE ASSESSMENT? How do you incorporate the RESULTS of the organizational PERFORMANCE reviews discussed in response to Item 4.1 into the SYSTEMATIC evaluation and improvement of your WORK PROCESSES? How are WORK PROCESS improvements and lessons learned shared with other organizational units and PROCESSES to drive organizational LEARNING and INNOVATION?

Notes:

N1. In-process measures (6.2b[1]) are the data that you collect and analyze at key points in your work processes to determine how well a particular process is performing. Education organizations should note that in-process measures are fundamentally different from formative assessments. While formative assessments can yield student outcome data that may be predictive of end-of-process performance, they do not provide sufficient information to make operational decisions about improving the process itself. Such decisions require an understanding of the critical inputs—such as time, materials, or behaviors—and outputs—such as quality, quantity, or efficiency—needed to maintain operational control.

N2. To improve process performance (6.2b) and reduce variability, your organization might implement approaches such as the Plan-Do-Study-Act methodology or other process improvement tools (e.g., ISO 9000:2000 standards, Six Sigma methodology, or a Lean Enterprise System). These approaches might be

part of your performance improvement system described in response to P.2c in the Organizational Profile.

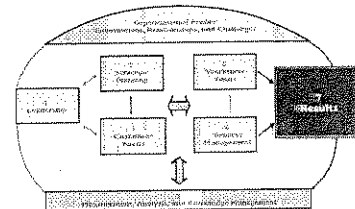
N3. In addition to those processes associated with student learning, work processes that maximize student success might include those targeted at ensuring effective transitions between education levels (e.g., elementary to secondary, secondary to postsecondary, and two-year postsecondary to four-year postsecondary) and might include such mechanisms as multi-level teaming, articulation and transfer agreements, and concurrent enrollment. Such processes also could include those targeted at successful student progression within a program (e.g., efforts related to “promotion” at the elementary and secondary level or to “persistence” at the postsecondary level).

N4. The results of improvements in student learning should be reported in Item 7.1. All other work process performance results should be reported in Item 7.5.

For additional description of this Item, see pages 46–47.

7 Results (450 pts.)

The **RESULTS** Category examines your organization's PERFORMANCE and improvement in all KEY areas—student LEARNING outcomes; CUSTOMER-focused outcomes; budgetary, financial, and market outcomes; WORKFORCE-focused outcomes; PROCESS EFFECTIVENESS outcomes; and leadership outcomes. PERFORMANCE LEVELS are examined relative to those of competitors and other organizations with similar programs and services.



7.1 Student Learning Outcomes: What are your student learning results? (100 pts.)

Results

Summarize your organization's KEY student LEARNING RESULTS. SEGMENT YOUR RESULTS by student and market SEGMENTS, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.

Provide data and information to answer the following questions:

a. Student LEARNING RESULTS

What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student LEARNING and improvement in student LEARNING? How do these RESULTS compare with the PERFORMANCE of your competitors and comparable organizations and of other appropriate student and market SEGMENTS?

Notes:

N1. Results reported in this Item should include results from your primary assessments of student learning. These may include test results related to local, state, and national requirements or mandates, such as the No Child Left Behind Act. In addition, student learning results should relate to the key student learning features identified as student and stakeholder requirements and expectations in P.1b(2), based on information gathered in Items 3.1 and 3.2. The measures or indicators should address factors that affect student and stakeholder preference, such as those included in Item P.1, Note 9, and Item 3.1, Note 2.

N2. For many education organizations, student learning measures are mandated by federal, state,

or local legislation or policy, or by the reporting requirements associated with the receipt of federal, state, or external grant funds. These measures should be identified and reported in your response to this Item.

N3. Demonstrations of improvement in student learning should be evaluated in comparison to education organizations with similar performance levels for their entering students or comparable student populations (i.e., performance indicators for students with similar characteristics). Methods for demonstrating improvement in student learning might involve longitudinal and cohort studies or other value-added methodologies. Results covering three years or more are preferred.

For additional description of this Item, see pages 47–48.

7.2 Customer-Focused Outcomes: What are your student- and stakeholder-focused performance results? (70 pts.)

Results

Summarize your organization's KEY student- and STAKEHOLDER-focused RESULTS for student and STAKEHOLDER satisfaction, dissatisfaction, and ENGAGEMENT. SEGMENT YOUR RESULTS by EDUCATIONAL PROGRAM, OFFERING, AND SERVICE features, and by student, STAKEHOLDER, and market SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Student- and STAKEHOLDER-Focused RESULTS

- (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student and STAKEHOLDER satisfaction and dissatisfaction? How do these RESULTS compare with the student and STAKEHOLDER satisfaction LEVELS of your competitors and other organizations providing similar PROGRAMS, OFFERINGS, AND SERVICES?
- (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of student and STAKEHOLDER relationship building and ENGAGEMENT? How do these RESULTS compare over the course of time as students and stakeholders utilize your programs and services, as appropriate?

Notes:

N1. Student and stakeholder satisfaction, dissatisfaction, relationship building, and engagement results reported in this Item should relate to the student segments, stakeholder groups, and market segments discussed in P.1b(2) and Category 3 and to the listening and determination methods and data described in Item 3.2. Results data might include feedback from students and stakeholders and their overall assessment of education and operations.

N2. Measures and indicators of satisfaction with your programs and services relative to students' and stakeholders' satisfaction with competitors and

comparable organizations (7.2a[1]) might include gains and losses of your students from or to other schools or alternative means of education, such as charter schools, home schooling, or corporate educational programs. Results also might include information and data from independent organizations and key stakeholders, such as survey results, competitive awards, recognition, and ratings. The information and data should reflect comparative satisfaction (and dissatisfaction). Information on the comparative performance of your students should be included in Item 7.1.

For additional description of this Item, see page 48.

7.3 Budgetary, Financial, and Market Outcomes: What are your budgetary, financial, and market performance results? (70 pts.)

Results

Summarize your organization's KEY budgetary, financial, and market PERFORMANCE RESULTS by student SEGMENTS, STAKEHOLDER groups, or market SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Budgetary, Financial, and Market RESULTS

- (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of budgetary and financial PERFORMANCE, including aggregate MEASURES of cost containment or financial viability, as appropriate?
- (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of market PERFORMANCE, including market share or position, market and market share growth, and new markets entered, as appropriate?

Notes:

N1. Responses to 7.3a(1) might include measures such as instructional and general administration expenditures per student or as a percentage of the total budget; income, expenses, reserves, and endowments; tuition and fee levels; cost per academic credit; annual grants and awards; cost avoidance or savings; performance to budget; program expenditures as a percentage of budget; annual budget increases or decreases;

For additional description of this Item, see pages 48-49.

resources redirected to education from other areas; scholarship growth; the percentage of budget for research; and the budget for public service. Measures should relate to the budgetary and financial measures reported in 4.1a(1) and the financial management approaches described in Item 2.2.

N2. New markets entered (7.3a[2]) might include offering Web-based services or distance learning.

7.4 Workforce-Focused Outcomes: What are your workforce-focused performance results? (70 pts.)

Results

Summarize your organization's KEY WORKFORCE-focused RESULTS for WORKFORCE ENGAGEMENT and for your WORKFORCE environment. SEGMENT your RESULTS to address the DIVERSITY of your WORKFORCE and to address your WORKFORCE groups and SEGMENTS, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. WORKFORCE RESULTS

- (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of WORKFORCE ENGAGEMENT and WORKFORCE satisfaction?
- (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of WORKFORCE and leader development?
- (3) What are your current LEVELS and TRENDS in KEY MEASURES of WORKFORCE CAPABILITY and CAPACITY, including staffing LEVELS and appropriate skills?
- (4) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of your WORKFORCE climate, including WORKFORCE health, safety, and security and WORKFORCE services and benefits, as appropriate?

Notes:

N1. Results reported in this Item should relate to processes described in Category 5. Your results should be responsive to key work process needs described in Category 6 and to your organization's action plans and human resource or workforce plans described in Item 2.2.

For additional description of this Item, see page 49.

N2. Responses to 7.4a(1) should include measures and indicators identified in response to 5.1c(1).

N3. Those organizations that rely on volunteers should include results for their volunteer workforce, as appropriate.

7.5 Process Effectiveness Outcomes: What are your process effectiveness results? (70 pts.)

Results

Summarize your organization's KEY operational PERFORMANCE RESULTS that contribute to opportunities for enhanced student LEARNING and to the improvement of organizational EFFECTIVENESS, including your organization's readiness for emergencies. SEGMENT your RESULTS by programs and offerings; by student and market SEGMENTS; and by PROCESSES and locations as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. PROCESS EFFECTIVENESS RESULTS

- (1) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of the operational PERFORMANCE of your WORK SYSTEMS, including WORK SYSTEM and workplace preparedness for disasters or emergencies?
- (2) What are your current LEVELS and TRENDS in KEY MEASURES or INDICATORS of the operational PERFORMANCE of your KEY WORK PROCESSES, including PRODUCTIVITY, CYCLE TIME, and other appropriate MEASURES of PROCESS EFFECTIVENESS, efficiency, and INNOVATION?

Notes:

N1. Results reported in Item 7.5 should address your key operational requirements as presented in the Organizational Profile and in Items 6.1 and 6.2. Include results of mission-specific research and outreach processes, as appropriate. Include results not reported in Items 7.1–7.4.

N2. Results reported in Item 7.5 should provide key information for analysis and review of your organizational performance (Item 4.1), demonstrate use of organizational knowledge (Item 4.2), and provide the operational basis for improved student learning

For additional description of this Item, see pages 49–50.

outcomes (Item 7.1); customer-focused outcomes (Item 7.2); and budgetary, financial, and market outcomes (Item 7.3).

N3. Appropriate measures and indicators of work system performance (7.5a[1]) might include supplier and partner performance; program, offering, service, and work system innovation rates and results; simplification of internal jobs and job classifications; changing supervisory ratios; response times for emergency drills or exercises; and results for work relocation or contingency exercises.

7.6 Leadership Outcomes: What are your leadership results? (70 pts.)

Results

Summarize your organization's KEY GOVERNANCE and SENIOR LEADERSHIP RESULTS, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ETHICAL BEHAVIOR, societal responsibility, and support of KEY communities. SEGMENT your RESULTS by work units, as appropriate. Include appropriate comparative data.

Provide data and information to answer the following questions:

a. Leadership and Societal Responsibility RESULTS

- (1) What are your RESULTS for KEY MEASURES or INDICATORS of accomplishment of your organizational strategy and ACTION PLANS?
- (2) What are your KEY current findings and TRENDS in KEY MEASURES or INDICATORS of GOVERNANCE and fiscal accountability, both internal and external, as appropriate?
- (3) What are your RESULTS for KEY MEASURES or INDICATORS of regulatory, safety, accreditation, and legal compliance?
- (4) What are your RESULTS for KEY MEASURES or INDICATORS of ETHICAL BEHAVIOR and of STAKEHOLDER trust in the SENIOR LEADERS and GOVERNANCE of your organization? What are your RESULTS for KEY MEASURES or INDICATORS of breaches of ETHICAL BEHAVIOR?
- (5) What are your RESULTS for KEY MEASURES or INDICATORS of your organization's fulfillment of its societal responsibilities and your organization's support of its KEY communities?

Notes:

N1. Measures or indicators of strategy and action plan accomplishment (7.6a[1]) should address your strategic objectives and goals identified in 2.1b(1) and your action plan performance measures and projected performance identified in 2.2a(6) and 2.2b, respectively.

N2. Responses to 7.6a(2) might include financial statement issues and risks, important internal and external auditor recommendations, and your senior leaders' response to these matters.

N3. Regulatory, safety, accreditation, and legal compliance results (7.6a[3]) should address requirements described in 1.2b. Workforce-related occupational health and safety results (e.g., Occupational Safety and Health Administration [OSHA] reportable incidents) should be reported in 7.4a(4).

N4. For examples of measures of ethical behavior and stakeholder trust (7.6a[4]), see Item 1.2, Note 4.

N5. Responses to 7.6a(5) should address your organization's societal responsibilities discussed in 1.2b(1) and 1.2c(1), as well as support of the key communities described in 1.2c(2). Measures of contributions to societal well-being might include reduced energy consumption; the use of renewable energy resources, recycled water, and alternative approaches to conserve resources (e.g., increased audio and video conferencing); and the global use of enlightened labor practices.

For additional description of this Item, see page 50.

We recognize the awesome honor and myriad responsibilities that accompany the [Malcolm Baldrige National Quality Award]. . . . Jenks staff members look forward to providing contributions on many fronts, and we will be specifically focused on sharing our quality practices with other school districts as we all strive to help lead our country toward a world-class education system.

—Kirby A. Lehman, Superintendent of 2005 Award recipient
Jenks Public Schools

CHANGES FROM THE 2008 EDUCATION CRITERIA

The Education Criteria for Performance Excellence have evolved significantly over time to help organizations address a dynamic environment, focus on strategy-driven performance, address concerns about governance and ethics, and, most recently, consider the key decisions driving both short-term success and long-term organizational sustainability. The Criteria have continually progressed toward a comprehensive, integrated systems perspective of overall organizational performance management.

The year-to-year changes to the Baldrige Criteria have been evolutionary. However, since the Baldrige Program's inception over 20 years ago, the changes to the Criteria have been revolutionary. They have evolved from having a specific focus on manufacturing quality to a comprehensive strategic focus on overall organizational competitiveness and sustainability. With each update of the Criteria, the Program must balance two important stakeholder considerations. On one hand, there is a need for Criteria that are at the leading edge of validated management practice to help users address the increasingly complex challenges they face; on the other hand, there is a desire for the Criteria to remain stable in order to provide users continuity in their performance assessments. In 2008, minimal revisions were made, in light of the major revisions made in 2007. Continuing its efforts to balance stakeholders' needs for both currency and stability, starting in 2009, the Program is moving to a formal two-year revision cycle, making these the 2009–2010 Education Criteria for Performance Excellence.

The most significant revisions to the 2009–2010 Criteria address three areas of importance: (1) customer (student and stakeholder) focus, (2) organizational core competencies, and (3) sustainability and societal responsibilities.

The concept of customer engagement has received increasing attention as organizations compete in competitive local markets and are asked to prepare their students to compete in a global marketplace. The Education Criteria questions probe your ability to identify and deliver relevant educational programs, offerings, and services to your students and stakeholders now and in the future. The questions ask about your organization's student and stakeholder culture and how it contributes to customer engagement. The questions probe how you listen to the voice of the customer and, more importantly, how you use the information gathered. Is your organization student and stakeholder focused?

While core competencies were introduced as an important concept in the 2007 Baldrige Criteria, their strategic significance was not fully exploited. The Criteria questions now probe the relationship of your core competencies to your organization's mission, strategy, and sustainability. Is your organization competent in the areas that will deliver its sustainability?

Leading organizations are paying increased attention to the sustainability of their environmental, social, and economic systems. The Criteria questions probe how you contribute to the well-being of these systems and what your specific contributions have been. Is your organization fulfilling its societal responsibilities?

The most significant changes in the Criteria and the Criteria booklet are summarized as follows:

- The number of Areas to Address has increased from 37 to 41 to increase clarity and definition; the number of Criteria Items remains unchanged at 18, plus 2 in the Preface: Organizational Profile.
- The **Preface: Organizational Profile** now includes your core competencies as a key characteristic of your organizational environment.
- Category 1, **Leadership**, includes an enhanced focus on sustainability and societal responsibilities and the senior leaders' role.
- Category 2, **Strategic Planning**, introduces core competencies as a strategic concept.
- Category 3, **Customer Focus**, has been redesigned around customer engagement and the voice of the customer.
- Category 4, **Measurement, Analysis, and Knowledge Management**, clearly separates but emphasizes both the importance of information and knowledge management and the management of information technology and systems.
- Category 5, **Workforce Focus**, has been simplified to add clarity and focus to important aspects of workforce engagement.
- Category 6, **Process Management**, has been reorganized for a more logical flow of the questions.
- Category 7, **Results**, has been aligned with the changes in Categories 1–6 to encourage the measurement of important and appropriate results.
- The Core Value previously related to social responsibility has been retitled and rewritten to reflect the larger sustainability concepts embodied in **societal responsibility**.
- Three terms have been added to the Glossary of Key Terms: customer engagement, voice of the customer, and work processes. In addition, the definition of sustainability has been expanded to reflect societal aspects of organizational sustainability.
- The Results Scoring Guidelines have been modified to specifically address performance projection expectations in each scoring range. Also, performance projections have been included in the sample results figure

Blueprint Education Group LLC
12/12/08

Proposal for

Baldrige Organizational Assessment for
Oak Park - River Forest School District

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I. Summary

Blueprint Education Group LLC ("Blueprint") respectfully submits this proposal to deliver a *Baldrige Organizational Assessment* for the Oak Park and River Forest High School District 200 ("OPRFHS"). Blueprint's founder and partners are uniquely experienced and positioned to provide the necessary facilitation, guidance, and support to the leaders and staff at OPRFHS. The *Baldrige Organizational Assessment* is intended to accomplish the following goals:

- Introduce the Baldrige Education process and criteria to leadership and staff
- Assess organizational performance according to the Baldrige Education Criteria
- Identify opportunities for OPRFHS organizational improvement
- Prioritize OPRFHS opportunities for improvement
- Develop a suggested implementation plan for key OPRFHS opportunities for improvement

Blueprint's Managing Partner, Todd Bloom, Ph.D., as well as his Blueprint partners, have significant experience assessing organizational performance and leading change within school districts. Blueprint's team is comprised of individuals who hold both terminal degrees in business and education as well as experience applying organizational diagnostics and efficiency/effectiveness improvement approaches in school districts. As a testament to Blueprint staff capabilities, we are proud to have been selected by the national leader in process management in education, American Productivity and Quality Center (APQC), to serve as its consultant and developer for the organization's process management services for K-12.

My Blueprint partners and I look forward to the opportunity to serve OPRFHS through the proposed *Baldrige Organizational Assessment*.

Regards,

Todd Bloom, Ph.D.
Managing Partner
Blueprint Education Group LLC

Blueprint Education Group LLC is a registered Minnesota limited liability company (EIN: 61-150-4811). The company is headquartered at 2101 Morton Road, Wayzata, Minnesota 55391. Todd Bloom is Principal Owner of Blueprint Education Group LLC. Additional information about the company and its services is available by contacting Todd Bloom at (952) 807-5345 or fax at (888) 269-4915 or email tbloom@BlueprintEducationGroup.com.

II. Introduction

Blueprint Education Group LLC ("Blueprint") is a Minnesota-based professional services organization committed to assisting public school districts overcome their most pressing operational challenges. Blueprint services focus on bringing focus and efficiency to school district operations while maintaining or increasing organizational effectiveness. Blueprint and its founder, Todd Bloom, Ph.D., are proud to have worked on such projects with the following sampling of schools district and education organization clients, especially its most recent client, American Productivity and Quality Center (APQC). APQC is the nation's premier business and education process benchmarking organization. In fact, APQC's founder, Jack Grayson, was also a founder of the National Malcom Baldrige Award. Blueprint recently developed and delivered a series of K-12 process management booklets and workshops for APQC.

- APQC
- Anoka-Hennepin School District, MN
- New York City Board of Education, NY
- Denver Public Schools, CO
- Lansing School District, MI
- Orange County Public Schools, FL
- Sarasota County Schools, FL
- Charleston County School District, SC
- Ysleta Independent School District, TX
- Deer Valley Unified School District, AZ
- Polk County Schools, FL
- Lake County Schools, FL
- Utah State University
- eSchool Solutions Inc., FL
- Technology Information Education Services (TIES), MN

While most U.S. school districts face stagnating or shrinking budgets, they must also contend with increasing performance accountability. School districts are simply being asked to "do more with less." In response to these formidable pressures, Blueprint has delivered its *Baldrige Organizational Assessment* as well as improvement services to assist school districts in their response to these organizational needs in an efficient, effective, and sustainable manner.

III. Procedure/Scope of Work

The following is a Scope of Work for the *Baldrige Organizational Assessment*. A more specific set of action steps and activities will be developed and presented during Phase I of the project.

Phase I: Readiness and Scope

- Establish District/Board and Executive Team Sponsorship as John Allen and Attila J. Weninger
- Communicate Project goals and expectations
- Create Project Plan
- Assign staff to Baldrige Steering Committee: Board of Education (1), Superintendent (1), District Leadership Team (7), Faculty Senate (1); Student (1)
- Assign staff to six Baldrige Criterion Teams (Seventh "Results" criterion distributed): Board of Education (1 for each); Building and District Leadership Teams (2 for each); Division Heads (at least 1 for each); Faculty (2 for each); Staff (2 for each); Parent (1 for each); Student (1 for each)
- Establish Meeting timeline for Steering Committee (1 per month) and Criterion Teams (2 per month)

PHASE I DELIVERABLES [Final deliverables developed by Consultant]:

Project Plan Document

Phase II: Assess Organizational Performance

- Steering Committee Meetings (90 minutes each; 1 per month):
 - Meeting 1: Review of Project, Baldrige process, and Education Criteria [Consultant-facilitated; on-site]
 - Meetings 2 - 4: Review of Committee Progress [Consultant-facilitated; on-site]
 - Meeting 5: Presentation of Criteria Response by Teams; Discussion [Consultant-facilitated; on-site]
- Criterion Teams Meetings (90 minutes each, 2 per month):
 - Meeting 1: Review of Project, Baldrige process, and Education Criteria [Consultant-facilitated; on-site; same day as Steering Committee Meeting 1]

- Meeting 2: Overview of Baldrige Question Set 1; Data collection & documentation plan
- Meeting 3: Overview of Baldrige Question Set 2; Data collection & documentation plan
- Meeting 4: Review documentation for Question Set 1 data; refine
- Meeting 5: Review documentation for Question Set 2 data; refine
- Meeting 6: Review documentation for Question Set 1 and 2 [Consultant-facilitated; on-site; same day as Steering Committee Meeting 4]
- Meeting 7: Review Final documentation for Question Set 1 and 2 (and improvement opportunities – see Phase III)
- Meeting 8: Discuss presentation of Criterion assessment (and improvement opportunities – see Phase III) to Steering Committee
- Meeting 9: Present Criterion assessment (and improvement opportunities – see Phase III) to Steering Committee [Consultant-facilitated; on-site; same day as Steering Committee Meeting 5]

PHASE II DELIVERABLES [Final deliverables developed by Consultant]:

Final Organizational Profile; PowerPoint presentation

Phase III: Identify and propose organizational improvement opportunities

- Steering Committee Meetings:
 - Meeting 5* (see Phase II): Presentation of improvement recommendations by Teams; Discussion and prioritization of improvement recommendations [Consultant-facilitated; on-site; same day as Criterion Team Meeting 9]
- Criterion Team Meetings:
 - Meeting 7 (see Phase II): Discuss documented improvement opportunities
 - Meeting 8 (see Phase II): Discuss presentation of improvement opportunities
 - Meeting 9* (see Phase II): Present improvement recommendations to Steering Committee [Consultant-facilitated; on-site; same day as Steering Committee Meeting 5]

*** Note: Steering Committee AND Criterion Team meetings #5 and #9 coincide**

PHASE III DELIVERABLES [Final deliverables developed by Consultant]:

Improvement Recommendations document; presentation document

Phase IV: Develop a draft implementation plan for three (3) key organizational improvement opportunities

- Develop an Implementation Plan for three key improvement opportunities that includes the following: basis of need, project plan, interdependency analysis, estimated costs, timeline, deliverables, success metrics, and milestones
- Present Implementation Plans to Steering Committee

PHASE IV DELIVERABLES [Final deliverables developed by Consultant]:

Implementation Plan; Implementation Plan PowerPoint presentation

IV. Timetable

The following is an expected timetable for the *Baldrige Organizational Assessment*.

	Description of Work	Start and End Dates
Phase I	Readiness and Scope [1-day site visit]	August 15 – August 30
Phase II	Assess organizational performance according to the Baldrige Education Criteria [Minimum 4, 1-2 day site visits; 1 per month]	September 1 – December 15
Phase III	Identify and propose organizational improvement opportunities [1, 1-2 day site visit]	September 1 – December 15
Phase IV	Develop a draft implementation plan for three (3) key organizational improvement opportunities	November 1 – December 15

V. Fees

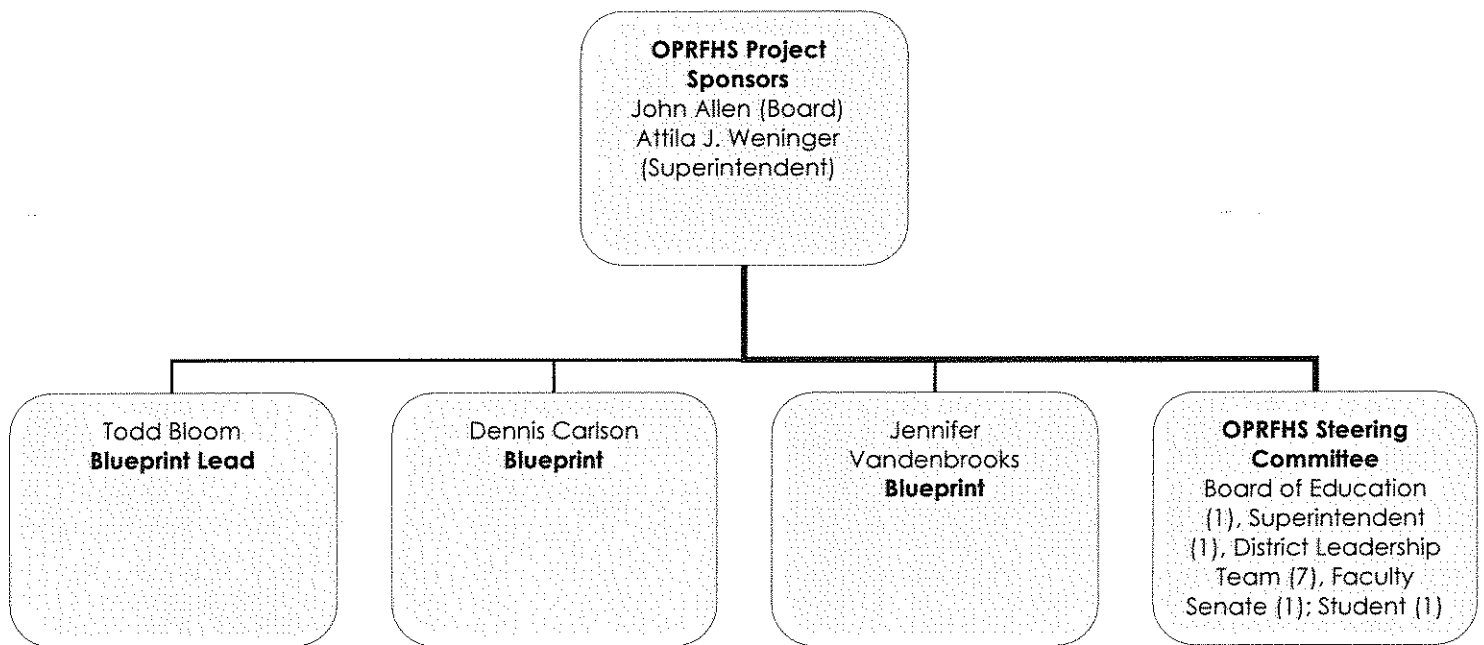
The following table describes the fee for the *Baldrige Organizational Assessment*. For each Phase of work, 50% of the Phase price will be paid at the start of the Phase and the remaining 50% will be paid upon completion of the phase.

Additional requested services outside the scope of this proposal will be presented in a separate proposal. Fees include all necessary and customary travel expenses. It is anticipated that there will be 5-6 2-day (1 overnight) visits.

	Description of Work	Costs
Phase I	Readiness and Scope	\$2,000.00
Phase II	Assess organizational performance according to the Baldrige Education Criteria	\$10,000.00
Phase III	Identify and propose organizational improvement opportunities	\$5,000.00
Phase IV	Develop a draft implementation plan for three (3) key organizational improvement opportunities	\$5,000.00
Total		\$22,000.00

VI. Key Personnel

Blueprint Managing Partner, Todd Bloom, will serve as the *Baldrige Organizational Assessment* Lead Consultant. As needed, Todd Bloom may utilize the advisory services of Blueprint Partners, Jennifer Vandenbrooks, former Managing Director of Kaplan K12 Learning Services and Dennis Carlson, Interim Superintendent of Anoka Hennepin School District (MN). Critical to the success of this project is the involvement of OPRFHS leadership in the form of a Project Sponsor and Steering Committee that will work with the Lead Blueprint Consultant.



VII. Endorsements

Blueprint is proud to share feedback it receives about its work in a variety of U.S. school district and education organizations. Below are selected individuals who may be contacted to learn more about the quality of Blueprint services and its founder, Todd Bloom. Additional references are available upon request.

- Dr. Virginia McElyea, Superintendent, Deer Valley Unified School District, Phoenix, Arizona. Contact: 623.445.5000 or Virginia.McElyea@dvusd.org
- Jerry Molinoski, Associate Superintendent for Human Resources, Ysleta Independent School District, El Paso, Texas. Contact: 915.434.0402 or jmolinoski@yisd.net
- Renee Harper, Director, Office of School-Based Support Services at New York City Board of Education, New York City, New York. Contact: 718.935.3626 or RHarper@schools.nyc.gov
- Tom Heideman, Vice Chairman of the Board for Anoka Hennepin School District, Coon Rapids, MN. Contact: tom.w.heidemann@honeywell.com

VIII. Next Steps

The following are the suggested Next Steps for a successful launch of the *Baldrige Organizational Assessment*.

1. Board of Education presentation (January 2009)
2. Present and accept scope, deliverables, timeline, and budget (February 2009)
3. Project kick-off meeting (August 2009)
4. Organizational assessment/Phases I – IV (August – December 2009)
5. Deliver project blueprint (December 2009)

IX. Proposal Acceptance

Signing this Proposal Acceptance signifies OPRFHS agreement to purchase from Blueprint Education Group LLC its *Baldrige Organizational Assessment* in accordance with the terms, conditions and fees described in this proposal.

Please fax a signed copy of this Proposal Acceptance to Todd Bloom at 888/ 269-4915.

Oak Park and River Forest High School District 200

Signature of OPRFHS Official

Date

Attila J. Weninger

Superintendent

Blueprint Education Group LLC

Signature of Blueprint Education Group LLC Official

Date

Todd Bloom

Managing Partner