

**BOARD OF EDUCATION MEETING  
COMMUNITY HIGH SCHOOL DISTRICT 94  
October 18, 2016 – 7:00 P.M.**

**COMMUNITY HIGH SCHOOL DISTRICT 94  
157 W. WASHINGTON STREET  
WEST CHICAGO, IL 60185**

**A G E N D A**

**OPENING ACTIVITIES**

1. Call to Order
2. Salute to the Flag
3. Reading of Mission Statement  
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call
5. Additions to the Agenda – (Voice Vote)

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**RECOMMENDED MOTION:** That the Board of Education approve the addition of the topics shown above to this agenda.

**STUDENT RECOGNITION:** (Att. §B - pp. 1 - 2)

1. September Student of the Month – Bailey Lelito
2. September PeaceBuilder of the Month – Israel Cruz

**GOOD NEWS OF THE DISTRICT:**

1. Lauren Stewart and Kyle Etheridge  
In recognition of their efforts beyond the call of duty. See attached email from Brian Wheeler (Att. §B - pp. 3 - 3)

**PUBLIC PARTICIPATION:**

**CONSENT AGENDA (Roll Call)**

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading “Recommended Action”.

1. Items Removed from Consent Agenda for Separate Action: \_\_\_\_\_

2. Consent Agenda Action for All Items Except those Listed in 1. Above.

**RECOMMENDED MOTION:** That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

**CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):**

1. **Approval of Minutes — (Att. §C – pp. 1 – 6 )**  
Board of Education Meeting – September 27, 2016  
Closed Session Board of Education Meeting – At Table September 27, 2016  
**RECOMMENDED MOTION:** That the Board of Education  
approve the minutes of the meeting of September 27, 2016 as listed above.
2. **Filing of Minutes - (Att. §C - pp. 7 – 19 )**  
Education/Programs Committee Meeting - April 7, 2016  
**RECOMMENDED MOTION:** That the Board of Education  
approve the minutes of the meeting of April 7, 2016 as listed above.
3. **Approval of Financials — (Att. §A – pp. 1 – 57 )**
  - a. Approve Current Expenditures  
**RECOMMENDED MOTION:** That the Board of Education  
approve the expenditures from September 16, 2016 to October 13, 2016.
  - b. Imprest Fund Statement
  - c. Treasurer's Report
  - d. Statement of Position/Financial Report
  - e. Statement of Revenue/Expenditures YTD Ending September 30, 2016
  - f. 3-Year Budget/Actual Report
  - g. Grant Reports
  - h. Petty Cash Fund Report
  - i. Student Activity Account Fund Balance
  - j. New Vendors Monthly Report
  - k. Quarterly Financial Reports

**ADMINISTRATIVE REPORTS AND INFORMATION:**

1. Superintendent's Report Doug Domeracki
  - Student Report – Pauline Sulit
  - FOIA Request(s) (Att. §B - pp. 4 - 8)
2. Director of Business Services Report Gordon Cole
  - Baker, Tilly Audit Report
3. Director of Human Resources Report Dave Blatchley
4. Principal's Report Moses Cheng
  - Student Attendance & Discipline (Att. §B - pp. 9 - 10)
5. Joint Conference Resolutions Rich Nagel
6. Phase Four (4) Capital Plan (Att. §B - pp. 11 - 21) Gordon Cole
7. ESL Program Veronica Jimenez

8. Committee Reports:
  - a. Communications – September 27, 2016 (Att. §C - pp. 20 - 82)
  - b. Education – October 6, 2016 (Att. §C - pp. 83 - 87)
  - c. Facilities
  - d. Finance
  - e. Joint Finance & Facility
  - e. Personnel
  - f. Policy
9. Future Dates
  - a. Regular Monthly Board of Education Meeting – November 15, 2016
  - b. Regular Monthly Board of Education Meeting – December 13, 2016
10. Open Comment Board Members

**OLD BUSINESS:**

**NEW BUSINESS:**

1. **Personnel Reports – (Roll Call)**  
**RECOMMENDED MOTION:** That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 – 2).
2. **Separation of Employment – (Roll Call)**  
**RECOMMENDED MOTION:** That the Board of Education approve the retirement of John Zimmerman, Personal Care Assistant/Job Coach/Special Education Division effective October 14, 2016.
3. **Policy ¶2205 – Political Activities – (Roll Call)**  
Policy 2205 and 3703 have been revised to accommodate student learning experiences that have been impacted by Board Policy. The revised policies now provide students the opportunity to participate in activities such as the Mikva Challenge.  
**RECOMMENDED MOTION:** That the Board of Education approve proposed changes to Policy ¶2205 – Political Activities at first reading as shown on Att. §B - pp. 22 - 22 .
4. **Policy ¶3703 – Ethics and Gift Ban – (Roll Call)**  
**RECOMMENDED MOTION:** That the Board of Education approve proposed changes to Policy ¶3703 – Ethics and Gift Ban at first reading as shown on Att. §B - pp. 23 - 34 .
5. **New/Modified Courses for School Year 2017-2018 – (Roll Call)**  
The Curriculum Committee is recommending an addition of five (5) courses for school year 2017-2018. The new courses are AP Computer Science Principles; Technical Mechanics; Algebra 1 Honors; Environmental Science; and Forensic Science. The committee is also recommending modifying and

changing the names of two (2) courses; 3D Design 1 & 2 to 3D Art 1 & 2; Computer Art 1 & 2 to Graphic Art 1 & 2; and Advanced Computer Art to Advanced Graphic Art. The committee is also recommending modifying Technical Drawing from a yearlong course to a semester course.

**RECOMMENDED MOTION:** That the Board of Education approve the addition of five courses and modifying 3 courses for school year 2017-2018 as shown on Att. §B - pp. 35 - 67.

6. **Adopt Resolution in Recognition of Principal Appreciation Week – (Roll Call)**

The week of October 16<sup>th</sup> – 22<sup>nd</sup> is recognized as Illinois Principals Appreciation Week. The state honors the work and commitment of principals, assistant principals, and deans throughout Illinois. All stakeholders and schools are asked to perform some act of appreciation to acknowledge the dedication provided by these educational leaders.

**RECOMMENDED MOTION:** That the Board of Education adopt a resolution in recognition of Principal Appreciation Week as shown on Att. §B - pp. 68 - 68.

**EXECUTIVE SESSION –only if needed and with the understanding that possible action could be taken on matters discussed in closed session.**

**RECOMMENDED MOTION TO MOVE TO CLOSED SESSION:**

That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

- |     |  |
|-----|--|
| 1.  | The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.  |
| 2.  | Collective negotiating matters.  |
| 3.  | The selection of a person to fill a public office.   |
| 4.  | Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.   |
| 5.  | The purchase or lease of real property.  |
| 6.  | The setting of a price for sale or lease of property.  |
| 7.  | The sale or purchase of securities, investments, or investment contracts.  |
| 8.  | Emergency security procedures.   |
| 9.  | Student discipline.  |
| 10. | The placement of individual students in special education programs.  |
| 11. | Litigation has been filed and is pending before a court or administrative tribunal.  |
| 12. | Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.  |
| 13. | Self-evaluation.   |
| 14. | Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).   |
| 15. | Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. |

**Begin Closed Session Taping**



**RECOMMENDED MOTION TO MOVE TO OPEN SESSION:**

That the Board of Education  
return to Open Session at [Time] to possibly vote on closed session items.

**End Closed Session Taping**

**ACTION AFTER RETURN TO OPEN SESSION**

**ADJOURNMENT**

**RECOMMENDED MOTION:**      **That the Board of Education meeting  
be adjourned at [Time].**

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**October 18, 2016  
7:00 p.m.  
Board of Education Meeting**

**SECTION A -  
Financial Reports**

- a. Bill Listing (including Summary)
- b. Imprest Fund
- c. Treasurer's Report
- d. Statement of Position/Financial Report
- e. Statement of Revenue/Expenditures
- f. 3-Year Budget/Actual Report
- g. Grant Reports
- h. Petty Cash Fund
- i. Student Activity Account Fund Balance
- j. New Vendors Monthly Report
- k. Quarterly Financial Report

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1625952	A-1 DOORS FRAMES & HA	10/18/2016	DOOR SERVICES LOCKS AND KEYS SERVICES	505.25 305.75	811.00
1625953	Acer Service Corporat	10/18/2016	TECHNOLOGY SUPPLIES TECHNOLOGY SUPPLIES	955.00 124.90	1,079.90
1625954	Actively Learn	10/18/2016	TEAM LICENSE SUBSCRIPTIONS	1,390.00	1,390.00
1625955	Air Filter Engineers	10/18/2016	AIR FILTERS	123.12	123.12
1625956	Albright, Scott	10/18/2016	SCIENCE SUPPLIES	14.83	14.83
1625957	ALL-DISPOSAL & RECYCL	10/18/2016	9/12/16 ROLL-OFF SVC	340.00	640.00
			9/22/16 ROLL-OFF SVC	300.00	
1625958	ANDERSON PEST Solutio	10/18/2016	JULY 2016 PREVENTIVE SVC OCTOBER 2016 PREVENTIVE SVC	86.48 84.98	171.46
1625959	At&t	10/18/2016	9/16/16-10/15/16 PHONE SVC 9/28/16-10/27/16 DUCOMM SVC 9/16/16-10/15/16 INTERNET SVC 9/10/16-10/9/16 INTERNET CHGS	2,257.52 321.13 1,220.80	3,799.45
1625960	AT&T INTERNET SERVICE	10/18/2016	INTERNET SVC	1,664.25	1,664.25
1625961	At&t Long Distance	10/18/2016	AUGUST 2016 LONG DISTANCE	68.40	68.40
1625962	Ati Physical Therapy	10/18/2016	FALL 2016 ATHLETIC TRAINER	14,333.33	14,333.33
1625963	Baker Tilly Virchow K	10/18/2016	FY2016 AUDIT FINAL BILL	3,000.00	3,000.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount	2
1625964	Behavioral Health Ser	10/18/2016	9/2/16-9/21/16 TUTORING; 1 STUDENT	525.00	525.00	
1625965	Bell, Carol	10/18/2016	BOYS/GIRLS XCOUNTRY REGIONAL RACES	300.00	300.00	
1625966	Biltmore Commercial R	10/18/2016	KITCHEN REPAIR AND MAINTENANCE SERVICES	467.30	467.30	
1625967	Bizurich Media	10/18/2016	UPSTATE 8 STUDENT LEADERSHIP CONFERENCE KEYNOTE SPEAKER; TO BE REIMBURSED BY UPSTATE 8 BOARD OF CONTROL SCHOOLWIRES LICENSES 7/1/16-6/30/17	1,500.00	1,500.00	
1625968	Blackboard	10/18/2016	AUDITORIUM SUPPLY September 2016 Mileage Reimbursement	3,491.21	3,491.21	
1625969	BMI SUPPLY	10/18/2016		3,647.28	3,647.28	
1625970	Bono, Tracy	10/18/2016		259.20	259.20	
1625971	BSN SPORTS	10/18/2016	Athletic equipment Athletic	282.63 704.84	3,347.27	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			equipment		
			Athletic	1,359.80	
			equipment		
			Soccer balls	1,000.00	
1625972	Butler Chemical Co	10/18/2016	SEPTEMBER 2016	680.00	680.00
			MAINTENANCE		
1625973	CAMBRIDGE EDUCATIONAL	10/18/2016	ACT TESTING	530.00	950.97
			MATERIALS BALANCE		
			PSAT LICENSING	420.97	
			AND REPORTS		
1625974	Canon Financial Servi	10/18/2016	Staples for new	376.50	6,516.83
			science copier		
			SEPTEMBER 2016	5,523.71	
			CONTRACT CHGS		
			NOV 2016 UNIFLOW	616.62	
			CHGS		
1625975	Carolina Biological S	10/18/2016	Large Owl Pellets	63.08	63.08
1625976	Carguest Auto Parts	10/18/2016	BATTERY; #7	131.99	131.99
1625977	Carrow, Patricia	10/18/2016	JUL 2016-SEP 2016	368.13	368.13
			RETIREE HLTH		
			REIMBURSEMENT		
1625978	Cdwy	10/18/2016	Google EDU	260.00	3,166.43
			Management		
			Console License		
			for lost/stolen		
			chromebooks		
			Headsets/mics to	652.99	
			be used for TSI		
			projects		
			AutocAD LT 2017 -	305.00	
			New Subscription		
			( annual ) for		
			Gordon Cole's PC		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Cables for math and science remodel	-50.00	
			Cables for math and science remodel	-3.50	
			Projectors, TV's, and Mounts for math and science remodel	2,001.94	
1625979	CERTIFIED BALANCE & S	10/18/2016	WRESTLING SCALE CLEANING AND CALIBRATION	187.00	187.00
1625980	Chicago Sun Times NIE	10/18/2016	Chicago Sun Times newspaper subscription JUNE 2016-AUG 2016	193.20	193.20
1625981	Citizens Taxi Dispatc	10/18/2016	TRANSPORTATION; 3 STUDENTS AUGUST 2016 TRANSPORTATION; 4 STUDENTS	21,221.00	24,488.50
1625982	City Of West Chicago	10/18/2016	AUGUST 2016 FUEL; O&M	3,267.50	418.67
1625983	City Of West Chicago	10/18/2016	9/15/14-2/24/15 WATER; DISTRICT OFFICE 3/4/15-7/4/15 WATER; SOUTH END 3/4/15-6/23/16 WATER; NORTH END 3/4/15-7/4/15	418.67	277.02
				277.02	16,244.02
				7,322.70	
				7,684.74	
				250.60	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1625984	Clare Woods Academy	10/18/2016	WATER; GEORGE ST 3/4/15-7/4/15 WATER; PIONEER PARK AUG 2016-SEP 2016 TUTION RATE ADJUSTMENT OCTOBER 2016 TUTION; 1 STUDENT 8/12/16-9/13/16 ELECTRIC; DIST OFFICE; ACCT #6755368011 8/12/16-9/13/16 ELECTRIC; KERR-MCGEE; ACCOUNT #1966066027 AUGUST 2016 INTERNET SVC; ACCOUNT #T2220031 REPLACEMENT POWER CORDS FOR SMART BOARDS SEPTEMBER 2016 TUTION; 1 STUDENT AUGUST 2016 RATE INCREASE BILLING SEPTEMBER 2016 RATE INCREASE BILLING	708.96	
1625985	Comed	10/18/2016		234.32	6,731.12
1625986	Communications Revolv	10/18/2016		6,496.80	
1625987	CONFERENCE TECHNOLOGI	10/18/2016		726.97	742.41
1625988	Connections Day Schoo	10/18/2016		15.44	
				2,500.00	2,500.00
				104.00	104.00
				4,513.95	4,692.88
				49.36	
				129.57	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount	Ⓢ
1625989	Conserv Fs	10/18/2016	SNOW SHOVELS	146.54	146.54	
1625990	Constellation Newener	10/18/2016	SEPTEMBER 2016	6,947.73	57,889.08	
			NATURAL GAS			
			8/15/16-9/14/16	50,941.35		
1625991	Decker Equipment	10/18/2016	NATURAL GAS			
1625992	Demco Inc	10/18/2016	GRAY BENCH	120.58	120.58	
			PEDESTALS			
			LAMINATOR FILM	204.99	204.99	
1625993	DLA Architects, Ltd.	10/18/2016	ROLL			
			SEPTEMBER 2016	3,609.97	4,650.08	
			SCIENCE			
			REMODELING; PROJ			
			#2014.50.000			
			SEPTEMBER 2016	1,040.11		
			CAFETERIA &			
			KITCHEN			
			RENOVATIONS; PROJ			
			#2015.20.000			
1625994	Earth Care Inc	10/18/2016	BALL FIELD	360.00	360.00	
			FERTILIZER/WEED			
			CONTROL			
1625995	EBSCO	10/18/2016	EBSCO, Magazines	1,199.90	1,199.90	
			for LRC and			
			Departments			
1625996	Eric Armin Incorporat	10/18/2016	Differentiated	337.91	337.91	
			materials for			
			special education			
			students to			
			utilize to insure			
			access to the			
			general education			
			curriculum in the			
			least restrictive			



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1625997	Ferreiro, Brianne	10/18/2016	environment (general education classroom). SCIENCE LAB SUPPLIES	50.45	50.45
1625998	First Impression Inc	10/18/2016	TENNIS COURT REPAIR WORK	1,200.00	1,200.00
1625999	Flagsusa	10/18/2016	FLAGS	30.00	30.00
1626000	Flinn Scientific	10/18/2016	Nitric Acid Cabinet; law requires this be stored away from other acids Polypropylene Compartment for Nitric Acid	201.00	201.00
1626001	Ford Credit	10/18/2016	OCTOBER 2016 CAR LEASE PYMT; DRIVERS ED; ACCT #51897178	252.87	252.87
1626002	Fox Tech School	10/18/2016	SEPTEMBER 2016 TUTORING; 1 STUDENT	3,698.35	3,698.35
1626003	Frank Cooney Company	10/18/2016	STOOLS WITH CASTERS; SCIENCE LABS	55,292.50	56,202.10
			STOOLS WITH CASTERS; SCIENCE LABS	909.60	
1626004	Frey Scientific	10/18/2016	new equipment needed to fit new ring stand rods;	704.59	704.59



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626012	Haiges Machinery Inc	10/18/2016	MISC BUILDING	50.91	50.91
1626013	Harris Bank	10/18/2016	HARDWARE SUPPLIES CONFERENCE FEES AND SUPPLIES TECHNOLOGY SUPPLIES; SCIENCE SUPPLIES; HR PURCHASED SVCS, O&M SUPPLY, ATHLETIC SVCS, FACS SUPPLIES JULY 2016-SEPT 2016 RETIREE HLTH REIMBURSEMENT Read 180	152.50	3,004.50
1626014	Highland, John	10/18/2016	Instructional Materials for the classroom Special Education students in self-contained English I and English II utilize Read 180 for curriculum	2,852.00	
1626015	Hm Receivables Co Llc	10/18/2016	Houchen Bindery, Textbook and Library Book repair 9/2/16-9/29/16 SVC; FOOTBALL STADIUM WATER SAMPLE	2,507.00	1,944.39
1626016	Houchen Bindery Ltd	10/18/2016		-562.61	
1626017	Hoving Pit Stop	10/18/2016			
1626018	Hygieneengineering Inc	10/18/2016			

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount	e
1626019	Ictm Mathematics Cont	10/18/2016	TESTING; PROJECT #2016-2981; 8/29/16-9/15/16 West Chicago Math Team Regional Registration Fee AUGUST 2016 BACKGROUND CHECKS; COST CENTER: 03388	200.00	200.00	
1626020	Illinois State Police	10/18/2016	SUMMER ROUTES; BRIDGE PROGRAM CANTIGNY; 8/26/16 AUGUST 2016 GIRLS CROSS COUNTRY; BOYS SOCCER AND SWIMMING	235.50	235.50	
1626021	ILLINOIS CENTRAL SCHO	10/18/2016	IMEA Audition fees for District 94	3,859.18	5,802.93	
1626022	Imea	10/18/2016	OCTOBER 2016 SKYWARD SUBSCRIPTION CUSTODIAL SUPPLIES (GARBAGE BAGS) PER 2016/2017	224.00	224.00	
1626023	Integrated Systems Co	10/18/2016	CUSTODIAL BID SPSS Statistics Base Annual renewal Quote #	525.00	525.00	
1626024	Interboro Packaging C	10/18/2016		946.70	946.70	
1626025	INTERNATIONAL BUSINES	10/18/2016		214.00	214.00	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626026	IPMG Employee Benefi	10/18/2016	17330075 OCTOBER 2016 FLEXIBLE SPENDING ACCOUNT	350.00	350.00
1626027	Jensen, Chris	10/18/2016	CASTERS; AUDITORIUM SUPPLY PROPS SUPPLIES; DRAMA	424.33 221.58	645.91
1626028	Johnson, Dan	10/18/2016	JULY 2016-SEPT 2016 RETIREE HLTH REIMBURSEMENT	736.24	736.24
1626029	Junior Library Guild	10/18/2016	Junior Library Guild renewal, ID: J060784	1,754.40	1,754.40
1626030	Jw Pepper	10/18/2016	Fall Orchestra Concert Music	157.99	157.99
1626031	Krage's Tire Centers	10/18/2016	TRACTOR TIRES	412.00	412.00
1626032	Lake Park High School	10/18/2016	G vol jv invite 10/15/16	175.00	175.00
1626033	Lichy/reimb, Paul	10/18/2016	EDITING SOFTWARE FOR SPEECH CLUB SCIENCE	78.73	78.73
1626034	LJ Morse Construction	10/18/2016	DEPARTMENT REMODEL; PAY REQ #8; PROJECT #2014.50	15,019.65	15,019.65
1626035	MAINE EAST HIGH SCHOO	10/18/2016	G swim invite 10/15/16	300.00	300.00
1626036	Mark's Plumbing Parts	10/18/2016	PLUMBING SUPPLIES	477.03	477.03
1626037	Marklund at Mill Cree	10/18/2016	SEPTEMBER 2016 TUITION; 1 STUDENT	8,899.28	8,899.28
1626038	McCarthy, Dan	10/18/2016	SEPTEMBER 2016	249.37	249.37

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount	
1626039	Vendor Continued	10/18/2016	RETIREE HLTH		0.00	
1626040	Menards	10/18/2016	REIMBURSEMENT			
			MISC BUILDING	-4.70	1,239.05	
			HARDWARE RETURN			
			MISC BUILDING	-12.16		
			HARDWARE RETURN			
			MISC BUILDING	-2.64		
			HARDWARE RETURN			
			MISC HARDWARE	82.26		
			BUILDING SUPPLIES			
			SET AND PROP	49.30		
			SUPPLIES FOR			
			DRAMA SHOWS			
			MISC BUILDING	269.88		
			HARDWARE SUPPLIES			
			SET AND PROP	64.62		
			SUPPLIES FOR			
			DRAMA SHOWS	175.86		
			SET AND PROP			
			SUPPLIES FOR			
			DRAMA SHOWS			
			Rust-oleum	37.60		
			Painter's Touch			
			Spray			
			Paint--Chrome			
			Finish.			
			MISC HARDWARE	30.34		
			SUPPLIES			
			MISC BUILDING	19.84		
			HARDWARE SUPPLIES			
			SET AND PROP	76.67		
			SUPPLIES FOR			

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS	410.40	
			SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS	9.97	
			SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS SET AND PROP SUPPLIES FOR DRAMA SHOWS	31.81	
1626041	Metro Professional Pr	10/18/2016	CUSTODIAL SUPPLIES; PO #4202017010 CUSTODIAL SUPPLY; PO #4202017010 CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER	53.73	14,704.61
			CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER	1,717.45	
			CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER	12,440.00	
			CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER CLARKE SA40 STAND-ON, RIDE-ON AUTOSCRUBBER	42.80	
1626042	Metro Prep	10/18/2016	DUST MOPS MAY 2016 TUITION; 1 STUDENT Tennis court wind screens	164.32 5,815.74	5,980.06
1626043	MIDWEST SPORTS TENNIS	10/18/2016	Tennis court wind screens	266.90	266.90
1626044	Monken, Ted	10/18/2016	IAHPERD MEMBERSHIP REIMBURSEMENT	50.00	50.00
1626045	Monograms Of Distinct	10/18/2016	BABY	50.45	100.90

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626046	Motion Industries Inc	10/18/2016	CONGRATULATIONS; HUMANITIES		
1626047	Vendor Continued Void	10/18/2016	CONGRATULATIONS; BABY CONGRATS; SPECIAL ED	50.45	
1626048	Murphy Ace Hardware 2	10/18/2016	AC PUMPS SUPPLY	129.60	129.60
			SPECIALTY KEY	55.72	0.00
			MISC BUILDING	4.64	768.51
			HARDWARE SUPPLIES		
			NUTS, BOLTS AND SCREWS	12.10	
			MISC BUILDING	11.15	
			HARDWARE SUPPLIES		
			MISC BUILDING	29.01	
			HARDWARE SUPPLIES		
			MISC BUILDING	37.22	
			HARDWARE SUPPLIES		
			KEYS	27.79	
			MISC BUILDING	20.84	
			HARDWARE SUPPLIES		
			MISC HARDWARE SUPPLY	59.03	
			CHIPKEY	65.16	
			CHIPKEY	65.16	
			MISC BUILDING	6.13	
			HARDWARE SUPPLIES		
			KEYS	33.39	
			CHIPKEY	-65.16	
			MISC BUILDING	1.86	
			HARDWARE SUPPLIES		
			MISC HARDWARE SUPPLIES	15.04	
			GRIDDLE COOKING	264.29	



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			STATION		
			MISC BUILDING	9.29	
			HARDWARE SUPPLIES		
			MISC BUILDING	8.56	
			HARDWARE SUPPLIES		
			MISC BUILDING	33.62	
			HARDWARE SUPPLIES		
			MISC BUILDING	9.65	
			HARDWARE SUPPLIES		
			MISC BUILDING	5.62	
			HARDWARE SUPPLIES		
			MISC BUILDING	5.18	
			HARDWARE SUPPLIES		
			MISC HARDWARE	43.20	
			SUPPLIES		
			MISC HARDWARE	31.07	
			SUPPLY		
			MISC HARDWARE	-31.07	
			SUPPLY		
			MISC BUILDING	10.02	
			HARDWARE SUPPLIES		
1626049	Nasco	10/18/2016	Accessories to fit new ring stands. Old portable stands were 1/4". New stands have 3/4" rods.	834.63	834.63
1626050	NEFF	10/18/2016	FOOTBALL AWARDS	1,451.83	1,451.83
1626051	Neuco Inc	10/18/2016	AC PUMPS SUPPLY	429.61	1,115.62
			AC PUMPS SUPPLY	502.84	
			AC PUMPS SUPPLY	183.17	
1626052	Nicor Gas Bill Paymen	10/18/2016	9/2/16-10/4/16	87.01	2,650.26

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626053	North Suburban Math L	10/18/2016	NATURAL GAS; DISTRICT OFFICE 9/2/16-10/4/16 GARAGE GAS SEPTEMBER 2016 TRANSPORTATION COSTS	27.44	
1626054	Vendor Continued Void	10/18/2016			0.00
1626055	Vendor Continued Void	10/18/2016			0.00
1626056	Vendor Continued Void	10/18/2016			0.00
1626057	Office Depot	10/18/2016	Science Supplies--dry erase markers and cleaner for staff/students in new lab spaces, breakout room and nucleus Office depot general supplies Office depot general supplies Language Arts Office Depot order Language Arts Office Depot order Language Arts Office Depot order	1,375.84	3,635.76
				175.00	175.00
				2,535.81	
				119.12	
				21.02	
				532.34	
				53.80	
				25.98	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Beginning of year office supplies for health office	98.30	
			Beginning of year office supplies for health office	12.69	
			Office supplies: tape, index cards, dry erase markers, glue sticks, highlighters, etc	38.86	
			Order on hold online under school account. Office supplies: tape, index cards, dry erase markers, glue sticks, highlighters, etc	48.59	
			Order on hold online under school account. Office supplies: tape, index cards, dry erase markers, glue sticks, highlighters, etc	2.69	
			Order on hold online under school account.		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Office supplies: tape, index cards, dry erase markers, glue sticks, highlighters, etc Order on hold online under school account. SUPPLY ORDER	3.00	
			Guidance Office Supplies	39.89	
			Guidance Office Supplies	333.49	
			Classroom materials for new staff	178.56	
			Classroom supplies for Drivers Education Classroom	86.20	
			supplies for Drivers Education Classroom	45.74	
			supplies for Business Education, TSI, and Technology Education teachers Classroom supplies for Business	10.98	
				168.71	
				93.48	



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			Training Program and transition Planning.		
1626065	Purchase Advantage Ca	10/18/2016	AUG/SEPT 2016 INSTRUCTIONAL SUPPLY	216.27	216.27
1626066	Quest Management Serv	10/18/2016	NEW TEACHER ORIENTATION SCHOOL INSTITUTE DAYS REFRESHMENTS PARENT OPEN HOUSE REFRESHMENTS NEW STUDENT BREAKFAST SEPTEMBER 2016 MILK	243.25  1,100.00 480.00 90.00 586.43	2,499.68
1626067	R & M Specialties	10/18/2016	STAFF POLO SHIRTS	78.00	78.00
1626068	Reality Works	10/18/2016	RealCare(R) Baby X-Stick Communication Adapter enables Babies to communicate with computer. Includes adaptor with pouch, keyring and instructions to be used with existing materials in Child Development courses	211.00	211.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626069	Renaissance Learning	10/18/2016	Materials and intervention for at-risk students	21,884.35	21,884.35
1626070	Revtrak Inc	10/18/2016	SEPTEMBER 2016 MERCHANT PROCESSING	724.63	724.63
1626071	Ricmar Industries	10/18/2016	SNOW REMOVAL PRODUCTS	840.00	1,872.00
1626072	Robowski, Scott	10/18/2016	SNOW REMOVAL PRODUCTS	1,032.00	
1626073	ROSETTA STONE	10/18/2016	BOYS/GIRLS XCOUNTRY REGIONAL RACES; 10/22/16 FOUNDATIONS (SILVER); 15 LICENSES FOUNDATIONS (SILVER); 5 LICENSES	300.00	300.00
			FOUNDATIONS (SILVER); 5 LICENSES	745.00	
1626074	Rotary Club Of West C	10/18/2016	2017 QUARTERLY DUES; SUPT	150.00	300.00
1626075	Sased	10/18/2016	2017 QUARTERLY DUES; HR	150.00	
1626076	Scholastic Magazines	10/18/2016	2016 SUMMER SCHOOL; MN & BD Scholastic Classroom Magazines	7,485.00	7,485.00
1626077	Scholastic Library Pu	10/18/2016	2016/2017 Grolier Database renewal	1,468.21	1,468.21
1626078	School Health Corpora	10/18/2016	Beginning of year health office	693.00	693.00
				503.96	552.32

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			supplies Beginning of year health office supplies	48.36	
1626079	School Specialty Inc	10/18/2016	Best Rite Rubber Take Map Rail to hang posters in Commons	74.36	74.36
1626080	Seal Of Illinois	10/18/2016	SEPTEMBER 2016 TUITION; 3 STUDENTS	12,887.91	12,887.91
1626081	Septtran Inc	10/18/2016	CHARLESTOWN CINEMA; 7/1/16 FT FEED MY STARVING CHILDREN FT; 7/11/16	240.32 330.25	570.57
1626082	SHAR PRODUCTS COMPANY	10/18/2016	Fall annual Supplies for Orchestra-rosin, mutes, pin anchors, etc.	156.46	156.46
1626083	SPECIALIZED TRANSPORT	10/18/2016	9/6/16-10/10/16 TRASNPORTATION; 2 STUDENTS	4,030.00	4,030.00
1626084	St Andrews Golf & Cou	10/18/2016	WILDCAT BOYS INVITATIONAL; 9/12/16 WILDCAT GIRLS INVITATIONAL; 9/14/16 WILDCAT FROSH/SOPH INVITATIONAL;	1,624.55 1,669.96 2,452.78	5,747.29

22



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626085	St Charles North High	10/18/2016	9/19/15 G swim invite	200.00	200.00
1626086	Steiner Electric Comp	10/18/2016	10/8/16 LIGHT BULBS	932.28	932.28
1626087	Technology Center Of	10/18/2016	2016/2017 FEE WAIVER	100.00	100.00
1626088	Therapy Shoppe	10/18/2016	For Student use in the Center - To assist special education students in self-contained program for students with emotional issues with sensory regulation	159.31	159.31
1626089	TYCO INTEGRATED SECUR	10/18/2016	10/1/16-12/31/16 RECURRING SVC	84.11	84.11
1626090	Uline	10/18/2016	ULINE - LADDER 6' AND SHELVING 60 X 24 X 72" SHELVING ONLY (H1526)	551.78	551.78
1626091	UW-WHITEWATER	10/18/2016	KEMPA Journalism fall conference Oct. 14 at UW-Whitewater; 3 students and 1 advisor	60.00	60.00
1626092	Varitronics LLC	10/18/2016	Poster machine supplies Poster paper for machine	249.06 313.86	562.92

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626093	Varsity Athletic Appa	10/18/2016	ATHLETIC PINS AND AWARDS	673.25	2,842.20
			ATHLETIC PINS AND AWARDS	329.00	
			ATHLETIC PINS AND AWARDS	313.50	
			ATHLETIC PINS AND AWARDS	499.00	
			ATHLETIC PINS AND AWARDS	92.25	
			ATHLETIC PINS AND AWARDS	110.70	
			ATHLETIC PINS AND AWARDS	99.75	
			ATHLETIC PINS AND AWARDS	313.50	
			ATHLETIC PINS AND AWARDS	411.25	
1626094	Vendor Continued Void	10/18/2016	2016-2017 PAPER		0.00
1626095	Veritiv Operating Com	10/18/2016	BID - ASSORTED COLOR PAPER, CARD STOCK 90 LB 8.5" X 11", AND 8.5" X 14" LEGAL 20 LB PAPER ONLY AT THIS TIME	464.50	1,012.50
			2016-2017 PAPER BID - ASSORTED COLOR PAPER, CARD STOCK 90 LB 8.5" X 11", AND 8.5" X 14" LEGAL 20 LB	128.00	



Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1626096	Waste Management West	10/18/2016	THIS TIME 2016-2017 PAPER BID - ASSORTED COLOR PAPER, CARD STOCK 90 LB 8.5" X 11", AND 8.5" X 14" LEGAL 20 LB PAPER ONLY AT THIS TIME SEPT 2016 REFUSE SVC	164.00	1,414.41
1626097	We Grow Dreams Inc	10/18/2016	OCTOBER 2016 RECYCLING OCTOBER 2016 REFUSE; DISTRICT OFFICE SEPTEMBER 2016 JOB TRAINING; 5 STUDENTS BOYS/GIRLS XCOUNTRY REGIONAL RACES; 10/22/16 BUSINESS CARDS FB GAME AMBULANCE; 9/9/16 9/23/16 FB GAME AMBULANCE Textbooks for Independent Study for a Self-Contained Special Education Classroom (Life	986.88 341.31 86.22	875.00
1626098	West Aurora High Scho	10/18/2016		400.00	400.00
1626099	West Chicago Printing	10/18/2016		894.00	894.00
1626100	West Chicago Fire Pro	10/18/2016		269.16	654.52
1626101	WIESER EDUCATIONAL	10/18/2016		385.36	
				295.86	295.86

Check Number Vendor Name

Check Date Invoice Description

Invoice Amount

Check Amount

27

152

Computer

Check(s) For a Total of

428,785.61

1626102

WINZER CORPORATION

10/18/2016

Skills Health  
textbooks)

CUSTODIAL

457.50

771.50

SUPPLIES

CUSTODIAL

314.00

SUPPLIES

1626103

World Window Cleaning

10/18/2016

1926 (MAIN)

BUILDING EXTERIOR

WINDOW CLEANING

WEST SIDE OF

BUILDING;

EXTERIOR WINDOW

CLEANING

1,890.00

2,085.00

195.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	152	Computer	Checks For a Total of	428,785.61
Total For	152	Manual, Wire Tran,	ACH & Computer Checks	428,785.61
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		428,785.61

COMMUNITY HIGH SCHOOL DISTRICT NO. 94  
BOARD OF EDUCATION - BILL LISTING SUMMARY  
September 2016 Expenditures and October 18, 2016 Bill List

	(Taxes)Certificates Of Deposit, MM Dep. Purchased For The Month Of September-16	Net Payroll For The Month Of September-16	Operating Checks* Drawn During The Month Of September-16	Bill List Vouchers Paid In The Month Of September-16	Total	Bill List Vouchers Paid In The Month Of October-16
#10 EDUCATIONAL FUND	\$ 7,571,930.67	917,991.54	726,156.58	\$409,567.66	\$9,625,646.45	\$195,937.18
#20 OPERATIONS & MAINTENANCE FUND	1,315,619.86	60,382.97	48,749.52	197,679.91	\$1,622,432.26	123,900.06
#30 DEBT SERVICES FUND	1,180,303.67				\$1,180,303.67	
#40 TRANSPORTATION FUND	357,267.73		220.32	470.60	\$357,958.65	31,128.10
#50 ILLINOIS MUNICIPAL RETIREMENT FUND	172,858.17		43,602.65		\$216,460.82	
#51 SOCIAL SECURITY AND MEDICARE FUND	162,131.90		40,393.50		\$202,525.40	
#61 CAPITAL IMPROVEMENTS - HILAKE FUND				1,404,289.73	\$1,404,289.73	77,820.27
#70 WORKING CASH FUND					\$0.00	
#80 TORT FUND	87,047.91				\$87,047.91	
<b>TOTAL</b>	<b>\$ 10,847,159.91</b>	<b>\$978,374.51</b>	<b>\$859,122.57</b>	<b>\$2,012,007.90</b>	<b>\$14,696,664.89</b>	<b>\$428,785.61</b>

\* Payroll taxes, annuities, wage garnishments, insurance premiums, college savings plans  
TRS & IMRF pension contributions, charitable contributions, Imprest Fund & Petty Cash Fund  
reimbursement, lost & stale check replacement reviewed by Treasurer

The investments and payroll disbursements for the month of September-16 and the regular accounts payable for the period  
September 16, 2016 to October 13, 2016 to be paid October 18, 2016 Totaling: \$13,113,442.60.

I hereby certify that the expenditures listed as a part of this statement are legally payable from the budget category to which they are charged and are coded in conformance with the Illinois Office of Education Accounting Manual.

October 13, 2016  
Date

\_\_\_\_\_  
Director of Business Services

TO THE TREASURER, COMMUNITY HIGH SCHOOL DISTRICT NO. 94, WEST CHICAGO. ILLINOIS

The Board of Education has approved the payment of the above listed invoices on this date and you are hereby authorized and directed to make payments thereof:

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

# **COMMUNITY HIGH SCHOOL IMPREST FUND September 2016**

**This listing represents payments from the High School Imprest Fund for the month of September 2016. Reimbursement for the following is hereby requested from the Board of Education, Community High School District 94, West Chicago, Illinois at its regular board meeting on October 18, 2016.**

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**Gordon H. Cole - Director of Business**

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**Date**



ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK NUMBER	INVOICE DESCRIPTION	AMOUNT
10E100 1500 3191 00 000000	IP0901	ADAMSRT, JAMES	09/01/2016	1314648	FOOTBALL; WHEATON ACADEMY; 8/27/16	56.00
10E100 1500 3191 00 000000	IP0901	Allegretti, Tom	09/01/2016	1314649	SOCCER; MARMION; 8/27/16	62.00
10E100 1500 3191 00 000000	IP0901	Baughman, Mike	09/01/2016	1314650	SWIM; WA; 8/25/16	90.00
10E100 1500 3191 00 000000	IP0901	Bolton, Natalian	09/01/2016	1314651	GIRLS VOLLEYBALL; STREAMWOOD; 8/30/16	93.00
10E100 1500 3191 00 000000	IP0901	Foston, John	09/01/2016	1314652	FOOTBALL; WHEATON ACADEMY; 8/27/16	56.00
10E100 1500 3191 00 000000	IP0901	Fulk, Trevor	09/01/2016	1314653	SOCCER; MARMION; 8/27/16	62.00
10E100 1500 3191 00 000000	IP0901	Hennessey, Jim	09/01/2016	1314654	SWIM; WA; 8/25/16	90.00
10E100 1500 3191 00 000000	IP0901	Irvin, Chris	09/01/2016	1314655	GIRLS VOLLEYBALL; STREAMWOOD; 8/30/16	93.00
10E100 1500 3191 00 000000	IP0901	Johnson, Mathew	09/01/2016	1314656	BOYS SOCCER; JOLIET WEST; 8/29/16	57.00
10E100 1500 3191 00 000000	IP0901	MacDonald, John	09/01/2016	1314657	GIRLS VOLLEYBALL; STREAMWOOD; 8/30/16	86.00
10E100 1500 3191 00 000000	IP0901	Mastandrea, Vince	09/01/2016	1314658	FOOTBALL; WHEATON ACADEMY; 8/26/16	74.00
10E100 1500 3191 00 000000	IP0901	Munn, Robert	09/01/2016	1314659	FOOTBALL; WHEATON ACADEMY; 8/27/16	56.00
10E100 1500 3191 00 000000	IP0901	Popesco, Alin	09/01/2016	1314660	BOYS SOCCER; ELGIN; 8/31/16	57.00
10E100 1500 3191 00 000000	IP0901	Rohde, Jay	09/01/2016	1314661	FOOTBALL; WHEATON ACADEMY; 8/26/16	74.00
10E100 1500 3191 00 000000	IP0901	SCHULTZ, PAUL	09/01/2016	1314662	FOOTBALL; WHEATON ACADEMY; 8/26/16	74.00
10E022 1220 3193 00 000000	IP0901	SECRETARY OF STATE/SAFE RIDE S	09/01/2016	1314663	BUS DRIVER PERMIT RENEWAL FEE; T ZEGAR	4.00
10E100 1500 3191 00 000000	IP0901	Summerkamp, Craig	09/01/2016	1314664	FOOTBALL; WHEATON ACADEMY; 8/26/16	74.00
10E100 1500 3191 00 000000	IP0901	Towler, Anthony	09/01/2016	1314665	SOCCER; MARMION; 8/27/16	93.00
10E100 1500 3191 00 000000	IP0901	Vito, John	09/01/2016	1314666	FOOTBALL; WHEATON ACADEMY; 8/26/16	74.00
10E100 1500 3191 00 000000	IP0907	Franklin, Jim	09/07/2016	1314667	SOCCER; ELGIN; 9/1/16	62.00
10E100 1500 3191 00 000000	IP0907	Garlock, Clark	09/07/2016	1314668	SOCCER; ELGIN; 9/1/16	62.00
10E100 1500 3191 00 000000	IP0907	Jakobsze, John	09/07/2016	1314669	SOCCER; ELGIN; 9/1/16	62.00
10E100 1500 3191 00 000000	IP0907	Popesco, Alin	09/07/2016	1314670	BOYS SOCCER; ELGIN; 9/1/16	57.00
10E100 1500 3191 00 000000	IP0907	Zlate, Gheorghe	09/07/2016	1314671	BOYS SOCCER; ELGIN; 9/1/16	57.00
10E100 1500 3191 00 000000	IP0909	Bohannan, Dennis	09/09/2016	1314672	FOOTBALL; BARTLETT; 9/8/16	56.00
10E100 1500 3191 00 000000	IP0909	Boshold, Joe	09/09/2016	1314673	VOLLEYBALL; SOUTH ELGIN;	93.00

ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK NUMBER	INVOICE DESCRIPTION	AMOUNT
10E100 1500 1504 00 000000	IP0909	Cheehy, Tom	09/09/2016	1314674	9/6/16 FOOTBALL; WILDCAT NIGHT AND WHEATON ACADEMY; 8/19/16 & 8/26/19; SCOREBOARD; 2 GAMES	80.00
10E100 1500 3191 00 000000	IP0909	Ellis, Tom	09/09/2016	1314675	FOOTBALL; BARTLETT; 9/8/16	56.00
10E100 1500 3191 00 000000	IP0909	Heldmann, Jon	09/09/2016	1314676	VOLLEYBALL; SOUTH ELGIN; 9/6/16	93.00
10E100 1500 3191 00 000000	IP0909	Hernandez, Juan	09/09/2016	1314677	SOCCER; EAST AURORA; 5/8/16	57.00
10E100 1500 3191 00 000000	IP0909	Herrera, JR, Carlos	09/09/2016	1314678	SOCCER; WEST AURORA; 5/6/16 (FROSH)	57.00
10E100 1500 3191 00 000000	IP0909	Herrera, JR, Carlos	09/09/2016	1314678	SOCCER; WEST AURORA; 5/6/16 (FROSH)	57.00
10E100 1500 1504 00 000000	IP0909	Herrera, Barbara	09/09/2016	1314679	FOOTBALL; WILDCAT NIGHT AND WHEATON ACADEMY; 8/19/16 & 8/26/16; STATISTICIAN; 2 GAMES	80.00
10E100 1500 1504 00 000000	IP0909	Hughes/game Worker, Dennis	09/09/2016	1314680	FOOTBALL; WILDCAT NIGHT & WHEATON ACADEMY; 8/19/16 & 8/26/16; STATISTICIAN; 2 GAMES	80.00
10E100 1500 1504 00 000000	IP0909	Hughes/game Worker, Ren	09/09/2016	1314681	FOOTBALL; WILDCAT NIGHT & WHEATON ACADEMY; 8/26/16 & 8/19/16; STATISTICIAN; 2 GAMES	80.00
10E100 1500 1504 00 000000	IP0909	Hummer, Randy	09/09/2016	1314682	GIRLS SWIMMING; WEST AURORA & BARTLETT; 8/23/16 & 8/25/16; TIMER; 2 GAMES	80.00
10E100 1500 1504 00 000000	IP0909	Johnson, Dan	09/09/2016	1314683	GIRLS SWIMMING; BARTLETT; 8/23/16	40.00
10E075 2310 6991 00 000000	IP0909	OSF Medical Group	09/09/2016	1314684	BOARD REQUIRED PHYSICALS; SUPT	34.26
10E100 1500 3191 00 000000	IP0909	Quinones, Adam	09/09/2016	1314685	FOOTBALL; BARTLETT; 9/8/16	56.00
10R000 1720 0000 00 110000	IP0909	Seely, Sunnie	09/09/2016	1314686	REGISTRATION REFUND; ID #38326	20.00
10R000 1720 0000 00 120000	IP0909	Seely, Sunnie	09/09/2016	1314686	REGISTRATION REFUND; ID #38326	30.00
10R000 1790 0000 00 010000	IP0909	Seely, Sunnie	09/09/2016	1314686	REGISTRATION REFUND; ID #38326	100.00
10R000 1811 0000 00 000000	IP0909	Seely, Sunnie	09/09/2016	1314686	REGISTRATION REFUND; ID #38326	-15.00

ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK NUMBER	INVOICE DESCRIPTION	AMOUNT
10E100 1500 6430 00 000000	IP0909	Soccer Showdown	09/09/2016	1314687	PEPSICO SOCCER SHOWDOWN 2016	450.00
10E100 1500 1504 00 000000	IP0909	Stone, Brian	09/09/2016	1314688	GIRLS VOLLEYBALL; GLENBARD WEST AND STREAMWOOD; 8/23/16 & 8/30/16; FH BOOK; 2 GAMES	40.00
10E100 1500 3191 00 000000	IP0909	Wysialowski, Al	09/09/2016	1314689	VOLLEYBALL; SOUTH ELGIN; 9/6/16	50.00
10E100 1500 6410 00 000000	IP0915	Acciavatti, Don	09/15/2016	1314690	GIRLS VOLLEYBALL; VARSITY TOURNAMENT; 9/10/16	248.00
10E100 1500 6410 00 000000	092716	Acciavatti, Don	09/27/2016	1314690	GIRLS VOLLEYBALL; VARSITY TOURNAMENT; 9/10/16	-248.00
40E000 2550 3302 00 000000	IP0915	Bono, Tracy	09/15/2016	1314691	Reimburse Parent for mileage	220.32
10E010 1130 3230 00 000000	IP0915	Debbie De Iorio-Piano Lady	09/15/2016	1314692	Fall Piano Tuning	90.00
10E010 1130 3230 00 000000	IP0915	Debbie De Iorio-Piano Lady	09/15/2016	1314692	Fall Piano Tuning	90.00
10E010 1130 3230 00 000000	IP0915	Debbie De Iorio-Piano Lady	09/15/2016	1314692	Fall Piano Tuning	90.00
10E930 1220 4050 00 930000	IP0915	Debs, Brigitte	09/15/2016	1314693	MISC classroom supplies	63.30
10E100 1500 6410 00 000000	IP0915	Dippy, Reece	09/15/2016	1314694	GIRLS VOLLEYBALL; VOLLEYBALL TOURNAMENT; 9/10/16	248.00
10E100 1500 3191 00 000000	IP0915	Ellis, Tom	09/15/2016	1314695	FOOTBALL; BARTLETT; 9/9/16	74.00
10E100 1500 3191 00 000000	IP0915	Francis, Paul	09/15/2016	1314696	GIRLS VOLLEYBALL; EA; 9/13/16	84.00
10E100 1500 3191 00 000000	IP0915	Goodwin, Rich	09/15/2016	1314697	FOOTBALL; BARTLETT; 9/9/16	74.00
10E100 1500 6410 00 000000	IP0915	Gouskous, Nick	09/15/2016	1314698	BOYS SOCCER; LEYDEN TOURNAMENT; 9/10/16	57.00
10E010 1130 4050 00 000000	IP0915	GOVERTSEN, STEVE	09/15/2016	1314699	MARCHING BAND MUSIC REIMBURSEMENT	302.99
10E010 1130 4050 00 000000	IP0915	GOVERTSEN, STEVE	09/15/2016	1314699	MARCHING BAND MUSIC REIMBURSEMENT	75.99
10E040 1600 3190 00 000000	IP0915	GOVERTSEN, STEVE	09/15/2016	1314699	Reimbursement for Summer Camp Purchases: Color Guard/Marching/Drum Major shoes, gloves, tape, mace	1,367.50
10E100 1500 6410 00 000000	IP0915	Harlan, David	09/15/2016	1314700	GIRLS VOLLEYBALL; VARSITY TOURNAMENT; 9/10/16	248.00
10E062 2210 3110 00 000000	IP0915	Iahperd	09/15/2016	1314701	Conference registration for November 2016 for Monken and Lech	105.00
10E062 2210 3110 00 000000	IP0915	Iahperd	09/15/2016	1314701	Conference registration for	105.00

ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK NUMBER	INVOICE DESCRIPTION	AMOUNT
10E010 1130 6450 00 000000	IP0915	Imea	09/15/2016	1314702	November 2016 for Monken and Lech Illinois Music Educator Association School	35.00
10E100 1500 3191 00 000000	IP0915	Jenkins/official, Robert	09/15/2016	1314703	GIRLS VOLLEYBALL, EA; 9/13/16	84.00
10E100 1500 6410 00 000000	IP0915	Kastner, Nanette	09/15/2016	1314704	GIRLS VOLLEYBALL, VARSITY TOURNAMENT; 9/10/16	248.00
10E100 1500 6410 00 000000	IP0915	Kessler, Dave	09/15/2016	1314705	GIRLS VOLLEYBALL, VARSITY TOURNAMENT; 9/20/16	248.00
10E100 1500 3191 00 000000	IP0915	LAECHELT, WAYNE	09/15/2016	1314706	GIRLS VOLLEYBALL, EA; 9/13/16	87.00
10E100 1500 3191 00 000000	IP0915	Lentz, John	09/15/2016	1314707	SOCGER, EA; 9/13/16	57.00
10E100 1500 6410 00 000000	IP0915	Martinez, Juan	09/15/2016	1314708	BOYS SOCCER; WWS PEPSI CHALLENGE; 9/13/16	62.00
10E100 1500 3191 00 000000	IP0915	Neufeldt, Doug	09/15/2016	1314709	SOCGER, NC; 9/13/16	57.00
10E062 2210 3110 00 000000	IP0915	Northern Illinois University	09/15/2016	1314710	Registration for 3 counselors to attend Articulation Conference at NTU	30.00
10E100 1500 3191 00 000000	IP0915	Pevonka, Ed	09/15/2016	1314711	FOOTBALL; BARTLETT; 9/9/16	74.00
10E100 1500 6410 00 000000	IP0915	Plach, Ken	09/15/2016	1314712	GIRLS VOLLEYBALL; VARSITY TOURNAMENT; 9/10/16	248.00
10E100 1500 6410 00 000000	IP0915	Popesco, Alin	09/15/2016	1314713	SOCGER, DGN; LEYDEN TOURNAMENT; 9/13/16	119.00
10E062 2210 3110 00 000000	IP0915	PRAIRIE RIDGE HIGH SCHOOL	09/15/2016	1314714	US History Right 2016 Conference Registration for Chris Lukas, Mitch McKenna and John Chisholm - see Note for mailing address information	300.00
10E100 1500 3191 00 000000	IP0915	Pugh, John	09/15/2016	1314715	FOOTBALL; BARTLETT; 9/9/16	74.00
10E022 1220 3193 00 000000	IP0915	SECRETARY OF STATE/SAFE RIDE S	09/15/2016	1314716	BUS DRIVER PERMIT RENEWAL FEE; L MAJCHROWSKI	4.00
10E100 1500 3191 00 000000	IP0915	Stone, Don	09/15/2016	1314717	FOOTBALL; BARTLETT; 9/9/16	74.00
10E100 1500 1504 00 000000	IP0915	Turney, Scott	09/15/2016	1314718	FOOTBALL; WHEATON ACADEMY; ANNOUNCER; 8/27/16	40.00
10E100 1500 3191 00 000000	IP0915	Vasquez, Art	09/15/2016	1314719	GIRLS VOLLEYBALL, EA; 9/13/16	87.00
10E100 1500 6410 00 000000	IP0915	Walter, Kevin	09/15/2016	1314720	SOCGER, DGN; 9/13/16	57.00
10E104 1501 4050 00 000000	IP0915	West Aurora High School	09/15/2016	1314721	Upstate 8 Conference Activity Summit	277.33



ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK INVOICE NUMBER DESCRIPTION	AMOUNT
10E930 2210 3190 00 930000	IP0922	Iaase	09/22/2016	1314736 IAASE Membership Fees for Danielle Welch, Sandy Pampuch, Kevin Bulawa Conference Intinley Park for Sandy Pampuch and Kevin Bulawa	175.00
10E930 2210 3190 00 930000	IP0922	Iaase	09/22/2016	1314736 IAASE Membership Fees for Danielle Welch, Sandy Pampuch, Kevin Bulawa Conference Intinley Park for Sandy Pampuch and Kevin Bulawa	130.00
10E100 1500 6410 00 000000	IP0922	Jakobsz, John	09/22/2016	1314737 SOCCER; PEPSI; 9/15/16	62.00
10E104 1503 4050 00 000000	IP0922	Jensen, Chris	09/22/2016	1314738 DRAMA PROPS AND SUPPLIES	407.43
10E100 1500 1504 00 000000	IP0922	Johnson, Dan	09/22/2016	1314739 GIRLS SWIMMING; ELGIN; 9/15/16; SCOREBOARD	40.00
10E100 1500 3191 00 000000	IP0922	Malacilli, Konstantin	09/22/2016	1314740 BOYS SOCCER; SOUTH ELGIN; 9/20/16	98.00
10E100 1500 3191 00 000000	IP0922	Narayan, Rob	09/22/2016	1314741 BOYS SOCCER; MORTON; 9/19/16	93.00
10R000 1811 0000 00 000000	IP0922	Nawl, Blak	09/22/2016	1314742 REGISTRATION REFUND; ID #40656	255.00
10E100 1500 3191 00 000000	IP0922	O'Bryan, John	09/22/2016	1314743 BOYS SOCCER; SOUTH ELGIN; 9/20/16	62.00
10E100 1500 6410 00 000000	IP0922	Paisley, Sam	09/22/2016	1314744 BOYS SOCCER; PEPSI #2; 9/15/16	62.00
10E100 1500 3191 00 000000	IP0922	Raksinh, Chuck	09/22/2016	1314745 BOYS SOCCER; MORTON; 9/19/16	62.00
10E104 1503 4050 00 000000	IP0922	Roark, Lauren	09/22/2016	1314746 COSTUMES PROPS AND SUPPLIES; DRAMA	612.27
10E100 1500 6410 00 000000	IP0922	Surch, Doug	09/22/2016	1314747 GIRLS SWIMMING; WILDCAT INVITE; 9/17/16	125.00
20E000 2543 3249 00 000000	IP0922	Thompson Elevator Inspection S	09/22/2016	1314748 FREIGHT ELEVATOR INSPECTION	150.00
10E100 1500 6410 00 000000	IP0922	Towler, Anthony	09/22/2016	1314749 BOYS SOCCER; FROSH B ROUND ROBIN; 9/17/16	114.00
10E100 1500 6410 00 000000	IP0922	Trocewicz, Casey	09/22/2016	1314750 BOYS SOCCER; FROSH B ROUND ROBIN; 9/17/16	114.00
10E100 1500 6410 00 000000	IP0922	Weber, Patrick	09/22/2016	1314751 BOYS SOCCER; PEPSI #2; 9/15/16	62.00
10E100 1500 3191 00 000000	IP0927	Accardi, Dave	09/27/2016	1314752 BOYS SOCCER; GLENBARD WEST; 9/21/16	57.00

ACCOUNT	BATCH	CHECK	CHECK INVOICE	AMOUNT
NUMBER	NUMBER	DATE	NUMBER DESCRIPTION	
10E100 1500 6410 00 000000	IP0927 Acciavatti, Don	09/27/2016	1314753 GIRLS VOLLEYBALL; VARSITY TOURNAMENT; 9/10/16; REPLACE LOST CK #1314690	248.00
10E100 1500 3191 00 000000	IP0927 Baker, David	09/27/2016	1314754 FOOTBALL; EAST AURORA; 9/22/16	56.00
10E100 1500 3191 00 000000	IP0927 Damien, Julian	09/27/2016	1314755 BOYS SOCCER; LARKIN; 9/24/16	93.00
10E100 1500 3191 00 000000	IP0927 Durkin, Patrick	09/27/2016	1314756 FOOTBALL; EAST AURORA; 9/23/16	74.00
10E100 1500 3191 00 000000	IP0927 Gouskous, Nick	09/27/2016	1314757 BOYS SOCCER; GLENBARD WEST; 9/21/16	57.00
10E022 1220 4050 00 000000	IP0927 Grenchik, Jennifer	09/27/2016	1314758 Ready A Supplies	39.09
10E100 1500 3191 00 000000	IP0927 Hess, Rick	09/27/2016	1314759 FOOTBALL; EAST AURORA; 9/22/16	56.00
10E100 1500 3191 00 000000	IP0927 Johnson, Keith	09/27/2016	1314760 FOOTBALL; EAST AURORA; 9/23/16	74.00
10E100 1500 3191 00 000000	IP0927 Keil, Kenneth	09/27/2016	1314761 FOOTBALL; EAST AURORA; 9/23/16	74.00
10E100 1500 3191 00 000000	IP0927 Lomax, McLane	09/27/2016	1314762 FOOTBALL; EAST AURORA; 9/22/16	56.00
10E100 1500 3191 00 000000	IP0927 Machalinski, Michael	09/27/2016	1314763 FOOTBALL; EAST AURORA; 9/23/16	74.00
10E022 1220 4050 00 000000	IP0927 Moran, Laura	09/27/2016	1314764 Reading 180 Classroom supplies	85.70
10E100 1500 3191 00 000000	IP0927 Mroz/official, Gene	09/27/2016	1314765 BOYS SOCCER; KENNEDY; 9/23/16	62.00
10E100 1500 3191 00 000000	IP0927 Myers, Chad	09/27/2016	1314766 FOOTBALL; EAST AURORA; 9/23/16	74.00
10E100 1500 3191 00 000000	IP0927 O'CONNOR, KEVIN	09/27/2016	1314767 BOYS SOCCER; LARKIN; 9/24/16	62.00
10E100 1500 3191 00 000000	IP0927 Petrosky, David	09/27/2016	1314768 BOYS SOCCER; KENNEDY; 9/23/16	62.00
10E052 2130 4190 00 000000	IP0927 Snyder, Annette	09/27/2016	1314769 Nursing Supplies	69.23
10E100 1500 3191 00 000000	IP0927 Towler, Anthony	09/27/2016	1314770 BOYS SOCCER; LARKIN; 9/24/16	93.00
10E100 1500 3191 00 000000	IP0927 Wegner, Curt	09/27/2016	1314771 BOYS SOCCER; KENNEDY; 9/23/16	62.00
10E013 1130 6450 00 000000	IP0927 Willuweit, Lisa	09/27/2016	1314772 Transportation reimbursement for national conference. Funds are already in the account due to a grant from the McCormick Foundation Transportation reimbursement for national conference. Funds are already in the	30.00
10E013 1130 6450 00 000000	IP0927 Willuweit, Lisa	09/27/2016	1314772 Transportation reimbursement for national conference. Funds are already in the	213.96

ACCOUNT NUMBER	BATCH NUMBER	VENDOR	CHECK DATE	CHECK INVOICE NUMBER	DESCRIPTION	AMOUNT
10E013 1130 6450 00 000000	4p0927	Willuweit, Lisa	09/27/2016	1314772	account due to a grant from the McCormick Foundation Transportation reimbursement for national conference. Funds are already in the account due to a grant from the McCormick Foundation	27.60

Totals for checks

14,720.97



F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	ED FUND	0.00	420.00	13,930.65	14,350.65
20	OPER & MAINT	0.00	0.00	150.00	150.00
40	TRANSPORT	0.00	0.00	220.32	220.32
*** Fund Summary Totals ***		0.00	420.00	14,300.97	14,720.97

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

**COMMUNITY HIGH SCHOOL  
DISTRICT 94  
West Chicago, Illinois**

**TREASURER'S REPORT  
FOR MONTH ENDING SEPTEMBER 2016**

<b>FUND</b>	<b>CASH BALANCE</b> Thru 8/31/2016	<b>RECEIPTS</b> Sep 30, 2016	<b>DISBURSEMENTS</b> Sep 30, 2016	<b>CASH BALANCE</b> Thru 9/30/2016	<b>INVESTMENTS AT COST</b> Thru 9/30/2016
<b>EDUCATIONAL</b>	\$ (890,799.50)	\$ 10,194,706.88	\$ 9,887,769.23	\$ (583,861.85)	\$ 14,900,081.65
<b>OPERATIONS &amp; MAINTENANCE</b>	\$ 52,713.22	\$ 1,320,323.80	\$ 2,558,970.89	\$ (1,185,933.87)	\$ 4,160,312.85
<b>DEBT SERVICES</b>	\$ 1,777,915.65	\$ 1,180,303.67	\$ 1,811,100.67	\$ 1,147,118.65	\$ 2,801,035.83
<b>TRANSPORTATION</b>	\$ 383,417.39	\$ 357,867.73	\$ 357,958.65	\$ 383,326.47	\$ 676,866.21
<b>I.M.R.F.</b>	\$ 66,951.05	\$ 172,858.17	\$ 214,206.54	\$ 25,602.68	\$ 244,678.60
<b>SOCIAL SECURITY/MEDICARE</b>	\$ 93,416.31	\$ 162,131.90	\$ 201,468.67	\$ 54,079.54	\$ 177,994.74
<b>CAP IMPROVEMENTS HILAKE</b>	\$ (2,721,910.02)	\$ 3,667,933.49	\$ 1,388,864.10	\$ (442,840.63)	\$ 1,174.82
<b>WORKING CASH</b>	\$ 1,173,415.65	\$ -	\$ 570,000.00	\$ 603,415.65	\$ 1,466,988.68
<b>TORT</b>	\$ 75,977.55	\$ 87,047.91	\$ 87,047.91	\$ 75,977.55	\$ 112,693.58
<b>TOTAL</b>	<b>\$ 11,097.30</b>	<b>\$ 17,143,173.55</b>	<b>\$ 17,077,386.66</b>	<b>\$ 76,884.19</b>	<b>\$24,541,826.96</b>
Monthly Invest. Int., Adj. & Fees/YTD Interest thru 9/30/16 (included in revenue and investment totals)	\$ 242,419.49	3,429.60	-		\$ 245,849.09
PLUS INVESTMENTS .....				\$24,541,826.96	
<b>TOTAL YEAR-TO-DATE CASH AND INVESTMENTS AS OF SEPTEMBER 30, 2016</b>				<b>\$ 24,618,711.15</b>	

Kevin Kotche, Treasurer

Date

**COMMUNITY HIGH SCHOOL DISTRICT 94  
STATEMENT OF POSITION  
FINANCIAL REPORT  
FOR PERIOD ENDING SEPTEMBER 30, 2016**

Percent of Fiscal Year Complete: 25.00

	IMPREST, PETTY CASH & SCHLSHP	CASH BALANCES	INVESTMENT BALANCES	ACCOUNTS RECEIVABLE	AUDIT ENTRY	TOTAL ASSETS
<b>ASSETS</b>						
EDUCATIONAL	16,688	(583,862)	14,900,082			14,332,907
OPERATIONS & MAINTENANCE		(1,185,934)	4,160,313			2,974,379
DEBT SERVICES		1,147,119	2,801,036			3,948,155
TRANSPORTATION		383,326	676,866			1,060,193
MUNICIPAL RETIREMENT		25,603	244,679			270,283
SOCIAL SECURITY/MEDICARE		54,080	177,995			232,075
CI - HIGHLAKE		(442,841)	1,175	4,599		(437,067)
WORKING CASH		603,416	1,466,989			2,070,404
TORT		75,978	112,694			188,672
<b>TOTAL</b>	<b>16,688</b>	<b>76,884</b>	<b>24,541,827</b>	<b>4,599</b>	<b>-</b>	<b>24,639,998</b>

	TAX WARRENTS	ACCOUNTS PAYABLE	ENCUMBERED PAYABLES	OTHER PAYABLES	FUND EQUITY	TOTAL LIABILITY AND FUND EQUITY
<b>LIABILITIES AND FUND EQUITY</b>						
EDUCATIONAL		(9,164)	195,937		14,146,132	14,332,907
OPERATIONS & MAINTENANCE		(3,822)	123,900		2,854,301	2,974,379
DEBT SERVICES					3,948,155	3,948,155
TRANSPORTATION			31,128		1,029,065	1,060,193
MUNICIPAL RETIREMENT					270,283	270,283
SOCIAL SECURITY/MEDICARE					232,075	232,075
CI - HIGHLAKE			77,820		(514,886)	(437,067)
WORKING CASH					2,070,404	2,070,404
TORT					188,672	188,672
<b>TOTAL</b>	<b>-</b>	<b>(12,986)</b>	<b>428,786</b>	<b>-</b>	<b>24,224,202</b>	<b>24,639,998</b>

	BUDGET 2016 - 2017	CURRENT REVENUES	Y.T.D. REVENUES	OTHER RECEIPTS	UNREALIZED BALANCE	PERCENT REALIZED
<b>RECEIPTS</b>						
EDUCATIONAL	23,429,266	8,064,678	9,452,969		13,976,297	40.35%
OPERATIONS & MAINTENANCE	3,123,466	1,315,793	1,400,419		1,723,047	44.84%
DEBT SERVICES	2,783,424	1,180,304	1,248,070		1,535,354	44.84%
TRANSPORTATION	1,418,981	357,907	384,851		1,034,130	27.12%
MUNICIPAL RETIREMENT	482,479	172,858	197,096		285,383	40.85%
SOCIAL SECURITY/MEDICARE	458,200	162,132	188,622		269,578	41.17%
CI - HIGHLAKE	878,000	1,607	60,127		817,873	6.85%
WORKING CASH	2,500	296	956		1,544	38.25%
TORT	255,183	87,048	101,066		154,118	39.61%
<b>TOTAL</b>	<b>32,831,499</b>	<b>11,342,623</b>	<b>13,034,176</b>	<b>-</b>	<b>19,797,323</b>	<b>39.70%</b>

	BUDGET 2016 - 2017	CURRENT EXPENDITURES	Y.T.D. EXPENDITURES	CURRENT ENCUMBERED	UNENCUMBERED BALANCE	PERCENT ENCUMBERED
<b>DISBURSEMENTS</b>						
EDUCATIONAL	23,424,355	2,036,717	5,915,719	195,937	17,312,700	25.25%
OPERATIONS & MAINTENANCE	3,723,866	316,532	753,327	123,900	2,846,639	20.23%
DEBT SERVICES	2,737,500	-	475		2,737,025	0.02%
TRANSPORTATION	1,418,000	691	(1,952)	31,128	1,388,823	-0.14%
MUNICIPAL RETIREMENT	478,677	41,348	127,189		351,488	26.57%
SOCIAL SECURITY/MEDICARE	457,965	39,337	117,253		340,712	25.60%
CI - HIGHLAKE	4,930,000	1,388,864	4,552,222	77,820	299,958	92.34%
WORKING CASH	2,500	-	-		2,500	0.00%
TORT	267,975	-	229,174		38,801	85.52%
<b>TOTAL</b>	<b>37,440,838</b>	<b>3,823,489</b>	<b>11,693,407</b>	<b>428,786</b>	<b>25,318,646</b>	<b>31.23%</b>

\* FY15 Audit Entry Revised Beginning Fund Balance - Lease

	JULY 1 EQUITY	YEAR-TO-DATE RECEIPTS	YEAR-TO-DATE EXPENDITURES	CURRENT ENCUMBERED	INTERFUND TRANSFERS	CURRENT EQUITY
<b>FUND BALANCE</b>						
EDUCATIONAL *	10,804,820	9,452,969	5,915,719	195,937		14,146,132
OPERATIONS & MAINTENANCE	2,331,109	1,400,419	753,327	123,900		2,854,301
DEBT SERVICES *	2,700,560	1,248,070	475	-		3,948,155
TRANSPORTATION	673,391	384,851	(1,952)	31,128		1,029,065
MUNICIPAL RETIREMENT	200,375	197,096	127,189	-		270,283
SOCIAL SECURITY/MEDICARE	160,706	188,622	117,253	-		232,075
CI - HIGHLAKE	4,055,028	60,127	4,552,222	77,820		(514,886)
WORKING CASH	2,069,448	956	-			2,070,404
TORT	316,781	101,066	229,174	-		188,674
<b>TOTAL</b>	<b>23,312,216</b>	<b>13,034,176</b>	<b>11,693,407</b>	<b>428,786</b>		<b>24,224,202</b>

**COMMUNITY HIGH SCHOOL DISTRICT 94**  
**STATEMENT OF REVENUE AND EXPENDITURES**  
YTD ENDING  
**SEPTEMBER 30, 2016**

PERCENT OF FISCAL YEAR COMPLETED: 25.00

**DISTRICT 94 REVENUE & EXPENDITURE REPORT**

SEPTEMBER 30, 2016  
**FUND**

**BEGINNING FUND BALANCE**

<b>EDUCATION</b>	<b>O &amp; M</b>	<b>DEBT SVC</b>	<b>TRANSP</b>	<b>IMRF</b>	<b>SSM</b>	<b>CI HIGHLAKE</b>	<b>WRK CASH</b>	<b>TORT</b>	<b>TOTAL ALL</b>
<b>\$ 10,804,820</b>	<b>\$ 2,331,109</b>	<b>\$ 2,700,560</b>	<b>\$ 673,391</b>	<b>\$ 200,375</b>	<b>\$ 160,706</b>	<b>\$ 4,055,028</b>	<b>\$ 2,069,448</b>	<b>\$ 316,781</b>	<b>\$ 23,312,216</b>

**REVENUE BUDGET**

<b>\$ 23,429,766</b>	<b>\$ 3,123,466</b>	<b>\$ 2,783,424</b>	<b>\$ 1,418,981</b>	<b>\$ 482,479</b>	<b>\$ 458,200</b>	<b>\$ 878,000</b>	<b>\$ 2,500</b>	<b>\$ 255,183</b>	<b>\$ 32,831,999</b>
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**RECEIPTS**

1. CORPORATE P. P. REPLACEMENT TAX
2. SUMMER PROGRAM FEES
3. EARNINGS ON TAXES/ INVESTMENTS
4. PUPIL & COMMUNITY SERVICES
5. FACILITY RENTALS
6. IMPACT FEES/P.U.D/LAND CASH DONATE
7. STATE AID
8. STATE/ CATEGORICAL AID /GRANTS FY15
9. ARRA AID/ARRA FEDERAL FUNDING
10. FEDERAL AID/GRANTS FY16 LATE PMTS
11. PROPERTY TAXES - ED. FUND-TORT
12. PROPERTY TAXES - SPEC'L EDUCATION
13. PROPERTY TAXES - OTHER FUNDS
14. PERMANENT TRANSFER OF INTEREST
15. CURRENT YEAR LEVY-ADVANCED TAXES
16. FLOW-THRU/VENDOR REVENUE/MISC REV

\$ 94,435	\$ 9,051	\$ -	\$ 6,281	\$ 14,296	\$ 17,151	\$ 53,548	\$ 8,933	203,694
15,640								15,640
3,307	256	55	240	42	54	3,383	956	8,392
570,061								570,061
	144							144
						3,197		3,197
341,213								341,213
140,458								140,458
-								-
278,669								278,669
7,903,090	1,390,968	1,248,015	377,729	182,758	171,418		92,033	11,366,012
102,502								102,502
								-
								-
								-
3,593			600					4,193

**TOTAL REVENUE REALIZED**

PERCENT REVENUE REALIZED (Actual/Budget)

<b>\$ 9,452,969</b>	<b>\$ 1,400,419</b>	<b>\$ 1,248,070</b>	<b>\$ 384,851</b>	<b>\$ 197,096</b>	<b>\$ 188,622</b>	<b>\$ 60,127</b>	<b>\$ 956</b>	<b>\$ 101,066</b>	<b>\$ 13,034,176</b>
<b>40.35%</b>	<b>44.84%</b>	<b>44.84%</b>	<b>27.12%</b>	<b>40.85%</b>	<b>41.17%</b>	<b>6.85%</b>	<b>38.25%</b>	<b>39.61%</b>	<b>39.70%</b>

**EXPENDITURE BUDGET**

<b>\$ 23,431,695</b>	<b>\$ 3,723,866</b>	<b>\$ 2,737,500</b>	<b>\$ 1,418,000</b>	<b>\$ 478,677</b>	<b>\$ 457,965</b>	<b>\$ 4,930,000</b>	<b>\$ 2,500</b>	<b>\$ 267,975</b>	<b>\$ 37,448,178</b>
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**DISBURSEMENTS**

1. SALARIES
2. BENEFITS
3. EMPLOYER IMRF
4. EMPLOYER FICA
5. EMPLOYER MEDICARE
6. PURCHASED SERVICES/CONTRACTS REG
7. PURCHASED SERVICES/MINI BUSSES
8. PURCHASED SERVICES/SPECIAL ED
9. PURCHASED SERVICES/TCO
10. FUEL ADJ/EARLY DISMISSAL/FIELD TRIP
- 12 UNEMPLOYMENT INSURANCE
- 13.SCHOOL BOND FINANCIAL SERVICES
14. TREASURER BOND
15. WORKERS COMPENSATION
16. GENERAL LIABILITY INSURANCE
17. STUDENT ACCIDENT INSURANCE
18. UTILITIES
19. SUPPLIES & MATERIALS
20. TAX PAYMENTS
21. CAPITAL/NON-CAPITAL EQUIPMENT/FURN
22. CAPITAL CONTRACTS/ IMPROVEMENTS
- 23 CAPITAL LEASE EXPENSE
- 24 BOND INTEREST EXPENSE
25. DUES, FEES AND INVESTMENT COSTS
26. REDEMPTION OF PRINCIPAL
27. PERMANENT TRANSFER OF INTEREST
- 28 TUITION & SPEC ED COST/(TUITION RFND)
- 29 RETIREMENT BENEFITS/OTHER

\$ 3,732,014	\$ 279,499							4,011,513.19
819,453	52,594							872,046
				127,189				127,189
					61,655			61,655
					55,598			55,598
632,310	108,256		(4,929)					735,637
								-
			4,068					4,068
								-
			(1,091)					(1,091)
							2,184	2,184
								-
							6,650	6,650
							83,393	83,393
							135,625	135,625
							1,322	1,322
	113,445							113,445
130,958	61,261							192,220
								-
132,818	94,038							226,856
	44,235					4,552,222		4,596,457
								-
								-
22,927		475						23,402
								-
								-
438,938								438,938
6,300								6,300

**TOTAL EXPENDITURES DISBURSED**

Encumbered Expenditures

PERCENT DISBURSED PLUS ENCUMBERED(Total/Budget)

<b>\$ 5,915,719</b>	<b>\$ 753,327</b>	<b>\$ 475</b>	<b>\$ (1,952)</b>	<b>\$ 127,189</b>	<b>\$ 117,253</b>	<b>\$ 4,552,222</b>	<b>\$ -</b>	<b>\$ 229,174</b>	<b>\$ 11,693,407</b>
<b>\$ 195,937</b>	<b>\$ 123,900</b>	<b>\$ 31,128</b>	<b>\$ 77,820</b>	<b>\$ 25,60%</b>	<b>\$ 93.92%</b>	<b>\$ 0.00%</b>	<b>\$ 85.52%</b>	<b>\$ 32.37%</b>	
<b>25.25%</b>	<b>23.56%</b>	<b>0.02%</b>	<b>2.06%</b>	<b>26.57%</b>	<b>25.60%</b>	<b>93.92%</b>	<b>0.00%</b>	<b>85.52%</b>	

**EXCESS OF REVENUE/(EXPENDITURES)**

<b>\$ 3,537,250</b>	<b>\$ 647,092</b>	<b>\$ 1,247,595</b>	<b>\$ 386,802</b>	<b>\$ 69,907</b>	<b>71,369</b>	<b>\$(4,492,094)</b>	<b>\$ 956</b>	<b>\$ (128,108)</b>	<b>\$ 1,340,769</b>
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**ENDING FUND BALANCE**

FUND

<b>\$ 14,146,132</b>	<b>\$ 2,854,301</b>	<b>\$ 3,948,155</b>	<b>\$ 1,029,065</b>	<b>\$ 270,283</b>	<b>\$ 232,075</b>	<b>\$ (514,886)</b>	<b>\$ 2,070,404</b>	<b>\$ 188,672</b>	<b>\$ 24,224,202</b>
<b>EDUCATION</b>	<b>O &amp; M</b>	<b>DEBT SVC</b>	<b>TRANSP</b>	<b>IMRF</b>	<b>SSM</b>	<b>CI HIGHLAKE</b>	<b>WRK CSH</b>	<b>TORT</b>	<b>TOTAL ALL</b>

**3 YEAR BUDGET/ACTUAL TOTAL**  
SUMMARY OF AMENDED CURRENT YEAR BUDGET

September 30, 2016

DEPARTMENT/SUMMARY	FUND	#	DEPT	13 BUDGET	14 ACTUAL	15 ACTUAL	16 BUDGET	16 ACTUAL	% CHANGE	17 BUDGET	% CHANGE	17 ACTUAL
GENERAL H.S.	10	1	TTL	282,620	131,621	163,899	423,812	147,432	-61.33%	314,270	-113.16%	36,189
HMBD TUTORS	10	2	TTL	47,100	61,356	53,926	57,700	36,002	-6.54%	46,200	-28.32%	31
ART	10	3	TTL	240,660	242,326	238,287	246,392	233,574	-3.29%	260,997	-11.74%	57,716
SCIENCE	10	4	TTL	1,191,359	1,197,627	1,132,241	1,255,088	1,261,501	-9.79%	1,238,641	1.81%	296,018
DRIVER'S ED	10	5	TTL	119,306	127,897	225,170	262,039	146,878	-14.07%	146,695	0.12%	32,747
ENGLISH	10	6	TTL	1,400,277	1,456,258	1,504,422	1,551,917	1,569,209	-3.06%	1,551,737	1.11%	374,278
FOREIGN LANG	10	7	TTL	562,792	626,355	622,480	668,843	657,811	-6.93%	623,639	5.19%	150,950
HEALTH ED	10	8	TTL	500	1,632	1,938	1,000	962	93.78%	2,625	-172.88%	1,618
MATHEMATICS	10	9	TTL	1,253,117	1,291,765	1,516,614	1,501,268	1,492,933	1.02%	1,550,346	-3.85%	363,760
MUSIC	10	10	TTL	216,481	256,121	239,396	229,360	234,840	4.38%	220,018	6.31%	52,060
MUSIC INITIATIVE	10	10	TTL	-	-	-	-	-	-	25,000	100.00%	-
PHYSICAL DEV	10	11	TTL	1,144,808	1,201,603	1,123,465	1,129,108	1,212,245	-0.50%	1,211,286	0.08%	287,445
SOC STUDIES	10	13	TTL	1,293,404	1,308,577	1,294,648	1,405,499	1,417,983	-7.89%	1,462,375	-3.13%	364,457
TECHNOLOGY	10	14	TTL	685,620	698,433	724,375	801,900	814,149	-9.67%	835,676	-2.64%	279,688
DEV LEARNING	10	22	TTL	2,788,766	3,206,497	3,481,469	3,564,108	4,023,729	-2.32%	3,983,053	1.01%	1,043,897
ADULT ED - LOCAL	10	28	TTL	8,425	10,176	7,618	10,750	-	-29.14%	10,000	0.00%	-
SUMR ADLT ED	10	29	TTL	1,000	562	2,109	4,150	3,960	-49.18%	5,012	-26.57%	1,671
BUSINESS ED	10	30	TTL	631,086	550,106	547,649	539,767	543,543	1.46%	458,469	15.65%	122,250
FACS	10	32	TTL	225,457	241,012	254,816	249,459	268,654	2.15%	255,307	4.97%	65,985
IND ARTS-TECH ED	10	34	TTL	131,849	141,650	150,372	129,559	134,984	16.06%	117,833	12.71%	31,179
B T I	10	35	TTL	250	485	345	400	153	-13.67%	150	1.93%	-
PHOTOGRAPHY	10	36	TTL	16,000	13,806	14,926	-	-	-	-	-	-
SUMMER SCH/R	10	40	TTL	141,900	110,764	63,990	56,605	106,534	13.05%	87,610	17.76%	28,464
SUMMER SPORTS CAM	10	41	TTL	46,886	37,184	44,444	45,000	44,600	-1.24%	45,000	-0.90%	31,482
BILINGUAL	10	45	TTL	509,277	557,051	518,222	530,329	541,136	-2.28%	502,755	7.09%	132,454
SOCIAL WORKE	10	50	TTL	308,925	324,194	341,209	176,385	210,863	93.45%	198,102	6.05%	49,632
GUIDANCE DEP	10	51	TTL	641,786	702,941	653,440	615,798	634,252	6.11%	677,346	-6.79%	157,394
SCHOOL NURSE	10	52	TTL	162,384	188,019	176,998	159,768	173,991	10.78%	172,362	0.94%	42,487
PSYC SERVICE	10	53	TTL	128,054	144,414	151,563	162,969	161,158	-7.00%	177,893	-10.38%	39,211
AVID PROGRAM	10	54	TTL	73,130	100,926	133,626	176,492	156,091	-24.29%	208,597	-33.64%	48,650
SPEECH PATH/AUDIO	10	55	TTL	56,125	57,784	59,907	62,663	62,717	0.00%	64,443	-2.75%	15,400
LEARNING RES	10	61	TTL	290,013	323,322	287,778	289,038	272,085	-0.44%	256,074	5.88%	66,435
STAFF & CURR DEV	10	62	TTL	133,578	192,265	217,781	272,737	239,438	-20.15%	251,988	-5.24%	75,454
UTTERBACK DONATIO	10	64	TTL	-	31,665	16,255	17,388	21,489	-6.52%	3,498	83.72%	2,735
ASST PRINCIPAL	10	69	TTL	741,889	1,043,872	1,063,106	1,035,924	1,083,594	2.62%	1,184,354	-9.30%	292,877
PRINCIPAL	10	70	TTL	1,095,741	753,937	769,880	769,222	752,324	0.09%	748,227	0.54%	191,109
SUPT OFFICE	10	71	TTL	291,883	318,084	298,514	314,823	303,749	-5.18%	326,900	-7.62%	92,917
DIR OF PRSNL	10	72	TTL	298,130	261,922	248,118	241,142	257,225	2.89%	263,382	-2.39%	53,866
COMM RELATIONS	10	73	TTL	-	16,428	36,939	62,364	57,398	-40.77%	57,033	0.64%	15,525
ED FOUNDATIO	10	74	TTL	5,000	5,628	2,125	-	2,382	0.00%	2,500	-4.94%	-
BOARD OF ED	10	75	TTL	120,900	128,399	148,375	162,600	158,611	-8.75%	171,625	-8.21%	63,011
DIR OF BUSIN	10	80	TTL	133,945	159,093	160,500	163,375	162,550	-1.76%	163,405	-0.53%	37,240
CAFETERIA	10	82	TTL	59,000	23,572	17,167	60,000	8,153	-71.39%	60,500	-642.09%	-
EMP BENEFITS	10	83	TTL	232,500	69,009	49,170	45,800	19,903	7.36%	46,200	-132.12%	13,100
FISCAL SVCS	10	85	TTL	246,219	261,595	287,453	320,298	311,793	-10.25%	315,176	-1.09%	70,957
DATA PROCESS	10	90	TTL	327,161	339,079	343,126	332,542	326,143	3.18%	313,917	3.75%	71,500
PMT OTH DIST	10	97	TTL	1,293,300	906,968	1,089,255	874,600	423,660	24.54%	454,500	-7.28%	216,923

**3 YEAR BUDGET/ACTUAL TOTAL**  
SUMMARY OF AMENDED CURRENT YEAR BUDGET

September 30, 2016

DEPARTMENT/SUMMARY	FUND	#	DEPT	13 BUDGET	14 ACTUAL	15 ACTUAL	16 BUDGET	16 ACTUAL	% CHANGE	17 BUDGET	% CHANGE	17 ACTUAL
ATH/INTERSCH	10	100	TTL	788,129	788,360	867,834	836,584	839,814	3.74%	827,667	1.45%	164,667
AQUATICS	10	102	TTL	2,500	-	-	-	-	-	-	0.00%	-
INTERSCHOLAS	10	104	TTL	246,860	214,326	215,199	261,700	252,749	-17.77%	254,325	-0.62%	50,512
ADULT ED - STATE	10	902	TTL	93,400	76,524	84,683	87,834	800	-3.59%	92,461	-11457.91%	7,853
CTEIG	10	903	TTL	48,250	43,291	45,873	45,969	45,731	-0.21%	46,226	-1.08%	42,726
BILING TBE	10	904	TTL	91,250	82,531	91,056	95,534	97,819	-4.69%	137,207	-40.27%	9,621
A E & L	10	905	TTL	48,000	25,985	25,129	25,129	3,367	0.00%	30,215	-797.49%	14,329
C PERKINS	10	906	TTL	35,600	31,446	34,507	34,179	31,319	0.96%	40,622	-29.71%	18,852
TITLE 1-LOW	10	908	TTL	165,000	278,911	244,986	329,703	340,496	-25.69%	345,409	-1.44%	91,708
ISLG GRANT	10	925	TTL	2,900	1,614	1,568	1,568	1,476	0.00%	1,177	20.26%	-
MEDICAID DIRECT DVC	10	929	TTL	150,000	161,379	124,915	165,175	42,480	-24.37%	57,625	-35.65%	7,186
IDEA 94-142 FLOW-THRU	10	930	TTL	391,700	380,646	356,095	544,050	395,255	-34.55%	379,696	3.94%	126,692
ADM OUTREACH	10	931	TTL	50,000	30,708	12,561	31,615	27,778	-60.27%	3,700	86.68%	5,272
TEACHER QUALITY	10	932	TTL	55,000	42,895	41,370	41,412	10,608	-0.10%	40,225	-279.19%	5,424
FED ADULT ED	10	944	TTL	90,850	68,843	75,317	75,317	72,539	0.00%	72,539	0.00%	-
LEARN SERVE	10	945	TTL	22,259	42	-	-	-	-	-	-	-
EL/CIVICS	10	946	TTL	8,700	-	-	-	-	-	-	-	-
LIPLEPS	10	950	TTL	18,150	28,843	18,780	21,608	19,971	-13.09%	24,274	-21.54%	117
BILINGUAL - IEP	10	951	TTL	-	-	2,336	2,516	3,015.10	-7.15%	5,611	-86.10%	-
O&M FUND	20	0	TTL	3,105,719	2,846,275	2,542,962	3,058,977	2,805,202	-16.87%	3,723,866	-32.75%	753,327
DEBT SVC FND	30	0	TTL	3,055,240	2,791,580	3,050,202	3,048,905	3,050,130	0.04%	2,737,500	10.25%	475
TRANSPORTATION	40	0	TTL	1,117,250	1,166,286	1,311,851	1,361,000	1,271,828	-3.61%	1,338,000	-5.20%	(861)
SCIENCE	40	4	TTL	-	57	(1,372)	-	(9)	-	-	100.00%	-
ENGLISH	40	6	TTL	-	-	-	-	-	-	-	0.00%	-
FOREIGN EXCH	40	7	TTL	-	311	686	-	135	-	-	100.00%	-
MUSIC	40	10	TTL	-	117	-	-	308	-	-	0.00%	-
PHYSICAL DEV	40	11	TTL	-	30	-	-	-	-	-	0.00%	-
SOCIAL STUDIES	40	13	TTL	-	395	227	205	(1)	-	-	100.00%	-
SPECIAL ED	40	22	TTL	-	-	-	-	-	-	-	0.00%	-
BUSINESS ED	40	30	TTL	-	-	-	-	(105)	-	-	0.00%	-
FACS	40	32	TTL	-	-	-	-	181	-	-	0.00%	-
PHOTOGRAPHY	40	36	TTL	-	-	-	-	-	-	-	0.00%	-
ATH/INTERSCH	40	100	TTL	98,000	75,661	69,012	70,000	73,381	0.00%	80,000	-9.02%	(1,191)
PEP BUS	40	104	TTL	2,500	5,410	5,903	10,000	2,555	0.00%	-	100.00%	100
IMRF	50	0	TTL	503,291	434,665	472,385	481,828	463,758	-1.96%	478,677	-3.22%	127,189
SOC SEC & MEDCARE	51	0	TTL	420,161	426,171	454,114	462,190	462,637	-1.75%	457,965	1.01%	117,253
CAPITAL PROJECTS	65	0	TTL	57,000	723,098	3,345,450	3,705,500	2,966,525	-9.72%	4,930,000	-66.19%	4,552,222
W/C	70	0	TTL	8,000	-	-	-	2,322	-	-	-	-
TORT FUND	80	0	TTL	302,450	282,098	212,927	306,150	256,821	-30.45%	267,975	-4.34%	229,174
<b>TOTALS</b>				<b>\$ 30,556,763</b>	<b>\$ 30,832,477</b>	<b>\$ 34,185,663</b>	<b>\$ 36,084,629</b>	<b>\$ 34,233,265</b>	<b>-9.06%</b>	<b>\$ 37,448,178</b>	<b>3.28%</b>	<b>\$ 11,693,407</b>

**3 YEAR BUDGET/ACTUAL TOTAL**  
SUMMARY OF AMENDED CURRENT YEAR BUDGET

September 30, 2016

YTD %
11.52%
0.07%
22.11%
23.90%
22.32%
24.12%
24.20%
61.63%
23.46%
23.66%
0.00%
23.73%
24.92%
33.47%
26.21%
0.00%
33.34%
26.66%
25.85%
26.46%
0.00%
0.00%
32.49%
69.96%
26.35%
25.05%
23.24%
24.65%
22.04%
23.32%
-3.04%
25.94%
29.94%
78.19%
24.73%
25.54%
28.42%
20.45%
27.22%
0.00%
36.71%
0.00%
0.00%
28.36%
22.51%
22.78%
47.73%

**3 YEAR BUDGET/ACTUAL TOTAL**  
SUMMARY OF AMENDED CURRENT YEAR BUDGET

September 30, 2016

YTD %
19.90%
0.00%
19.86%
8.49%
92.43%
7.01%
47.42%
46.41%
26.55%
0.00%
12.47%
33.37%
142.48%
13.48%
0.00%
0.00%
0.00%
0.48%
0.00%
20.23%
0.02%
-0.06%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
0.00%
-1.49%
100.00%
26.57%
25.60%
92.34%
0.00%
85.52%
<b>31.23%</b>



GRANT REVENUE & EXPENDITURE SUMMARY  
September 2016

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**  
REVENUE AND EXPENDITURE REPORT  
LOCAL, STATE, AND FEDERAL GRANTS  
Ending September 30, 2016

Percentage of Fiscal Year:  
25.00%

NAME	SOURCE	CODE	DEPT	CURRENT BUDGET	PRIOR YEAR REVENUE	FY 17 REVENUE	EXPENDITURES	ENCUMBERED	BALANCE	% UNREALIZED REVENUE
Adult Ed Summer School & Computer L	Local	132300	29	\$ 5,012	\$ -	\$ -	\$ 1,671		\$ (1,671)	100%
DuPage Foundation - Music Initiative	Local	199900	10	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000	100%
Education Foundation/Leadership Mini	Local	199990	74/918	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	100%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 46,226	\$ -	\$ -	\$ 42,726		\$ (42,726)	100%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 137,207	\$ 17,782	\$ -	\$ 9,621	\$ -	\$ (9,621)	100%
Adult Ed State Basic 3-1	State	340000	902	\$ 92,461	\$ -	\$ 92,461	\$ 7,853	\$ 990	\$ 83,618	0%
Adult Ed Performance	State	340100	905	\$ 30,215	\$ -	\$ 30,215	\$ 14,329	\$ -	\$ 15,886	0%
State Library Grant	State	380000	925	\$ 1,177	\$ -	\$ -	\$ -	\$ 1,177	\$ (1,177)	100%
Title 1 Low Income NCLB	Federal	430000	908	\$ 345,409	\$ 168,147	\$ -	\$ 91,708	\$ 581	\$ (92,289)	100%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 379,696	\$ 60,916	\$ -	\$ 126,692	\$ 27,519	\$ (154,211)	100%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 40,622	\$ -	\$ -	\$ 18,852	\$ 1,157	\$ (20,009)	100%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,539	\$ 21,859	\$ -	\$ -	\$ -	\$ -	100%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 57,625	\$ 8,784	\$ -	\$ 7,186	\$ 145	\$ (7,331)	100%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 3,700	\$ 8,313	\$ -	\$ 5,272	\$ 69	\$ (5,341)	100%
Bilingual - IEP	Federal	490500	951	\$ 5,611	\$ -	\$ -	\$ -	\$ -	\$ -	100%
Title III LIPLEPS	Federal	490900	950	\$ 24,274	\$ 5,645	\$ -	\$ 117	\$ -	\$ (117)	100%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 40,225	\$ 5,005	\$ -	\$ 5,424	\$ -	\$ (5,424)	100%
<b>TOTAL</b>				<b>\$ 1,309,499</b>	<b>\$ 296,451</b>	<b>\$ 147,676</b>	<b>\$ 331,450</b>	<b>\$ 31,637</b>	<b>\$ (215,411)</b>	<b>88.7%</b>

\*\* Special Ed Grants

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

LOCAL, STATE, FEDERAL GRANTS  
Ending September 30, 2016

September 2016

**GRANT REVENUE**

Percent of Fiscal Year  
25.00%

NAME	SOURCE	CODE	DEPT	GRANT BUDGET	PRIOR YR REVENUE	FY17 REVENUE	\$ UNREALIZED	% UNREALIZED	% REALIZED
Adult Ed Summer School & Computer	Local	132300	29	\$ 5,012	\$ -	\$ -	\$ 5,012	100%	0%
DuPage Foundation - Music Initiative	Local	199900	10	\$ 25,000	\$ -	\$ 25,000	\$ -	0%	100%
Education Foundation/Leadership M	Local	199990	74/918	\$ 2,500	\$ -	\$ -	\$ 2,500	100%	0%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 46,226	\$ -	\$ -	\$ 46,226	100%	0%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 137,207	\$ 17,782	\$ -	\$ 137,207	100%	0%
Adult Ed State Basic 3-1	State	340000	902	\$ 92,461	\$ -	\$ 92,461	\$ -	0%	100%
Adult Ed Performance	State	340100	905	\$ 30,215	\$ -	\$ 30,215	\$ -	0%	100%
State Library Grant	State	380000	925	\$ 1,177	\$ -	\$ -	\$ 1,177	100%	0%
Title 1 Low Income NCLB	Federal	430000	908	\$ 345,409	\$ 168,147	\$ -	\$ 345,409	100%	0%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 379,696	\$ 60,916	\$ -	\$ 379,696	100%	0%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 40,622	\$ -	\$ -	\$ 40,622	100%	0%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,539	\$ 21,859	\$ -	\$ 72,539	100%	0%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 57,625	\$ 8,784	\$ -	\$ 57,625	100%	0%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 3,700	\$ 8,313	\$ -	\$ 3,700	100%	0%
Bilingual IEP	Federal	490500	951	\$ 5,611	\$ -	\$ -	\$ -	0%	0%
Title III LIPLEPS	Federal	490900	950	\$ 24,274	\$ 5,645	\$ -	\$ 24,274	100%	0%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 40,225	\$ 5,005	\$ -	\$ 40,225	100%	0%
<b>TOTAL</b>				<b>\$ 1,309,499</b>	<b>\$ 296,451</b>	<b>\$ 147,676</b>	<b>\$ 1,161,823</b>	<b>88.7%</b>	<b>11.3%</b>

\* Amended Revenue activity may occur throughout FY16/17 impacting expenditure activity

**GRANT EXPENDITURES**

NAME	SOURCE	CODE	DEPT	GRANT BUDGET	EXPENDITURE	ENCUMBERED	BUDGET BALANCE	% UNENCUMBERED	% ENCUMBERED
Adult Ed Summer School & Computer	Local	132300	29	\$ 5,012	1,671	\$ -	\$ 3,341	67%	33%
DuPage Foundation - Music Initiative	Local	199900	10	\$ 25,000	-	\$ -	\$ -	0%	0%
Education Foundation/Leadership M	Local	199990	74/918	\$ 2,500	-	\$ -	\$ 2,500	100%	0%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 46,226	42,726	\$ -	\$ 3,500	8%	92%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 137,207	9,621	\$ -	\$ 127,586	93%	7%
Adult Ed State Basic 3-1	State	340000	902	\$ 92,461	7,853	\$ 990	\$ 83,618	90%	10%
Adult Ed Performance	State	340100	905	\$ 30,215	14,329	\$ -	\$ 15,886	53%	47%
State Library Grant	State	380000	925	\$ 1,177	-	\$ 1,177	\$ -	0%	100%
Title 1 Low Income NCLB	Federal	430000	908	\$ 345,409	91,708	\$ 581	\$ 253,120	73%	27%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 379,696	126,692	\$ 27,519	\$ 225,485	59%	41%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 40,622	18,852	\$ 1,157	\$ -	0%	49%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,539	-	\$ -	\$ 72,539	100%	0%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 57,625	7,186	\$ 145	\$ 50,294	87%	13%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 3,700	5,272	\$ 69	\$ (1,641)	-44%	144%
Bilingual IEP	Federal	490500	951	\$ 5,611	-	\$ -	\$ 5,611	100%	0%
Title III LIPLEPS	Federal	490900	950	\$ 24,274	117	\$ -	\$ 24,157	100%	0%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 40,225	5,424	\$ -	\$ 34,801	87%	13%
<b>TOTAL</b>				<b>\$ 1,309,499</b>	<b>\$ 331,450</b>	<b>\$ 31,637</b>	<b>\$ 900,798</b>	<b>69%</b>	<b>28%</b>

\*\* Special Ed Grants

**COMMUNITY HIGH SCHOOL  
DISTRICT 94  
PETTY CASH FUND  
SEPTEMBER 30, 2016**

*This listing represents payments from the High School Cash Fund for September 30, 2016. Reimbursement for the following paid from this fund is hereby requested from the Board of Education of Community High School District 94, West Chicago, Illinois at its regular meeting on October 18, 2016.*

<u>DATE PAID</u>	<u>PAID TO</u>	<u>FOR</u>	<u>AMOUNT</u>
Sep 7, 2016	Baltazar Padilla	Postage	\$66.20
Sep 15, 2016	Baltazar Padilla	Postage	18.36
		Total	<u>\$ 84.56</u>

\_\_\_\_\_  
Director of Business Services

October 13, 2016  
Date

LOC	LOC	September 2016-17 Beginning Balance	September 2016-17 Debits	September 2016-17 Credits	September 2016-17 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
505	CHESS	1,091.40CR	80.90		80.90	1,010.50CR
506	SPED RECYC/SHRD	1,571.68CR				1,571.68CR
507	BEST BUDDIES	6,005.27CR				6,005.27CR
508	CRTE ENT	541.24CR				541.24CR
511	ART COLLECTION	196.62CR		44.35	-44.35	240.97CR
513	INTL CLUB	2,492.93CR				2,492.93CR
514	CHRONICLE	1,131.29CR				1,131.29CR
515	CHEERLEADING	3,202.04CR	136.30	252.52	-116.22	3,318.26CR
516	DANCE PROD	2,711.97CR				2,711.97CR
517	SPEECH	3,148.54CR		300.00	-300.00	3,448.54CR
518	FBLA	611.50		290.00	-290.00	321.50
520	GERMAN CLUB	261.35CR				261.35CR
521	FICA-SKILLS	455.04CR	622.50	817.00	-194.50	649.54CR
523	MATH TEAM	693.19CR				693.19CR
524	HORTICULTURE	4,177.60CR		54.00	-54.00	4,231.60CR
526	PEP CLUB	915.71CR	1,676.84	1,710.00	-33.16	948.87CR
527	POMS	261.73				261.73
528	SNOWBALL	2,732.33CR		286.50	-286.50	3,018.83CR
529	SADD	1,662.78CR				1,662.78CR
530	EXCHANGE	4,397.86CR				4,397.86CR
531	SPANISH CLUB	3,775.04CR				3,775.04CR
533	STUDENT COUNCIL	3,292.73CR	2,600.00	21,185.00	-18,585.00	21,877.73CR
534	SUNDRY	1,651.40CR				1,651.40CR
535	THESPIANS	4,894.71CR	1,960.00	4,693.94	-2,733.94	7,628.65CR
536	VOCATIONAL SIGN	1,836.54CR				1,836.54CR
537	YEARBOOK	5,940.34CR	250.00		250.00	5,690.34CR
538	BAND-JAZZ	1,747.66CR	611.80		611.80	1,135.86CR
539	CHORAL-CHOIR	7,328.42CR	1,474.65	6,150.00	-4,675.35	12,003.77CR
540	ORCHESTRA	5,001.04CR	193.29		193.29	4,807.75CR
541	INTERACT CLUB	2,930.77CR		3,500.00	-3,500.00	6,430.77CR
542	ANL	2,013.73CR				2,013.73CR
543	WEGO CARES	939.97CR				939.97CR
544	SCHOLASTIC BOWL	507.50CR		255.00	-255.00	762.50CR
545	PHOTGRAPHY	58.01CR				58.01CR
547	NHS	1,381.22CR				1,381.22CR
548	GSA	159.82CR		243.37	-243.37	403.19CR
549	CREATIVE WRITNG	779.79CR				779.79CR
551	TRANSITION CTR	3,464.69CR	51.61	50.00	1.61	3,463.08CR

LOC	LOC	September 2016-17 Beginning Balance	September 2016-17 Debits	September 2016-17 Credits	September 2016-17 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
552	TRI M	434.91CR				434.91CR
553	HAGGERTY FORD	8,982.65CR		1,000.00	-1,000.00	9,982.65CR
554	OLA'AS	751.77CR	467.53	605.00	-137.47	889.24CR
555	COMPASS	2.82CR				2.82CR
560	WEGO 2 AFR	32.52CR				32.52CR
561	SLC9 2 AFRICA	2,045.74CR				2,045.74CR
562	PRESCHOOL	916.65CR	32.78		32.78	883.87CR
563	Teen Mom	119.87CR				119.87CR
564	HUMANITIES/SSS	5,950.00CR				5,950.00CR
566	ROAR	1,655.33CR				1,655.33CR
570	ADAMS EXPRESS	56.07CR				56.07CR
572	SPORTSFEST	1,790.45CR				1,790.45CR
573	TARGET	3,902.69CR	1,350.00		1,350.00	2,552.69CR
576	OUT/BD AT RISK	0.57CR				0.57CR
580	LOUIS RANSOM AR	824.00CR				824.00CR
582	STEP PROJECT	735.84CR	68.14		68.14	667.70CR
583	STEPPERS	2,132.07CR		10.00	-10.00	2,142.07CR
584	GREEN CLUB	784.84CR				784.84CR
585	FRENCH CLUB	483.05CR				483.05CR
586	LRC BOOK CLUB	544.60CR				544.60CR
587	LIFESMARTS	994.23CR				994.23CR
589	CONSUMER ED	67.84CR				67.84CR
591	TECHNOLOGY	5.50CR				5.50CR
592	HABITAT FOR HUM	25.92CR				25.92CR
600	ATHLETIC TRAINR	1,661.84CR				1,661.84CR
601	BADMINTON	392.66CR				392.66CR
602	BASEBALL	7,163.91CR				7,163.91CR
603	BOY'S BB	8,554.64CR				8,554.64CR
604	BOY'S CROSS CTY	78.68CR	780.00	1,245.05	-465.05	543.73CR
605	BOY'S SOCCER	85.22CR	6,000.00	5,925.00	75.00	10.22CR
606	BOY'S TENNIS	25.33CR				25.33CR
607	BOY'S TRACK	1,614.51CR				1,614.51CR
608	GIRL'S FDR BB	509.07CR				509.07CR
609	FOOTBALL	3,882.22CR	1,239.73	3,214.00	-1,974.27	5,856.49CR
610	GIRL'S BASKETBL	1,366.34CR	695.00		695.00	671.34CR
611	GIRL'S CROSS CT	688.57CR		2,048.00	-2,048.00	2,736.57CR
612	GIRL'S SOCCER	7,917.23CR	668.00		668.00	7,249.23CR
613	GIRL'S TENNIS	2,651.32CR				2,651.32CR

LOC	LOC	September 2016-17 Beginning Balance	September 2016-17 Debits	September 2016-17 Credits	September 2016-17 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
614	GIRL'S TRACK	1,837.66CR	274.90		274.90	1,562.76CR
615	BOYS GOLF	1,005.16CR	161.18	391.00	-229.82	1,234.98CR
616	MUSIC	2,819.17CR				2,819.17CR
617	SOFTBALL	3,383.10CR				3,383.10CR
618	BOYS SWIM TEAM	917.55CR				917.55CR
619	VOLLEYBALL	2,622.06CR				2,622.06CR
620	GIRL'S FDR VB	554.15CR				554.15CR
621	WRESTLING	2,714.93CR				2,714.93CR
622	ATHLETIC DIR	66.85CR				66.85CR
623	GIRLS SWIM TEAM	53.76CR	3,816.75	4,789.75	-973.00	1,026.76CR
624	GIRLS GOLF	268.23CR				268.23CR
---	*STUDENT ACTIVI	170,293.08CR	25,211.90	59,059.48	-33,847.58	204,140.66CR
<hr/>						
	Grand Equity To	170,293.08CR	25,211.90	59,059.48	-33,847.58	204,140.66CR

Number of Accounts: 87

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

**Community High School District 94**

**Vendor List Update**

**September 30, 2016**

Actively Learn

Carol Bell

Bizurich Media

Frank Cooney Co.

Interboro Packaging Corp

North Suburban Math League

Scott Robowski

  
\_\_\_\_\_  
Gordon Cole, Director of Business Services

10/13/16  
\_\_\_\_\_  
Date

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[Activity - deposit accounts](#)
[Balances - deposit accounts](#)

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## Activity - Deposit Accounts

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Report created: 10/03/2016 12:02:10 PM (ET)  
 Account: 071903929 • \*5336 • Checking • Money Market • Available \$1,204,784.85  
 Date range: 9/1/2016 to 9/30/2016  
 Transaction types: All transactions  
 Detail option: Includes transaction detail

 Download as:  
[Search completed transactions](#) | [14 day view](#)

 071903929 • \*5336 • Checking • Money Market • Available \$1,204,784.85 [Make a transfer](#)

Post Date	Reference	Additional Reference	Image	Description	Debit	Credit	Calculated Balance
09/02/2016				INTEREST CREDIT		\$114.72	\$1,204,450.61
09/08/2016	IIIT ACH RE			PREAUTHORIZED ACH CREDIT IIIT ACH REDEMPTION RE: BOARD OF EDUCATION COMM HIGH SD		\$54.62	\$1,204,505.23
09/09/2016				INTEREST CREDIT		\$116.95	\$1,204,622.18
09/12/2016	997000912104827			AUTOMATIC TRANSFER DEBIT REF 2561048L FUNDS TRANSFER TO DEP XXXXX4754 FROM COVER PAYROLL COSTS	\$800,000.00		\$404,622.18
09/16/2016				INTEREST CREDIT		\$61.97	\$404,684.15
09/23/2016				INTEREST CREDIT		\$38.73	\$404,722.88
09/29/2016	997000929134223			AUTOMATED TRANSFER CREDIT REF 2731342L FUNDS TRANSFER FRMDEP XXXXX4754 FROM RETUR N TO MM FROM OPERATING	\$800,000.00		\$1,204,722.88
09/30/2016				INTEREST CREDIT		\$61.97	\$1,204,784.85
09/30/2016 Totals					\$800,000.00	\$800,448.96	

[How Do I...](#)[Terms](#)[FAQs](#)





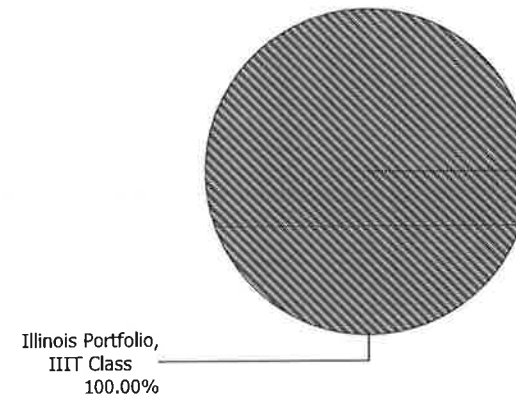
## Account Statement - Transaction Summary

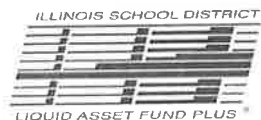
For the Month Ending **September 30, 2016**

### BOARD OF EDUCATION COMM HIGH SD - GENERAL FUND - 450077

Illinois Portfolio, IIIT Class	
Opening Market Value	54.62
Purchases	0.01
Redemptions	(54.62)
Unsettled Trades	0.00
Change in Value	0.00
<b>Closing Market Value</b>	<b>\$0.01</b>
Cash Dividends and Income	0.01

Asset Summary		
	September 30, 2016	August 31, 2016
<b>Illinois Portfolio, IIIT Class</b>	0.01	54.62
<b>Total</b>	<b>\$0.01</b>	<b>\$54.62</b>
Asset Allocation		





# ISDLAF+ Monthly Statement

Statement for the Account of:  
BOARD OF EDUCATION, C.H.S.D. #94

Statement Period  
Sep 1, 2016 to Sep 30, 2016

## (10242-101) INVESTED FUNDS

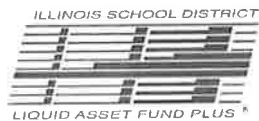
### ACTIVITY SUMMARY

INVESTMENT POOL SUMMARY	LIQ	MAX
Beginning Balance	\$222.38	\$82.89
Dividends	\$57.33	\$559.97
Credits	\$12,812,169.99	\$11,903,261.68
Checks Paid	\$0.00	\$0.00
Other Debits	(\$12,812,392.37)	(\$9,944,723.28)
Ending Balance	\$57.33	\$1,959,181.26
Average Monthly Rate	0.28%	0.39%
<b>TOTAL LIQ AND MAX</b>		<b>\$1,959,238.59</b>

PLEASE NOTE: THE FUND WILL BE CLOSED  
OCTOBER 10TH IN OBSERVANCE OF THE COLUMBUS  
DAY HOLIDAY

<b>TOTAL FIXED INCOME</b>	<b>\$21,171,572.36</b>
<b>ACCOUNT TOTAL</b>	<b>\$23,130,810.95</b>

BOARD OF EDUCATION, C.H.S.D. #94  
DOUGLAS DOMERACKI  
326 JOLIET STREET  
WEST CHICAGO, IL 60185-3142



# ISDLAF+ Monthly Statement

Statement for the Account of:  
BOARD OF EDUCATION, C.H.S.D. #94

(10242-202) SITE & CONSTRUCTION II

Statement Period  
Sep 1, 2016 to Sep 30, 2016

## ACTIVITY SUMMARY

INVESTMENT POOL SUMMARY	LIQ	MAX
Beginning Balance	\$0.00	\$134.99
Dividends	\$0.00	\$0.00
Credits	\$3,667,446.71	\$0.00
Checks Paid	\$0.00	\$0.00
Other Debits	(\$3,667,446.71)	(\$134.99)
Ending Balance	\$0.00	\$0.00
Average Monthly Rate	0.28%	0.39%

PLEASE NOTE: THE FUND WILL BE CLOSED  
OCTOBER 10TH IN OBSERVANCE OF THE COLUMBUS  
DAY HOLIDAY

**TOTAL LIQ AND MAX** \$0.00

**TOTAL FIXED INCOME** \$1,120.19

**ACCOUNT TOTAL** \$1,120.19

BOARD OF EDUCATION, C.H.S.D. #94  
DOUGLAS DOMERACKI  
326 JOLIET STREET  
WEST CHICAGO, IL 60185-3142

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**October 18, 2016  
7:00 p.m.  
Board of Education Meeting**

**SECTION B -  
Board Meeting Attachments**

## **Bailey Lelito is September Student of the Month**

West Chicago Community High School is pleased to announce that Bailey Lelito of West Chicago has been chosen as Student of the Month for September, 2016. A senior, Bailey was selected for outstanding academic performance, leadership and service.

Bailey has been on honor roll or high honor roll every semester of her high school career. She is a member of National Honor Society and the Spanish National Honor Society. She is currently enrolled in AP Chemistry, AP Calculus and AP English Literature.

Involved in school, Bailey has served as a student mentor in both ROAR and Snowball. A member of Pep Club, she was instrumental in shaping and organizing the WeGo in With Pride assembly for new incoming freshmen this year, as well as organizing the Powder Puff football competition as part of Homecoming festivities.

Outside of school, Bailey has found time to volunteer with two local food pantries. She is also a volunteer at her church. Active in gymnastics for 11 years, she coaches at the West Chicago Park District. In addition, she works as a cashier at a restaurant in Winfield.

When asked about her favorite high school memory, Bailey has two; funny video Friday's with Mrs. Schoenbeck, and junior prom at the Museum of Science and Industry in Chicago.

Bailey has this advice for future WCCHS students, "Get involved as much as you can, dare to be different. Four years goes by a lot faster than you think."

Bailey plans to attend Central Michigan University to double major in Biomedical Sciences and Pre-med, minoring in Spanish. Upon graduation, she plans to go on to med school to study orthopedics.

Community High School District 94 congratulates Bailey on all of her accomplishments and wishes her the best of luck in future endeavors.

## **Israel Cruz named PeaceBuilder for September**

Senior Israel Cruz of West Chicago has been named West Chicago Community High School PeaceBuilder for the month of September, 2016. Israel was chosen for his assistance to others and his efforts to improve the sense of community at WCCHS.

To Israel, peace means, "...being able to feel patience and tranquility when it comes to dealing with issues." He learned about peace though analyzing events that have occurred in the lives of others and learning how they dealt with it. Israel's model of peace is his mom as she always sets a good example of how to treat others.

When an act of peace is done for him, Israel states he feels motivated/inspired to do an act of peace, either by helping others out or just by being there for them.

Israel's favorite quote is by Steve Prefontaine, a 1972 Olympic athlete, "To give anything less than your best is to sacrifice the gift."

After high school, Israel plans to attend college to study for a career in architecture and civil engineering.

Community High School District 94 congratulates Israel on all of his accomplishments and wishes him the best of luck in future endeavors.

----- Forwarded message -----

From: **Brian Wheeler** <[bwheeler@d94.org](mailto:bwheeler@d94.org)>

Date: Thu, Sep 29, 2016 at 6:00 PM

Subject: Act of kindness needing acknowledgement

To: "M. Cheng" <[mcheng@d94.org](mailto:mcheng@d94.org)>, Douglas Domeracki <[ddomeracki@d94.org](mailto:ddomeracki@d94.org)>, Mary Howard <[mhoward@d94.org](mailto:mhoward@d94.org)>

Cc: "L. Stewart" <[lstewart@d94.org](mailto:lstewart@d94.org)>

Moses, Doug, and Mary -

Today I witnessed an act of kindness that exemplifies a culture that exists in our school that happens often but isn't acknowledged.

Lauren Stewart learned that one of her students didn't eat lunch yesterday or today. She took the time to find the student during her prep period to ask why. She learned that the student was enrolled in the free lunch program but had been declined yesterday. Because of her concern, the student was sent home with the necessary paperwork so he can be enrolled in the program this year.

Lauren's action today exemplifies going beyond the call of duty for a student. I am inspired and grateful to work with a colleague who does something like this. Maya Angelou said it best, *"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* Lauren made the student feel important today.

Brian Wheeler

---



Cheryl Glunt &lt;cglunt@d94.org&gt;

*Received 9/26/2016***Fwd: 9.26.2016 FOIA Request from NBC5 Chicago***Response Due 10/3/2016*

1 message

**David Blatchley** <dblatchley@d94.org>

Mon, Sep 26, 2016 at 12:51 PM

To: Cheryl Glunt &lt;cglunt@d94.org&gt;

FOIA #2 today

----- Forwarded message -----

From: **Smyser, Katherine (NBCUniversal)** <Katy.Smyser@nbcuni.com>

Date: Mon, Sep 26, 2016 at 12:46 PM

Subject: 9.26.2016 FOIA Request from NBC5 Chicago

To: "FOIA@d94.org" &lt;FOIA@d94.org&gt;

454 North Columbus Drive

A Division of National Broadcasting

Chicago, IL 60611-5555

Company, Inc.

312-836-5555

www.nbcchicago.com



September 26, 2016

Mr. David Blatchley

Director of Human Resources and FOIA Officer

Community High School District 94

West Chicago, Illinois 60185-2802

Dear Mr. Blatchley:

This is a request under the Illinois Freedom of Information Act. I am making this request of every public school district in the Chicago area.



I would like to know which schools in Community High School District 94 have a stock of undesigned epinephrine auto-injectors, and which do not. (Schools in Illinois are under no requirement to keep such a supply.)

To save you time in this response, I'm basically looking for a response in which you list each school in your district, with a "yes" or "no" as to whether the school keeps a stock of undesigned epinephrine auto-injectors.

However, if you prefer to produce actual FOIA documents, I ask that you provide me with the required written prescription or standing order, which each school must have if it opts to keep a supply of undesigned epinephrine auto-injectors – and also let me know which schools do not have such a prescription or order. **Again, I am happy to accept a yes-or-no answer about each school, in place of these prescriptions and orders, to save you time in answering this request.**

You can send your response to me at [katy.smyser@nbcuni.com](mailto:katy.smyser@nbcuni.com). Alternatively, you can send an answer to me at NBC5 Chicago; 454 North Columbus Drive; Chicago, Illinois 60611. And if there is any way in which I can help in getting this information, I would be happy to do so.

Because these records are in the public interest, I ask that you waive any reproduction fee. And if you deny this request, please tell me on what grounds, and to whom I should appeal.

If you have any questions concerning this request or need any additional information, please don't hesitate to contact me at [katy.smyser@nbcuni.com](mailto:katy.smyser@nbcuni.com) or at 312-836-3187. Thank you so much for your time and consideration in this matter.

Sincerely,

Katy Smyser

Investigative Producer

*Received 9/26/2016  
Response Due 10/3/2016*

Sept 26 , 2016  
Community High School Dist 94  
157 W Washington St  
West Chicago IL 60185

Re: FOIA Request for Documents

Dear David Blatchley FOIA Officer

Please provide the following documents related to Gordon Cole

Time Line: Date of hiring – Current year

- Application-Resume
- Contracts from date of Hire
- Posting of Position Mr Cole was hired for
- All applications for this applying for this position
- Job Description before & After Mr Cole hiring
- Resignation Letter from Board of Education

**Please mail & email documents**

I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records. I am asking that any fees be waived per 5ILCS140/6(c).

Respectfully,

Ralph Padron  
2600 Gateshead Dr  
Naperville, IL 60564  
[ralphpadron@hotmail.com](mailto:ralphpadron@hotmail.com)

*Received 10/11/2016  
Response Due 10/18/2016*

Oct 11, 2016  
Community High School Dist 94  
157 W Washington St  
West Chicago IL 60185

Re: FOIA Request for Documents

Dear David Blatchley FOIA Officer

Please provide the following documents related to Gordon Cole

- Copy of CSBO Certificate
- Current Contract beginning on May 1 2014  
Ref: Section 7 Paragraph F Performance Bonus  
ALL PAYOUT DOCUMENTS (INCLUDING copy of Check)
- All documents, emails, justifying current 4 yr + contract  
Superintendent, BOE  
HIGHLY UNUSUSAL for a contract of this length for Director of Business

**Please mail & email documents**

I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records. I am asking that any fees be waived per 5ILCS140/6(c).

Respectfully,

Ralph Padron  
2600 Gateshead Dr  
Naperville, IL 60564  
[ralphpadron@hotmail.com](mailto:ralphpadron@hotmail.com)



Cheryl Glunt &lt;cglunt@d94.org&gt;

*Received 10/13/2016  
Response Due 10/20/2016***Information Request**

1 message

**Kristina Mallon** <kmallon@d94.org>  
To: David Blatchley <dblatchley@d94.org>  
Cc: Cheryl Glunt <cglunt@d94.org>

Thu, Oct 13, 2016 at 6:35 PM

David Blatchley  
Community High School District 94  
157 W. Washington Street  
West Chicago, IL 60185

October 13, 2016

Re: Request for Information under the Illinois Educational Labor Relations Act

Dear Mr. Blatchley,

In order to prepare for negotiations, I am requesting copies of current contracts for all District administrators.

Please provide electronic and hard copies by 3:00 pm on Wednesday, October 19, 2016. Please let me know if you are unable to provide this information by this

Thank you for responding to this request.

Sincerely,

Kristina Mallon  
Bargaining Chair  
West Chicago High School Teachers' Association, Inc.  
326 Joliet Street  
West Chicago, IL 60185  
630-849-6903

**WEST CHICAGO COMMUNITY HIGH SCHOOL  
DISTRICT 94**

October 4, 2016

**MEMORANDUM**

TO: Dr. Domeracki

FROM: M. Cheng

RE: **STUDENT ATTENDANCE – AUGUST/SEPTEMBER 2016**

<b><u>AUGUST/SEPT.</u></b>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>
Average Daily Enrollment:	2102.96	1993.19	1975.33	2001.75	2040.32
Average Daily Attendance:	1990.04	1909.10	1895.24	1925.89	1939.34
Percent Attendance:	94.63	95.78	95.95	96.21	95.05

Students Added	41
Students Dropped	84

<u>Percent Attendance for Previous Months:</u>	
March, 2016	95.03
April, 2016	94.64
May/June, 2016	95.61

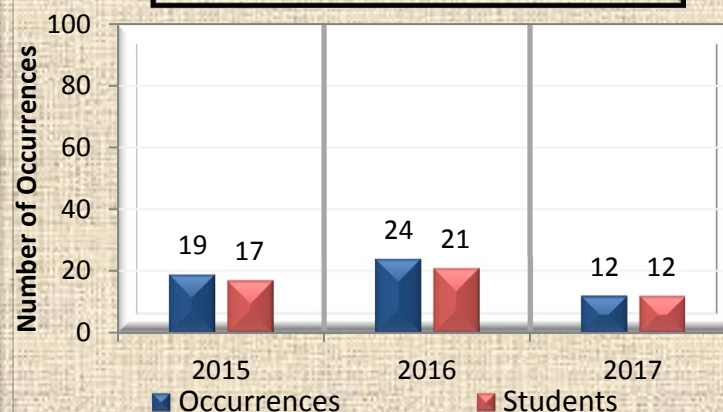
MC/hn

# Monthly Discipline Report for September

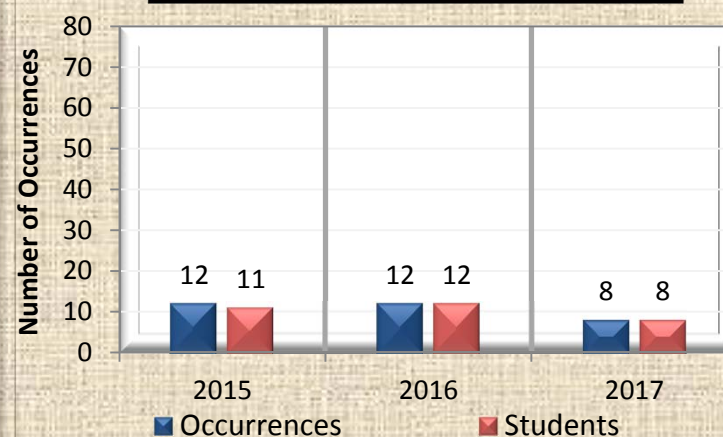
## Monthly Discipline Report for September

Monthly Discipline Numbers - September						
REASON FOR SUSPENSION	2015 OCC	2016 OCC	2017 OCC	2015 STD	2016 STD	2017 STD
<b>IN SCHOOL SUSPENSION</b>						
DISOBEDIENCE/DISRESPECT-ISS	6	2	2	6	2	2
DISOBEDIENCE/TARDY-ISS	0	1	0	0	1	0
DISOBEDIENCE/TRUANCY-ISS	11	21	10	9	18	10
ELECTRONIC DEVICE - ISS	0	0	0	0	0	0
SATURDAY SCHOOL-ISS	1	0	0	1	0	0
OTHER	1	0	0	1	0	0
<b>YTD TOTAL ISS SUSPENSIONS</b>	<b>19</b>	<b>24</b>	<b>12</b>	<b>17</b>	<b>21</b>	<b>12</b>
OUT OF SCHOOL SUSPENSION	2015 OCC	2016 OCC	2017 OCC	2015 STD	2016 STD	2017 STD
DISOBEDIENCE/DISRESPECT-OSS	3	2	0	2	2	0
DISOBEDIENCE/TARDY-OSS	0	0	0	0	0	0
DISOBEDIENCE/TRUANCY-OSS	0	0	0	0	0	0
ELECTRONIC DEVICE - OSS	0	0	0	0	0	0
FIGHTING-OSS	2	0	4	2	0	4
GANG REPRESENTATION/WEAPONS-OSS	2	0	0	2	0	0
ILLEGAL ACT/U.I. ALCOHOL-OSS	3	5	2	3	5	2
ILLEGAL ACT/U.I. MARIJUANA-OSS	2	1	2	2	1	2
SATURDAY SCHOOL-OSS	0	4	0	0	4	0
THEFT-OSS	0	1	0	0	1	0
OTHER	0	0	0	0	0	0
<b>YTD TOTAL OSS SUSPENSIONS</b>	<b>12</b>	<b>12</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>8</b>

Monthly Discipline Numbers – Sept  
ISS – Three Year Comparison



Monthly Discipline Numbers – Sept  
OSS – Three Year Comparison



**WEST CHICAGO COMMUNITY HIGH SCHOOL**  
**BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

**DESCRIPTION**

101- 1926 and 1955 WRAP-AROUND ADDITION REMODELING

Renovate the classrooms in the original 1926 building and the 1955 wrap-around addition. New finishes – flooring, ceilings, lighting and paint. Some of the rooms still have the old plaster ceilings with 1' x 1' acoustical ceiling tile which would all be removed.

Estimated Cost Range: \$1,200,000 - \$1,400,000

102- 1926 FLOOR STRUCTURE

Investigate the floor deflection in the wood frame portion of the building and provide required structural repairs or re-build.

Estimated Cost Range: Unknown – needs more investigation

103- 1926/1955 WRAP-AROUND ADDITION WINDOW REPLACEMENT

Windows appear to be installed in the mid to late 1980's with insulating glass in aluminum frame type window.

Estimated Cost Range: \$450,000

104- LIBRARY WINDOW REPLACEMENT

The first floor windows of the 1977 south addition were replaced in the 2015/2016 remodeling's. Replace the remaining windows – second floor Library.

Estimated Cost Range: \$65,000 - \$75,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

#### 105- CLERESTORY WINDOWS IN THE FIELDHOUSE AND POOL

The clerestory windows (upper windows around perimeter) of the Fieldhouse are hollow metal (steel) frames with single pane wire glazing. The frames are beginning to rust out which may cause leaks into the building. The glass is often broken by balls from the inside. Because of

the height of the windows, it is very difficult to replace the broken glass. The pool windows are aluminum framed and continually condensate due to the high humidity in the pool.

Recommendation: Replace the windows with 4" thick insulated translucent panel in an aluminum frame. In the pool, depending on the condition of the steel lintels, there may need to be masonry work done and lintel replacement.

Estimated Cost Range: Fieldhouse - \$100,000 - \$110,000  
Pool - \$28,000 - \$32,000

#### 106- ROOF REPLACEMENT

The next areas due for re-roofing would be the roof areas done in 1997, 1998 and 1999. The pool, fieldhouse and low roof areas around the fieldhouse were last done in 1997. The standing seam roof on the fieldhouse should not need to be replaced, just the EPDM low roof areas. The Library was last done in 1998. The west addition and pool addition were done in 1999.

Estimated Cost Range:

Pool Roof	\$275,000
Low FH Roof	\$185,000
Library Roof	\$390,000
West 1998 Add.	\$1,450,000
Pool Addition	\$100,000



## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

#### 107- LRC RENOVATION

Remodel the entire LRC including adjacent rooms. Re-program spaces for 21<sup>st</sup> century learning environment.

Estimated Cost Range:     \$2,900,000 - \$3,200,000

#### 108- PERFORMING ARTS RENOVATION – AUDITORIUM AND DRAMA

Investigate storage and prop shop alternatives – carpet, acoustical treatments, paint. New sound system, new stage lighting system.

Auditorium Renovation Cost Range:                     \$200,000 – \$300,000

Replace House Lighting with LED:                     \$80,000 - \$130,000

Sound System Estimated Cost Range:                     \$275,000 - \$350,000

Stage Lighting Estimated Cost Range:                     \$400,000 - \$500,000

#### 109- MUSIC AREA RENOVATION

Complete renovation of the entire music department – new Band Room, new Chorus Room, storage and new offices.

Estimated Cost Range:     \$2,500,000 - \$2,800,000

#### 110- SOUTH TENNIS COURT RECONSTRUCTION

The 4 south courts are more than 40 years old. Many layers of asphalt have been added over the years. The fencing around the perimeter of the south tennis courts is in poor condition. Remove existing asphalt down to the gravel base, install new underdrainage and new courts.

Estimated Cost Range:     \$320,000 – \$360,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

#### 111- GYMNASIUM BLEACHERS

The bleachers in the small gym are more than 35 years old and the bleachers in the Bishop Gym are at least 25 years old. The life span of indoor bleachers is roughly 20-25 years. The bleachers are racking when extended out and the Bishop Gym bleachers need to be manually assisted to be pushed in. The side railings and aisle railings do not meet the current code.

Small Gym Estimated Cost:           \$65,000  
Bishop Gym Estimated Cost:       \$290,000

#### 112- TRACK RE-SURFACING

The track surface has had a few areas peeling up in recent years. The areas have been patched. Replace track surface course.

Estimated Cost:       \$175,000

#### 113- FOOTBALL FIELD TURF REPLACEMENT

Projected lifespan of the turf is 12 years.

Estimated Cost:       \$450,000

#### 114- FREIGHT ELEVATOR

The existing traction freight elevator was installed as part of the 1955 addition. The elevator lacks safety features that are required on new elevators.

Estimated Cost:       \$260,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

#### **MECHANICAL**

115-

##### **CHILLERS**

The nominal 300 and 600 ton chillers are original equipment from 1998 and are 18 years old. Chillers have a useful service life of 25 years. The 600-ton chiller has had a recent motor replacement and has been recently re-tubed. The energy efficiency of the chillers is slightly less than current energy code requirements and as such replacement is not suggested to improve energy efficiency alone. As the chillers approach their useful service life and beyond, expect reduced reliability, unexpected failures, and increasing maintenance costs.

##### **Recommendation:**

Continue to use the 600-ton chiller as the recent repair work has extended its service life. Plan for replacement of the 300-ton chiller after the year 2023 due to age to improve reliability and energy efficiency. Size the replacement chiller with additional capacity sufficient for standalone operation during the spring and fall seasons.

**Estimated Cost:** \$600,000

116-

##### **COOLING TOWER**

The cooling tower is original equipment from 1998 and are 18 years old. Repairs to the cooling towers were made in 2007. Cooling towers have a useful service life of 22 years. As the cooling tower approaches its useful service life and beyond, expect reduced reliability, unexpected failures, and increasing maintenance costs.

##### **Recommendation:**

Plan for replacement of the towers after the year 2020 due to age to improve reliability and energy efficiency. Replace the two-speed fan operation with variable speed fan operation.

**Estimated Cost:** \$375,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

117-

#### **BOILERS**

The two 350 and one 200 horsepower boilers are original equipment from 1998 and are 18 years old. Boilers have a useful service life of 25 years. The energy efficiency of the boilers is slightly less than current energy code requirements and as such replacement is not suggested to improve energy efficiency alone. As the boilers approach their useful service life and beyond, expect reduced reliability, unexpected failures, and increasing maintenance costs.

#### **Recommendation:**

Plan for replacement of the boilers after the year 2023 due to age to improve reliability and energy efficiency.

**Estimated Cost:** \$1,000,000

118-

#### **HIGH EFFICIENCY BOILERS INSTALLATION**

The one existing 200 boiler horsepower boiler is operated during the summer months for air handling system supply air reheat and domestic water heating.

#### **Recommendation:**

Install a modular boiler plant with three condensing type high efficiency boilers in-place of the existing 200 bhp boiler for summertime operation to improve energy efficiency and associated utility cost.

**Estimated Cost:** \$450,000

119-

#### **HEATING HOT WATER AND CHILLED WATER PUMPS**

The heating hot water and chilled water pumps are the original equipment from 1998 and are 18 years old. Base mount pumps have a useful service life of 20 years; inline pumps have a useful service life of 10 years. Expect reduced reliability, unexpected failures, and increasing maintenance costs with continued use.

#### **Recommendation:**

Replace the existing pumps due to age to improve reliability and energy efficiency.

**Estimated Cost:** \$950,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

120- **HVAC VALVES**

**Recommendation:**

Replace certain existing valves that are not functional and install additional valves to facilitate system shut-downs as identified by maintenance staff.

**Estimated Cost:** Allow of \$50,000

121- **FIELDHOUSE AIR HANDLING SYSTEM**

The mechanical systems in the fieldhouse are the original equipment from 1977 and are 39 years old. Air handling units have a useful service life of 20 years. Expect reduced reliability, unexpected failures, and increasing maintenance costs with continued use.

**Recommendation:**

Replace the existing air handling units due to age to improve reliability and energy efficiency. Replace the fieldhouse relief vents with exhaust fans to improve ventilation.

**Estimated Cost:** \$600,000

122- **CUSTOM FABRICATED AIR HANDLING UNITS**

The mechanical systems are original equipment from 1998 and are 18 years old. Custom fabricated air handling units have a useful service life of 25 years. As the air handling units approach their useful service life and beyond, expect reduced reliability, unexpected failures, and increasing maintenance costs.

**Recommendation:**

Plan for replacement of the custom fabricated air handling units after the year 2023 due to age to improve reliability and energy efficiency. Replace variable air volume terminal units at the time of a planned building renovation. Convert constant air volume reheat air handling systems to variable air volume systems to improve energy efficiency either at the time of a planned building renovation or at the same time as replacement of air handling unit.

**Estimated Cost:** \$2,000,000.

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

123-

#### **FACTORY FABRICATED AIR HANDLING UNITS**

The mechanical systems are original equipment from 1998 and are 18 years old. Consider factory fabricated air handling units to have a useful service life of 20 years. Expect reduced reliability, unexpected failures, and increasing maintenance costs with continued use.

#### **Recommendation:**

Replace the factory fabricated air handling units due to age to improve reliability and energy efficiency. Replace variable air volume terminal units at the time of a planned building renovation. Convert constant air volume multi-zone air handling systems to variable air volume systems to improve energy efficiency either at the time of a planned building renovation or at the same time as replacement of air handling unit.

Estimated Cost: \$1,000,000.

124-

#### **TEMPERATURE CONTROLS**

The temperatures controls are a hybrid system of microprocessor based direct digital controls and pneumatic controls. The controls are original equipment from 1998 being 18 years old with recent expansion of the existing front-end including the most recent software.

#### **Recommendation:**

Replace the hybrid control system including removal of the pneumatic controls and air compressors with a current direct digital control system.

Estimated Cost: \$2,200,000

## **WEST CHICAGO COMMUNITY HIGH SCHOOL** **BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

### **DESCRIPTION**

#### **ELECTRICAL**

- 125- **STANDBY GENERATOR AND COOLING FOR MDF ROOM**  
Installation of a standby generator to provide power to the MDF room and IDF Closets. The generator would also provide power to the MDF room cooling system. The project would also include a cooling system for the MDF room

Estimated Cost:     \$250,000 - \$350,000

- 126- **LED LIGHTING FOR THE 1926 BUILDING**  
Removal of existing fluorescent lighting and installation of LED lighting and digital controls for the lighting.

Estimated Cost: \$380,000 - \$450,000

#### **PLUMBING**

- 127- **DOMESTIC COLD, HOT, AND HOT WATER CIRCULATION PIPING**  
Recommendation:  
Replace certain existing cold, hot and hot water circulation piping including the dielectric unions identified by the maintenance staff as failing. Most of the piping was replaced in 1998 with copper pipe and is in good condition.

Estimated Cost:     Allowance of \$100,000.

- 128- **SANITARY WASTE AND VENT, AND STORM WATER PIPING**  
Recommendation:  
Replace certain existing sanitary waste and vent, and storm water piping installed prior to 1998, identified by the maintenance staff and by camera inspection to be failing. Areas of specific concern are the 1977 Natatorium addition and the 1926 building.

Estimated Cost:     Allowance of \$1,200,000.

**WEST CHICAGO COMMUNITY HIGH SCHOOL**  
**BUILDING IMPROVEMENT SUMMARY**

ITEM NO. -  
PRIORITY

**DESCRIPTION**

129-

**DOMESTIC WATER PRESSURE BOOSTER PUMPS**

The domestic water pressure boosters are the original equipment from 1998 and are 18 years old. The base mount pumps have a useful service life of 20 years. Expect reduced reliability, unexpected failures, and increasing maintenance costs with continued use.

**Recommendation:**

Replace the existing domestic water pressure boosters with variable speed pressure booster pumps due to age to improve reliability and energy efficiency.

**Estimated Cost:** \$175,000

130-

**DOMESTIC WATER HEAT EXCHANGERS**

The heating hot water to domestic water double wall heat exchangers are original equipment from 1998 and are 18 years old. Heat exchangers have a useful service life of 24 years. As the heat exchangers approach their useful service life and beyond, expect reduced reliability, unexpected failures, and increasing maintenance costs.

**Recommendation:**

Plan for replacement of the heat exchangers and associated thermostatic mixing valve upon failure or after the year 2022 due to age and to improve reliability.

**Estimated Cost:** \$225,000

131-

**PLUMBING VALVES**

**Recommendation:**

Replace certain existing valves that are not functional and install additional valves to facilitate system shut-downs as identified by maintenance staff.

**Estimated Cost:** Allowance of \$100,000.





**West Chicago Community High School  
2016 Facility Assessment Cost Estimate Worksheet**

**October 12, 2016**

Description	Area S.F.	L.F.	Cost S.F.	Cost L.F.	Lump Sum	Estimated Costs
1926 and 1955 WRAP-AROUND ADDITION REMODELING	29,000				\$1,400,000	\$1,400,000
1926 FLOOR STRUCTURE					\$250,000	\$250,000
1926/1955 WRAP-AROUND ADDITION WINDOW REPLACEMENT					\$450,000	\$450,000
LIBRARY WINDOW REPLACEMENT					\$75,000	\$75,000
CLERESTORY WINDOWS IN THE FIELDHOUSE					\$110,000	\$190,000
CLERESTORY WINDOWS IN THE POOL					\$32,000	\$32,000
ROOF REPLACEMENT						
Pool Roof					\$275,000	\$275,000
Low FH Roof					\$185,000	\$185,000
Library Roof					\$390,000	\$390,000
West 1998 Addition					\$1,450,000	\$1,450,000
Pool Addition					\$100,000	\$100,000
LRC RENOVATION	18,000				\$3,200,000	\$3,200,000
PERFORMING ARTS RENOVATION – AUDITORIUM AND DRAMA						
Auditorium Renovation					\$300,000	\$300,000
Replace House Lighting with LED					\$130,000	\$130,000
Sound System					\$350,000	\$350,000
Stage Lighting					\$500,000	\$500,000
MUSIC AREA RENOVATION	12,350				\$2,800,000	\$2,800,000
SOUTH TENNIS COURT RECONSTRUCTION					\$360,000	\$360,000
GYMNASIUM BLEACHERS						
Small Gym					\$65,000	\$65,000
Bishop Gym					\$290,000	\$290,000
TRACK RE-SURFACING					\$175,000	\$175,000
FOOTBALL FIELD TURF REPLACEMENT					\$450,000	\$450,000
FREIGHT ELEVATOR REPLACEMENT					\$260,000	\$260,000
CHILLERS					\$600,000	\$600,000
COOLING TOWERS					\$375,000	\$375,000
BOILERS					\$1,000,000	\$1,000,000
HIGH EFFICIENCY BOILERS					\$450,000	\$450,000
HEATING HOT WATER AND CHILLED WATER PUMPS					\$950,000	\$950,000
HVAC VALVES					\$50,000	\$50,000
FIELDHOUSE AIR HANDLERS					\$600,000	\$600,000
CUSTOM FABRICATED AHU's					\$2,000,000	\$2,000,000
FACTORY FABRICATED AHU's					\$1,000,000	\$1,000,000
TEMPERATURE CONTROLS					\$2,200,000	\$2,200,000
STANDBY GENERATOR AND COOLING FOR MDF ROOM					\$350,000	\$350,000
LED LIGHTING IN THE 1926 BLDG AND 1955 WRAP AROUND ADDITION					\$450,000	\$450,000
DOMESTIC COLD, HOT AND HOT WATER RECIRC PIPING					\$100,000	\$100,000
SANITARY WASTE AND VENT PIPING AND STORM WATER PIPING					\$1,200,000	\$1,200,000
DOMESTIC WATER PRESSURE BOOSTER PUMPS					\$175,000	\$175,000
DOMESTIC WATER HEAT EXCHANGERS					\$225,000	\$225,000
PLUMBING VALVES					\$100,000	\$100,000
<b>Sub Total</b>						<b>\$25,502,000</b>
<b>Contractor Costs</b>						
Contractor Overhead and Profit 8.00%						\$2,040,160
Contractor General Conditions 5.00%						\$1,275,100
Contractor Insurance and Bonds 1.00%						\$255,020
<b>Sub Total Contractor Costs</b>						<b>\$3,570,280</b>
<b>Construction Total</b>						<b>\$29,072,280</b>
A/E Fees 8.00%						\$2,325,782
						21
<b>Total</b>						<b>\$31,398,062</b>

## 2205 Political Activities

The Board of Education recognizes and encourages the right of its employees, as citizens, to engage in political activity. However, school district property and school district time, paid for by all the people, may not be used for political purposes. **“Political Activity” does not include non-partisan educational activities related to the educational programs of the School District.**

The Board of Education adopts the following guidelines for those employees who intend to engage in political activities:

A. No employee shall engage in political activities upon property under the jurisdiction of the Board of Education.

B. Political circulars or petitions may not be posted or distributed in the school or on school property.

C. The collection of and/or the solicitation for campaign funds or campaign workers is prohibited on school district property.

D. The **employee’s** use of pupils for writing or addressing political materials or the distribution of such materials to or by pupils is forbidden.

E. When working in a facility of this school district used as a polling place on an officially declared election day, an employee may not promote the candidacy of any candidate or political party.

F. School district employees who hold elective or appointive office are not entitled to time off from their school district duties for reasons incident to such offices unless such right is granted under other binding agreement.

Violations of any of the foregoing shall, at the discretion of the Board, constitute cause for reprimand, penalty or dismissal.

Adopted: May 20, 2003

Revised: \_\_\_\_\_, **2016**

Replaces:

Reference:

### 3703 Ethics and Gift Ban

**SECTION 1. DEFINITIONS.** For purposes of this Policy, the following terms shall be given these definitions:

**“Campaign for elective office”** means any activity in furtherance of an effort to influence the selection, nomination, election, or appointment of any individual to any federal, State, or local public office or office in a political organization, or the selection, nomination, or election of Presidential or Vice Presidential electors, but does not include activities (1) relating to the support or opposition of any executive, legislative, or administrative action, (2) relating to collective bargaining, or (3) that are otherwise in furtherance of the person’s official duties.

**“Candidate”** means a person who has filed nominating papers or petitions for nomination or election to an elected office, or who has been appointed to fill a vacancy in nomination, and who remains eligible for placement on the ballot at a regular election, as defined in Section 1-3 of the *Election Code* (10 ILCS 5/1-3).

**“Collective bargaining”** has the same meaning as that term is defined in Section 3 of the *Illinois Public Labor Relations Act* (5 ILCS 315/3).

**“Compensated time”** means, with respect to an employee, any time worked by or credited to the employee that counts toward any minimum work time requirements imposed as a condition of his or her employment, but for purposes of this Policy, does not include any designated holidays, vacation periods, personal time, compensatory time off or any period when the employee is on a leave of absence. With respect to Board members or employees whose hours are not fixed, “compensated time” includes any period of time when the Board member is on premises under the control of the employer and any other time when the Board member or employee is executing his or her official duties, regardless of location.

**“Compensatory time off”** means authorized time off earned by or awarded to an employee to compensate in whole or in part for time worked in excess of the minimum work time required of that employee as a condition of his or her employment.

**“Contribution”** has the same meaning as that term is defined in Section 9-1.4 of the *Election Code* (10 ILCS 5/9-1.4).

**“Employee”** means a person employed by Community High School District No. 94, whether on a full time or part time basis or pursuant to a contract, whose duties are subject to the direction and control of an employer with regard to the material details of how the work is to be performed, but does not include an independent contractor.

**“Fundraiser”** means any organized or informal activity, event, party, gathering or promotion to amass money, promissory notes, stocks, or other tangible or intangible item having monetary value for use in support of a candidate in his/her campaign for an elected office.

~~“Gift” means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including, but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.~~

~~“Leave of absence” means any period during which an employee does not receive (1) compensation for employment, (2) service credit towards pension benefits, and (3) health insurance benefits paid for by the employer.~~

~~“Political activity” means any activity in support of or in connection with any campaign for elective office or any political organization, but does not include activities (1) relating to the support or opposition of any executive, legislative, or administrative action, (2) relating to collective bargaining, or (3) that are otherwise in furtherance of the person’s official duties.~~

~~“Political organization” means a party, committee, association, fund, or other organization (whether or not incorporated) that is required to file a statement of organization with the State Board of Elections or a county clerk under Section 9-3 of the *Election Code* (10 ILCS 5/9-3), but only with regard to those activities that require filing with the State Board of Elections or a county clerk.~~

~~“Prohibited political activity” means:~~

~~1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.~~

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~~2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.~~

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~~3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.~~

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~~4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.~~

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~~5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.~~

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~~6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.~~

~~7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.~~

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~~8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.~~

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~~9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.~~

~~10. Preparing or reviewing responses to candidate questionnaires.~~

~~11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.~~

~~12. Campaigning for any elective office or for or against any referendum question.~~

~~13. Managing or working on a campaign for elective office or for or against any referendum question.~~

~~14. Serving as a delegate, alternate, or proxy to a political party convention.~~

~~15. Participating in any recount or challenge to the outcome of any election.~~

~~“Prohibited source” means any person or entity who:~~

~~1. is seeking official action~~

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~~A. by a Board member, or~~

~~B. by an employee, or by the Board member or another employee directing that employee;~~

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~~2. does business or seeks to do business~~

~~A. with the Board member or~~

~~B. with an employee, or with the Board member or another employee directing that employee;~~

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~~3. conducts activities regulated~~

~~A. by the Board member or~~

~~B. by an employee, or with the Board member or another employee directing that employee; or~~

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~~\_\_\_\_\_ 4. \_\_\_\_\_ has an interest or interests that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee.~~

~~\_\_\_\_\_ **SECTION 2. PROHIBITED POLITICAL ACTIVITIES.**~~

~~\_\_\_\_\_ 1. \_\_\_\_\_ No employee shall intentionally perform any prohibited political activity during any compensated time, as defined herein. No Board member or employee shall intentionally use any property or resources of Community High School District No. 94 in connection with any prohibited political activity.~~

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~~\_\_\_\_\_ 2. \_\_\_\_\_ At no time shall any Board member or employee intentionally require any other Board member or employee to perform any prohibited political activity~~

~~\_\_\_\_\_ A. \_\_\_\_\_ as part of that Board member or employee's duties;~~

~~\_\_\_\_\_ B. \_\_\_\_\_ as a condition of employment, or~~

~~\_\_\_\_\_ C. \_\_\_\_\_ during an compensated time off (such as holidays, vacation or personal time off).~~

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~~\_\_\_\_\_ 3. \_\_\_\_\_ No Board member or employee shall be required at any time to participate in any prohibited political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise, nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any prohibited political activity.~~

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~~\_\_\_\_\_ 4. \_\_\_\_\_ Nothing in this Section prohibits activities that are permissible for a Board member or employee to engage in as part of his or her official duties, or activities that are undertaken by a Board member or employee on a voluntary basis, which are not prohibited by this Policy.~~

~~\_\_\_\_\_ **SECTION 3. GIFT BAN.** Except as permitted by this Section, no Board member or employee, and no spouse of or immediate family member living with any Board member or employee (collectively referred to herein as "recipients"), shall intentionally solicit or accept any gift from any prohibited source, as defined herein, or which is otherwise prohibited by law or ordinance. No prohibited source shall intentionally offer to make a gift that violates this Section~~

~~\_\_\_\_\_ **SECTION 4. EXCEPTIONS.** Section 3 is not applicable to the following:~~

~~\_\_\_\_\_ 1. \_\_\_\_\_ Opportunities, benefits, and services that are available on the same conditions as for the general public.~~

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~~\_\_\_\_\_ 2. \_\_\_\_\_ Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.~~

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~~\_\_\_\_\_ 3. \_\_\_\_\_ Any~~

~~\_\_\_\_\_ A. \_\_\_\_\_ contribution that is lawfully made under the Election Code of~~

~~\_\_\_\_\_ B. \_\_\_\_\_ activities associated with a fundraising event in support of a political organization or candidate.~~

~~\_\_\_\_\_ 4. \_\_\_\_\_ Educational materials and missions.~~

~~\_\_\_\_\_ 5. \_\_\_\_\_ Travel expenses for a meeting to discuss business.~~

~~\_\_\_\_\_ 6. \_\_\_\_\_ A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father in law, mother in law, son in law, daughter in law, brother in law, sister in law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.~~

~~\_\_\_\_\_ 7. \_\_\_\_\_ Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as:~~

~~\_\_\_\_\_ A. \_\_\_\_\_ the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals;~~

~~\_\_\_\_\_ B. \_\_\_\_\_ whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and~~

~~\_\_\_\_\_ C. \_\_\_\_\_ whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.~~

~~\_\_\_\_\_ 8. \_\_\_\_\_ Food or refreshments not exceeding \$75.00 per person in value on a single calendar day; provided that the food or refreshments are~~

~~\_\_\_\_\_ A. \_\_\_\_\_ consumed on the premises from which they were purchased or prepared or~~

~~\_\_\_\_\_ B. \_\_\_\_\_ catered.~~

~~\_\_\_\_\_ For the purposes of this Section, "catered" means food or refreshments that are purchased ready to consume which are delivered by any means.~~

~~\_\_\_\_\_ 9. \_\_\_\_\_ Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of an Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.~~

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~~10. Intra-governmental and inter-governmental gifts. For the purpose of this Act, "intra-governmental gift" means any gift given to an Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to an Board member or employee by an Board member or employee of another governmental entity.~~

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~~11. Bequests, inheritances, and other transfers at death.~~

~~12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.~~

~~Each of the exceptions listed in this Section is mutually exclusive and independent of every other.~~

~~**SECTION 5. DISPOSITION OF GIFTS.** A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this Policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501 (c)(3) of the *Internal Revenue Code of 1986*, as amended.~~

~~**SECTION 6. ETHICS ADVISOR.** The Superintendent, or his/her designee, is designated as Ethics Advisor for Community High School District No. 94. If a complaint under this Policy is made against the designated Ethics Advisor, the Board shall designate an alternate advisor for that complaint.~~

~~**SECTION 7. DUTIES OF ETHICS ADVISOR.** The Ethics Advisor shall provide guidance to the members of the Board and employees of Community High School District No. 94 concerning the interpretation of and compliance with the provisions of this Policy and State ethics laws. The Ethics Advisor shall perform such other duties as may be delegated by the Board of Education.~~

~~**SECTION 8. ETHICS COMMISSION.** There is hereby created a commission to be known as the Ethics Commission of Community High School District No. 94. The Commission shall be comprised of the Board of Education.~~

~~If a complaint has been made against one or more members of the Ethics Commission, the remaining Board members shall serve as the Ethics Commission.~~

~~**SECTION 9. TERM OF ETHICS COMMISSION MEMBERS.** The term of the members of the Ethics Commission shall be the term of office of the individual Board members through the regular electoral process.~~

~~The Chairperson of the Ethics Commission shall be the Board President. If the Board President is unable to serve as Chairperson, the responsibility shall fall to the Board Vice President. If both are unable to serve as Chairperson, the Board shall elect a chairperson.~~



~~**SECTION 10. REMOVAL OF COMMISSION MEMBER.** The Board of Education may remove a commissioner in case of in competency, neglect of duty or malfeasance in office after service on the commissioner by certified mail, return receipt requested, of a copy of the written charges against the commissioner and after providing an opportunity to be heard in person or by counsel upon not less than 10 days' notice. Vacancies shall be filled as prescribed for Board members in the School Code.~~

~~**SECTION 11. POWERS AND DUTIES OF COMMISSION.** The Commission shall have the following powers and duties:~~

~~1. To adopt procedures and rules governing the performance of its duties and the exercise of its powers.~~

~~2. Upon receipt of a signed, written complaint, to investigate, conduct hearings and deliberations, issue recommendations for employee disciplinary actions, and refer violations of this Policy to the appropriate attorney for prosecution. The Commission shall, however, act only upon the receipt of a written complaint alleging a violation of this Policy and not upon its own prerogative.~~

~~3. To receive information from the public pertaining to its investigations and to require additional information and documents from persons who may have violated the provisions of this Policy.~~

~~4. It is the obligation of all members of the Board of Education and employees of the Community High School District No. 94 to cooperate with the Commission during the course of its investigations; failure or refusal to cooperate with requests by the Commission shall constitute grounds for discipline or discharge.~~

~~5. To request the assistance of an attorney.~~

~~6. The powers and duties of the Commission are limited to matters clearly within the purview of this Policy.~~

**SECTION 12. COMPLAINTS.**

~~1. Complaints alleging a violation of this Policy shall be filed with the Ethics Commission.~~

~~2. Within 3 business days after the receipt of a complaint, the Commission shall send by certified mail, return receipt requested, a notice to the respondent that a complaint has been filed against him or her and a copy of the complaint. The Commission shall send by certified mail, return receipt requested, a confirmation of the receipt of the complaint to the complainant within 3 business days after receipt by the Commission. The notices to the respondent and the complainant shall also advise them of the date, time, and place of the meeting to determine the disposition of the complaint.~~

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~~3. On the scheduled date and upon at least 48 hours' public notice of the meeting, the Commission shall conduct a hearing on the complaint and shall allow both parties the opportunity to present testimony and evidence. The hearing may be closed to the public only if authorized by the Open Meetings Act.~~

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~~4. Within 30 days after the date the hearing or any recessed hearing is concluded, the Commission shall either~~

~~A. dismiss the complaint or~~

~~B. issue a recommendation for discipline to the alleged violator, if an employee (up to and including discharge), and/or refer violations to the appropriate attorney for prosecution.~~

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~~5. If a complaint is filed during the 60 days preceding the date of any election at which the respondent is a candidate, the Commission shall render its decision as required under subsection (e) within 7 days after the complaint is filed, and during the 7 days preceding that election, the Commission shall render such decision before the date of that election, if possible.~~

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~~6. A complaint alleging the violation of this Act must be filed within one year after the alleged violation.~~

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#### Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any *political activity* during any *compensated time*, as those terms are defined herein. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
2. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
3. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) has been authorized, assigned or delegated by or with board approval, or (3) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

#### Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee, shall intentionally solicit or accept any *gift* from any *prohibited source*, as those terms are defined herein, or that is otherwise

prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. *Catered* means food or refreshments that are purchased ready to consume, which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. *Intra-governmental gift* means any gift given to a Board member or employee from another Board member or employee, and *inter-governmental gift* means any gift given to a Board member or employee from an officer or employee of another governmental entity.

11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

#### Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 8003, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

#### Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

*Political activity* means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.

7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

The term “political activity” does not include the dissemination of factual information pertaining to a referendum; presentations (including, but not limited to, presentations by political candidates) or use of political campaign materials for educational purposes related to the District’s educational programs; voter education activities; and, non-partisan voter registration. All such activities are subject to, and shall be conducted in accordance with, Board policy and rules, including, but not limited to, Board policy 9301.

Political activity also does not include activities (i) relating to the support or opposition of any executive, legislative, or administrative action (as those terms are defined in Section 2 of the Lobbyist Registration Act), (ii) relating to collective bargaining, or (iii) that are otherwise in furtherance of the person's official State duties or governmental and public service functions.

With respect to an employee whose hours are not fixed, *compensated time* includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

*Prohibited source* means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or

6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

*Gift* means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

LEGAL REF.: 5 ILCS 430/, State Officials and Employees Ethics Act.  
10 ILCS 5/9-25.1, Election Interference Prohibition Act.


CROSS REF.: 6030 (Employee Ethics)

Adopted: April 18, 2000  
Revised: June 15, 2004  
Replaces: ¶3703 Gifts – State Gift Ban Act  
Reference: 5 ILCS 430/1-1 et seq.

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**West Chicago Community High School**  
**West Chicago, Illinois**  
**Office of the Principal**

## Memorandum

To: Doug Domeracki, Superintendent  
From: Moses Cheng, Principal   
Date: October 11, 2016  
Re: Curriculum Committee Proposals

\*\*\*\*\*

The Curriculum Committee met on May 17, 2016 and September 26, 2016 to review submitted course proposals. These proposals reflect a commitment to keep our course offerings current, rigorous, and relevant to the educational interests of students at West Chicago Community High School. A list of the proposals is provided below with the actual description of the proposals attached at the end of this memo.

### Proposal for Implementation for the 2017-2018 School Year

Division	Proposal	
1. Art	Modify Existing – name change	Change 3D Design 1 to 3D Art 1 Change 3D Design 2 to 3D Art 2
2. Art	Modify Existing – name change	Change Computer Art 1 to Graphic Art 1 Change Computer Art 2 to Graphic Art 2 Change Advanced Computer Art to Advanced Graphic Art
3. CTE	New Course	AP Computer Science Principles
4. CTE	New Course	Technical Mechanics
5. CTE	Modify Existing	Change Technical Drawing from yearlong into semester course
6. Math	New Course	Algebra 1 Honors
7. Science	New Course	Environmental Science
8. Science	New Course	Forensic Science

The Curriculum Committee unanimously approved these course proposals at its September 26, 2016 meeting. Based upon the Curriculum Committee's results, I am recommending these proposals for consideration by the Board of Education at its October 18, 2016 meeting.

If you have any further questions regarding this matter, please do not hesitate to ask.

# Community High School District 94

Due Date: May 6, 2015

Proposal to Modify an Existing Course for the 2017-2018 school year:

Department: Art

Submitted by: Megan Dulkyns, Gaby Raudales, Dave Exner Date: 9/19/16

Title of Course: 3D Art 1 and 2

Number of Credits: .5 Year long or semester? (circle one)

Weighted or non-weighted grade: non-weighted

## Course Description:

1. **Explain the modification(s) proposed for the course.**  
The Art Department would like to change the names of 3D Design 1 & 3D Design 2 to 3D Art 1 & 3D Art 2.
2. **Explain the rationale for modifying the course.**  
Changing the names would alleviate confusion for students regarding the course and prevent confusion with 3D Computer Animation, which is still happening.
3. **What impact will modifying the course have on staffing?**  
There may be an increase in the number of course sections, but this could be covered by current staff.
4. **What impact will modifying the course have on student enrollment in other courses within your department?**  
There will be a small impact if any.
5. **What impact will modifying the course have on student in enrollment in courses outside of your department?**
6. **There will be a small impact if any.**
7. **What is the course objective? What should students know upon successful completion of this course?**  
The content remains the same as it is now. Students will learn to use a variety of materials, such as wood, wire, plastic, and paper mâché, to create 3 dimensional artwork. Students will also continue to discuss and analyze 3 dimensional art work and reflect on the creative process.
8. **What are the approximate "start-up" and yearly costs for this newly modified course?**  
None-no change to current yearly supply costs and there are not any start-up costs.



# Community High School District 94

Due Date: May 6, 2015

Proposal to Modify an Existing Course for the 2017-2018 school year:

Department: Art

Submitted by: Megan Dulkyns, Gaby Raudales, Dave Exner Date: 9/19/16

Title of Course: Graphic Art 1; Graphic Art 2; Advanced Graphic Art

Number of Credits: .5 Year long or semester? (circle one)

Weighted or non-weighted grade: non-weighted

## Course Description:

1. **Explain the modification(s) proposed for the course.**  
The Art Department would like to change the name of Computer Art 1, Computer Art 2, and Advanced Computer Art to Graphic Art 1, Graphic Art 2, and Advanced Graphic Art
2. **Explain the rationale for modifying the course.**  
The Art Department believes these names changes would better represent the content of the courses and link them more clearly with career paths in the fields of in Graphic Art and Graphic Design.
3. **What impact will modifying the course have on staffing?**  
There may be an increase in the number of course sections, but this could be covered by current staff.
4. **What impact will modifying the course have on student enrollment in other courses within your department?**  
It will most likely be a small impact. Many students who enroll in Art typically take multiple Art courses, but there is a chance students would choose this class over another Art course.
5. **What impact will modifying the course have on student in enrollment in courses outside of your department?**  
We anticipate that there will be a small impact if any.
6. **What is the course objective? What should students know upon successful completion of this course?**  
The content remains the same as it is now. Students will learn to use the Adobe Creative Suites (Photoshop and Illustrator) to create digital art work and graphic design based work. We will also continue to discuss and analyze digital art work and reflect on the creative process. These courses will prepare students for careers in Graphic Art or Design, advertising, marketing, etc.
7. **What are the approximate "start-up" and yearly costs for this newly modified course?**  
None-there is not any change to current yearly supply costs and there are not any start-up costs.

# Community High School District 94

Due Date: May 11, 2016

Proposal to Implement a New Course in the 2017-2018 school year

Department: CTE

Submitted by: Marc Wolfe Date: May 2, 2016

Title of New Course: AP Computer Science Principles

Number of Credits: 1.0 Year long or semester? (circle one)

Weighted or non-weighted grade: Weighted

## Course Description:

1. **What is the course objective? What should students know upon successful completion of this course?**  
AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It is designed to be equivalent to a first semester introductory college computing course. Students will develop computational tools to analyze and study data. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and careers.
2. **Explain the need for this course especially as it relates to department goals and objectives.**  
Of the more than 9 million STEM jobs available in the next decade, half will require computing experience. Currently, West Chicago High School has no computer science courses. In surveying students, it is a growing interest. District 33 has added programming in recent years to their middle school curriculum. It is the goal of the CTE Division to offer courses that prepare students for future success in school, careers, and life. This course fits that goal.
3. **Please list the major units and activities that students will be engaged in when enrolled in this course.**
  1. Creativity
  2. Abstraction
  3. Data and Information
  4. Algorithms
  5. Programming
  6. The Internet
  7. Global Impact
4. **How will students be assessed in this course?**  
Students will be assessed through projects, performance activities, and objective tests. Students will also be eligible to take the AP Computer Science Principles AP Test in May of each year. The AP board asks that students complete one independent project of their choosing that will influence their AP Test score.
5. **Please include a working draft of the course syllabus.**  
Sample attached

**6. For which grade level(s) will this course be most appropriate?**

10-12

**7. List the prerequisites, if any, for this course.**

No prerequisites will be required, though completing Algebra 1, TSI, Computer Applications, and/or a related technology course would be encouraged.

**8. List all materials necessary for this course (technology, equipment, etc.)**

Computer lab and software

**9. List the potential impact this course may have on enrollment in courses outside of your department and/or enrollment in programs (i.e. TCD, FACS, Music, etc.).**

Anytime an elective is added, it could draw some other electives. This also could draw from our current course offerings in computer education.

**10. What impact does this course have on staffing? (Are there current staff members who can teach this course? How does this impact staffing patterns in your department?)**

This course will be taught by a Business Education teacher. They will need to attend an AP conference in Fall 2016 in the Chicago area and AP training in Summer 2017. Registration can be paid out of the Perkins Grant for Professional Development.

**11. Are there any limitations in this course? (i.e. max class size)**

25 Students due to the maximum limit of computers in the lab.

**12. What are the approximate "start-up" and yearly costs for this course?**

No specific textbook is needed, but may be purchased. Programming software may need to be purchased and can be done using Perkins/CTE Grant money.

**13. What is the impact that this course will have on room allocation?**

A traditional computer lab with desktop computers will need to be maintained, ideally room 203.

# Community High School District 94

Due Date:

Proposal to Implement a New Course in the 2017-2018 school year

Department: CTE

Submitted by: Marc Wolfe/Kurt Johnson Date: 5/11/16

Title of New Course: Technical Mechanics

Number of Credits: 0.5 Year long or semester? (circle one)

Weighted or non-weighted grade: Non-weighted

## Course Description:

1. **What is the course objective? What should students know upon successful completion of this course?**  
Identify and use mechanical calculations for design and maintenance of manufacturing components.  
Identifying basic mechanical systems while demonstrating communication and math skills for standard mechanical data and metal cutting competences.
2. **Explain the need for this course especially as it relates to department goals and objectives.**  
The course would allow for growth within the department to match job growth in the manufacturing industry while still keeping principles aligned within Technical Drawing. This adjustment would allow for possible addition to machining and electrical courses to aid student job skills and increase possible dual credit with College of DuPage.
3. **Please list the major units and activities that students will be engaged in when enrolled in this course.**  
Blueprint reading, precision measurement and shop math, manufacturing and machining, materials and heat, power transmission/mechanical drives/belt drives, hand/power tool use, lubrication/friction, welding, inspection, electrical, hydraulics and pneumatics.
4. **How will students be assessed in this course?**

Lab work	60%
Homework	20%
Exams	20%

If Dual Credit is obtained, we will have to follow COD syllabi and grading policies.
5. **Please include a working draft of the course syllabus.**  
A sample from COD is attached.
6. **For which grade level(s) will this course be most appropriate?**  
10-12
7. **List the perquisites, if any, for this course.**  
Technical Drawing (pre-requisites for Technical Drawing are Drafting 1 & 2)

**8. List all materials necessary for this course (technology, equipment, etc.)**

Technology - AutoDesk Inventor (currently part of purchase Autodesk suite) or possibly Solidworks depending on College of DuPage requirements.

Equipment - Upgrade of course books, metal (possible donation from area manufacturers), hand tools (files, safety glasses, misc...), modules for display and understanding.

**9. List the potential impact this course may have on enrollment in courses outside of your department and/or enrollment in programs (i.e. TCD, FACS, Music, etc.).**

Anytime an elective course is added it has the potential to draw from other electives. It is our hope to offer a hands on course to the segment of the population that currently does not have that option and who cannot fit TCD into their schedules.

**10. What impact does this course have on staffing? (Are there current staff members who can teach this course? How does this impact staffing patterns in your department?)**

Our current Tech Ed staff can teach this course. Enrollment has been strong in this department for the last three years. Depending on enrollment, additional staff may need to be added.

**11. Are there any limitations in this course? (i.e. max class size)**

24 due to available computers, lab size, and safety requirements

**12. What are the approximate "start-up" and yearly costs for this course?**

Equipment and general supplies will need to be purchased. CTE/Perkins Grants can be used. Also, donations from local businesses/manufacturers will be pursued.

**13. What is the impact that this course will have on room allocation?**

Unclear at this point.

**COLLEGE OF DUPAGE**  
**Manufacturing 1104-001 Technical Mechanics**

**Jim Filipek 630-942-2038**  
**COD/Office 630-942-2592**  
**Office Hours: See below**  
**E-mail: [filipek@cod.edu](mailto:filipek@cod.edu)**

**Manufacturing 1104-001**  
**Monday 1-2:50pm**  
**Location: TEC 2018**

**Course Name:** Technical Mechanics

**Credit and Contact Hours:** 2 credit hours (2 lecture hours)

**Prerequisites:** None

**Textbook: (Required)** *Mechanical Systems for Industrial Maintenance* Prentice Hall  
Richard Kibbe

**Course Description:** Analysis and solution of practical problems in technical mechanics. Application of basic calculations and standards for design and maintenance of mechanical systems.

**General Course Objectives:**

Upon successful completion of the course the student should be able to do the following:

1. Identify and use basic mechanical calculations in design and maintenance problems
2. Identify basic mechanical systems
3. Identify sources for standard mechanical data
4. Use basic communication skills (reading, writing, speaking, and listening) to understand technical manuals and written work instructions while interacting well in a team/group environment.
5. Demonstrate use of basic math skills to facilitate technical metal cutting competences.

**Topical Outline:**

1. Understanding technical principles
2. Four systems of technology
  - a. Mechanics,
  - b. Fluid mechanics
  - c. Electricity
  - d. Thermodynamics
3. Operations of the systems
  - a. Power sources
  - b. Power transmissions
  - c. Processing equipment
4. Problem solving strategies
  - a. Identification of problems
  - b. Analysis
  - c. Interpretation of data
  - d. Exploration and evaluation of solutions
5. Recognizing the basic principles of machines and systems
6. Applying physical science principles and troubleshooting to faulty circuits, appliances, and engines
7. Using standard resources for data to solve problems
8. Prepare for MSSC Testing

**Course Requirements:** Class attendance and participation are essential if students are to receive maximum benefit from this class. The grading rubric will be: lab work 28%, exams 40%, attendance 32%. All work must be completed by the last day of class.

**Make-up Policy:** If you cannot attend class, is the responsibility of the student to work with the instructor to insure all work is completed.

**Academic Honesty:** Any violations of College of DuPage policies regarding academic honesty and/or integrity will be referred automatically to the appropriate College authorities for disposition. See appropriate pages in the college catalog for definitions and regulations.

**General Note:** In order to achieve the course objectives, it is essential that you enjoy the class in addition to complying with the above requirements and the rules and policies of College of DuPage contained in the catalog and other College materials. If you are having course/College related problems, please feel free to contact me so that we can resolve them to your satisfaction and benefit.

**Method of Evaluating Students:**

Grading:	
Point Distribution:	Lab Exercises:: 120 pts.
	Exams: 200 pts.
	Attendance: 160 pts.
	Homework: 120 pts

**ALL LABS ARE DUE TWO WEEKS FROM THE ASSIGNED DATE!**  
**(EXAMPLE: LABS 1 & 2 ARE ASSIGNED SEPTEMBER 14TH, DUE ON SEPTEMBER 21ST)**

**FINAL LABS ARE DUE DECEMBER 7TH**

Final Grades will be assigned as follows:

<u>Accumulated Points</u>	<u>Grade</u>
450-500	A
400-449	B
350-399	C
300-349	D
348 or lower	F

**Code of Conduct/Plagiarism/Academic Dishonesty:**

See COD catalog (2013-2015), p. 108, regarding Student Code of Conduct (Board Policy 20-35)

[http://www.cod.edu/catalog/student-services\\_11-13.pdf](http://www.cod.edu/catalog/student-services_11-13.pdf) This policy is incorporated by reference into this document. An atmosphere of respect, civility and honor is expected to exist in the classroom, and each student should do his or her best to make sure such an atmosphere flourishes.

Academic dishonesty is prohibited. Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. Disciplinary action may include, but is not limited to

1. Assignment of a failing grade for a test, examination or assignment.
2. Assignment of a failing grade for a course.
3. Referral to a dean for disciplinary sanction, or to the Judicial Review Board (Administrative Procedure 20-40), college catalogue p. 109.

**Incomplete grades:**

The instructor may give an incomplete of "I" grade when a student has been unable to complete the course within the prescribed time due to unforeseen circumstances. The student is responsible for contacting the instructor or when the instructor is no longer employed at the college, the appropriate dean regarding course completion. Coursework must be completed within the time limits prescribed by the instructor but not to exceed twelve (12) months from the end of the term in which the "I" grade was assigned. The "I" grade may be changed within the time limit prescribed by the instructor of record. If the "I" has not been changed by the instructor of record at the end of the twelve (12) month period, the "I" will automatically change to an "F". During the time the "I" is on the student's record, it will not be calculated into the cumulative grade point average. <http://www.cod.edu/catalog/academic-pol-pro-11-13.pdf>

**Satisfactory/Fail (S/F) Grade Option:**

A Student who would like to take a class Satisfactory/Fail must obtain approval from the instructor prior to the last day to withdraw from the class. See the withdraw date below.

**Withdrawal policy:**

**The final day for a student to withdraw from any course will be equal to 75% of the time for the respective academic session (see the Registration Calendar) through myaccess or in person at the Registration office, Student Services Center (SSC), Room 2221.**

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript

<b>THE LAST DAY TO WITHDRAW FROM THE 16 WEEK CLASSES IS 11/14/15</b>
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**COURSE OUTLINE/SCHEDULE****PLEASE NOTE: NO CLASS 07 SEPTEMBER LABOR DAY**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Aug 24	Intro/Blueprint Reading	Lab 1
Aug 31	Safety	None
Sep 14	Precision Measurement/Shop Math	Lab 2
Sep 21	Manufacturing and Machining Overview	Lab 3
Sep 28	Materials, Heat Treating	Lab 4
Oct 05	Screws and Threads	Lab 5
Oct 12	Power Transmission/Mechanical Drives/Belt drives	Lab 6
Oct 19	Hand and Power Tools	Lab 7
Oct 26	Mid Term Exam	None
Nov 02	Lubrication and Friction	Lab 8
Nov 09	Welding	Lab 9
Nov 16	Inspection	Lab 10
Nov 17	Hydraulics/Pneumatics	Lab 11
Nov 23	Field Trip	None
Nov 30	Electrical/Final Exam Review	None
Dec 07	Practicals/Final Exam	None
Dec 14	Culminating Activity	Class Completed

**HOMEWORK SCHEDULE**  
**ALL HOMEWORK ON BLACKBOARD**

<b>DATE</b>	<b>BLACKBOARD HOMEWORK ASSIGNMENT</b>	<b>DUE DATE</b>
Aug 24	Chapter 16 Blueprint Reading	Sep 07
Aug 31	Chapter 2 Safety	Sep 14
Sep 14	Chapter 5 Measuring Tools Chapter 3 Shop Math	Sep 21
Sep 21	Chapter 8 Machine Tools and Basic Machining	Sep 28
Sep 28	No Assignment	None
Oct 05	Chapter 6 Mechanical Hardware	Oct 19
Oct 12	Chapter 1 Intro to Machinery/ Chapter 10 Bushings	Oct 26
Oct 19	Chapter 4 Hand Tools Chapter 7 Power Tools	Nov 02
Oct 26	Mid Term No Homework	None
Nov 02	Chapter 13 Lubrication	Nov 16
Nov 09	Chapter 14 Welding	Nov 23
Nov 16	Chapter 9 Working on Machinery and Mechanical Systems	Nov 30
Nov 17	Chapter 11 Pipe, Tube Hose Chapter 12 Fluid Power	Dec 07
Nov 23	Chapter 15 Electricity	<b>Dec 13</b>

**Office Hours: TEC 1063**

<b>Day</b>	<b>Times</b>
<b>Monday</b>	<b>7-8am</b>
<b>Tuesday</b>	<b>7-8am</b>
<b>Wednesday</b>	<b>7-8am</b>
<b>Thursday</b>	<b>7-8am and 3-6pm</b>
<b>Friday</b>	<b>7-10am</b>

**OR BY APPOINTMENT**

# Community High School District 94

Due Date:

Proposal to Modify an Existing Course for the 2017-2018 school year:

Department: CTE

Submitted by: Marc Wolfe Date: 9/20/16

Title of Course: Technical Drawing

Number of Credits: .5 Year long or semester? (circle one)

## Course Description:

**1. Explain the modification(s) proposed for the course.**

Technical Drawing would be modified from a yearlong course to a one semester course. It currently is offered every other year. It would now be offered every semester. Students would then transition into Technical Mechanics after a semester of Technical Drawing. This follows the model and pathway that College of DuPage has for Manufacturing.

**2. Explain the rationale for modifying the course.**

The goal is to get more students enrolling in a Manufacturing pathway. This allows students to transition into a 4<sup>th</sup> level of Drafting/Manufacturing.

**3. What impact will modifying the course have on staffing?**

None at this time, it will depend on course enrollment.

**4. What impact will modifying the course have on student enrollment in other courses within your department?**

Anytime a course is modified it can affect enrollment. The hope is more students stay in the Technology Education department to take courses. At this time, after Technical Drawing this is no other course for them to take, other than an independent advanced study course.

**5. What impact will modifying the course have on student in enrollment in courses outside of your department?**

Anytime an elective course is added it has the potential to draw from other electives. It is our hope to offer a hands on course to the segment of the population that currently does not have that option and who cannot fit TCD into their schedules.

**6. What is the course objective? What should students know upon successful completion of this course?**

- Construct sketches of objects to commercial accuracy from drawing or actual objects showing correct views in orthographic, isometric, or oblique projection, and be able to convert from one to another
- Construct drawing of commercial quality in accuracy, convection, and lettering, from geometric constructions of models, and explain the principle used and apply them to problems
- Construct complete drawings of commercial quality of simple objects using the CAD system and demonstrate in laboratory drawings

- Apply basic dimensions of location and size to specific objects completely and demonstrate in laboratory drawings
- Construct complete working drawings of simple industrial products
- Interpret basic part prints and/or technical drawing including Geometric Dimensioning & Tolerancing and apply the information as it relate to gauging, dimensioning, and tolerancing
- Use basic communication skills to understand technical manuals and written work instructions while interacting well in a team/group environment

**7. What are the approximate “start-up” and yearly costs for this newly modified course?**

None, current classroom, technology, software, and books can be used.

# Community High School District 94

Due Date: May 15, 2015

## Proposal to Implement a New Course in the 2017-2018 school year

Department: Math

Submitted by: Steve Balhan Date: 4/21/16

Title of New Course: Algebra 1 Honors

Number of Credits: 1 Year long or semester? (circle one)

Weighted or non-weighted grade: Weighted

### Course Description:

**1. What is the course objective? What should students know upon successful completion of this course?**

The objectives of the course will be the same as those of Algebra 1, but will also cover additional objectives. The expectation of the level of understanding of the objectives will also be higher for students enrolled in Algebra 1 honors.

Additional topics:

Solve absolute value equations

Solve compound inequalities

Graph absolute value, radical, cubic and piecewise functions and explore transformations of those functions

Rational exponents

Simplify radicals with variable expressions

Solve basic radical equations

Transformation of graphs of quadratic functions

Rational expressions and equations (This is an entire unit that may or may not be covered depending on the level of students from year to year).

**Explain the need for this course especially as it relates to department goals and objectives.**

The purpose of the course is to provide an opportunity for students to gain access to the honors curriculum track during their freshman year. Students who were not identified as having the skills to be advanced in mathematics in elementary school or were late developers in their math skills must take Algebra 1 during their freshman year. We currently offer Algebra 1 Enriched, however it is the feeling of the mathematics department that a true honors curriculum will better serve these students in future math courses they will take.

The course also serves as an incentive to students who are asked to repeat Algebra 1 after taking it in 8<sup>th</sup> grade and not being as successful as we would like. The honors credit and increase in rigor within the curriculum will be selling points for the counselors to encourage students that truly need a second try at the curriculum to take advantage of this opportunity. This pertains to approximately 3 – 15 students total.

**2. Please list the major units and activities that students will be engaged in when enrolled in this course.**

**3. How will students be assessed in this course?**

Students will be assessed using formative assessment within the classroom and through unit quizzes.

Students will take unit tests and final exams as their summative assessments. Summative assessments will be common assessments.

**4. Please include a working draft of the course syllabus.**

See separate sheet

5. **For which grade level(s) will this course be most appropriate?**  
9th grade students only
6. **List the prerequisites, if any, for this course.**  
8<sup>th</sup> grade math and Composite Explore + Math Explore score of 29 or above, or Algebra 1 in 8<sup>th</sup> grade and Composite Explore + Math Explore score of 28 or below.
7. **List all materials necessary for this course (technology, equipment, etc.)**  
The course will utilize the graphing calculator and Chromebook. No new equipment will be needed.
8. **List the potential impact this course may have on enrollment in courses outside of your department and/or enrollment in programs (i.e. TCD, FACS, Music, etc.).**  
This course will have no impact on enrollment in other courses. All freshmen take a math course, so the addition of this course will not affect the number of students enrolled in math courses or other courses.
9. **What impact does this course have on staffing? (Are there current staff members who can teach this course? How does this impact staffing patterns in your department?)**  
Any teacher with a high school mathematics certification would be able to teach this course. It will have no impact on the number of sections. The same population of students that are currently recommended for Algebra 1 Enriched will be recommended for Algebra 1 Honors.
10. **Are there any limitations in this course? (i.e. max class size)**  
There are no limitations outside of the prerequisite.
11. **What are the approximate "start-up" and yearly costs for this course?**  
The potential start-up cost would be paying teachers summer hours to develop the curriculum and/or assessments. Approximate cost would be \$600 for summer hours.
12. **What is the impact that this course will have on room allocation?**  
It should not require any changes in room allocation. It will not increase the number of sections, so no additional space would be required.

# Honors Algebra 1

2015-2016

## EXPECTATIONS AND GRADING POLICY

Mrs. Gyles-Bedford  
630-876-6424  
jgyles@d94.org

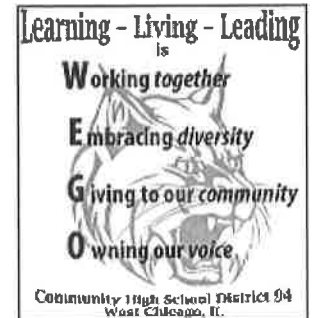
**Overview:** In this class, we will be investigating linear functions, linear inequalities, exponential functions, quadratic functions, polynomial functions, and piecewise functions.

**Supplies:** Please bring the following items to class on a daily basis:

- Graphing calculator
- Pencils and erasers
- 3-ring binder with notebook paper
- Chromebook

**Evaluation:** You will be evaluated (graded) on the following each semester.

Tests	50%
Quizzes	25%
Classwork	10%
Final Exam	15%



**Grades are intended to give an indication of how students are doing AT THE CURRENT POINT IN TIME.**

**Tests** – Each unit will have a unit test. We will review before each test.

**Quizzes** – Each unit will have multiple quizzes. If you feel you need to retake a quiz, please see me.

**Classwork** – This may include homework, group practice, projects, classwork, etc.

**Final Exam** – A final exam will be given at the end of each semester. Exams will have written and multiple-choice parts. You will be provided with review materials prior to the final exam.

**Absences:** If you are absent, please see me when you return! You should also check our Google Classroom site and check our class calendar.

### **Classroom Expectations:**

Here's what I expect from you:

1. You will be respectful of your fellow students and me.
2. You will take part in class activities and discussions.
3. You will work with groups of students without complaint.
4. You will be willing to ask and answer many questions.

**Extra Help:** I want to help you learn, so please come to me if you have questions! I am available in the math office (Room 155) or my classroom (Room 142) during periods 2, 4, 5 and 8. I am also available in these same locations before and after school. Please let me know if you are going to come see me during one of these times and ask for a pass if necessary.

**Please note:** All policies are subject to change at the discretion of the teacher.  
I expect all students to know and follow the rules and expectations in the student handbook.  
Let's work together to make this a great year! ☺

## **Honors Algebra 1**

- 1. Students will apply real number properties, classify numbers to subsets, evaluate expressions, and write and solve equations.**
  - a. Place numbers into appropriate sets
  - b. Solve linear equations, including word problems and proportions
  - c. Solve absolute value equations
- 2. Students will write and solve inequalities and graph their solution sets**
  - a. Linear
  - b. Compound/Combined
  - c. Graph solution set for all of the above
  - d. Application problems included
- 3. Students will solve systems of equations and inequalities**
  - a. Graph systems to find solutions and # of solutions (equations and inequalities)
  - b. Solve systems using substitution or elimination
  - c. Solve word problems that require a system of equations
  - d. Solve word problems that require a system of inequalities (linear programming)
- 4. Students will write function rules, model, and analyze data using equations, tables, and graphs.**
  - a. Write function rules
  - b. Analyze functions
  - c. Pick graphs that best match situations
  - d. Evaluate a function from a graph
  - e. Domain and range
  - f. Is it a function?
  - g. Introduction to composition of functions
- 5. Students will write and graph linear equations, recognize their different forms and apply rate of change.**
  - a. Write equations of lines from given information
  - b. Graph lines given an equation in different forms
  - c. Domain and Range
  - d. Graph absolute value equations with an introduction to translations
  - e. Scatter Plots
  - f. Linear regression and Correlation
- 6. Students will use properties of exponents to simplify and evaluate expressions.**
  - a. Rules
  - b. Evaluate
  - c. Growth vs. Decay
  - d. Graph and transform graphs
  - e. Write equations
  - f. Application

7. **Students will identify types of polynomials and perform operations with polynomials.**
  - a. Classify by terms and degree, leading coefficient degree
  - b. Add, Subtract, Multiply
  - c. Factor GCF
  - d. Factor Trinomials
  - e. Factor cubic polynomials by grouping
8. **Students will simplify and perform operations on radical expressions, and solve radical equations.**
  - a. Simplify (Variable under radicals included)
  - b. Distance Formula
  - c. Multiply
  - d. Pythagorean Theorem
  - e. Basic Solving
  - f. Intro to transformations of radicals
9. **Students will solve and graph quadratic equations.**
  - a. Solve using square root
  - b. Zero product property
  - c. Solve by factoring
  - d. Quadratic formula
  - e. Graph quadratic equations in different forms
  - f. Identify transformations when in vertex form
  - g. Application problems
10. **Students will simplify and perform operations on rational expression, and solve rational equations.**
  - a. Graphing rationals (asymptotes)
  - b. Simplify (Multiply and Divide only)
  - c. Solving (More basic ones)
11. **Students will create and analyze graphs, and calculate the probability of events. SEE UNIT FROM LAST YEAR**
  - a. Intro to displaying data
  - b. Mean, Median Mode
  - c. Sample space
  - d. Regression for linear, exponential, quadratic
  - e. Standard deviation
  - f. Two-way tables



# Community High School District 94

Due Date: May 11, 2016

Proposal to Implement a New Course in the 2017-2018 school year

Department: Science

Submitted by: Scott Albright/Christopher Camerano Date: 5/11/2016

Title of New Course: Environmental Science

Number of Credits: 0.5 Year long or semester (circle one)

Weighted or non-weighted grade: Non-weighted

## Course Description:

### 1. What is the course objective? What should students know upon successful completion of this course?

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the Environmental Science course, and how it will vertically align to the currently offered Advanced Placement Environmental Science course.

- 1) Science is a process.
  - Science is a method of learning more about the world.
  - Science constantly changes the way we understand the world.
- 2) Energy conversions underlie all ecological processes.
  - Energy cannot be created; it must come from somewhere.
  - As energy flows through systems, at each step more of it becomes unusable
- 3) The Earth itself is one interconnected system.
  - Natural systems change over time and space.
  - Biogeochemical systems vary in ability to recover from disturbances.
- 4) Humans alter natural systems.
  - Humans have had an impact on the environment for millions of years.
  - Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
- 5) Environmental problems have a cultural and social context.
  - Understanding the role of cultural, social, and economic factors is vital to the development of solutions.
- 6) Human survival depends on developing practices that will achieve sustainable systems.
  - A suitable combination of conservation and development is required.
  - Management of common resources is essential

### 2. Explain the need for this course especially as it relates to department goals and objectives.

This course will provide an additional option that has viable direct links to many STEM and "green" career fields for students who are looking for another opportunity to further their science knowledge. The Bureau of Labor Services lists the job outlook for careers in Environmental Sciences as growing by eleven percent over the next decade (rated faster than average). In 2015-2016, 239 Seniors have elected to take a science class with 203 (85%) of these students enrolled in AP or Dual Credit level courses. Some of these students have entered their senior course from the general sequence of biology, chemistry, and

then physics while others may have even taken some or all Essential level course work previously. Currently, there are no alternative opportunities to take a science course outside of dual-credit or advanced placement courses. This creates a tremendous academic challenge for those students who have followed the essentials track or have not met with great success on the regular track to traverse if selecting to take a fourth year of science.

**3. Please list the major units and activities that students will be engaged in when enrolled in this course.**

**Unit 1 – Environmental Problems, Their Causes and Sustainability**

- a. What is Sustainability?
- b. How is man affecting the environment?

*Exam 1*

**Unit 2 – Sustaining Natural Resources**

- a. Water Resources
- b. Food Resources
- c. Energy Resources

*Exam 2*

**Unit 3 – Sustaining Ecosystems and Biodiversity**

- a. What is an Ecosystem?
- b. Biodiversity, Species Interactions, and Population Control
- c. Human Impacts

*Exam 3*

**Unit 4 – Sustaining Environmental Quality for Humans**

- a. Environmental Hazards and Human Health
- b. Urbanization/Suburbanization
- c. Economics and the Environmental Sustainability

*Final Exam*

**4. How will students be assessed in this course?**

- Laboratory and Field Experiences
- Quizzes
- Exams
- Final Exam

**5. Please include a working draft of the course syllabus.**

(See Appendix A)

**6. For which grade level(s) will this course be most appropriate?**

11-12

\* Seniors will be given first preference in placement if enrollment needs limiting.

**7. List the prerequisites, if any, for this course.**

Successful completion of any level of Biology, Chemistry and Physics (may be taken concurrently) along with successful completion of Algebra.

**8. List all materials necessary for this course (technology, equipment, etc.)**

Typical lab equipment such as Vernier probes, microscopes, glassware, etc. and consumables will be required. This equipment can be utilized with current AP Environmental Science stocks.

Chromebooks should meet any technology needs for data analysis and research. Google Docs and Slides will be utilized for all publishing needs.

- 9. List the potential impact this course may have on enrollment in courses outside of your department and/or enrollment in programs (i.e. TCD, FACS, Music, etc.).**

Most likely, enrollment will cause a shift from within current Senior Science courses as students opt to take Environmental Science. With an overall goal of having the numbers of students take a science course for four years as STEM occupations are growing at double the growth rate of the general occupational fields and the need for a non-AP or dual-credit science course, the potential to affect enrollment in other curricular areas may occur as students choose to enroll.

- 10. What impact does this course have on staffing? (Are there current staff members who can teach this course? How does this impact staffing patterns in your department?)**

Due to the number of staff members with multiple certifications, we currently have a variety of staff members (tenured and non-tenured) who could potentially teach this course.

- 11. Are there any limitations in this course? (i.e. max class size)**

Yes, the lab space will cap sections for this course at 28 per section.

- 12. What are the approximate “start-up” and yearly costs for this course?**

Start-up costs will include the cost of textbooks (costs shown below for textbook and e-Text with online lab simulations and resources package). Current Advanced Placement Environmental Science equipment will be shared, and as such, will not need funding. A guest speaker or field trip to a crime lab would serve to support career connections – which incur no cost to the district.

Textbook Information and Resources:

Environmental Science: Your World, Your Turn

Jay Withgott

©2011

ISBN-13: 9780132534536

Online purchase price: \$90.97

(includes 6-yr license to e-Learning resources)

Study Workbook, Student Edition (optional)

ISBN-13: 9780133724776

Online purchase price: \$11.97

- 13. What is the impact that this course will have on room allocation?**

The lab rooms used currently for Advanced Environmental Science or general science will work for Environmental Science.

# Environmental Science

## Course Syllabus

### Course Description and Objectives

The Environmental Science emphasizes the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems, examine and evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is an interdisciplinary course, integrating a wide variety of topics from different areas of study. Several major unifying themes exist within the content to provide a foundational structure upon which the course is designed. These themes, which constitute the curricular requirements of the course include:

- Science is a process
- Energy conversions form the basis of all ecological processes
- The Earth is one interconnected system
- Humans alter natural systems
- Environmental problems have a cultural and social contexts
- Human survival depends on developing practices that will achieve sustainable systems

Through a variety of laboratory work and field investigations, students will learn methods for analyzing and interpreting information, experimental data, and mathematical calculations. Students will be required to collect data, apply mathematical analysis and interpretation, and data interpretation. Through their work, students will hone their abilities to take qualitative as well as quantitative measurements.

### Course Resources

- Textbook: Environmental Science: Your World, Your Turn  
Jay Withgott  
ISBN-13: 9780132534536
- Workbook: Study Workbook, Student Edition (optional)  
ISBN-13: 9780133724776

### Course Assessment Methods

- Grading will be done on a weighted scale. Your grade will be determined from the following categories and weights:
  - Major Assessments (40%)
  - Laboratory Assignments/Projects (30%)
  - Final Assessment (20%)
  - Homework Assignments (10%)

The following grading scale will be used in this class:

100 – 90	= A
89 – 80	= B
79 – 70	= C
69 – 60	= D
< 60	= F

### **Student Attendance and Participation**

Responsibility for acquiring information disseminated during the course is the core responsibility of the student. Students are expected to treat their teacher and peers with respect at all times. Students are expected to be seated, quiet, and ready to begin class when it is time for class to begin. Students are encouraged to network with their peers to obtain information lost due to an absence.

### **Make-Up Work Policy**

Students must be prepared to make up tests and or turn in assignments the day upon returning from an absence. It is the responsibility of the student to obtain and keep up with work missed due to absences. If students are absent they are expected to either email the instructor or network with a classmate to find out what they have missed so that assignments may be turned in on time. Upon returning from an absence, students can pick up assignments, notes, etc. from the crate in the front of the class, and then see the instructor for clarification on assignments. If a student has missed a test/quiz/lab/etc, they will arrange a time to make-up the assignment. If students fail to attend the arranged make-up session, they will forfeit their grade for the test/quiz/lab and will not be allowed to make it up. Make-up tests/quizzes may be different from the original test/quiz. Students should make every effort to be present on test dates.

### **Late Work Policy**

Students are encouraged to turn ALL work in on time. I will accept late work one day past the due date for half credit; no work will be accepted after that.

### **Course Outline**

#### Unit 1 – Environmental Problems, Their Causes and Sustainability

- a. What is Sustainability? (Ecological Footprint Lab)
- b. How is man affecting the environment?

*Exam 1*

#### Unit 2 – Sustaining Natural Resources

- a. Water Resources (Salinization Lab, Water Quality Lab, Water Footprint)
- b. Food Resources
- c. Energy Resources (Home Energy Audit Lab)

*Exam 2*

#### Unit 3 – Sustaining Ecosystems and Biodiversity

- a. What is an Ecosystem? (Reintroducing the Grey Wolf in Yellowstone)
- b. Biodiversity, Species Interactions, and Population Control (Invasive Species Study)
- c. Human Impacts (Ecological Impacts of Rice Farming)

*Exam 3*

#### Unit 4 – Sustaining Environmental Quality for Humans

- a. Environmental Hazards and Human Health (Mercury in Fish Case Study)
- b. Urbanization/Suburbanization
- c. Economics and the Environmental Sustainability

*Final Exam*

**Labs and Activities** - *For your safety and that of your classmates, it is imperative that all lab directions are followed.*

- Proper clothing and safety equipment (goggles and apron) must be worn during lab days.
- Shorts, open-toed shoes, and excessively loose clothing may not be worn during a lab day.
- Students will be informed of lab days at least one day in advance.

- Most importantly, never touch any lab materials and/or specimens in any room until you are instructed to do so.
- Any student who fails to follow directions and/or acts in a manner that is considered dangerous by the teacher, will not be allowed to participate in the lab and will receive a grade of zero for the day. Further disciplinary action may be taken if safety policies continue to be disregarded including removal from the course.
- All safety guidelines are stated in the Flinn Safety Contract that all science students and parent/guardian must read and sign. **SAFETY FIRST!**

### **Food and Drink**

Food and Drinks are not permitted in the Science classroom at any point.

### **Expectations of Classroom Behavior**

The following expectations for classroom behavior have been designed to eliminate disruption in our science class, and to insure that all students have the opportunity to learn. **Students should be respectful, be positive, and be involved.**

1. Students must show **respect** for themselves, their peers, and their classroom environment.
  - a. Do not interrupt the teacher or another student when they are speaking.
  - b. Use appropriate language
  - c. Respect all materials in the classroom
  - d. Respect the opinions, ideas, and comments of your classmates. **Bullying will not be tolerated.** A student who is being bullied or witness to any type of bullying should report the incident to the teacher so that it can be resolved.
2. Be in class and in your seat **on time** – no tardiness or truancy. The bell does not determine when class starts or ends, the teacher does. Work begins the minute you enter class and ends when the teacher dismisses you.
3. Be **prepared** – bring your materials such as books, binders, pens, pencils, and paper to class every day. Students will not be allowed to leave the classroom to retrieve forgotten items from their lockers.
4. Cell phones can be a useful tool and will be utilized as outlined in the student handbook.
5. This is a laboratory course. All safety rules specified in the signed safety contract are to be followed whenever a student enters the lab area to perform an experiment. Failure to follow these rules will limit a student's further use of the laboratory and could result in other disciplinary action.

**Inappropriate behavior that violates school policies and rules will be handled according to the handbook discipline code.**

## **Next Generation Science Standards Alignment**

**Objectives:** The objectives of this semester are to apply the Next Generation Science Standards (NGSS) Crosscutting Concepts that bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering.

1. **Patterns.** Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. **Cause and effect:** Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. **Scale, proportion, and quantity.** In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. **Systems and system models.** Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. **Structure and function.** The way in which an object or living thing is shaped and its substructures determine many of its properties and functions.
6. **Stability and change.** For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

---

### **Focus Standards:**

**MODELS** Interpret and analyze a combination of ground-based observations, satellite data, and computer models to demonstrate Earth systems and their interconnections.

**CONSTANCY/CHANGE** Infer how human activities may impact the natural course of Earth's cycles.

**PATTERNS** Summarize the use of data in understanding seismic events, meteorology, and geologic time.

### **3.3.12.A8:**

- Examine the status of existing theories.
- Evaluate experimental information for relevance and adherence to science processes.
  - Judge that conclusions are consistent and logical with experimental conditions.
  - Interpret results of experimental research to predict new information, propose additional investigable questions, or advance a solution.
  - Communicate and defend a scientific argument.

# Community High School District 94

Due Date: May 11, 2016

Proposal to Implement a New Course in the 2017-2018 school year

Department: Science

Submitted by: Scott Albright/Christopher Camerano Date: 5/11/2016

Title of New Course: Forensic Science

Number of Credits: 0.5 Year long or semester? (circle one)

Weighted or non-weighted grade: Non-weighted

## Course Description:

1. **What is the course objective? What should students know upon successful completion of this course?**  
Forensics is the study of crime scenes to determine impartial scientific evidence in the use of courts of law. It is an interdisciplinary science course; it utilizes biology, chemistry, and physics to analyze and acquire physical evidence. However, there are many cross-cutting themes that intertwine in Forensics. The course focuses on the following overall student outcomes:
  - 1) Apply scientific laboratory processes and techniques to the solving of a crime;
  - 2) Determine and perform the most appropriate method of testing samples while obtaining the most accurate results;
  - 3) Evaluate the scientific accuracy of various fields of forensic science; and
  - 4) Predict and appropriately communicate the results of evidence collection and evaluation.
2. **Explain the need for this course especially as it relates to department goals and objectives.**  
This course will provide an additional option that has viable direct links to many STEM career fields for students who are looking for another opportunity to further their science knowledge. The Bureau of Labor Services lists the job outlook for careers in Forensics as growing by thirty-one percent over the next decade. In 2015-2016, 239 Seniors have elected to take a science class with 203 (85%) of these students enrolled in AP or Dual Credit level courses. Some of these students have entered their senior course from the general sequence of biology, chemistry, and then physics while others may have even taken some or all Essential level course work previously. Currently, there are no alternative opportunities to take a science course outside of dual-credit or advanced placement courses. This creates a tremendous academic challenge for those students who have followed the essentials track or have not met with great success on the regular track to traverse if selecting to take a fourth year of science.
3. **Please list the major units and activities that students will be engaged in when enrolled in this course.**

### Unit 1

Intro to Forensics and Forensic Law (Career research assignment)

Types of Evidence: (Evidence classification lab)

Processing Crime Scenes: (Mock Crime Scene Major Project)

Exam 1

### Unit 2

Fingerprinting (Fingerprint Portfolio Project)



Hair (Human vs. Animal Hair Microscope Lab)  
Fibers (Fiber Analysis Lab)  
*Exam 2*

**Unit 3**

Blood (Blood Typing and Blood Spatter Labs)  
DNA (DNA extraction lab)  
Anthropology and Human Remains (Missing persons lab)  
*Exam 3*

**Unit 4** (to be assessed on Final Exam)

Document and Handwriting Analysis (Jon Beney Ramsey case study)  
Soil and Glass Analysis (Coors Case Study)  
*Final Exam*

**4. How will students be assessed in this course?**

- Laboratory Experiences
- Quizzes
- Exams
- Final Exam

**5. Please include a working draft of the course syllabus.**

(See Appendix A)

**6. For which grade level(s) will this course be most appropriate?**

11\*-12.

\* Seniors will be given first preference in placement if enrollment needs limiting.

**7. List the prerequisites, if any, for this course.**

Successful completion of any level of Biology and any level of Chemistry. Successful completion of any level of Physics strongly recommended (may also be taken concurrently.)

**8. List all materials necessary for this course (technology, equipment, etc.)**

Typical lab equipment such as Vernier probes, microscopes, glassware, etc. and consumables will be required. This equipment can be utilized with current Biology, Chemistry, and Physics stocks. Chromebooks should meet any technology needs for data analysis and research. Google Docs and Slides will be utilized for all publishing needs.

**9. List the potential impact this course may have on enrollment in courses outside of your department and/or enrollment in programs (i.e. TCD, FACS, Music, etc.).**

Most likely, enrollment will cause a shift from within current Senior Science courses as students opt to take Forensics. With an overall goal of having the numbers of students take a science course for four years as STEM occupations are growing at double the growth rate of the general occupational fields and the need for a non-AP or dual-credit science course, the potential to affect enrollment in other curricular areas may occur as students choose to enroll.

**10. What impact does this course have on staffing? (Are there current staff members who can teach this course? How does this impact staffing patterns in your department?)**

Due to the number of staff members with multiple certifications, we currently have a variety of staff members (tenured and non-tenured) who could potentially teach this course.

**11. Are there any limitations in this course? (i.e. max class size)**

Yes, the lab space will cap sections for this course at 28 per section.

**12. What are the approximate "start-up" and yearly costs for this course?**

Start-up costs will include the cost of textbooks (costs shown below for textbook and e-Text with online lab simulations and resources package), lab specific equipment (\$300) though given the nature of the course, Biology, Chemistry, and Physics resources and equipment can be double up on. A guest speaker or field trip to a crime lab would serve to support career connections – which incur no cost to the district.

Textbook Information and Resources:

Forensic Science: An Introduction (NASTA), 3rd Edition  
Richard Saferstein  
ISBN-13: 9780134323176  
**Suggested retail price: \$127.47**

MyCrimeLab Pegasus with Pearson eText -- Educator Access Code -- for Forensic Science: An Introduction -- High School Revision, 3rd Edition  
©2016  
Richard Saferstein  
Prentice Hall  
ISBN-13: 9780134382081  
**Online purchase price: \$13.97**

**13. What is the impact that this course will have on room allocation?**

The lab rooms used currently for Chemistry or Physics courses will work for Forensic Science.

## Appendix A. Sample Forensics Syllabus

### Forensic Science

#### Course Description:

This course involves components from all of the sciences, especially anatomy, biology, chemistry, earth science, and physics. It teaches students to use critical thinking, deductive reasoning, laboratory techniques and problem-solving skills. These skills are then related to real-life situations and criminal law cases. Students use reality and research-based activities to investigate complex scenarios and learn various scientific methods for solving these problems.

#### Course Objectives:

- 1) Apply scientific laboratory processes and techniques to the solving of a crime;
- 2) Determine and perform the most appropriate method of testing samples while obtaining the most accurate results;
- 3) Evaluate the scientific accuracy of various fields of forensic science; and
- 4) Predict and appropriately communicate the results of evidence collection and evaluation.

#### Class Resources:

Textbook: Forensic Science: An Introduction (NASTA), 3rd Edition  
Richard Saferstein  
ISBN-13: 9780134323176

Online: MyCrimeLab Pegasus with Pearson eText -- Educator Access  
Code -- for Forensic Science: An Introduction -- High School  
Revision, 3rd Edition  
©2016  
Richard Saferstein  
Prentice Hall  
ISBN-13: 9780134382081

#### Grading:

Grading will be done on a weighted scale. Your grade will be determined from the following categories and weights:

- a) Major Assessments (40%)
- b) Laboratory Assignments/Projects (30%)
- c) Final Assessment (20%)
- d) Homework Assignments (10%)

**The following grading scale will be used in this class:**

100 – 90	= A
89 – 80	= B
79 – 70	= C
69 – 60	= D
< 60	= F

**Excused Absences** – missed work will follow the school policy outlined in your student handbook for excused absences.

**Late Work** – Daily Coursework/homework turned in one day late will result in a 50% reduction. Projects and Labs turned in one day late will result in a 20% reduction, and 50% thereafter. Late work will be accepted within the completion of each unit. The deadline is established by that unit's exam. Any work turned in after the exam will not be accepted.

**Retakes** – Students may retake assessments prior to the next unit assessment. Additional practice will be required to be completed prior to any retake. Retakes will replace the existing grade in Power School.

**Labs and Activities** - *For your safety and that of your classmates, it is imperative that all lab directions are followed.*

- Proper clothing and safety equipment (goggles and apron) must be worn during lab days.
- Shorts, open-toed shoes, and excessively loose clothing may not be worn during a lab day.
- Students will be informed of lab days at least one day in advance.
- Most importantly, never touch any lab materials and/or specimens in any room until you are instructed to do so.
- Any student who fails to follow directions and/or acts in a manner that is considered dangerous by the teacher, will not be allowed to participate in the lab and will receive a grade of zero for the day. Further disciplinary action may be taken if safety policies continue to be disregarded including removal from the course.
- All safety guidelines are stated in the Flinn Safety Contract that all science students and parent/guardian must read and sign. **SAFETY FIRST!**

### **Food and Drink**

Food and Drinks are not permitted in the Science classroom at any point.

### **Expectations of Classroom Behavior**

The following expectations for classroom behavior have been designed to eliminate disruption in our science class, and to insure that all students have the opportunity to learn. **Students should be respectful, be positive, and be involved.**

1. Students must show **respect** for themselves, their peers, and their classroom environment.
  - a. Do not interrupt the teacher or another student when they are speaking.
  - b. Use appropriate language
  - c. Respect all materials in the classroom
  - d. Respect the opinions, ideas, and comments of your classmates. **Bullying will not be tolerated.** A student who is being bullied or witness to any type of bullying should report the incident to the teacher so that it can be resolved.

2. Be in class and in your seat **on time** – no tardiness or truancy. The bell does not determine when class starts or ends, the teacher does. Work begins the minute you enter class and ends when the teacher dismisses you.
3. Be **prepared** – bring your materials such as books, binders, pens, pencils, and paper to class every day. Students will not be allowed to leave the classroom to retrieve forgotten items from their lockers.
4. Cell phones can be a useful tool and will be utilized as outlined in the student handbook.
5. This is a laboratory course. All safety rules specified in the signed safety contract are to be followed whenever a student enters the lab area to perform an experiment. Failure to follow these rules will limit a student's further use of the laboratory and could result in other disciplinary action.
6. Inappropriate behavior that violates school policies and rules will be handled according to the handbook discipline code.

### **Next Generation Science Standards Alignment**

**Objectives:** The objectives of this semester are to apply the Next Generation Science Standards (NGSS) Crosscutting Concepts that bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering.

1. **Patterns.** Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.
2. **Cause and effect:** Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.
3. **Scale, proportion, and quantity.** In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
4. **Systems and system models.** Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.
5. **Structure and function.** The way in which an object or living thing is shaped and its substructures determine many of its properties and functions.
6. **Stability and change.** For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

## **NGSS Disciplinary Core Ideas:**

### **Concepts - Students will know:**

- Identify and use science relationships to find qualitative or quantitative solutions involving the direct application/demonstration of concepts.
- Provide or identify reasons/explanations for observations demonstrating understanding of the underlying scientific concept.
- Understand the role of the scientific method as it relates to Forensic Science.
- Understand the physical world in terms of a crime scene.
- Use of Crime Scene as a setting to describe physical evidence.
- Explain the steps to taking a thorough securing and recording of a crime scene.
- Understand the process of a data base.
- Understand the significance of drug analysis in Forensic Science.
- Understand psychological and physical dependence.
- Name commonly abused drugs.
- List the major provisions of drug control laws in the United States.
- Explain methods used for drug analysis.
- Understand the role of forensic toxicology including toxicology of alcohol.
- List methods of testing for intoxication including analysis of blood for alcohol.
- Understand concepts related to alcohol and the law.
- Understand the role of the toxicologist.
- Understand the role of serology in Forensic Science.
- Understand the nature of blood.
- Understand the forensic characterizations of blood stains and blood stain patterns.
- Understand the role of DNA in Forensic Science.
- Understand DNA including: DNA fingerprinting, DNA profiling, the role of DNA in protein synthesis.
- Define DNA Typing with Tandem Repeats.

- Understand the Polymerase Chain Reaction (PCR).
- Define Short Tandem Repeats (STRs).
- Understand the Forensic Examination of hair.
- Understand the Forensic Examination of fibers.
- Identify and Compare manufactured fibers.
- Understand the Forensic Analysis of soil.
- Understand the fundamental principles of fingerprints.
- List methods of Detecting Fingerprints.
- Understand other impressions of shoes, tires, etc.
- Understand handwriting comparisons.
- Understand the application of Forensic Science to the Law in real world situations.
- Evaluate results of crime scene evidence in forensic procedures.

**Competencies -Students will be able to:**

- Students will be required to analyze a problem to determine what underlying principles are involved.
- Interpret/use diagrams and graphs.
- Devise and explain strategies for problem solving.
- Select and apply the appropriate equations, formulas, relationships, and analytical techniques and evaluate their solutions.
- Define Forensic Science.
- Describe the processes of the scientific method in the analysis of a crime scene.
- Create a data base.
- Discuss



### *PRINCIPAL APPRECIATION WEEK*

*WHEREAS, school principals play an important role in the education and growth of children in elementary, middle, and secondary schools across the State of Illinois and in West Chicago; and*

*WHEREAS, school principals are responsible for promoting education and working with parents and teachers to ensure that each child receives services that meet their needs to excel in the classroom; and*

*WHEREAS, it is the responsibility of Community High School District 94 to preserve and improve resources for schools so that all students have the opportunity to receive a quality education and foundation for a successful future; and*

*WHEREAS, educational leaders face many challenges in educating our young people and it is through their perseverance and passion that Community High School District 94 is able to continue to produce quality, career ready students; and*

*WHEREAS, we must continue to encourage, support, and recognize those who have a positive impact on Illinois students' and the educational system at Community High School District 94; and*

*THEREFORE, BE IT RESOLVED by the Board of Education of Community High School District 94 that the week of Monday, October 17, through Friday, October 21, 2016, be proclaimed PRINCIPAL APPRECIATION WEEK, in District 94; and*

*BE IT FURTHER RESOLVED that the Board of Education urges all citizens during PRINCIPAL APPRECIATION WEEK, October 17-21, and PRINCIPAL DAY, Friday, October 21, to make special efforts to recognize principals for all that they do to help our children learn and succeed.*

\_\_\_\_\_  
*President*

\_\_\_\_\_  
*Vice-President*

\_\_\_\_\_  
*Secretary*

\_\_\_\_\_  
*Member*

\_\_\_\_\_  
*Member*

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*Member*

\_\_\_\_\_  
*Member*



**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**October 18, 2016  
7:00 p.m.  
Board of Education Meeting**

**SECTION C  
MINUTES**

- |  |                    |
|--|--------------------|
| 1. Regular Board of Education Meeting        | September 27, 2016 |
| 2. Closed Session Board of Education Meeting | At Table           |
| 3. Education/Programs Committee Meeting      | April 7, 2016      |
| 4. Communications Committee Meeting          | September 27, 2016 |
| 5. Education/Programs Committee Meeting      | October 6, 2016    |

**BOARD OF EDUCATION MEETING  
COMMUNITY HIGH SCHOOL DISTRICT 94  
September 27, 2016 – 7:00 P.M.**

**WEST CHICAGO COMMUNITY HIGH SCHOOL  
DISTRICT ADMINISTRATIVE OFFICE  
157 W. WASHINGTON STREET  
WEST CHICAGO, IL 60185**

**OPENING ACTIVITIES**

1. Call to Order at 7:02 p.m.
2. Gordon Cole led the Board and meeting attendees in the Pledge of Allegiance.
3. Mr. Campos read the Mission Statement:  
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call – Present were: Mr. Saake, Mr. Campos, Ms. Doremus, Mr. Gunderson, Mr. Kotche, Mr. Nagel and Ms. Yackey
5. Also in attendance: Dr. Domeracki, Mr. Cole, Mr. Blatchley and Dr. Cheng
6. Additions to the Agenda:  
None

**GOOD NEWS OF THE DISTRICT:** (Att. §B - pp. 1–2)

1. Garrett Hosticka and Michael Sawicki were recognized as FBLA LifeSmarts National Champions
2. Eduard Montoya was recognized for being chosen as Fermilab Teacher Research Associate
3. Gordon Cole was recognized for his time and effort spent on the summer construction project and for completing the project on time.

**PUBLIC PARTICIPATION:**

There was no public participation

**PUBLIC HEARING ON PROPOSED 2016-17 BUDGET** (Att. §B - pp. 3–93)

1. Overview of Proposed 2016-17 Budget:  
Mr. Cole gave an overview of the Proposed 2016-17 Budget.
2. Public Comment on Proposed 2016-17 Budget:  
None
3. Board Discussion of Public Input:  
None
4. Adjournment of Public Hearing of Proposed Balanced 2016-17 Budget:  
**RECOMMENDED MOTION:** That the Board of Education adjourn the Public Hearing portion of the Board of Education Meeting at 7:17 p.m.

**MOTION:** Mr. Campos  
**SECOND:** Ms. Doremus  
**VOTE:** Unanimous Approval on Voice Vote 7 – 0

5. Fiscal Year Budget 2016-2017 – Roll Call

**RECOMMENDED MOTION:** That the Board of Education adopt the budget for the 2016-2017 school year as presented at the Public Hearing conducted on September 27, 2016; sign the applicable School District Budget Form; and authorize submission of the Chief Fiscal Officer's Certificate of Estimated Revenue

**CONSENT AGENDA (Roll Call)**

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action:  
Minutes of the August 16, 2016 Board of Education Meeting

2. Consent Agenda Action for All Items Except those Listed in 1. Above.

**RECOMMENDED MOTION:** That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

**MOTION:** Mr. Kotche  
**SECOND:** Ms. Yackey  
**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

**CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):**

1. **Filing of Minutes - (Att. §C - pp. 6 – 81)**

Communications Committee Meeting -  
Finance Committee Meeting

June 21, 2016  
July 7, 2016

**RECOMMENDED MOTION:** That the Board of Education approve the minutes of the meetings as listed above.

2. **Approval of Financials — (Att. §A – pp. 1 – 60 )**

a. Approve Current Expenditures

**RECOMMENDED MOTION:** That the Board of Education approve the expenditures from August 11, 2016 to September 15, 2016.

- b. Imprest Fund Statement
- c. Treasurer's Report
- d. Statement of Position/Financial Report
- e. Statement of Revenue/Expenditures YTD Ending August 31, 2016
- f. 3-Year Budget/Actual Report
- g. Grant Reports
- h. Petty Cash Fund Report
- i. Student Activity Account Fund Balance
- j. New Vendors Monthly Report

k. Quarterly Financial Reports

3. **Annual Application for Recognition of Schools – (Roll Call)**

Annually, the State requires each school district to submit an Application for Recognition of Schools. As last year, it will be done electronically and the Application must be approved by the Board of Education for submission to the Regional Office of Education. The Application is District 94's affirmation to the State that it complies with the various requirements for school as stipulated in 23 Illinois Administrative Code, Part I, Sub-parts A – G. Specifically, it certifies that requirements are met in the following areas:

- Sub-part A – Recognition Requirements
- Sub-part B – School Governance
- Sub-part C – Administration
- Sub-part D – Instructional Programs
- Sub-part E – Support Services
- Sub-part F – Certification Requirements
- Sub-part G – Staff Qualifications

By submitting the Application, the District assures the State that it is doing what it is asked to do in each of the above areas.

**RECOMMENDED MOTION:** That the Board of Education approve submission of the 2016-17 Application for Recognition of Schools as shown on Att. §B - pp. 94 – 95.

**ITEMS REMOVED FROM CONSENT AGENDA:**

1. **Approval of Minutes — (Att. §C – pp. 1 – 5 )**

Board of Education Meeting –

August 16, 2016

**RECOMMENDED MOTION:** That the Board of Education approve the minutes of the meetings of August 16, 2016 as listed above.

**MOTION:** Mr. Kotche

**SECOND:** Mr. Gunderson

**VOTE:** Ayes: Campos, Gunderson, Kotche, Nagel, Saake,  
Nays: None  
Abstain: Doremus, Yackey  
Motion Passed: 5 – 0, 2 Abstain

**ADMINISTRATIVE REPORTS AND INFORMATION:**

1. Superintendent's Report:

Student Report:

- Pauline Sulit gave an update on student activities.
- Dr. Domeracki updated the Board on the following topics:
  - There had been 1 FOIA request. Dr. Domeracki suggested forwarding FOIA requests and their responses to Board member as the FOIA requests are completed.
  - Registration for the annual NSBA Conference opens October 19<sup>th</sup>.
  - Approximately 70 Chromebooks were in need of repair at the opening of school and most have been repaired and returned to students.
  - The PSAT-NMSQT for juniors will be administered October 19<sup>th</sup>.

- Educare will host an event and auction at St. Andrews November 19<sup>th</sup> to support early childhood education.
  - Two false fire alarms were triggered by a bad detector September 26th.
  - The high school has received the Award of Distinction from the IASB for improvements made to the school over the summer.
  - The school has been approved to participate in the 2<sup>nd</sup> year of the E-Learning Pilot Program.
  - The start of the school year and Homecoming were very successful.
2. **Director of Business Services Report:**  
Mr. Cole reported there were only a few remaining items to be completed on the post-construction punch list.
3. **Director of Human Resources Report:**  
Mr. Blatchley reported on the following topics:
- The status of an open psychologist position.
  - The Administrator & Teacher Salary & Benefits Report was included in the packet.
  - The Attrition Report for 2015-16 was also included in the packet.
4. **Principal's Report:**  
Dr. Cheng reported the following:
- The distribution of Chromebooks to the freshman class had gone smoothly. This year's freshman class seemed more comfortable with the devices than last year due to increased use of technology in middle schools.
  - Homecoming was very successful.
  - The 2017-18 Course Description Handbook is currently being developed.
  - The SAT will be administered to Juniors in April as a graduation requirement.
5. **Committee Reports:**  
It was reported that the Finance Committee and the Joint Facilities/Finance Committees had met September 19, 2016; the Communications Committee had met prior to the September Board meeting. Education Committee & Policy Committee meetings would be held in the near future.
6. **Future Dates:**
- Regular Monthly Board of Education Meeting – October 18, 2016
  - Regular Monthly Board of Education Meeting – November 15, 2016

**Open Comment by Board Members:**

Training students and staff in the use of fire extinguishers was discussed

**OLD BUSINESS:**

There was no old business.

**NEW BUSINESS:**

1. **Personnel Reports – (Roll Call)**

**RECOMMENDED MOTION:**

That the Board of Education approve

the Personnel and Supplemental Contract reports as presented in the packet and at table on Att. §D – pp. 1 – 2.

**MOTION:** Mr. Campos

**SECOND:** Ms. Doremus

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

2. **Separation of Employment – (Roll Call)**

**RECOMMENDED MOTION:**

That the Board of Education accept

the following resignations effective at the conclusion of the 2015-16 school year:

Amy Lee, Psychologist/Special Education Division; and

Michele Lech, Program Assistant/Student Services; and

April Fichter, Program Assistant/Special Education

**MOTION:** Mr. Gunderson

**SECOND:** Mr. Kotche

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

3. **Memorandum of Understanding – Secondary Evaluator – (Roll Call)**

The Board of Education and the West Chicago High School Teacher's Association have approved a one year extension to the 2013-2016 Collective Bargaining Agreement for the 2016-2017 school year. As a result of this agreement, a one year extension of the *Secondary Evaluator Duties for the 2014-2015 and 2015-2016 School Year Only* Memorandum of Understanding is necessary as shown on Att. §B - pp. 104 - 105.

**RECOMMENDED MOTION:**

That the Board of Education approve

the *Secondary Evaluator Duties for the 2016-2017 School Year Only* Memorandum of Understanding with the WCHSTA, Inc. as shown on

Att. §B - pp. 104 - 105.

**MOTION:** Ms. Yackey

**SECOND:** Mr. Gunderson

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

4. **Ombudsman Plus Contract – (Roll Call)**

Community High School District 94 would enter into an Alternative Education Agreement with Community Unit School District 200 and Ombudsman to create our own private placement facility which will provide a local, cost-effective and higher-quality option that will better meet the needs of our students. The initial term of this Agreement will begin the summer of 2017 and continue through 2017-2018 school year through ESY 2020 unless either District notifies Ombudsman of non-renewal prior to March 30, of the preceding year. The cost per student for the summer program is \$2900/student and during the school year 2017-18 \$27,100/student. There is a 1.03% increase in tuition rate per year lasting the 3 year term of the agreement.

**RECOMMENDED MOTION:**

That the Board of Education approve

the Alternative Education Services Agreement with Ombudsman Educational Services, Community Unit School District 200, and Community High School District 94 with a

2016-2017 tuition rate of \$27,100 per student for the regular school term and \$2,900 per student for the ESY term through ESY 2020 as shown on Att. §B - pp. 106 - 119.

**MOTION:** Mr. Gunderson

**SECOND:** Mr. Kotche

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

5. **Phase Four (4) Capital Plan**

Community High School District 94 would engage in a professional service agreement with DLA Architects, Ltd. to assess and cost out the replacement, repair, and redesign of the attached list of facility improvements for a rate not to exceed \$6,300.00

**RECOMMENDED MOTION:** That the Board of Education approve an agreement with DLA Architects Ltd. to conduct an assessment of the Phase Four Capital Plan for a cost not to exceed \$6,300.00 as shown on Att. §B - pp. 120 - 122.

**MOTION:** Mr. Kotche

**SECOND:** Ms. Doremus

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

**EXECUTIVE SESSION:**

The Board moved to Executive Session at 8:01 p.m.

**OPEN SESSION:**

The Board returned to Open Session at 8:27 p.m.

**ADJOURNMENT**

**RECOMMENDED MOTION:**

That the Board of

Education meeting be adjourned at 8:27 p.m.

**MOTION:** Ms. Yackey

**SECOND:** Mr. Gunderson

**VOTE:** Unanimous Approval on Voice Vote 7 - 0

ATTEST:

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Gary R. Saake, President

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Ruben Campos, Secretary

Community High School District 94  
West Chicago, IL 60185

Education/Programs Committee Meeting

April 7, 2016 - 7:30 a.m.  
Counseling Conference Room  
West Chicago Community High School

**AGENDA**

1. Approval of Feb. 11, 2016 meeting minutes
2. “Where Are We Heading” document discussion
3. Course audit
4. Manufacturing pathway
5. Other



Community High School District 94  
West Chicago, IL 60185  
Education/Programs Committee Meeting

April 7, 2016 - 7:30 a.m.  
Counseling Conference Room  
West Chicago Community High School

**Minutes**

In Attendance: Kathe Doremus, Dirk Gunderson, Renee Yackey, Allister Scott, Moses Cheng

1. Approval of Feb. 11, 2016 meeting minutes:  
Motion: Dirk Gunderson, 2<sup>nd</sup>: Renee Yackey. Minutes approved
2. "Where Are We Heading" document discussion  
Dr. Domeracki's "Where Are We Heading" document and items in the Education category were reviewed. The committee discussed what process and procedures would be used to decide on which items would be implemented. Moses suggested taking the items and reviewing them at the building level using categories of "Scope of implementation," "Level of Service," and "Urgency" as possible weighting categories. The committee agreed to that process. Future decisions regarding each item will need to include financial costs which will be determined at a later date.
3. Course audit  
An open discussion occurred regarding what is the purpose of a course audit, the definition of a course audit, and the end result of a course audit. The Committee agreed that the approach to take would be to review each department's courses as found in the Course Description Handbook and frame them against the question of "What is the best education we can offer our students?" This concept would include the importance of college and career readiness as well as recognizing the differing spectrum of needs among students (i.e. struggling vs high-achieving students). The target would be to have this review completed by December 2016. In the future, this audit will also include financial efficiencies as initially defined by FTE allotment and its use will be for informational purposes.
4. Manufacturing pathway  
In light of the Board's discussion regarding future financial challenges and financial efficiencies, the question was raised as to whether or not plans for pursuing a Manufacturing Pathway in partnership with COD and JelSert should continue. This Manufacturing Pathway is projected to include an addition of 1.0 FTE as well as added equipment, curricular, and room needs in approximately 2 years. The Committee determined that this was a very much needed opportunity for students, the school, and the community; that the District will need to commit to this financially in the future; and that the partnering work with JelSert and COD in this project needs to continue to make the pathway a reality.
5. Other

“Where Are We Heading” – Education Category

1.	<b>Off-site transition center:</b> In lieu of expulsion, alternative education experience will be available at this site				
	Clarification/explanation:	<ul style="list-style-type: none"> <li>This is special education specific and NOT related to SB100 or in lieu of expulsion for the general education student.</li> </ul>	<b>Scope of Impact</b> Limited	<b>Service Level</b> Direct	<b>Urgency</b> Low
2.	<b>Academic Resource/Assistance Center:</b> Provides academic services for all students. Possible re-design of the library. Develop an academic tutoring center: At risk center for any student who is performing at the - D/F level, instead of going to a study hall, students are sent here - staffed by licensed teachers to assist students. Mandatory daytime tutoring for core content areas. Students will continue to go there until grade improves.				
	Clarification/explanation:	<ul style="list-style-type: none"> <li>This currently occurs for a limited number of students in a Title I funded program called SRC.</li> <li>If this was expanded through district dollars, SRC would also have to be supported through district dollars otherwise it would be considered “supplanting” and a violation of Title I funding.</li> <li>In the expanded capacity, staffing can occur through stipends or through contractual obligation, assuming that there is a new contract with this provision. Additionally, this is most impactful when every student is assigned a study hall (similar to Advisory). Assistance can then be expanded beyond students who are just receiving a D or F.</li> </ul>	<b>Scope of Impact</b> School wide	<b>Service Level</b> Direct	<b>Urgency</b> High
3.	<b>Philosophy of LRC Services:</b> Evolution of technology and implementation of 1:1 we need to re-evaluate the use of this space so it best serves our students.				
	Clarification/explanation:	<ul style="list-style-type: none"> <li>An evaluation/audit of student use of materials in the LRC is necessary.</li> <li>Results from the evaluation/audit may look different in Yr 2 of 1:1 implementation vs. Yr 4 of 1:1 implementation</li> </ul>	<b>Scope of Impact</b> School wide	<b>Service Level</b> Indirect	<b>Urgency</b> Medium
4.	<b>Academic enrichment &amp; Intervention programs:</b> Summer programs with a focus on all facets of student life to include academics, electives, and recreation				
	Clarification/explanation:	<ul style="list-style-type: none"> <li>Offer more summer classes for intervention, advancement, and/or enrichment to students.</li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
5.	<b>Upgrade simulators:</b> Driver's education - outdated				
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
6.	<b>Stand-up desks:</b> Assess furniture needs in the classroom to include furniture designed to accommodate special needs				
	Clarification/explanation:	<ul style="list-style-type: none"> <li>Incorporates the research findings that activity provides greater learning and retention because of increased blood flow and endorphins.</li> <li>Promotes greater health</li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>

“Where Are We Heading” – Education Category

7.	<b>Mini lecture halls:</b> 50-60 ppl for classes and community					
	Clarification/explanation:	<ul style="list-style-type: none"> <li>To provide greater flexibility for presentations, guest speakers, professional development, etc.</li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
8.	<b>Redesign schedule:</b> Redesign to accommodate 2 tier intervention: Enrichment as well as remediation. Consider mandatory study hall opposite lunch period. Bring back advisory.					
	Clarification/explanation:	<ul style="list-style-type: none"> <li>Same as #2 Academic Resource/Assistance Center</li> <li>Requires new contract language</li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
9.	<b>Partnership in community - Job Training / skill development:</b> provide students who are not college-bound the opportunity to learn skills beyond high school					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
10.	<b>Seal of biliteracy:</b> Dual language competency acknowledgment					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
11.	<b>Magnet (pathways) for the elective strands:</b> Structure magnet/pathways focused on career paths. Creates a school within a school model					
	Clarification/explanation:	<ul style="list-style-type: none"> <li>Pathways are a commonly used framework for colleges to strategically align courses for students. This could be used to make course selection for students more intentionally driven towards college and career attainment.</li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
12.	<b>Expand internships and mentor opportunities:</b> Provide students with practical experiences, find and create these within the community					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	
13.	<b>Credit recovery options:</b> Examine alternative ways students can engage in credit recovery such as Virtual school throughout school year and during the summer. Blended instructional models.					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>	<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>	

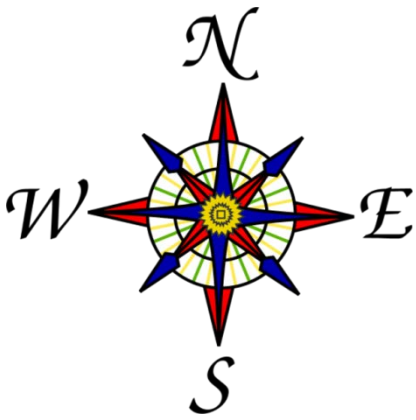
“Where Are We Heading” – Education Category

14.	<b>Freshmen transition/mentoring program:</b> Allow for a smooth transition from 8th grade into high school. Partner incoming freshman students with Sophomore through Senior students					
	Clarification/explanation:	<ul style="list-style-type: none"> <li>LINK Crew program</li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
15.	<b>Define capstone courses:</b> Commit to capstone opportunities throughout curriculum. Pathways can assist in defining end-of-sequence/capstone courses					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
16.	<b>More opportunity for top students:</b> Example: AP - research & study, AP "type" study halls					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
17.	<b>Computer science programs:</b> Develop and implement a Computer Science program. STEM is a beneficial skills for students					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
18.	<b>Assess services offered to minorities:</b> Evaluate how the school can better serve minority parents, community, and students					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>
19.	<b>Broadcast studio:</b> Expansion of electives and opportunities for students					
	Clarification/explanation:	<ul style="list-style-type: none"> <li></li> </ul>		<b>Scope of Impact</b>	<b>Service Level</b>	<b>Urgency</b>

“Where Are We Heading” – Education Category

20.	<b>Digital literacy course @ Freshmen level:</b> create foundation course in use of technology that will help students succeed in later years in high school. Consider offering this course in summer as part of an enrichment experience within the Bridge program or as a stand-alone program				
	Clarification/explanation:	<ul style="list-style-type: none"><li></li></ul>	Scope of Impact	Service Level	Urgency
21.	<b>Expand Summer Bridge program:</b> With intent of adding digital literacy to the program. Consider larger enrollments and open to all students.				
	Clarification/explanation:	<ul style="list-style-type: none"><li></li></ul>	Scope of Impact	Service Level	Urgency
22.	<b>Re-design student schedule:</b> Reduce split classes				
	Clarification/explanation:	<ul style="list-style-type: none"><li>Presumes even number of lunch periods which means all students would have a study hall opposite their lunch periods.</li></ul>	Scope of Impact	Service Level	Urgency
23.	<b>Manufacturing program:</b> Bringing electives back to the school instead of sending them to TCD				
	Clarification/explanation:	<ul style="list-style-type: none"><li></li></ul>	Scope of Impact	Service Level	Urgency

COMMUNITY HIGH SCHOOL  
DISTRICT 94



WHERE ARE WE HEADING?

DR. DOUG DOMERACKI, ED.D.

SUPERINTENDENT

Beginning in the summer of 2013 the Board of Education evaluated how meetings were held and decisions were being processed. Through the analysis of past practice and a determination to move purposefully forward, the board decided to establish committees. The intent of the committee format was to:

- Utilize the skills and interest of board members thereby allowing them to delve deeper into topics and bring forth well-vetted recommendations to the full Board of Education.
- Share in the responsibilities of the board, creating a flattened leadership structure.
- Created operational efficiencies for the full board by delegating work to committees.
- Created a mechanism for new board members to examine issues on a deeper level and gain confidence working with other board members and school personnel.

The committee structure has changed the paradigm of the board organization, creating opportunities for guidance to help the full board function and achieve its stated goals. The board established six (6) standing committees:

1. Communications
2. Education
3. Facilities
4. Finance
5. Personnel
6. Policy

Following the new organizational structure, a series of meetings were held where long-range projects were identified and brought to both the full board and committees for discussion. Evolving from this process were high priority needs that have been addressed over the last two and one half years. Every committee took on challenges and made substantial changes including but not limited to:

1. Communications: New website, expanded community outreach, E-news bulletin, expansion of the Communication Specialist role, staff bulleting, Communication Plan, marketing materials, curricular news, regular newspaper articles, increased media presence, broad recognition for our efforts through INSPRA.
2. Education: Review, adoption, and implementation of a 1:1 program, expansion of the AP program, ACT for all juniors, thorough updating and explanation of testing landscape, E-Learning, and PERA.
3. Facilities: Extensive facility work including Family and Consumer Science Kitchens, Pre-school classroom and lab, extensive washroom remodeling, development of student personnel services offices including a College and Career Center, Student Activity Center, outdoor eating atrium, District Office, Nurses Office.

4. Finance: Finance was charged with funding and maintenance of the district financial resources, adoption of the PMA finance model.
5. Personnel: Engaged in a task analysis, established a model of expansion of student services to include a Director of Guidance and an additional counseling position, adoption of the Global Compliance Training, PERA, and regular staffing decisions.
6. Policy: Continuous evaluation of board policy requirements and re-writes.

Through the committee initiative comprehensive organization, planning, and implementation took place. These efforts allowed the organization to focus the energy and efforts of all stakeholders around an agreed upon set of outcomes. In essence the accomplishments over the last two years exemplifies a successful strategic plan. As the larger issues culminate this summer with the construction of a new science wing, and ultimately the way instruction is delivered, we need to assess where we aspire to improve.

While setting the stage for this document, I met with all administrative and management leaders in the district to ask for input around their department needs, instructional vision, facility improvements, and staffing conditions. This input has been aligned to the board committee structure and can serve as a template for each of the committees to review, modify, personalize, and prioritize for future planning.

Developing a comprehensive strategic plan requires the time and commitment of many of the most experienced people in our district including the Board of Education. Effective strategic planning helps to set the priorities of the district, has an agreed upon set of goals, maintains the effective decision making process through the committee structure, and allows all stakeholders to be a catalyst of the message. The board and staff need to collectively understand that all stakeholders have passion and vision. All have spent numerous hours cultivating and crafting their ideals and thinking about “what if....” and “what can be...” The support from the Superintendent, Board of Education and Community will help these visions evolve into thoughts and actions that ultimately improve the culture and offerings in our district. The more we can build a culture of exploration and energy, the more our staff will be willing to risk. The attached lists represent possibilities that allow ourselves to be conduits of cause and supporters of a broader vision.



## Comprehensive Plan: What Comes Next?

Category	Action Item	Rationale
Communication	Modernize internal communication model	Establish a common set of technologies in classrooms
	Update and create consistency with signage	Signs are out-of-date, we re-designed our visitor entrances and staff have moved
	Renumber building	Number exterior doors instead of using letter, this will allow us to add identifiers to every door in the facility without using a double-lettered system Renumber the building classrooms
	Assess how much the community uses our facilities	Provides justification for a review of building rental policy and basis for a community coordinator.
	Add Wi-Fi and Broadcasting capabilities to Pioneer Park	Softball/baseball use
Education	Off-site Transition Center	In lieu of expulsion, alternative education experience will be available at this site
	Academic Resource/Assistance Center	Provides academic services for all students. Possible re-design of the library. Develop an academic tutoring center: At risk center for any student who is performing at the - D/F level, instead of going to a study hall, students are sent here - staffed by licensed teachers to assist students. Mandatory daytime tutoring for core content areas. Students will continue to go there until grade improves.
	Philosophy of LRC services	Evolution of technology and implementation of 1:1 we need to re-evaluate the use of this space so it best serves our students
	Academic enrichment & Intervention programs	Summer programs with a focus on all facets of student life to include academics, electives, and recreation
	Upgrade simulators	Driver's education - outdated
	Stand-up desks	Assess furniture needs in the classroom to include furniture designed to accommodate special needs
	Mini lecture halls	50-60 ppl for classes and community
	Redesign schedule	Redesign to accommodate 2 tier intervention: Enrichment as well as remediation. Consider mandatory study hall opposite lunch period. Bring back advisory.
	Partnership in community - Job Training / skill development	provide students who are not college-bound the opportunity to learn skills beyond high school
	Seal of biliteracy	Dual language competency acknowledgment
	Magnet (pathways) for the elective strands	Structure magnet/pathways focused on career paths. Creates a school within a school model
	Expand internships and mentor opportunities	Provide students with practical experiences, find and create these within the community
	Credit recovery options	Examine alternative ways students can engage in credit recovery such as Virtual school throughout school year and during the summer. Blended instructional models
	Freshmen transition/mentoring program	Allow for a smooth transition from 8th grade into high school. Partner incoming freshman students with Sophomore through Senior students
	Define capstone courses	Commit to capstone opportunities throughout curriculum. Pathways can assist in defining end-of-sequence/capstone courses
	More opportunity for top students	Example: AP - research & study, AP "type" study halls
	Computer science programs	Develop and implement a Computer Science program. STEM is a beneficial skills for students
	Assess services offered to minorities	Evaluate how the school can better serve minority parents, community, and students
	Broadcast studio	Expansion of electives and opportunities for students
	Digital literacy course @ Freshmen level	create foundation course in use of technology that will help students succeed in later years in high school. Consider offering this course in summer as part of an enrichment experience within the Bridge program or as a stand-alone program
	Expand Summer Bridge program	With intent of adding digital literacy to the program. Consider larger enrollments and open to all students.
	Re-design student schedule	Reduce split classes
	Manufacturing program	Bringing electives back to the school instead of sending them to TCD

Category	Action Item	Rationale
Facilities	Pool	Maintenance is high (estimated \$200,000 for repairs), at what point does operating for PE and swim program make sense?
	Upgrade lighting	Upgrades would tremendously show off our facilities, consider adding ability to adjust height of lights and/or dimming lights
	Curtains in the field house / flooring	upgrade for efficiency for PE and athletics, would save time for staff and custodial crew, resurfacing, expand flooring into hallway
	Basket controls	upgrade for efficiency for PE and athletics, would save time for staff and custodial crew (safety straps)
	Ceiling Netting	Add netting to prevent balls from hitting lights and keep items from collecting in the ceiling
	PE/athletic/pool locker rooms re-design	Reconfigure/redesign, # of lockers is limited, # of lockers that can be locked are limited for girls, rusting due to pool environment. Redesign to add dehumidification system to the locker rooms to add longevity to lockers. Locker room security - new doors
	Bleachers and press box	The indoor bleachers are in sad shape and need to be replaced. Press box - media access and improved space availability as well as Wi-Fi accessibility.
	Auditorium upgrades	original facility - sound has not been updated since 90s, ticket booth (current use folding table), projector, floor is old/scuffed up, pit for orchestra (would need an elevator), lighting, seating - expand capacity (would need to relocate), cannot host entire class for speaker/assembly
	Performing Arts Center	Band, choir, and drama performances
	HVAC	Revamp to more modernized throughout building. Includes replacing chillers which have surpassed the threshold for replacement and upgrading boiler system to a more efficient system
	LRC redesign	Consider purpose and re-design to meet student and teacher needs - academic support center
	Stadium	Concessions, dressing rooms, meeting rooms, training area
	Track resurface	Update/improve to allow CHSD94 to host sectionals and larger meets
	Tennis Courts	Courts by greenhouse - total rebuild, add 1 court
	Kitchen equipment	Ovens (starting to fail), walk-in coolers (17-18 years old) - repairs are increasing
	Drainage	Assess drainage throughout the school - heavily deteriorated
	Elevator review	Need more handicap accessibility
	Lincoln property turf	Layout and striping practice fields on Lincoln property
	Purchase 6 properties	Northeast corner of our block
	Athletic atrium	make entrance to athletic area more pronounced with an atrium, Hospitality facility
	Bus lane re-design	improve loading/unloading students
	Generator	expand and reconfigure the generator for the building to operate more efficiently, wire generate to all of the tech closest - upgrade to a natural gas generator
	2nd / 3rd floor rooms gutting	Due to age, wear, and tear; upgrade flooring, ceilings in the 1928 portion of the building
	3 - roof sections	Deteriorating and in need of repairs
	flooring in the '98 addition	cracking
	Staff lounge	upgrade/modernize
	Windows in '28 & '55 replacement needed	Upgrade inefficient and aged windows
	District Administrative Center	5 years lease
	Washroom upgrades	plumbing
	Collaboration w/ park district re: ball fields	upgrade/modernize
	Athletic training room - expand/modernize	Larger, newer tables and upgrade equipment
	Pole vault and long jump pits - reconfigure	relocate for better access and safety of athletes and spectators
	Music area re-design	Currently this is a multipurpose room that had risers placed in it but it is not a traditional space for music instruction.

Category	Action Item	Rationale
Finance	Bond expiration	Current bond expires in the fall of 2017
	Long term financial planning	Support those programs and initiatives the board approved to be adopted
Human Resources	Increase staff to lower class sizes	Address class sizes, case loads - we are high. We cannot move student vertically through system because classes are maxed out
	Bilingual staff	Encourage bilingual staff/learning additional languages to support student/family population
	LMS for HR	to track staff development
	Test Coordinator	The time required to coordinate schoolwide testing is best handled by support staff and not the assistant principal
	Security	Add position for better coverage
	Community Coordinator	to manage usage of building by community
	Staffing for pathways (academies)	Makes D94 more attractive to students who don't view WCCHS as having enough options
	Support lower class sizes in electives & capstones	Provides for assurance that these courses will be staffed
	Add additional in-service time w/in the calendar	Additional professional development can provide focus on schoolwide goals and initiatives
	Internal university for staff development	Allows for a focus on professional development to better meet the needs of District 94 staff
	Staff development opportunities outside	send teams, train-the-trainer, return and train the remaining staff: condition of going to outside conference is to return and train @ internal university
Policy	Transfer credits	Summer remediation and enrichment programming
	Graduation requirements	To define expectations for low-middle-high level students, define the floor and ceiling

The thoughts contained within this document are simply ideas and programs collected from both group and individual dialogue. Reviewing the action items will require continued refinement and further vetting to determine the feasibility of these action items. Upon review at the committee level, identification of what becomes a capital project versus a maintenance issue, what becomes an infrastructure item versus a program modification will all need to be discussed and prioritized. Some of the items may be removed, moved, or combined into multiple categories. At the very least, this document communicates a snapshot of where the district staff currently sees need and can be a guide to determine where we go from here

**Community High School District 94  
157 W. Washington Street  
West Chicago, IL 60185**

**Communications Committee Meeting  
September 27, 2016  
6:00 p.m.  
District Administrative Center  
Conference Room**

**AGENDA**

1. Approval of June 21, 2016 meeting minutes
2. Graduate Survey Trends and Anomalies
  - a. Raw Percentages/Trends and Anomalies
  - b. One Year Follow-up Survey Discussion
3. Joint WC Public Relations Committee
  - a. What should we be promoting?
4. Board Outreach
5. Community Open House October 7
6. Rumor Control
7. Adjournment

Community High School District 94  
157 W. Washington Street  
West Chicago, IL 60185

**Communication, Outreach and Engagement Committee Meeting**

**June 21, 2016**

6:00 p.m.

District Administrative Center  
Conference Room

**Minutes**

In attendance: Board members Dirk Gunderson, Kevin Kotche, and Renee Yackey; Dr. Doug Domeracki, and Becky Koltz

**1. Approval of February 16, 2016 meeting minutes**

Motion to approve the February 16, 2016 minutes was made by Renee Yackey; seconded by Dirk Gunderson. Motion carried.

**2. Communication Plan Review**

The 2015-16 Communication Plan was handed out and reviewed with committee members. Updates to the plan since the last meeting in February were indicated in red text. Committee members were asked to consider communication goals and strategies for the upcoming school year. A discussion ensued regarding the perception that exists about West Chicago Community High School. Suggestions were made to address rumors head on, to learn what key points local private schools are using to recruit students, to survey feeder parents and community members to discover their perceptions of our schools, and to consider a district-wide mailing to help the community better understand the district.

**3. Graduate Survey Results**

As a result of a 96+% participation rate, sixty-nine pages of information was returned from the survey given electronically to the Class of 2016. Committee members were asked to hone in on what information they would like to see from this data. It was determined that at the next meeting, committee members would like to see the raw percentages from the questions asked, and any themes that may have emerged from the comments. Committee members were asked to think about what questions should be asked in the 1-year follow-up survey that will be given to the Class of 2016 in the spring of 2017.

**4. Where Are We Heading Review (February 16, 2016)**

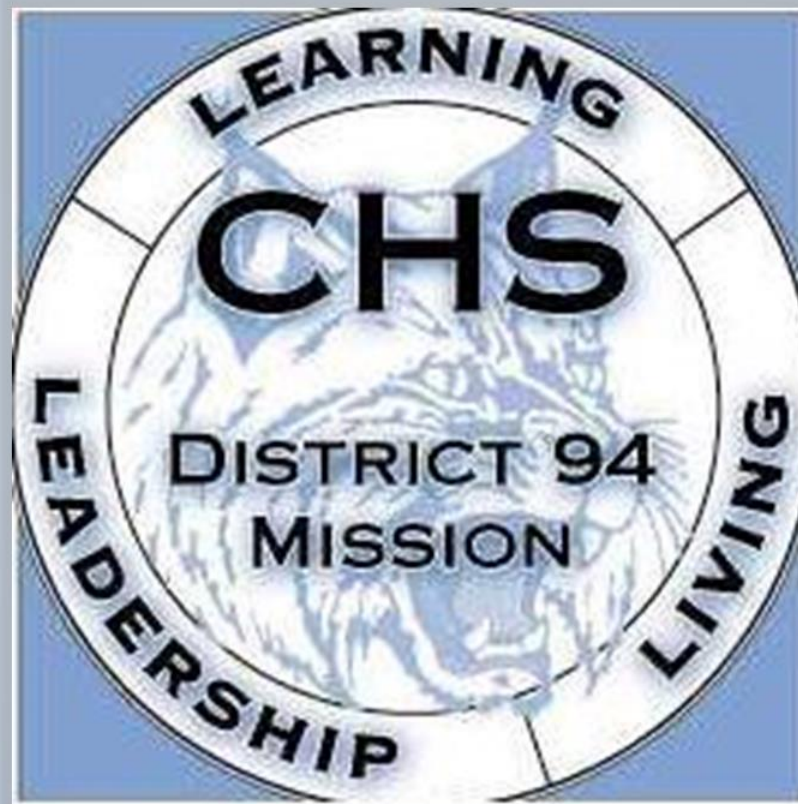
The committee reviewed the "Where Are We Heading" document that was created in February, going over the particular action items related to communications. Committee members agreed these action items were appropriate with the addition of the surveys mentioned earlier as well as targeted communications.

**6. Adjournment**

Meeting adjourned at 6:45p.m.

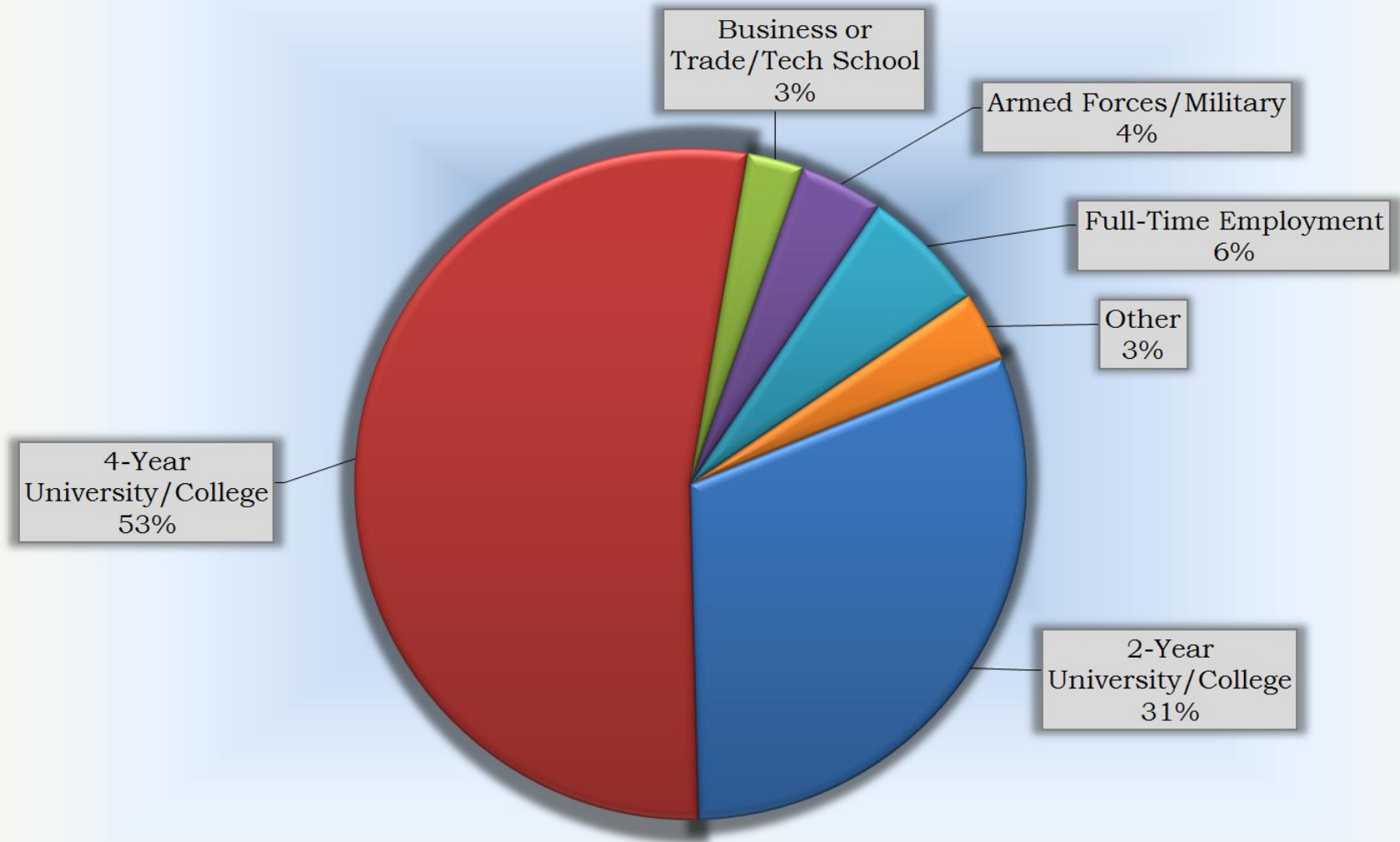
# *EXIT SURVEY*

## *CLASS OF 2016*



# Exit Survey 2015-2016

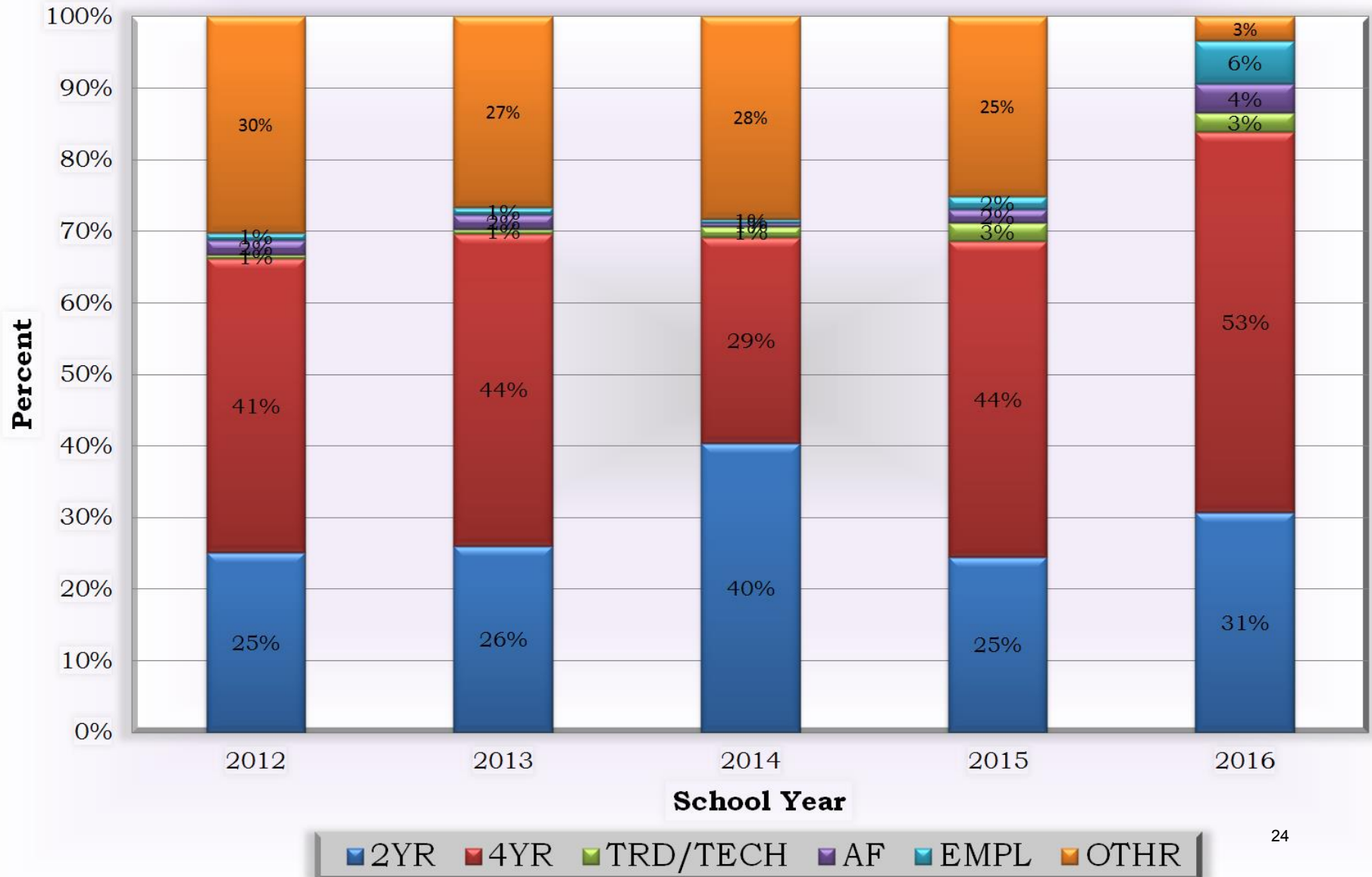
## Plans Following Graduation





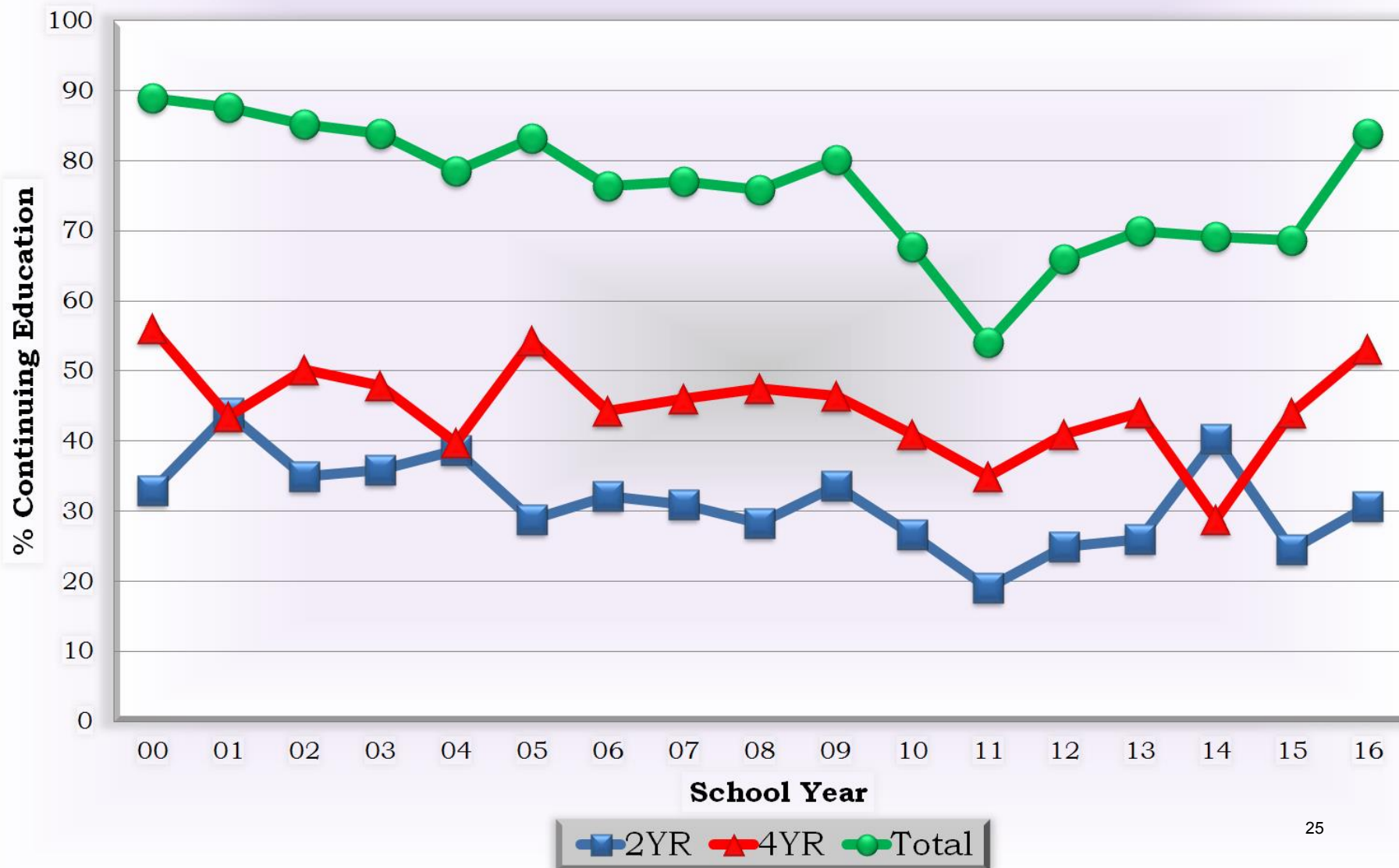
# Exit Survey 2012-2016

## Plans Following Graduation



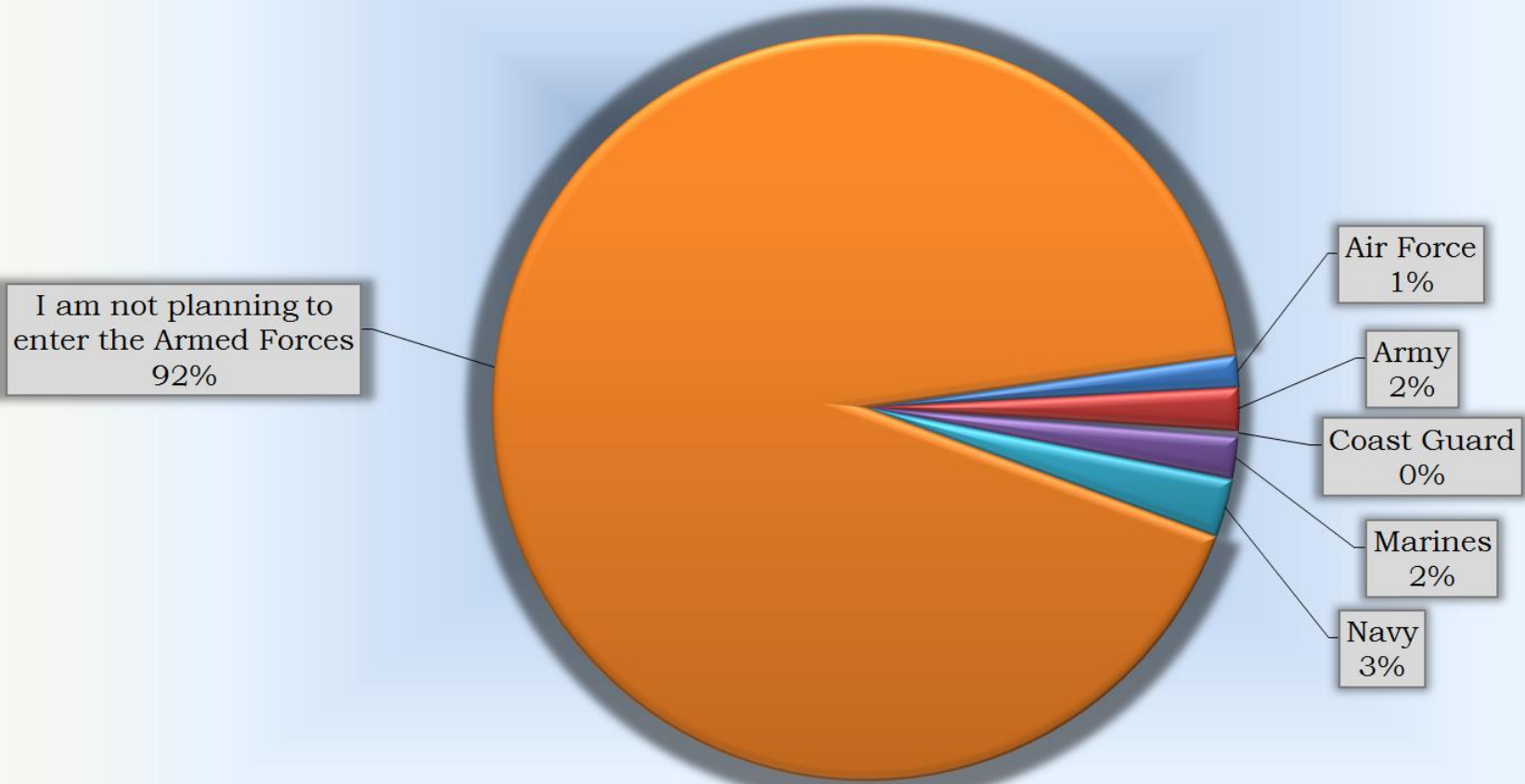
# Exit Survey 2000-2016

## % of Graduates Continuing Education



# Exit Survey 2015-2016

Armed Forces/Military, please indicate which branch:



If you plan to continue your education, please indicate the college/school that should receive your FINAL TRANSCRIPT:

\*PLEASE SEE THE NEXT SLIDE

College to be Attended	Frequency	Percent
American International College	1	.2
Arkansas State University	1	.2
Art Institute of Chicago	1	.2
Augustana College	2	.5
Aurora University	27	6.2
Baker College of Muskegon	1	.2
Ball State University	1	.2
Beloit College	1	.2
Bowling Green State University	1	.2
Bradley University	3	.7
California State University Northridge	1	.2
Carroll University	2	.5
Carthage College	1	.2
City Colleges of Chicago - Richard J. Daley	1	.2
College of DuPage	208	47.4
Colorado State University	1	.2
Columbia College Chicago	3	.7
Community College of Illinois	1	.2
Creighton University	1	.2
DePaul University	1	.2
DeVry University	2	.4
Dominican University	3	.7
Elgin Community College	3	.7
Elmhurst College	3	.7
Georgia Tech	1	
Gordon College	1	.2
Harding University	1	.2
Harper College	1	.2
his and hers barbershop school	1	.2
Houghton College	1	.2
IBEW- NECA technical institute	1	.2
Illinois State University	11	2.6
Indiana University South Bend	1	.2
ITT tech	1	.2
Kalamazoo College	1	
Kendall College	1	.2
Knox College	1	.2
Lake Forest College	1	.2
Lewis University	4	1.0
Lincoln College	1	.2
Lindenwood University - Belleville	1	.2
Loyola University	2	.5
Malcolm X	1	.2
Marquette University	5	1.2
Meredith Manor International Equestrian Center	1	.2
Michigan State University	2	.5
Mizzou	1	.2

College to be Attended	Frequency	Percent
Moody Bible Institute in Chicago.	1	.2
North Central College	4	1.0
Northern Arizona University	1	.2
Northern Illinois University	5	1.2
Olivet Nazarene University	1	.2
Pennfoster online college.	1	.2
Pikes Peak Community College	1	.2
Point Loma Nazarene University	2	.5
Pomona College	1	.2
Purdue Calumet	1	.2
Purdue university	1	.2
Saint Ambrose University	1	.2
San Diego State University	1	.2
School of the Art Institute of Chicago	1	.2
Southern Illinois University	1	.2
St Ambrose University	2	.5
St. Ambrose University	1	.2
Texas State University: San Marcos	1	.2
The Illinois Institute of Art	1	.2
The Ohio State University	2	.5
Triton	1	.2
Universal Technical Institute	1	.2
University of Central Florida	4	1.0
University of Colorado Colorado Springs	1	.2
University of Dallas	1	.2
University Of DeVry	1	.2
University of Illinois	16	3.8
University of Iowa	7	1.4
University of Kentucky	1	.2
University of Maine at Orono	1	.2
University of Minnesota, Twin Cities	1	.2
University of Nevada, Las Vegas, NV	2	.2
University of North Carolina Greensboro	1	.2
University of Northern Iowa	2	.5
University of Northwestern Ohio	1	.2
University of Wisconsin - La Crosse	1	.2
University of Wisconsin- Whitewater	2	.4
University of Wisconsin-Stevens Point	1	.2
UTI	1	.2
Valparaiso University	1	.2
Waubensee community college	1	.2
Western Illinois University	28	.5
Wheaton College	4	1.0
Not Indicated	38	9.0%



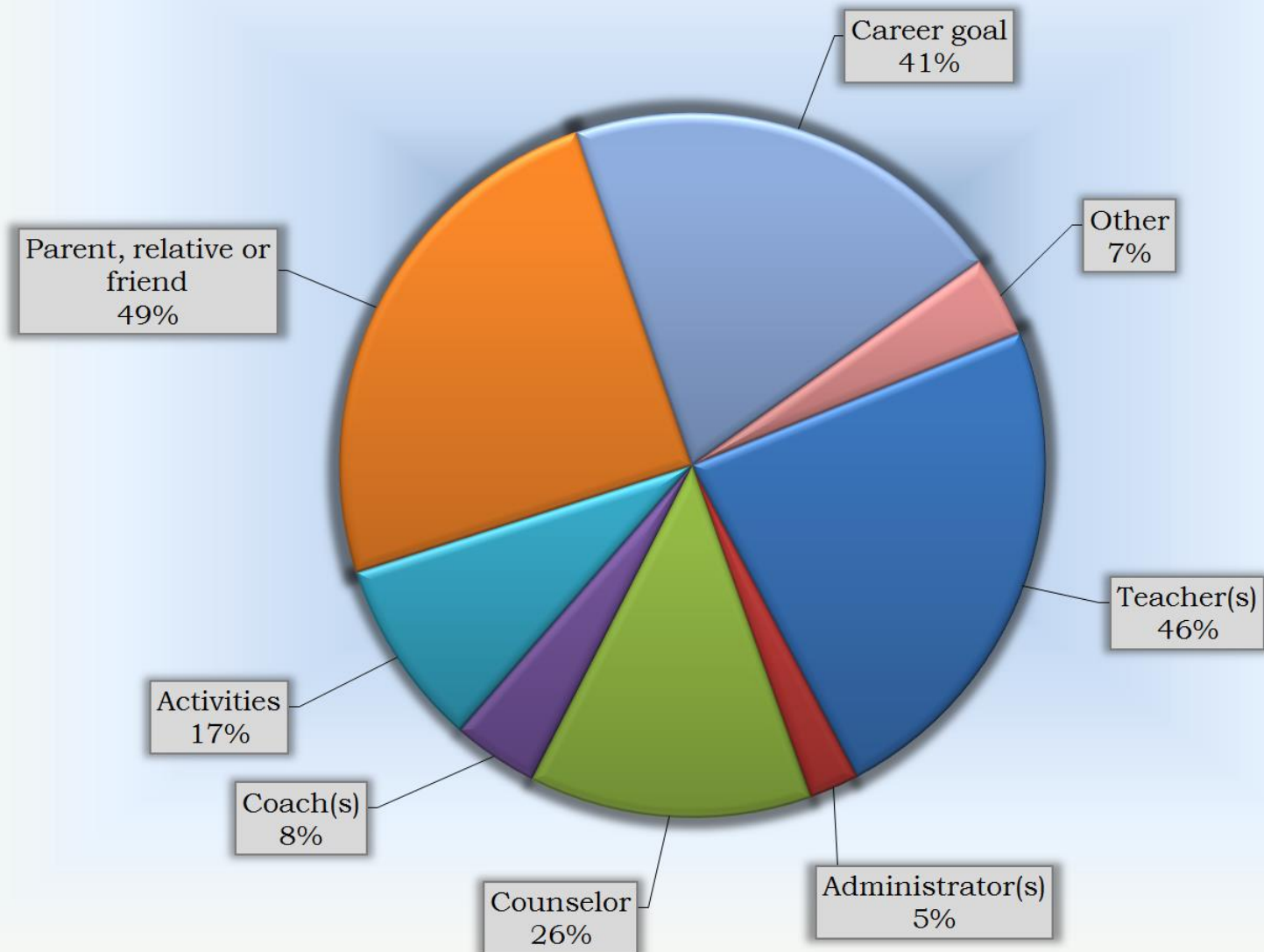
What is your intended major in college? Enter both majors if you intend to double major:

\*PLEASE SEE NEXT SLIDE

Intended Major	Frequency		Intended Major	Frequency		Intended Major	Frequency		
Accounting	2	0.48%	Dental Hygenist	1	0.24%	Marine Biology	1	0.24%	
Aerospace Engineering	2	0.48%	Diesel technician/ Mechanic	1	0.24%	Marketing	3	0.71%	
Animal Science	1	0.24%	Dog Trainer	1	0.24%	Masters Degree	1	0.24%	
Archaeology/ Africana Studies	1	0.24%	Economics, possibly English	1	0.24%	Mathematics	2	0.48%	
Archaeology/Anthropology	1	0.24%	Economy/Finance	1	0.24%	Mechanical Engineering	2	0.48%	
Architectural Engineering	1	0.24%	Education	28	6.65%	Medical	7	1.66%	
Architecture and Landscape Architecture	1	0.24%	Electrical Engineering	2	0.48%	Medicine and English	1	0.24%	
Architecture, Languages	1	0.24%	Electronic Technician Engineer	1	0.24%	Mental Theraphist, Psychologist	1	0.24%	
Art Education	1	0.24%	EMT/Paramedic and History teaching	1	0.24%	Molecular and Cellular Biology	1	0.24%	
Associates Degree	6	1.43%	EMT/Paramedic certification	1	0.24%	Music	4	0.95%	
Associates/Bachelors in Early Childhood Education	1	0.24%	Engineering	11	2.61%	Music and Medicine	1	0.24%	
Astronomy	2	0.48%	Engineering , Criminal justice	1	0.24%	Music and/or Journalism	1	0.24%	
Athletic Training	2	0.48%	Engineering Architectural	1	0.24%	Music Composition	1	0.24%	
Audio Production	1	0.24%	Environmental Engineering	1	0.24%	Music Theory & Composition, Jazz Studies	1	0.24%	
Auto Body and Refinishing	1	0.24%	Environmental science	1	0.24%	Neuroscience	1	0.24%	
Automotive	9	2.14%	Environmental Science and International Relations	1	0.24%	Nuclear, Plasma, and Radiological Engineering	1	0.24%	
Aviation	2	0.48%	Ess Choloss	1	0.24%	Nursing	31	7.36%	
BA	6	1.43%	Exercise Science	2	0.48%	Phlebotomy	1	0.24%	
Biochemistry	3	0.71%	Fashion Business and Dance	1	0.24%	Photojournalism	1	0.24%	
Bioengineering	1	0.24%	Film	1	0.24%	Physical Science	1	0.24%	
Biology	11	2.61%	Finance (concentration in Business Administration)	1	0.24%	Physical Therapy	3	0.71%	
Bio-medical Engineering	2	0.48%	Finance and Quantitative Methods	1	0.24%	Physics	2	0.48%	
Biophysics	1	0.24%	Finance/ Business management	1	0.24%	Political Science	1	0.24%	
Botany	1	0.24%	Fine Arts Major w/ emphasis in Art Education	1	0.24%	Political Science and English	1	0.24%	
Both majors	1	0.24%	Fire science	1	0.24%	Pre-Physical Therapy	1	0.24%	
Broadcasting & Radio	1	0.24%	Food Science	1	0.24%	Pre-Veterinary Medicine	1	0.24%	
Business	33	7.84%	Gaming	2	0.48%	Probation Officer	1	0.24%	
Cellular and Molecular Biology with Premed	1	0.24%	General Mathematics	1	0.24%	Psychology	12	2.85%	
Chemistry	3	0.71%	General Natural Resources	1	0.24%	Radiation Therapy	1	0.24%	
Child development	1	0.24%	General Studies	1	0.24%	Radiography	1	0.24%	
Cinematography	1	0.24%	Graphic Design	3	0.71%	Radiology	2	0.48%	
Civil Engineering	4	0.95%	Graphic Design & Psychology	1	0.24%	Science	1	0.24%	
CNA	1	0.24%	Health and Medical Administrative Services	1	0.24%	Social work	1	0.24%	
Computer Engineering	3	0.71%	Healthcare interpreting	1	0.24%	Sociology/ Criminal Justice	1	0.24%	
Computer graphics designer	1	0.24%	History	1	0.24%	Software Engineering or Computer information syste	1	0.24%	
Computer science	11	2.61%	Human Resource	3	0.71%	Software Programming	2	0.48%	
Cosmetology/ Veternarian	1	0.24%	Industrial Design	1	0.24%	Speech Pathologist	1	0.24%	
Cosmotology,Teaching	2	0.48%	Information Technology	1	0.24%	Speech Pathologist	1	0.24%	
Creative writing, acting, minor in French	1	0.24%	Intended Major	14	3.33%	Sports Management	1	0.24%	
Criminal justice	13	3.09%	Interior Design	2	0.48%	Theatre, English	1	0.24%	
Criminal Psychology	1	0.24%	International Business	1	0.24%	Theology, Music/Writing	1	0.24%	
Culinary Arts	5	1.19%	Investigation, Writing, and English	1	0.24%	Unsure	76	18.05%	
Cyber Security, and Network Analysis	1	0.24%	Kinesiology	3	0.71%	Veterinary Technician	30	2	0.48%
Dental Assistant	1	0.24%	Law Enforcement	1	0.24%	Welding	2	0.48%	
			Landscape Design or Interior Design	1	0.24%	Writing	1	0.24%	
			Language ?	1	0.24%				
			Major in History, minor in philosophy with a teachin	1	0.24%				

# Exit Survey 2015-2016

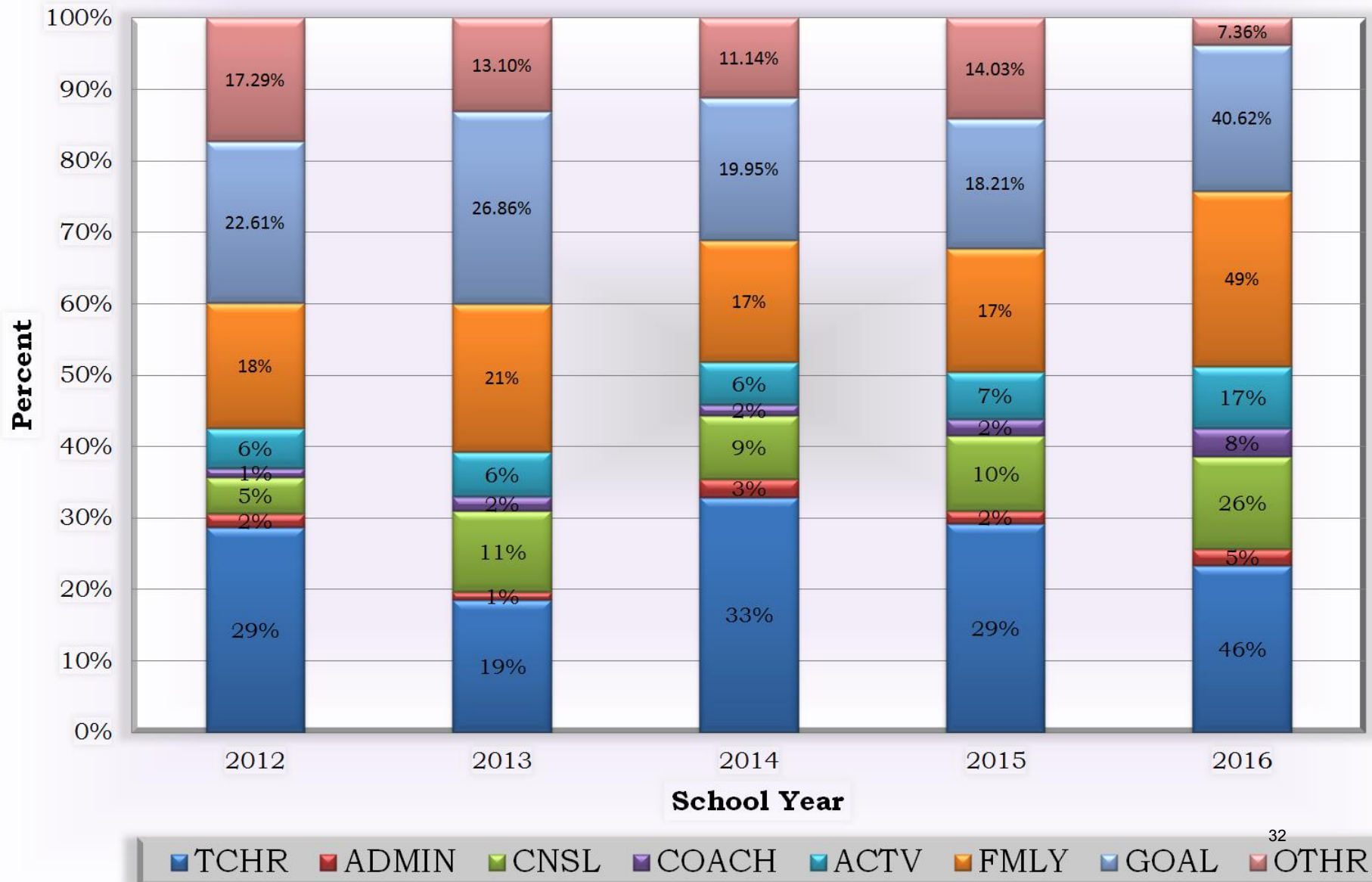
Which of the following MOST influenced you on your course selections:





# Exit Survey 2012-2016

Which of the following MOST influenced you on your course selections:

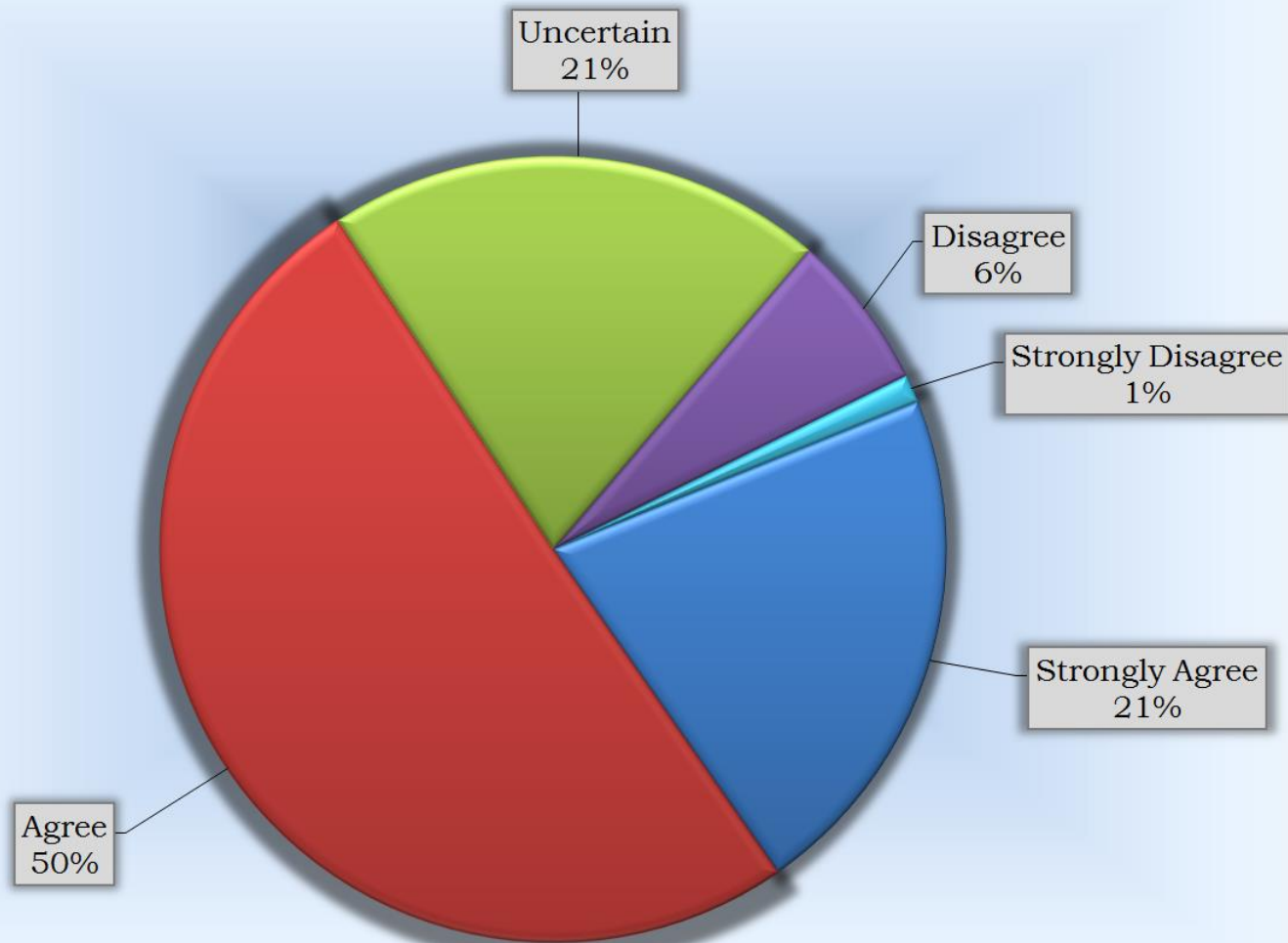


Please give us your opinion on the following  
statements:

\*PLEASE SEE THE NEXT 2 SLIDES

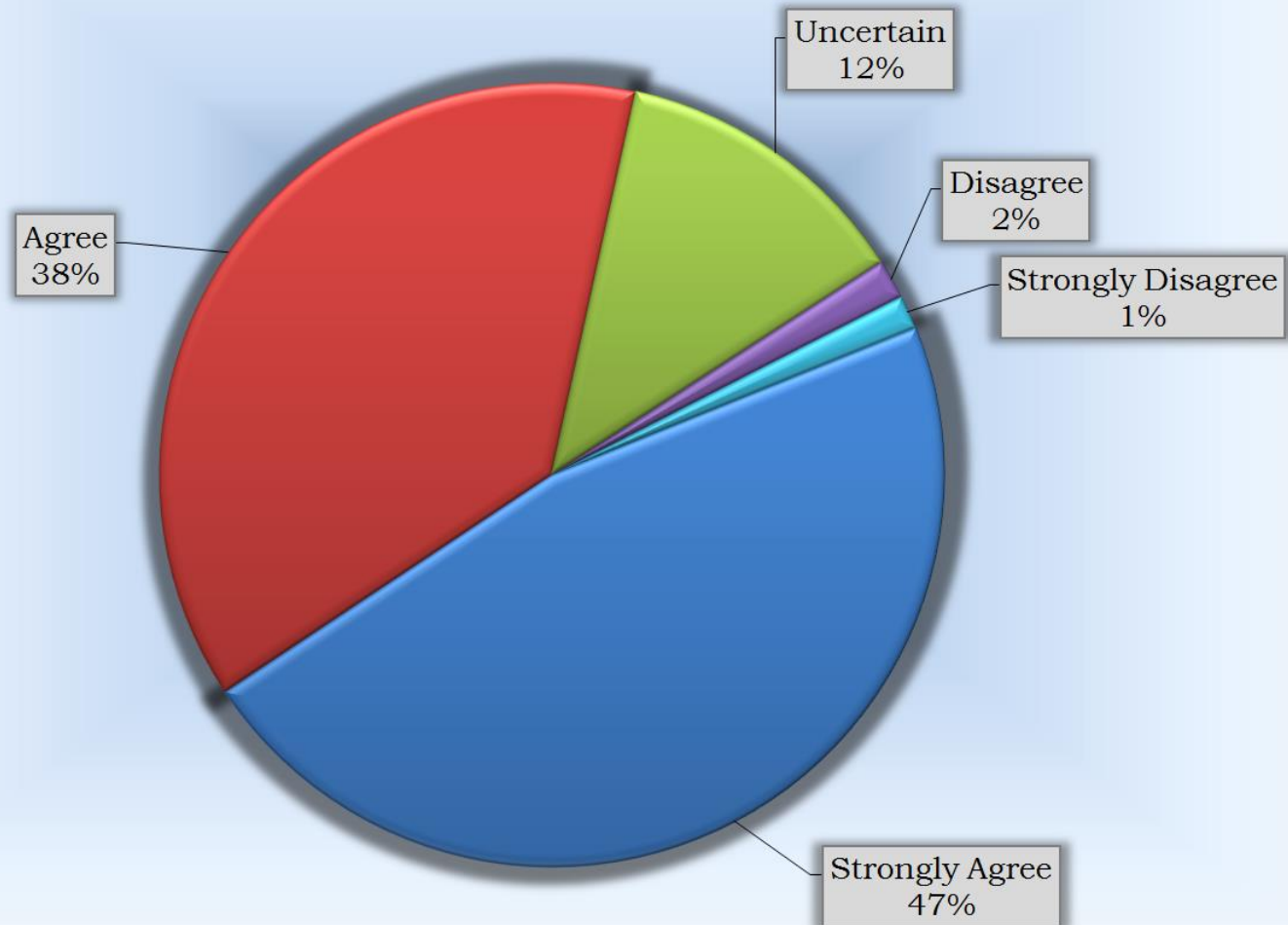
# Exit Survey 2015-2016

WCCHS should put more emphasis on academics:



# Exit Survey 2015-2016

WCCHS should offer more career training programs:



Are there any courses you wish we offered?

\*PLEASE SEE THE NEXT SLIDE



Courses CHS Should Offer	Count	PCT
AP Human Anatomy and Physiology	2	0.5%
AP psychology class	1	0.2%
Accounting 2	2	0.5%
Advance Business	1	0.2%
Advanced Psychology	3	0.7%
Advanced Psychology	1	0.2%
After school study hall-like so we can do our homework, boxing club	1	0.2%
Animal care	1	0.2%
Anything instead of PE	1	0.2%
AP Computer Science	1	0.2%
AP French	1	0.2%
AP Government	5	1.2%
AP Psychology	8	1.9%
armed services classes	1	0.2%
Art Classes	1	0.2%
Astronomy	7	1.7%
Athletic Training	1	0.2%
Auto Tech of some sorts, that doesn't need to be at TCD	10	2.4%
Aviation	1	0.2%
Biochemistry, Cellular biology	1	0.2%
Bio-mechanics and full length philosophy, psychology, sociology, and all arts class	1	0.2%
Black Studies	1	0.2%
Boxing	1	0.2%
Boys Badminton Team	1	0.2%
Career training programs in the medical field.	3	0.7%
Children's Theater	1	0.2%
Chinese	2	0.5%
Coaching	1	0.2%
Computer science courses and programming courses	10	2.4%
contemporary life	2	0.5%
Cosmetology	2	0.5%
Darkroom Photography	20	4.8%
Dental programs	1	0.2%
Electric engineering	1	0.2%
Electronics	1	0.2%
Engineering	3	0.7%
Film Class	1	0.2%
Fitness based courses	1	0.2%
For sport couches	1	0.2%
Forensic science	2	0.5%
Futsal, indoor soccer	1	0.2%
Game Design	1	0.2%
glass blowing	1	0.2%
Graphic Design	1	0.2%
Greek	1	0.2%
Honors language classes	1	0.2%

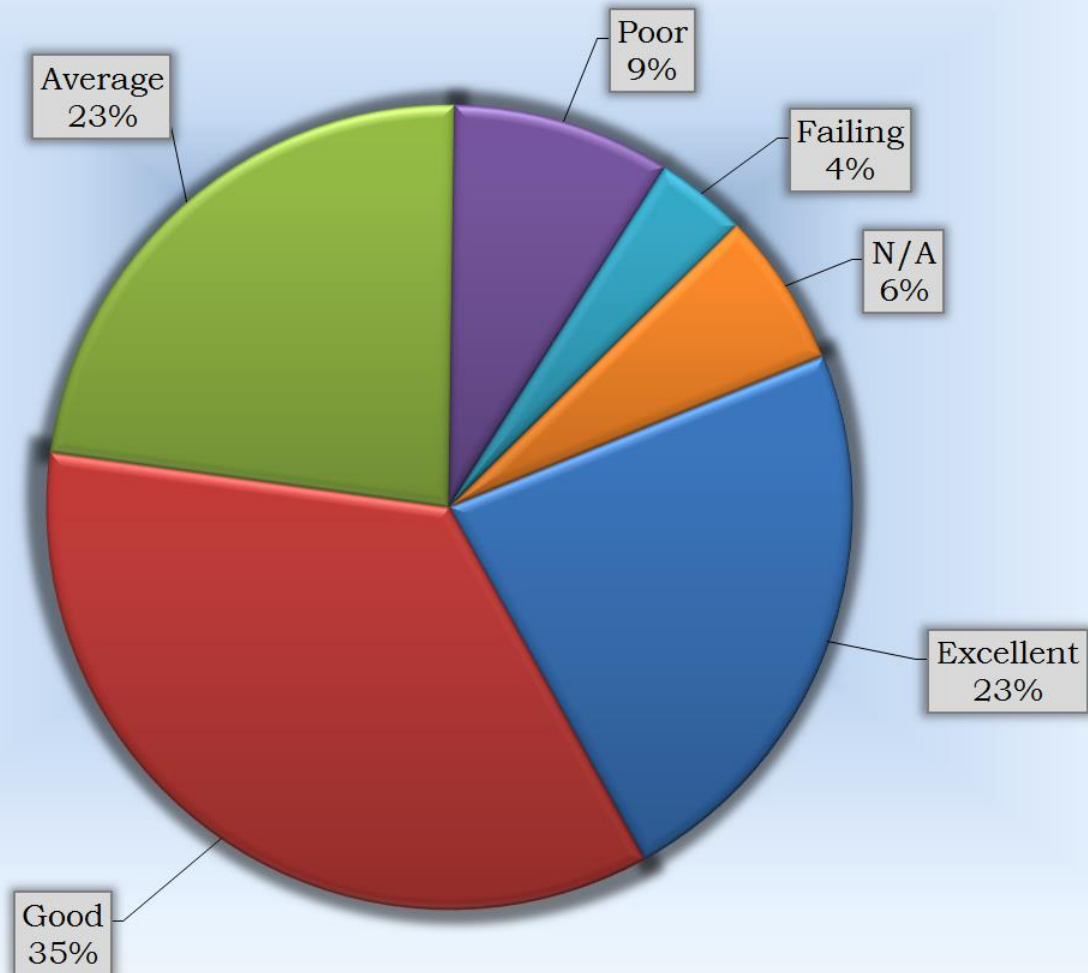
Courses CHS Should Offer	Count	PCT
Individual sports	1	0.2%
intro to engineering	1	0.2%
Investigative Courses & a class studying more about Social Media & a	1	0.2%
Japanese language class	1	0.2%
Latin	4	1.0%
maior related classes or classes where people could try different things	1	0.2%
Make TCD more available	1	0.2%
Mandarin	1	0.2%
Mechanic engineering	2	0.5%
Medical class	3	0.7%
Modeling	1	0.2%
More AP opportunities?	1	0.2%
More Brodacasting	1	0.2%
more business	1	0.2%
More classes focusing on the importance of the environment, a class to	1	0.2%
more foreign languages	1	0.2%
more government type of classes	1	0.2%
More lanquage courses	1	0.2%
more tcd spots	1	0.2%
motivational classes	1	0.2%
Music History	1	0.2%
Music Tech 2 / Adv Music Tech	2	0.5%
Music Theory	2	0.5%
Mythology	1	0.2%
Narrative writing class	1	0.2%
None	110	26.1%
nursery	2	0.5%
Nursing	6	1.4%
philosophy	1	0.2%
Physics C. basics of engineering	1	0.2%
Portuquese Class	1	0.2%
Radio	1	0.2%
Rap	1	0.2%
Robotics, different lanquages, more technology based classes.	1	0.2%
Russian	1	0.2%
Secondary Education Prep Classes for those who wish to become middle	1	0.2%
self defense program	1	0.2%
Shop Class / Hands on classes / Woodworking	25	5.9%
Sign Language	1	0.2%
Social Work related	1	0.2%
Som ething to help you find your maior	1	0.2%
Swimming	1	0.2%
Teacher/Education	1	0.2%
Technical Theatre	1	0.2%
Veterinarian	1	0.2%
Video Game Courses of some kind.	2	0.5%
We need more dance classes: it is hard to get into Dance Tech.	37	0.2%
welding	1	0.2%
Yes, making gym class an elective and not a requirement to graduate.	1	0.2%
Yoga class	1	0.2%

Please rate the following areas:

\*PLEASE SEE THE NEXT 11 SLIDES

# Exit Survey 2015-2016

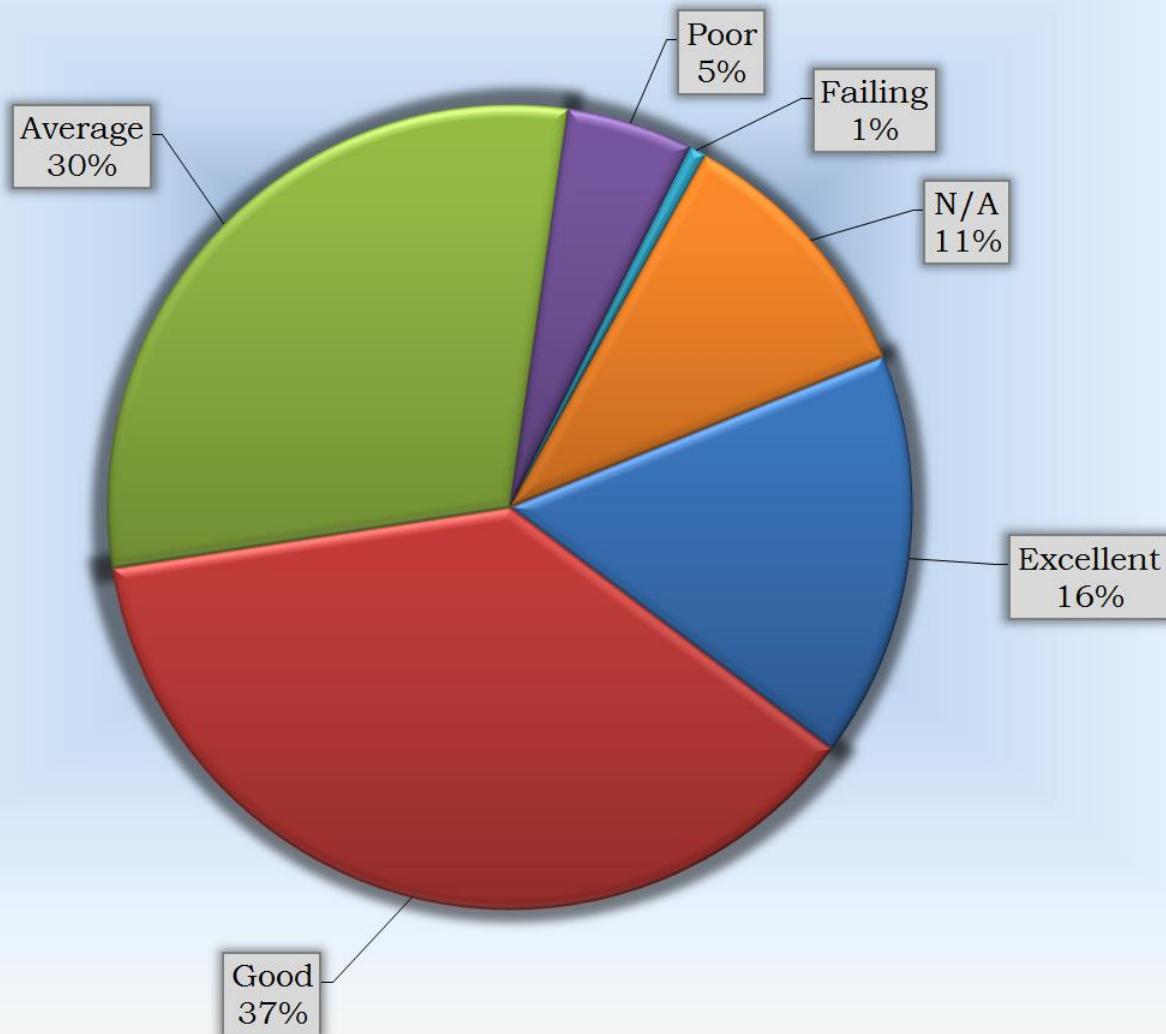
## School counseling services for students:





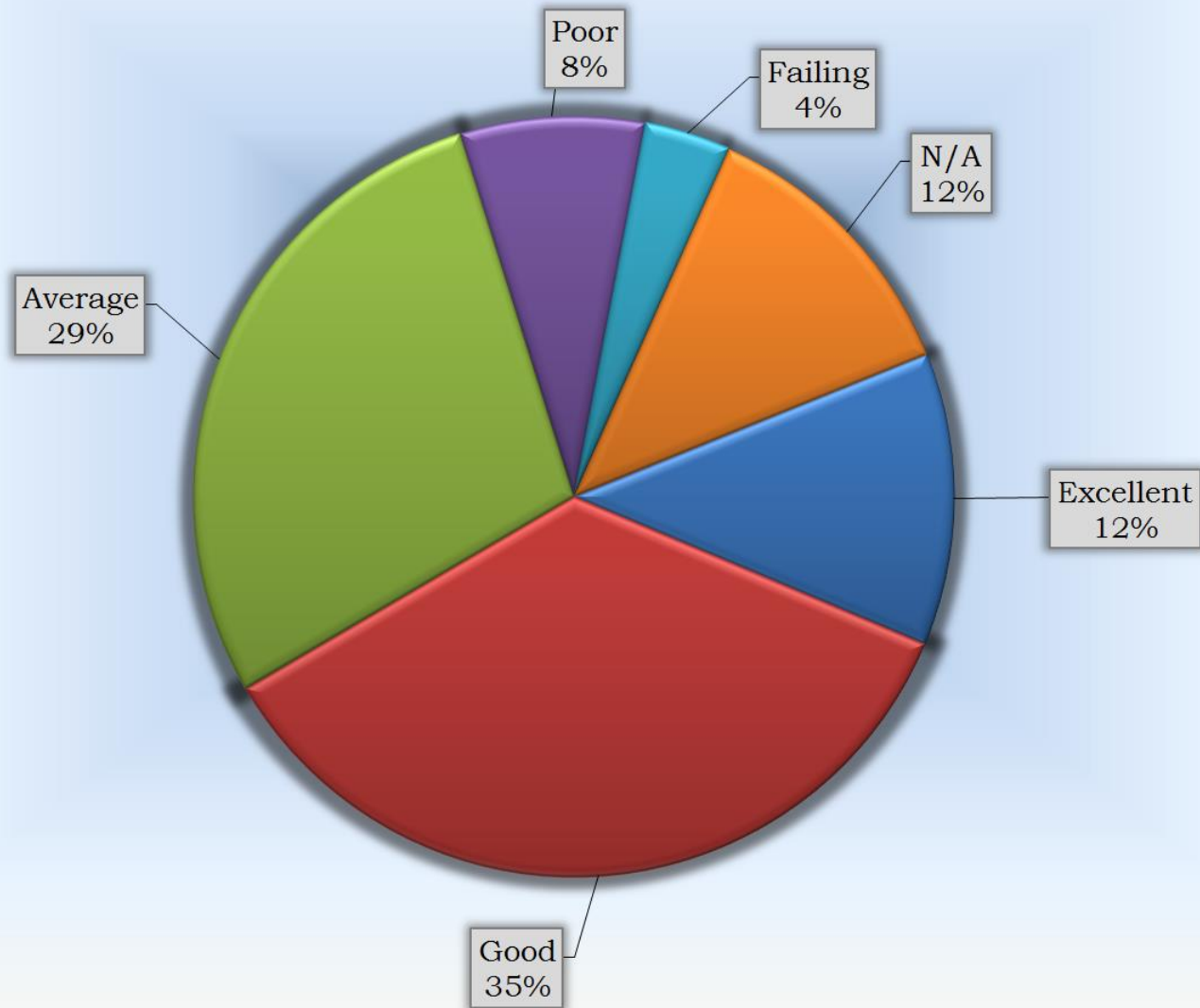
# Exit Survey 2015-2016

Career and technical education programs  
(Business, Family & Consumer Science, Industrial Arts):



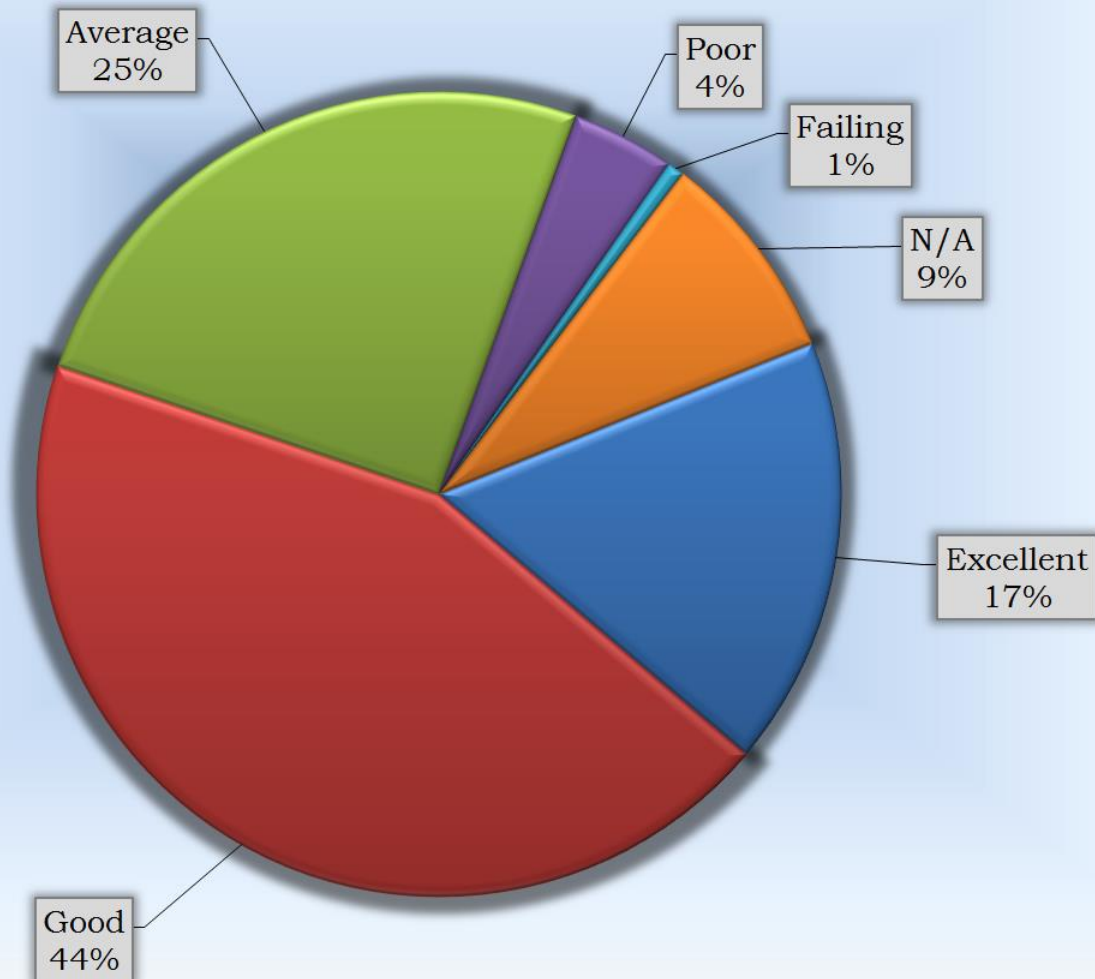
# Exit Survey 2015-2016

Athletic programs:



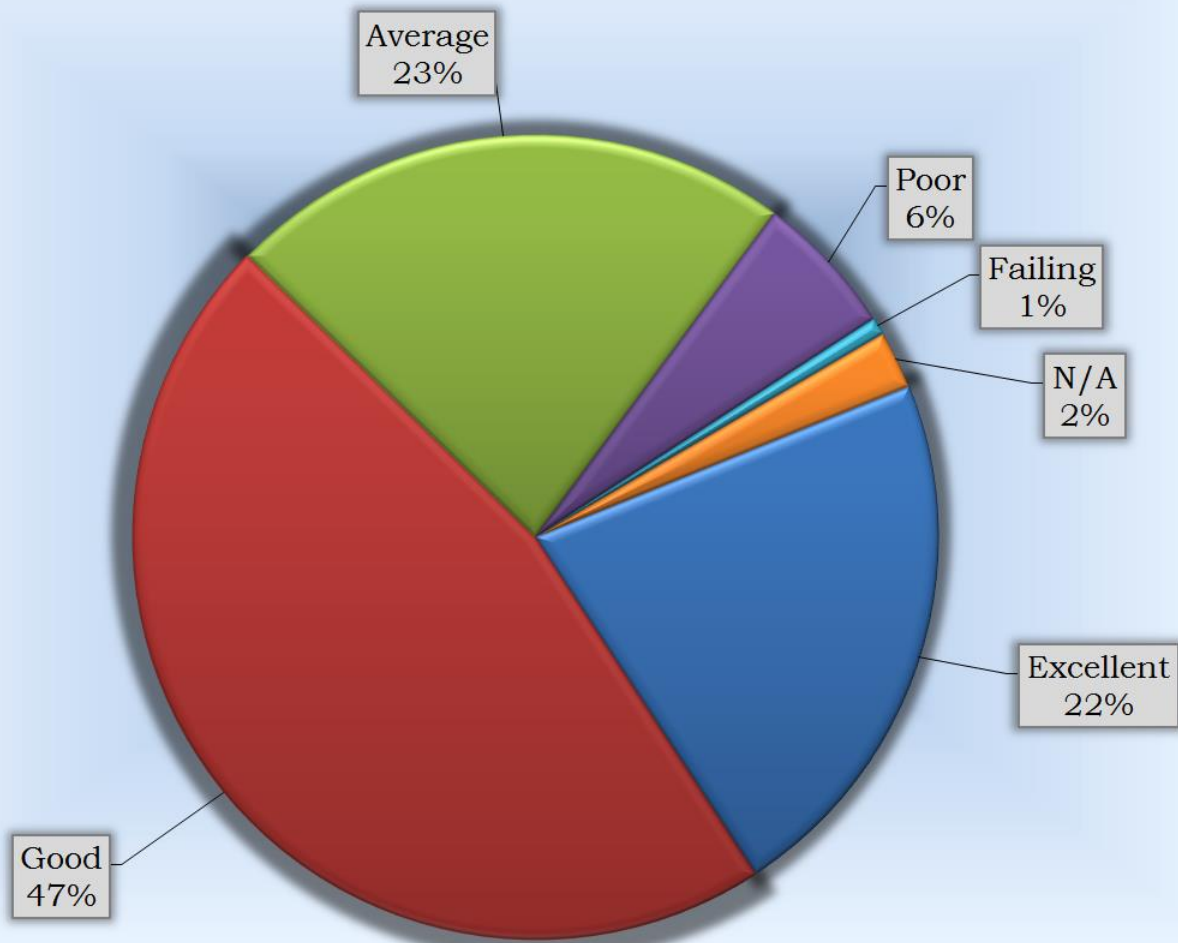
# Exit Survey 2015-2016

## Activity programs:



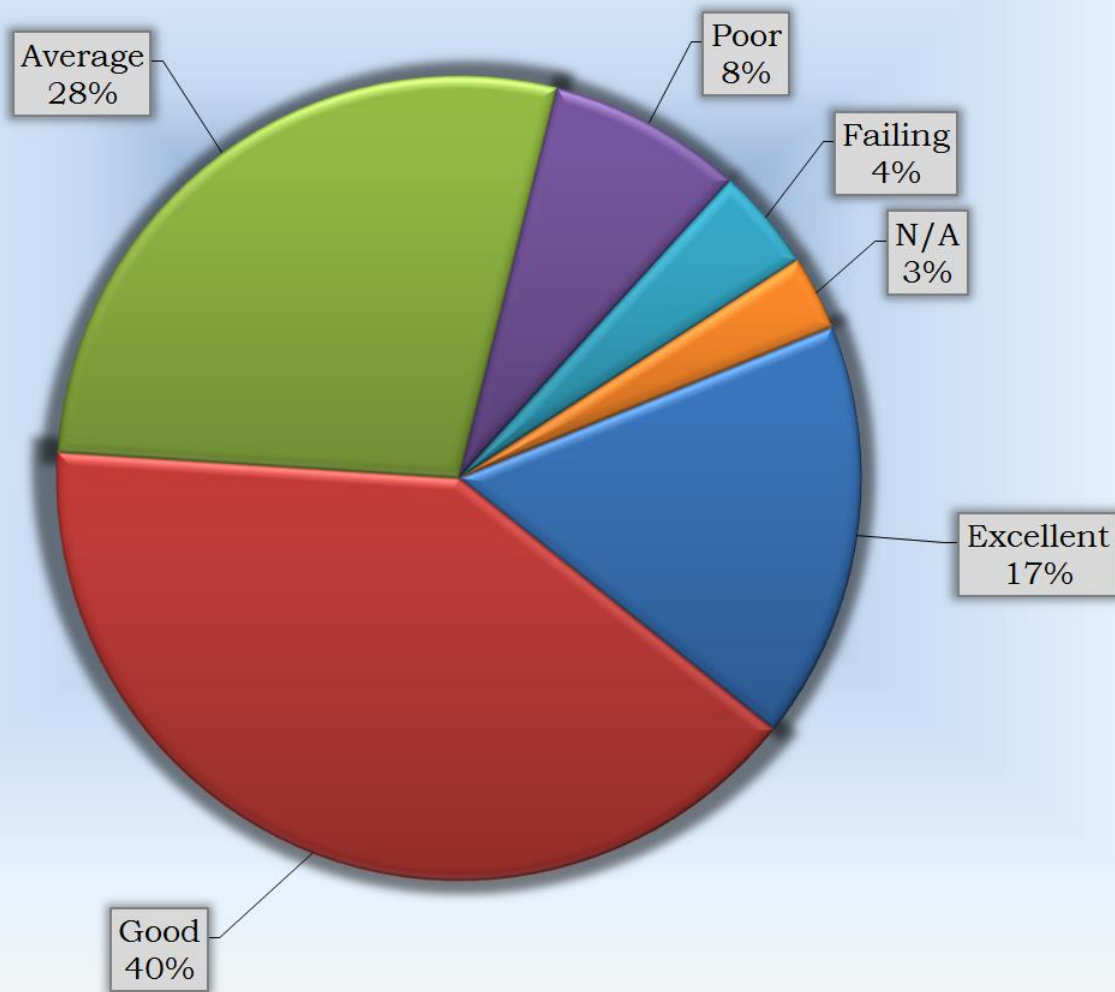
# Exit Survey 2015-2016

## English courses:



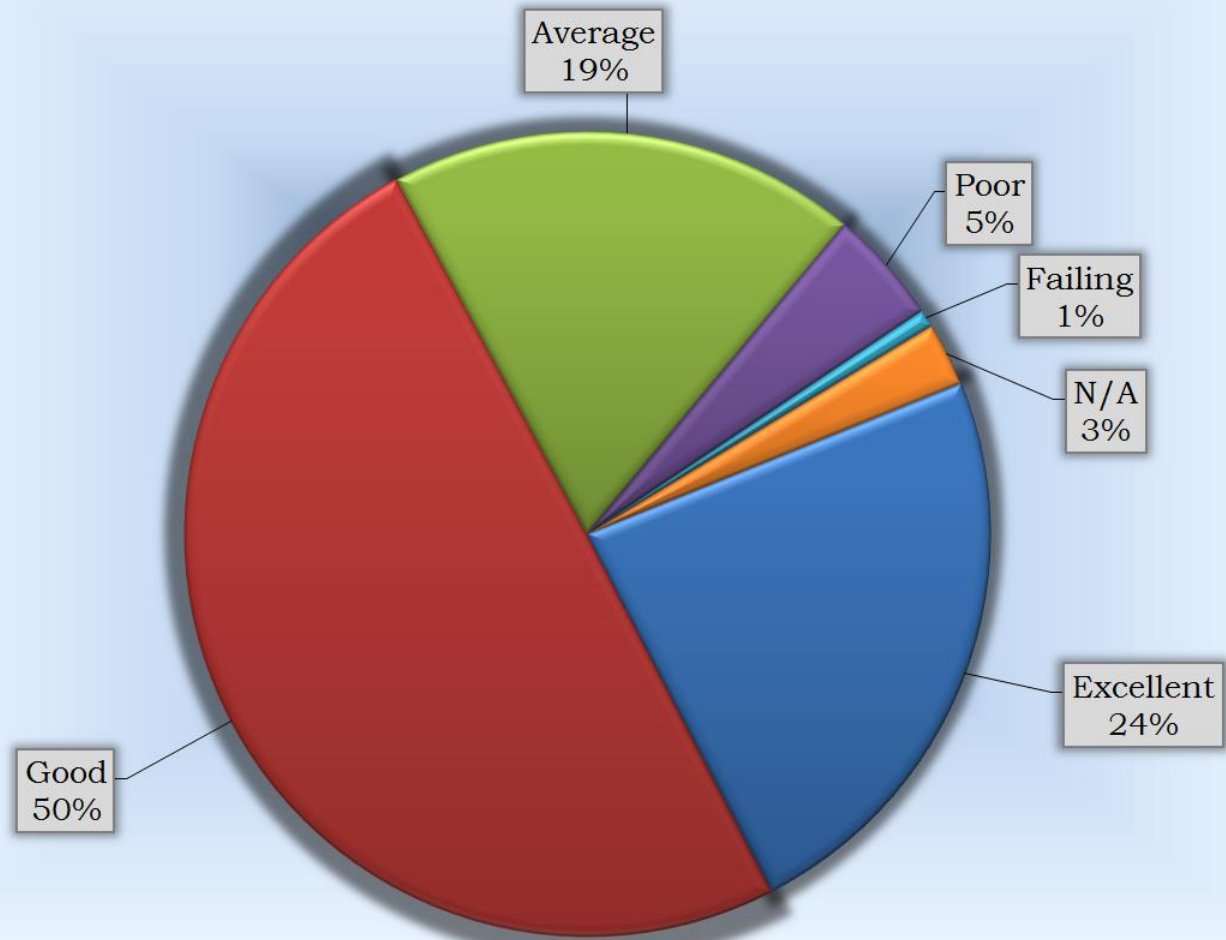
# Exit Survey 2015-2016

Math courses:



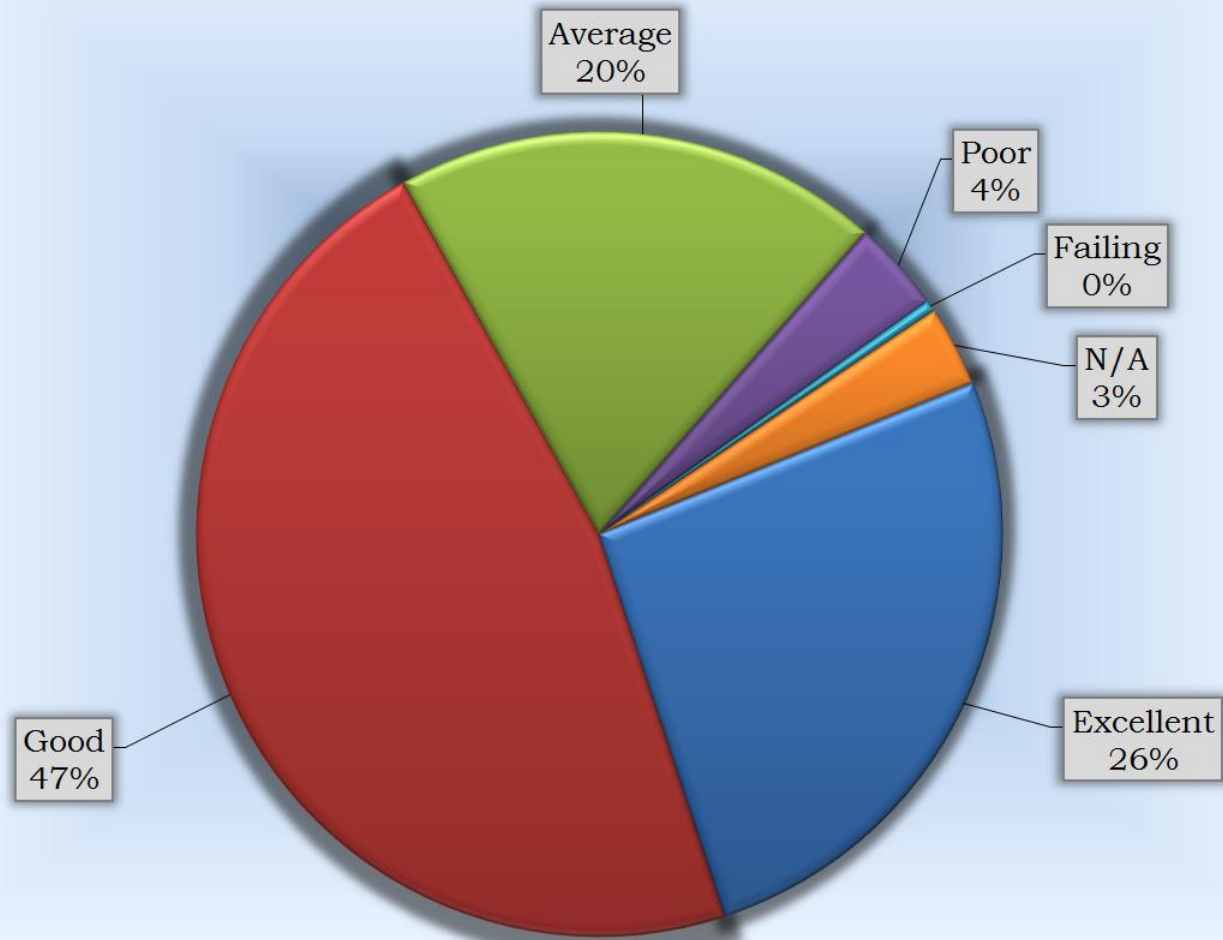
# Exit Survey 2015-2016

Science courses:



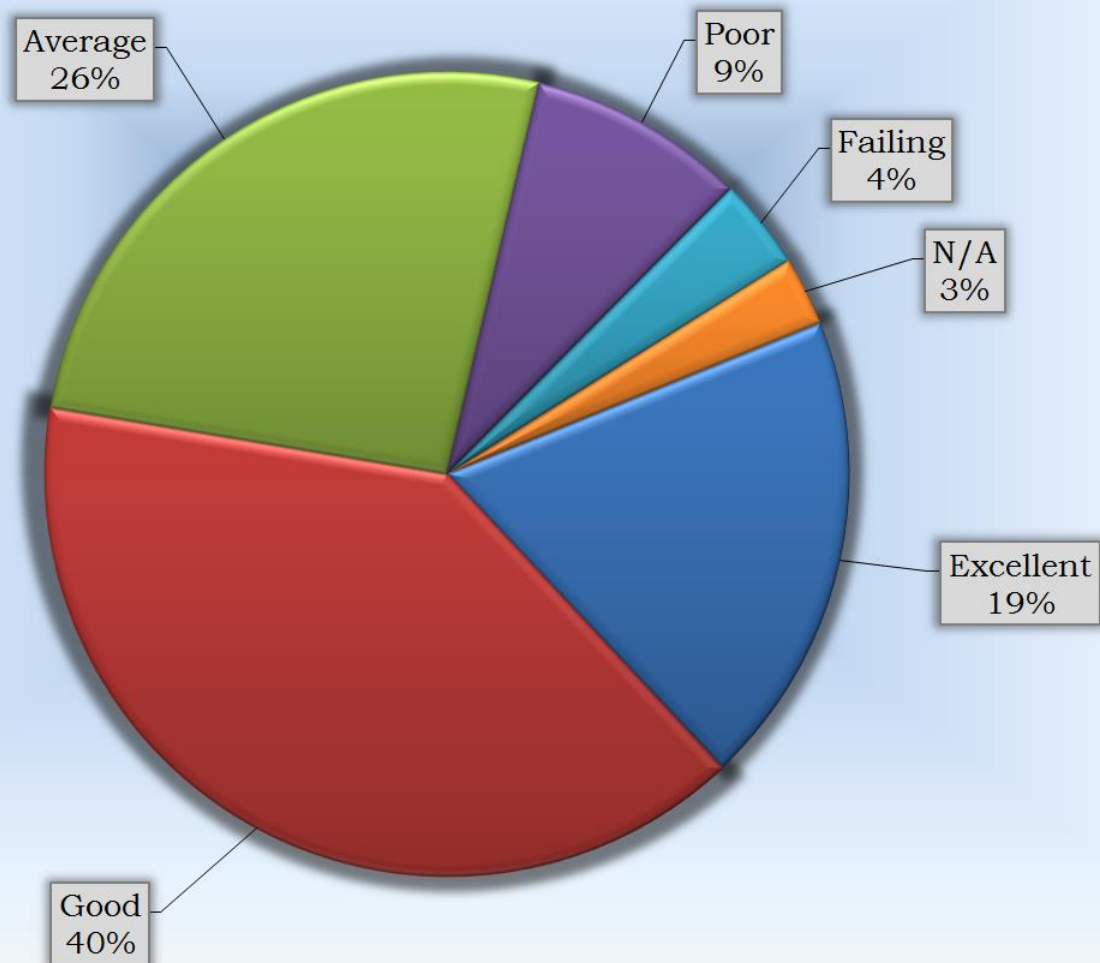
# Exit Survey 2015-2016

Social Studies courses:



# Exit Survey 2015-2016

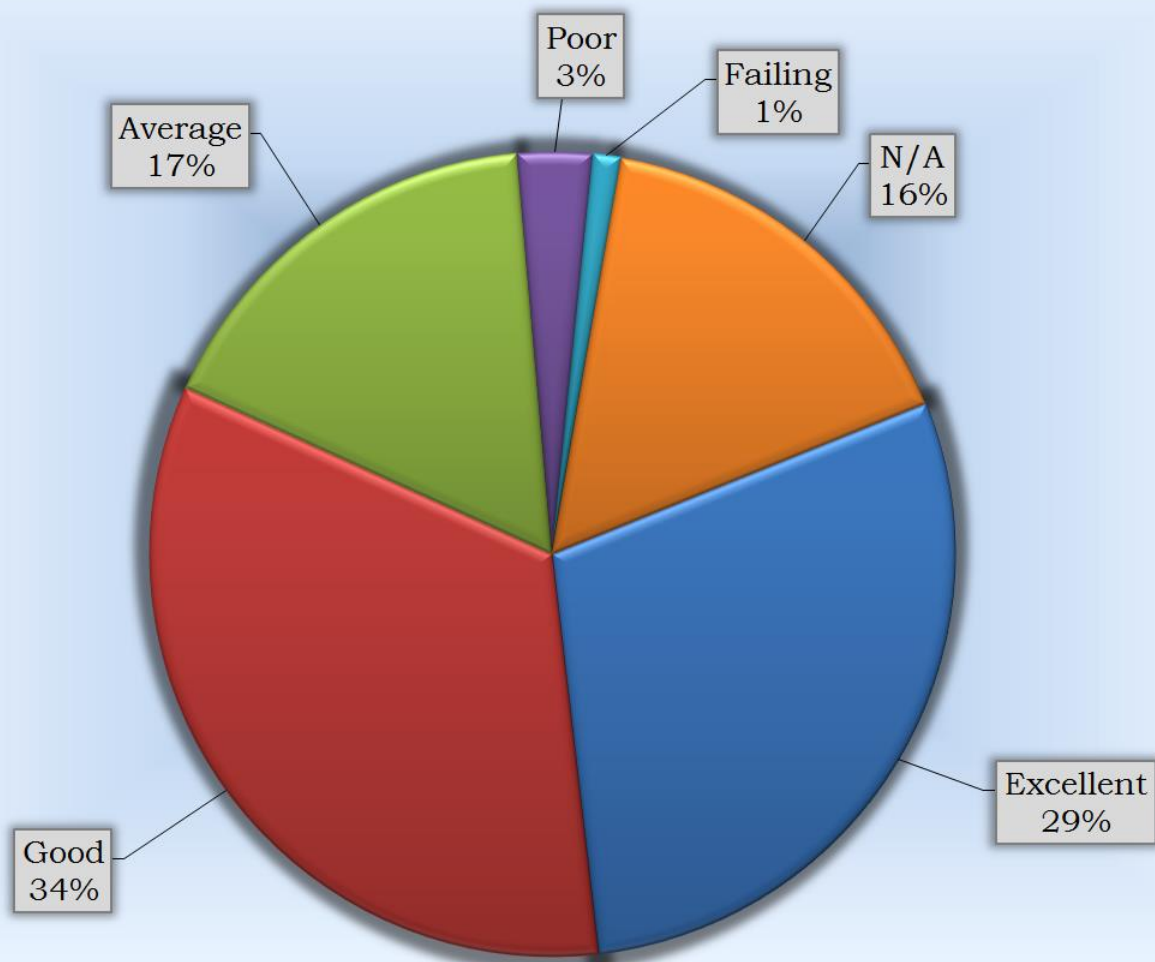
## Physical Education courses:





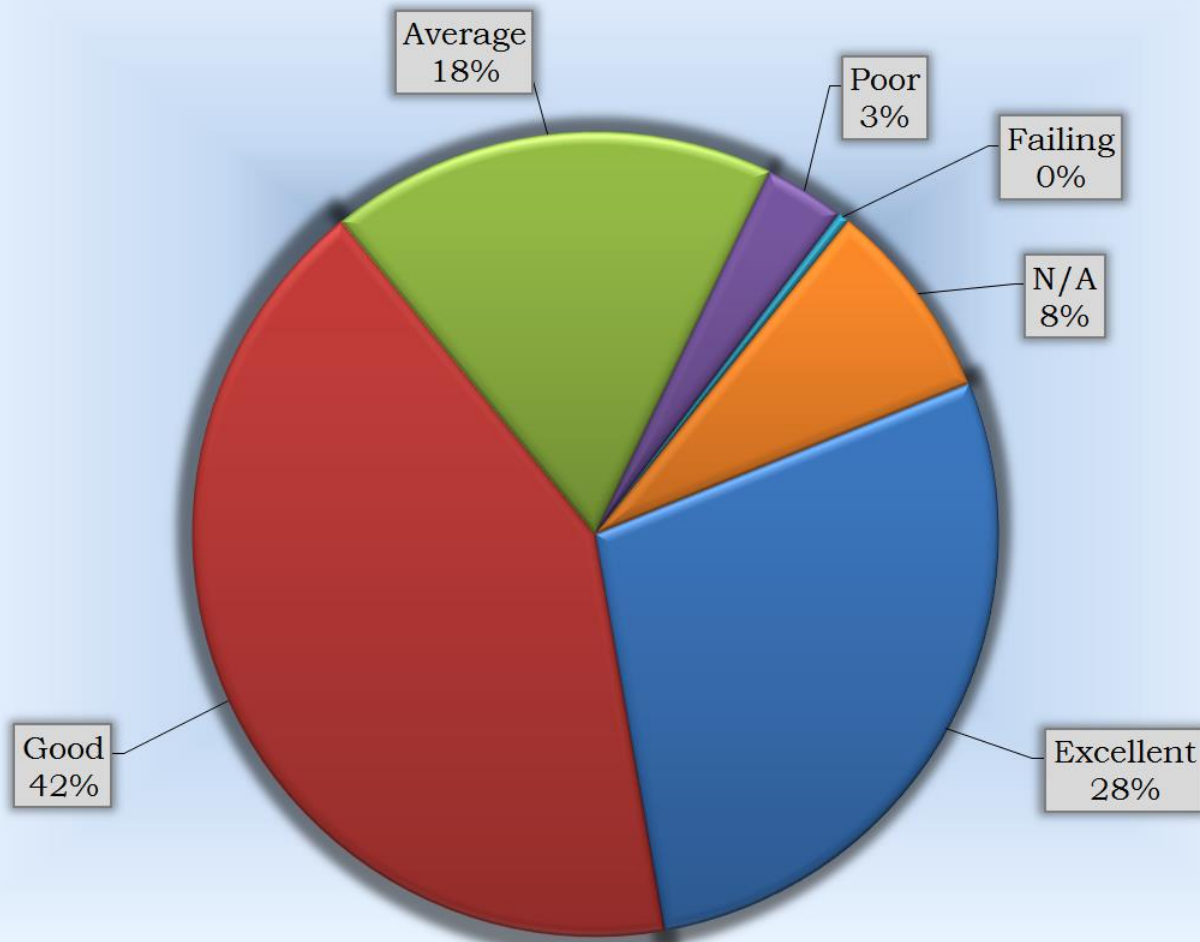
# Exit Survey 2015-2016

Fine Arts courses (Music, Art, Drama):



# Exit Survey 2015-2016

Foreign Language courses:

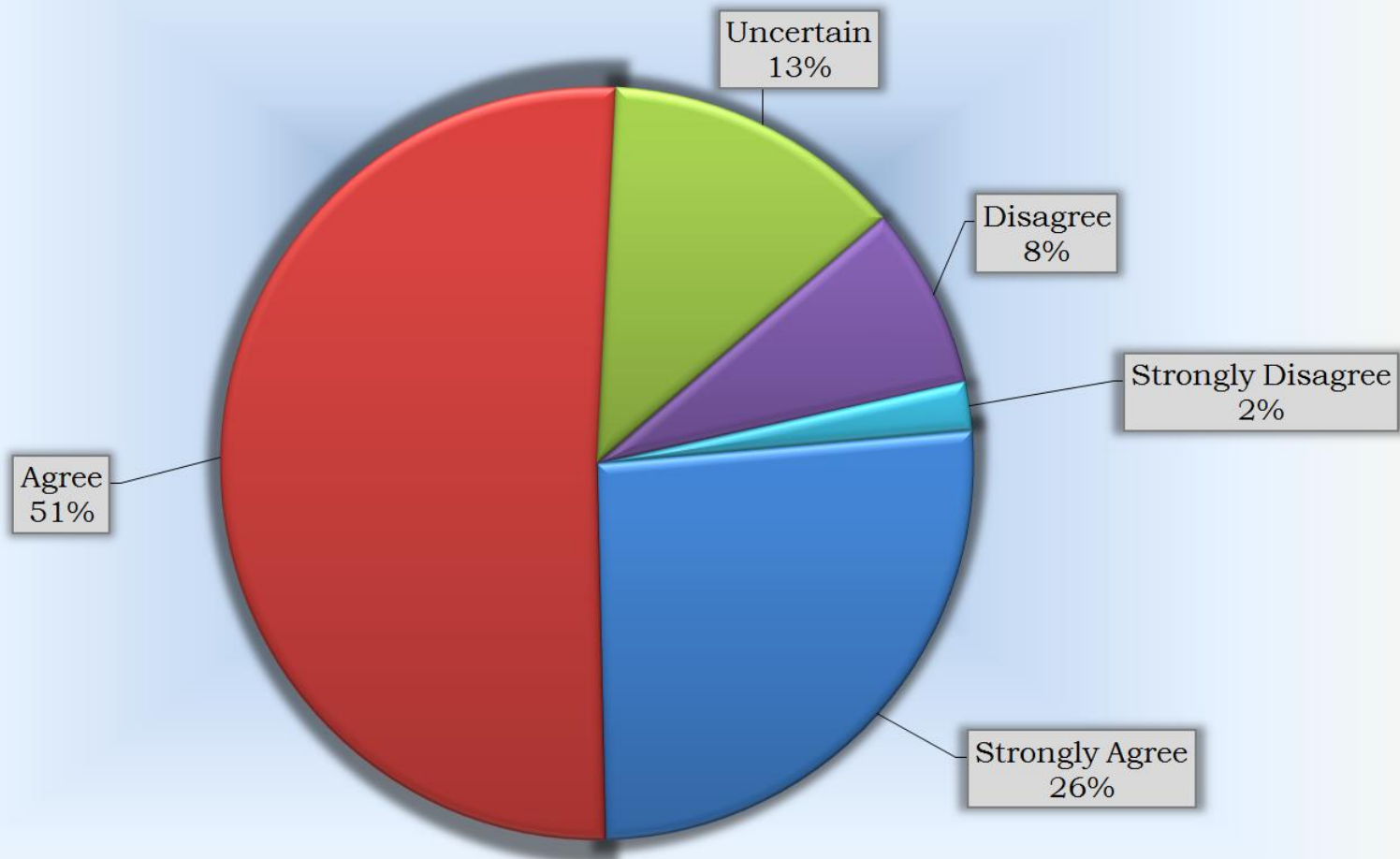


Please rate the following related to  
your overall school experience:

\*PLEASE SEE THE NEXT 18 SLIDES

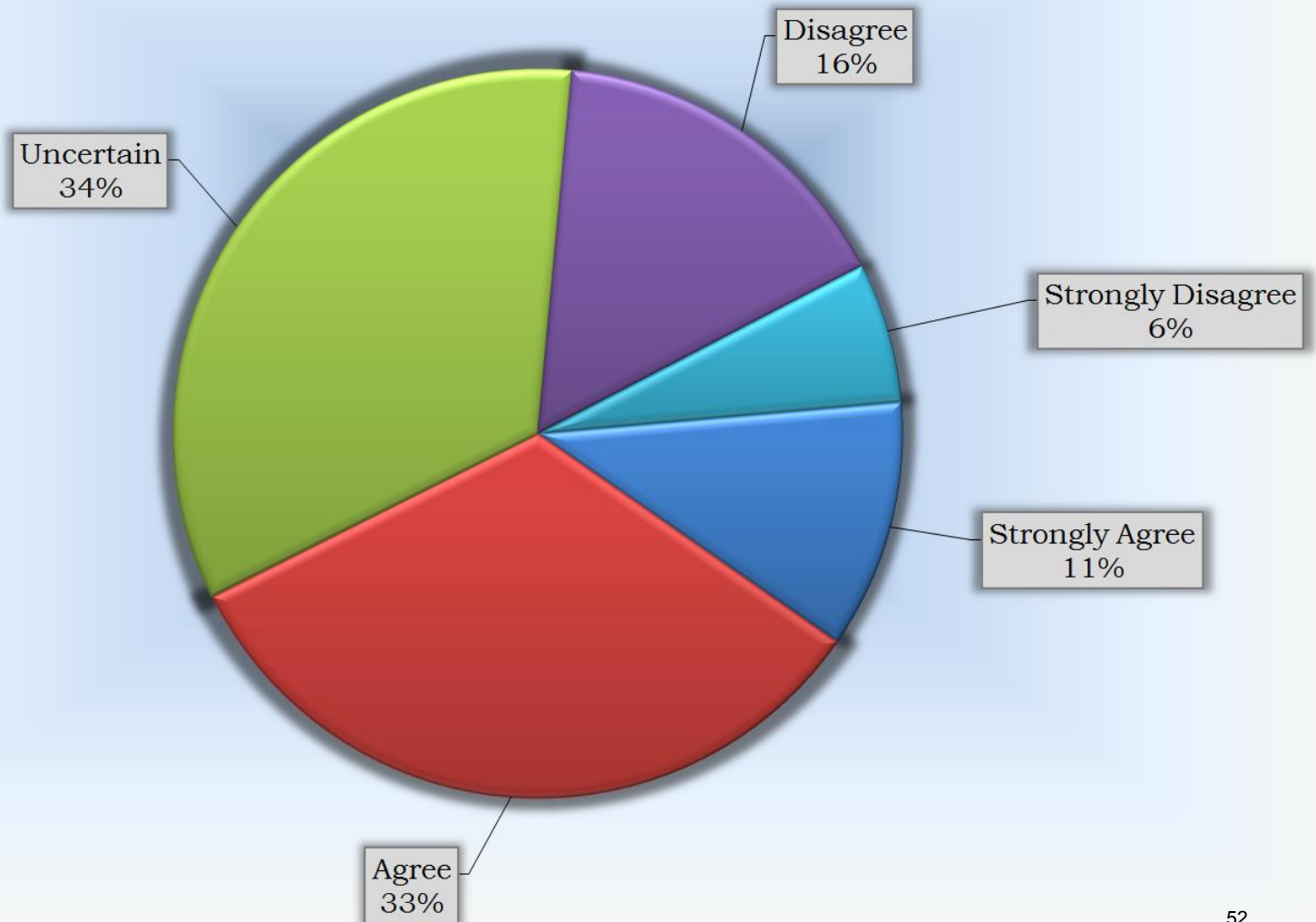
# Exit Survey 2015-2016

GRADES assigned by teachers are based on projects as well as tests:



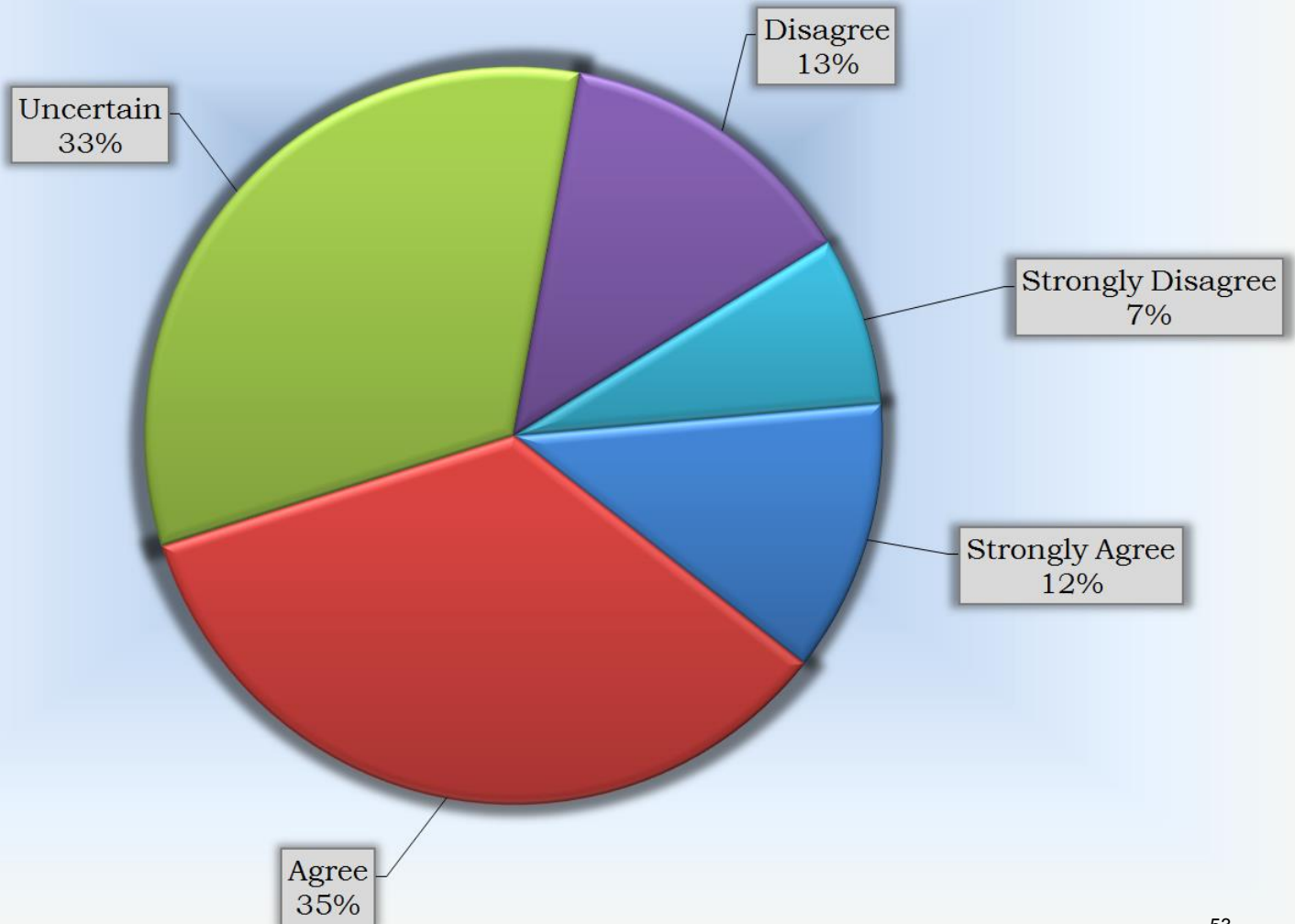
# Exit Survey 2015-2016

This school makes me like to learn:



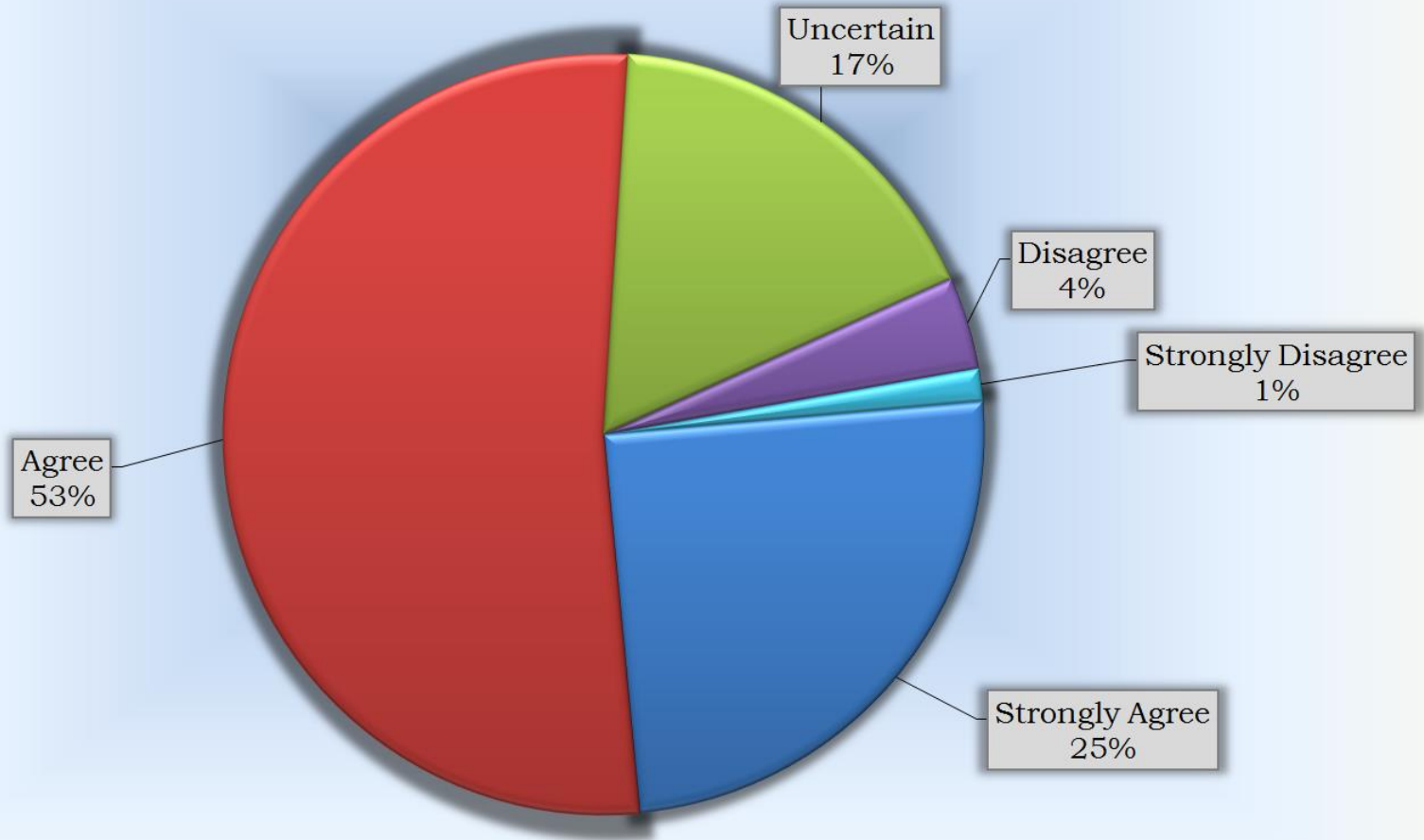
# Exit Survey 2015-2016

Teachers and students here really trust each other:



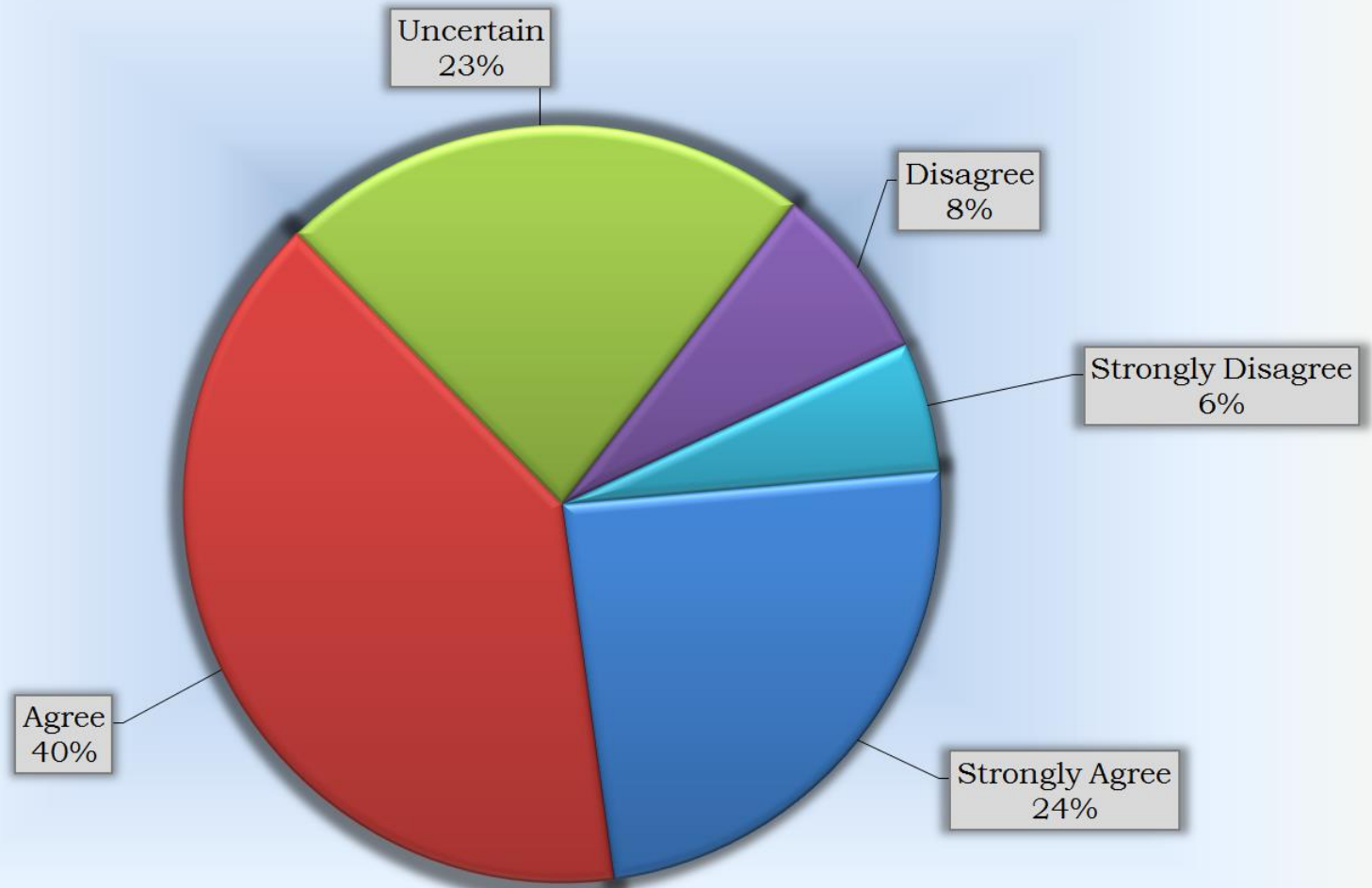
## Exit Survey 2015-2016

At this school the teachers tell the students what is expected of them:



# Exit Survey 2015-2016

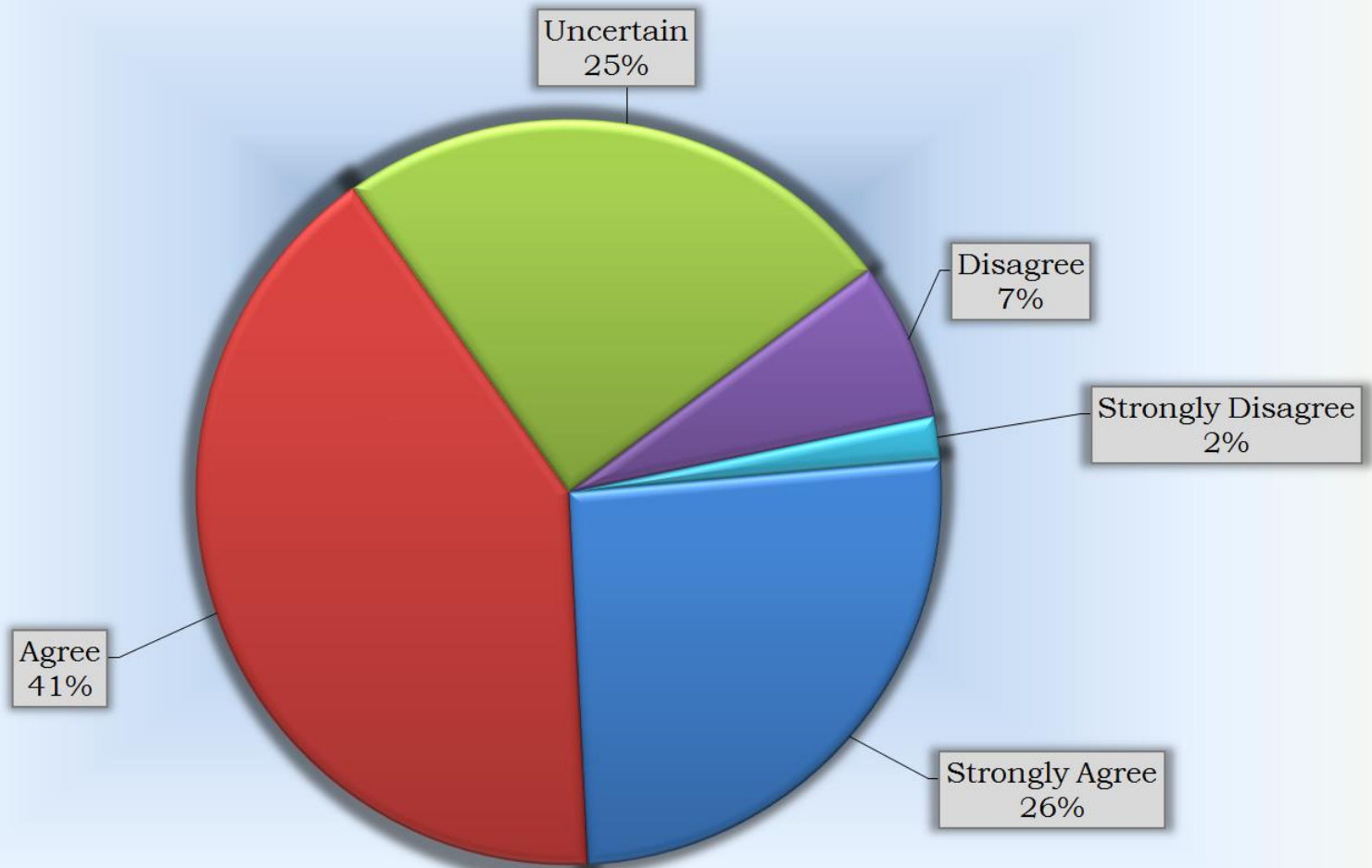
I am proud of this school:





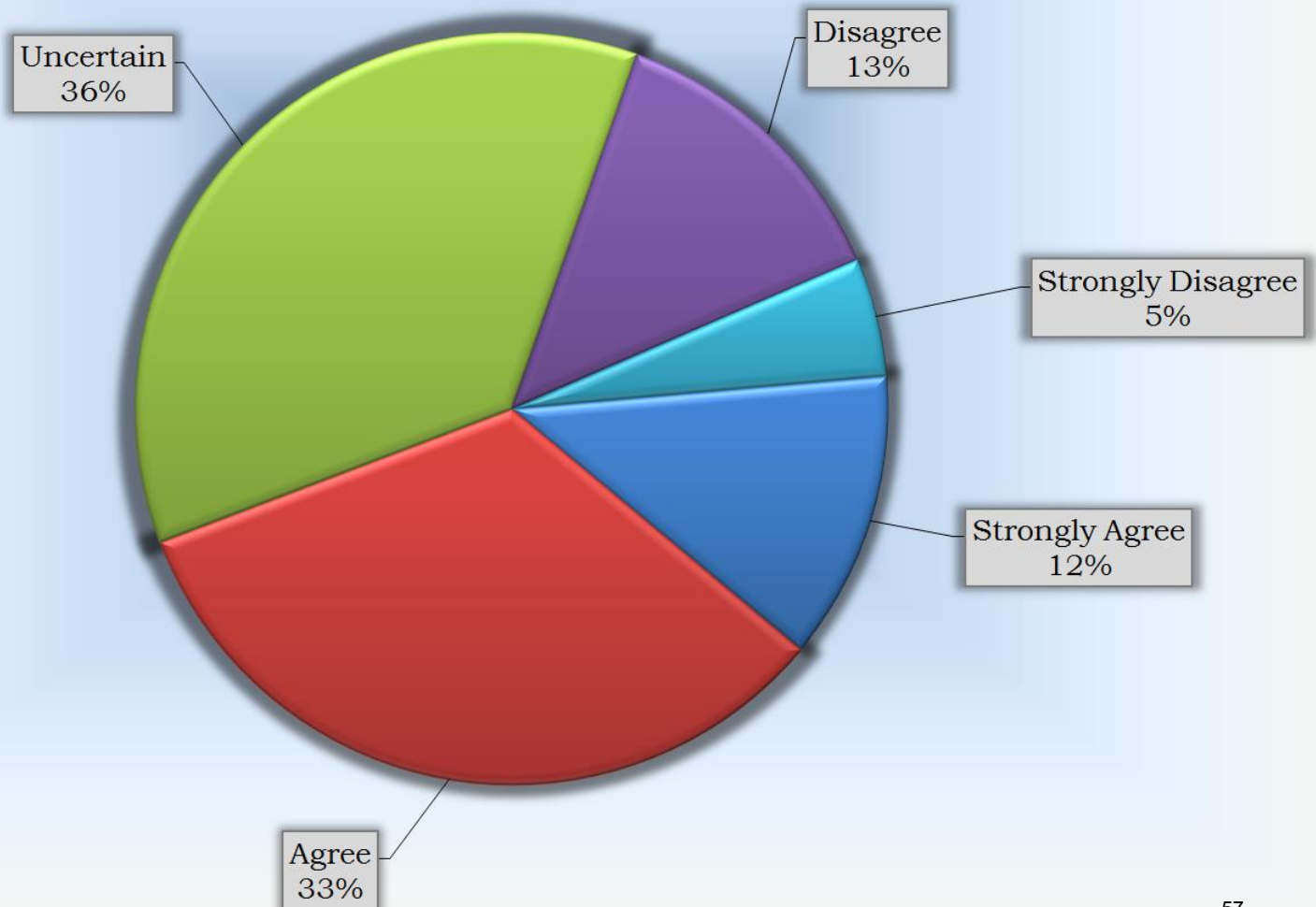
# Exit Survey 2015-2016

At this school, it is very important to get good grades:



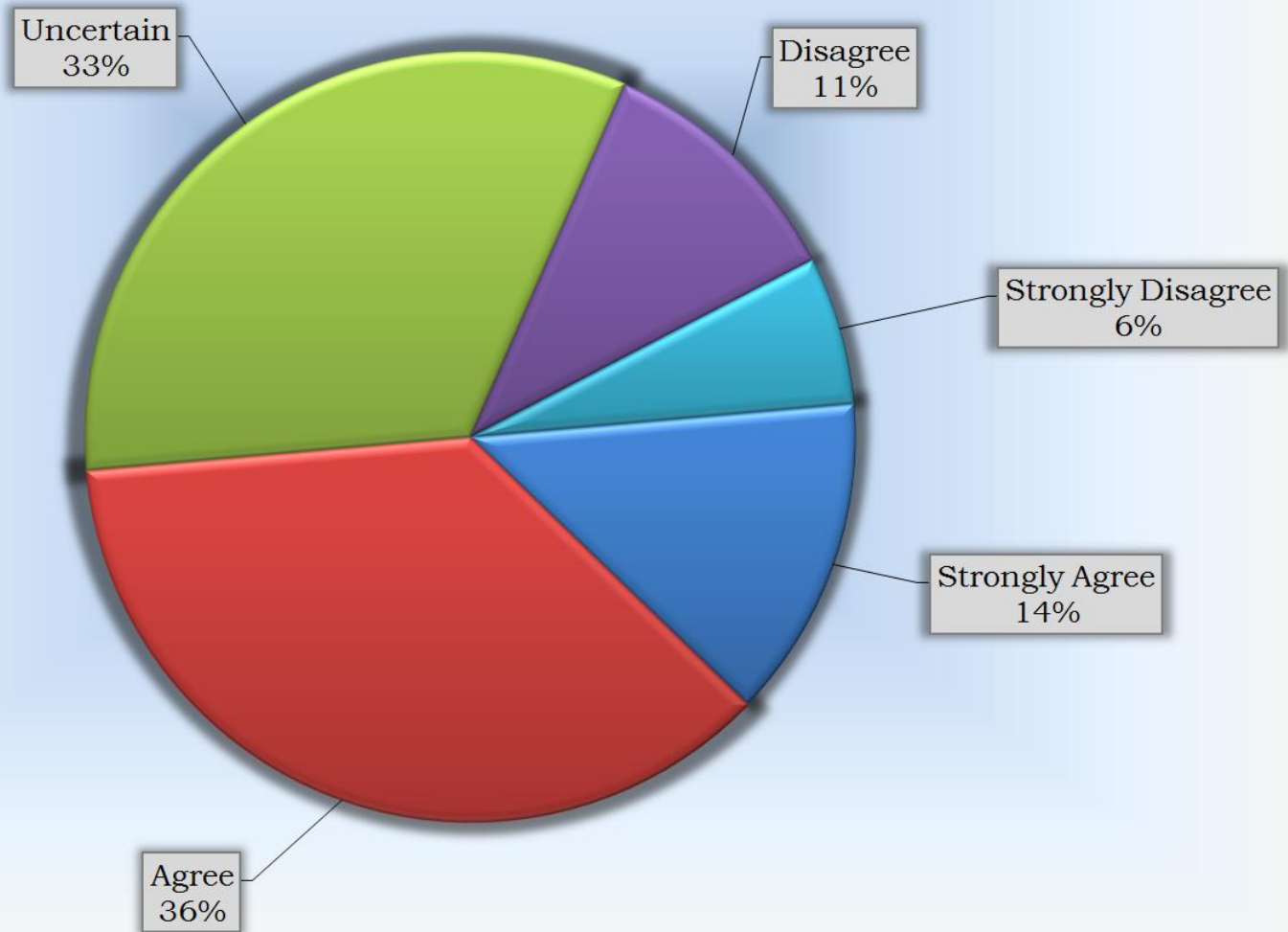
# Exit Survey 2015-2016

This school makes me like to study hard for good grades:



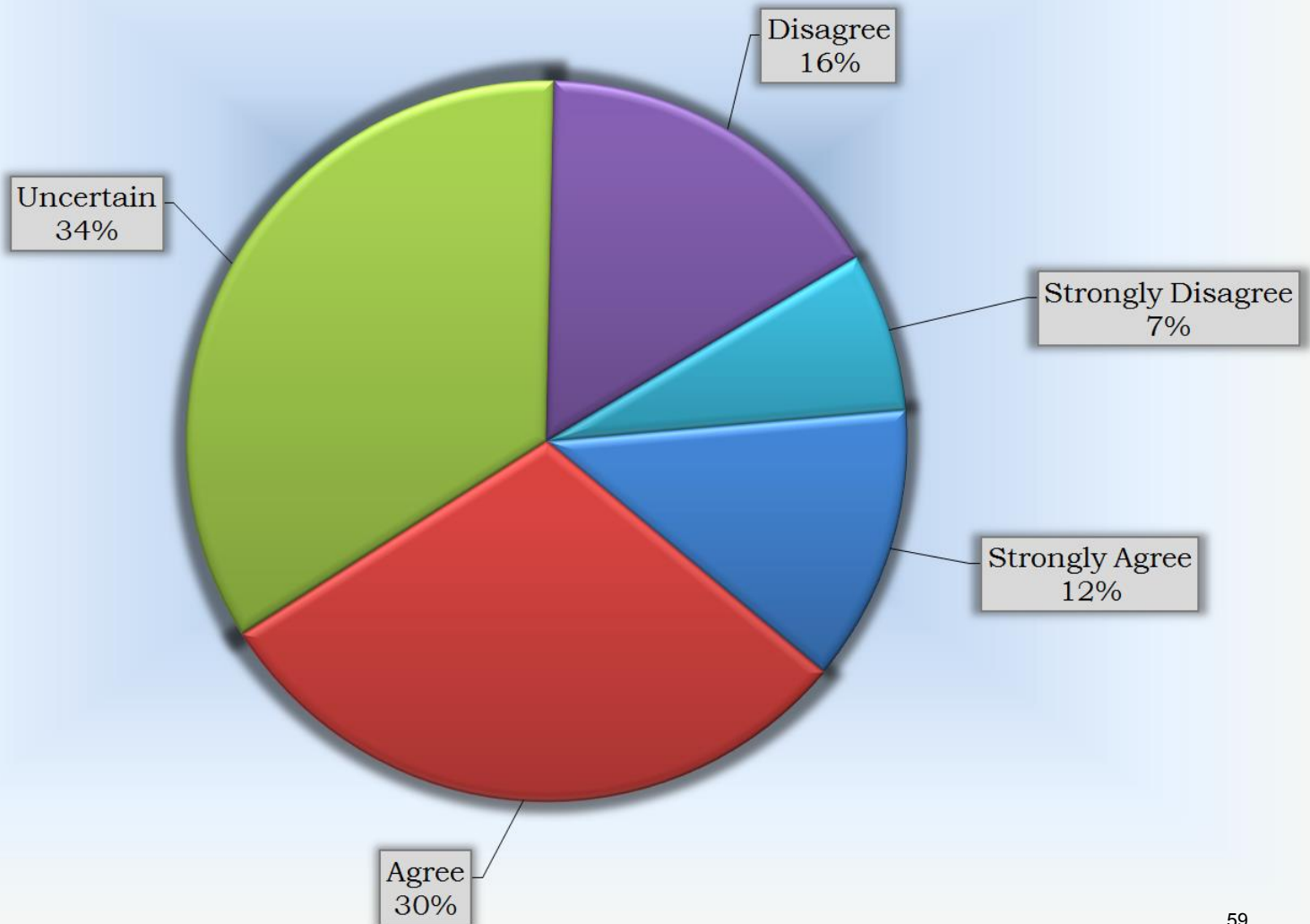
# Exit Survey 2015-2016

This school gives praise for good work:



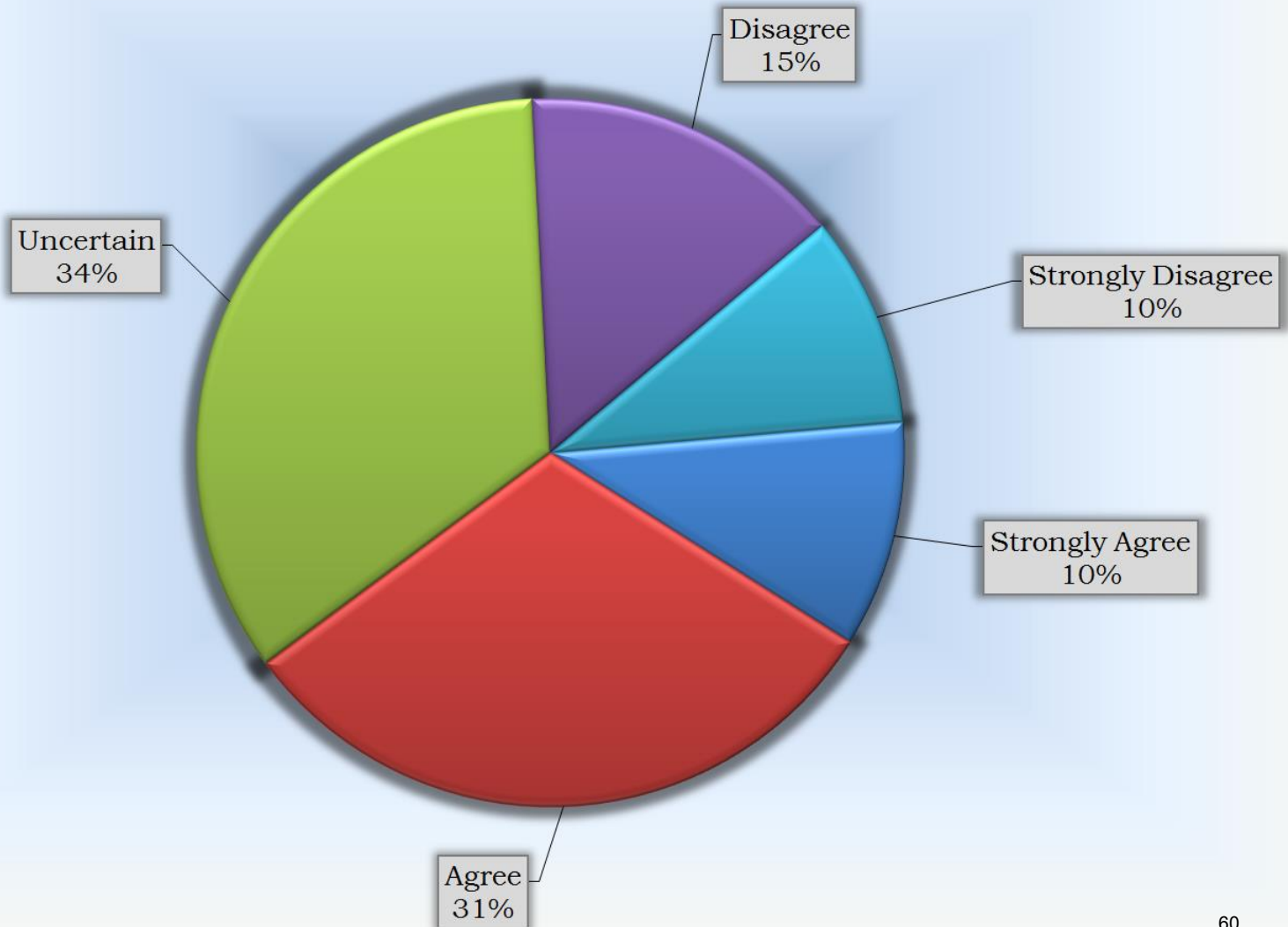
# Exit Survey 2015-2016

Competition among students in this school is very high:



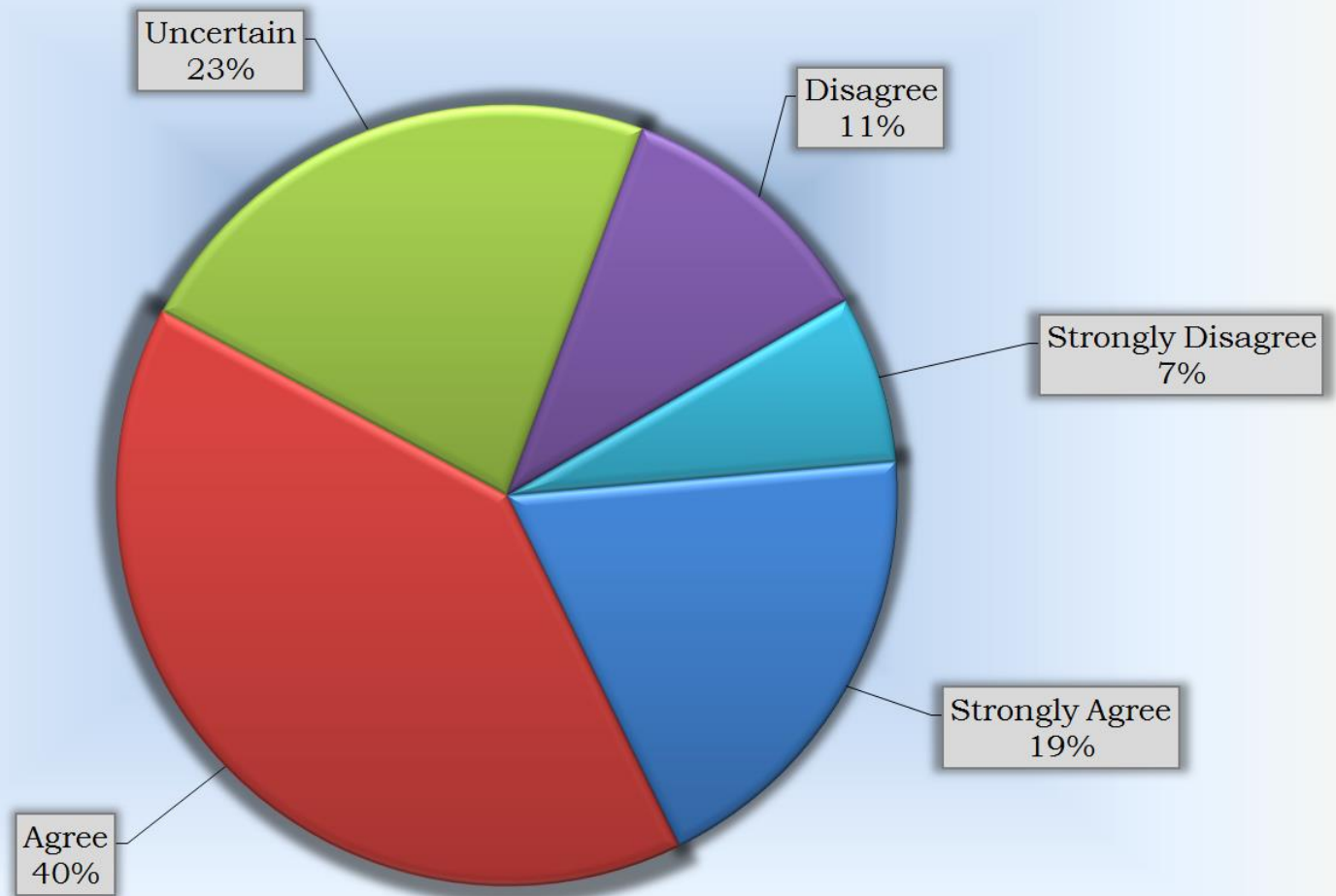
# Exit Survey 2015-2016

In this school, we hear about what the students do right, not their mistakes:



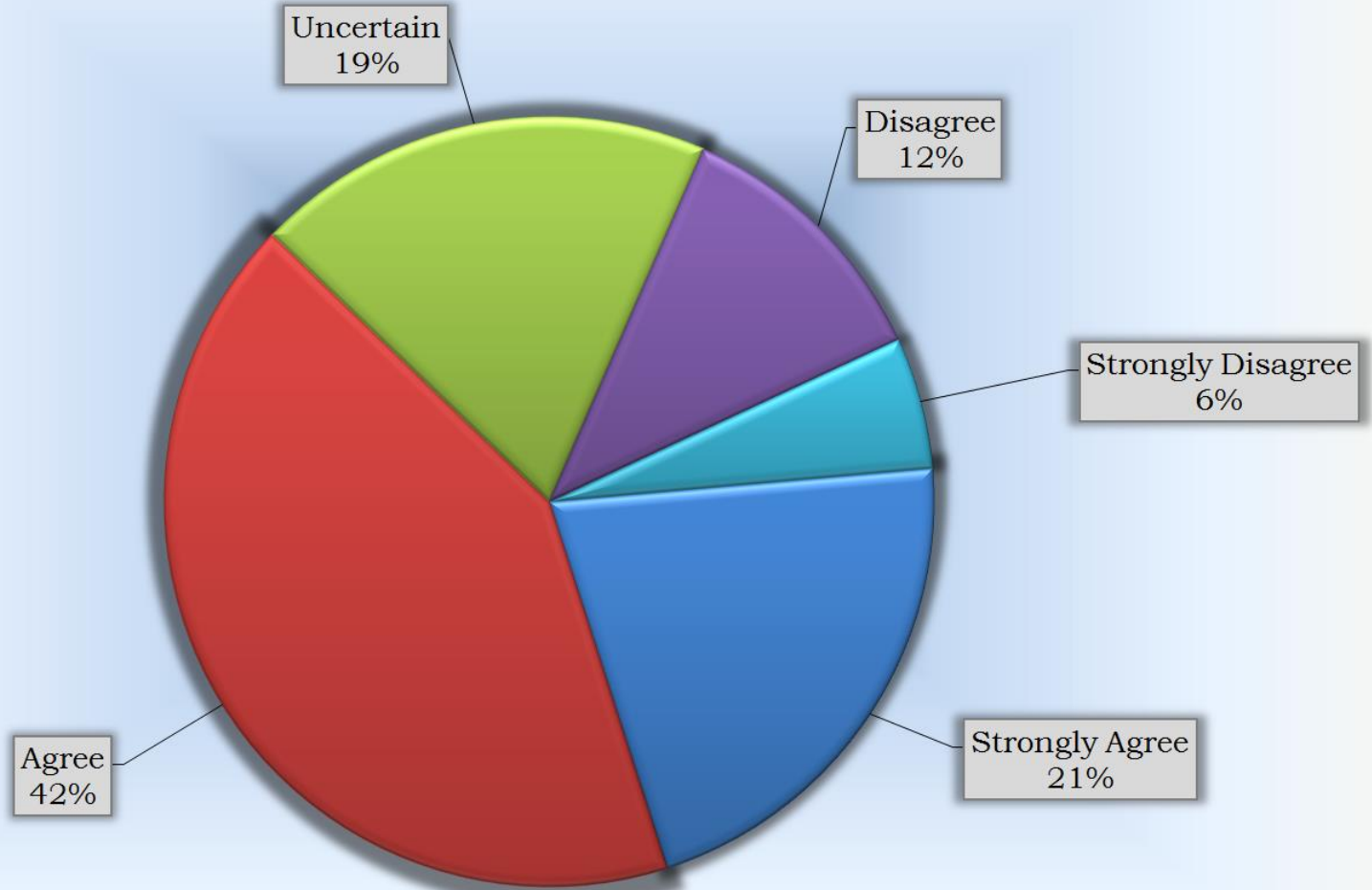
# Exit Survey 2015-2016

I feel like I belong in this school:



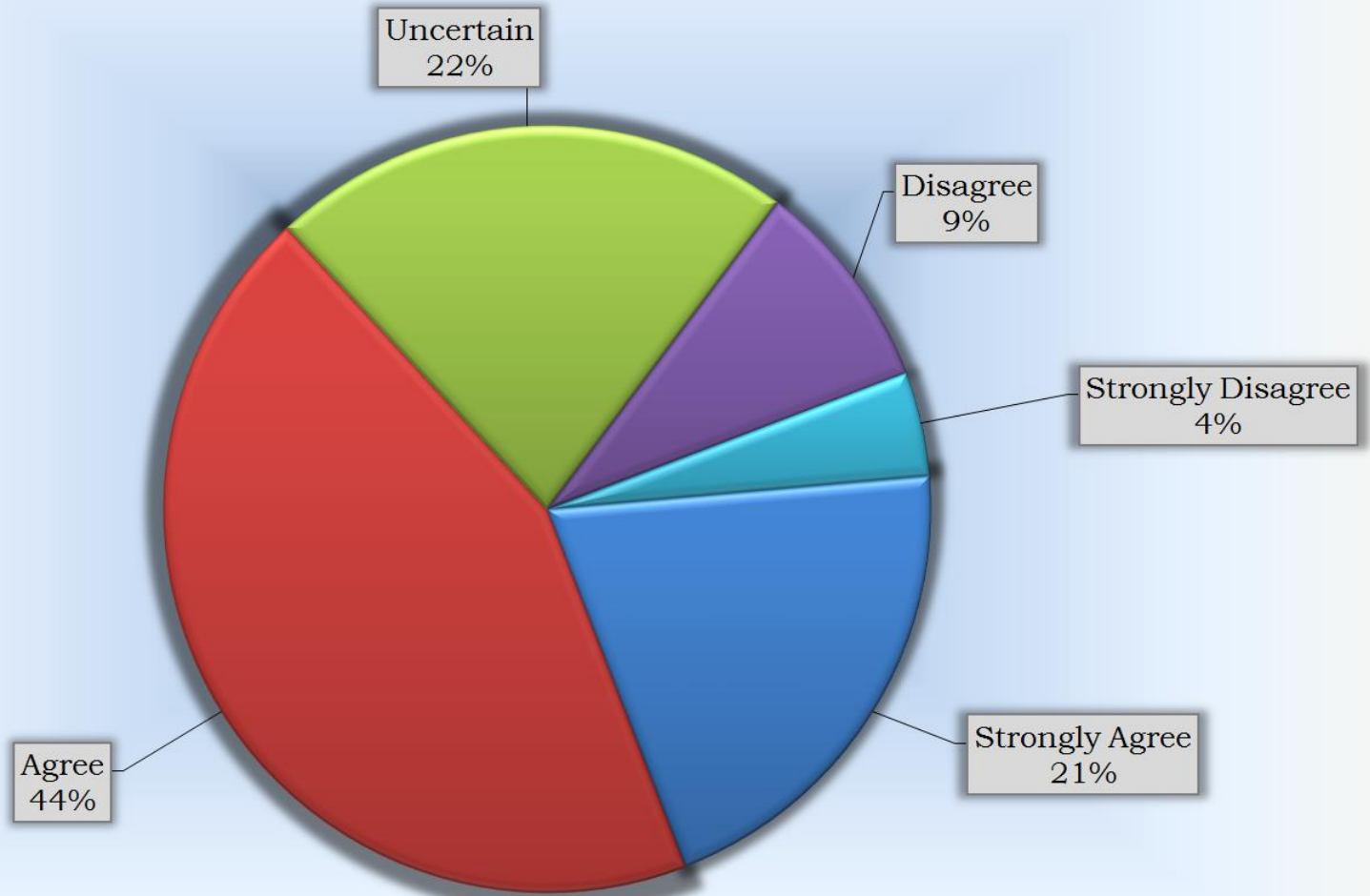
## Exit Survey 2015-2016

If I had a conflict I feel there were people available to assist me in handling that conflict:



# Exit Survey 2015-2016

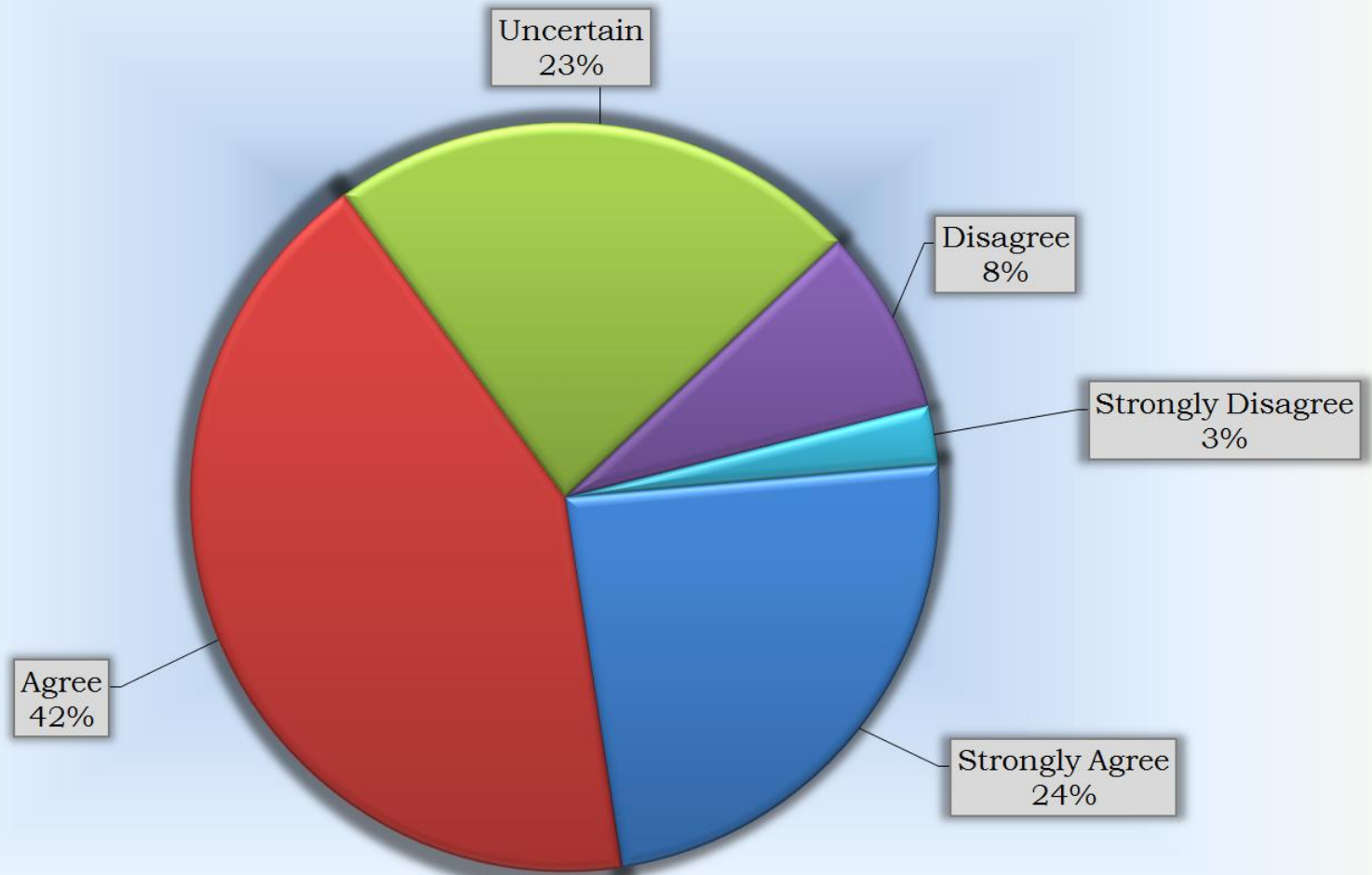
Teachers at this school treat students with respect:





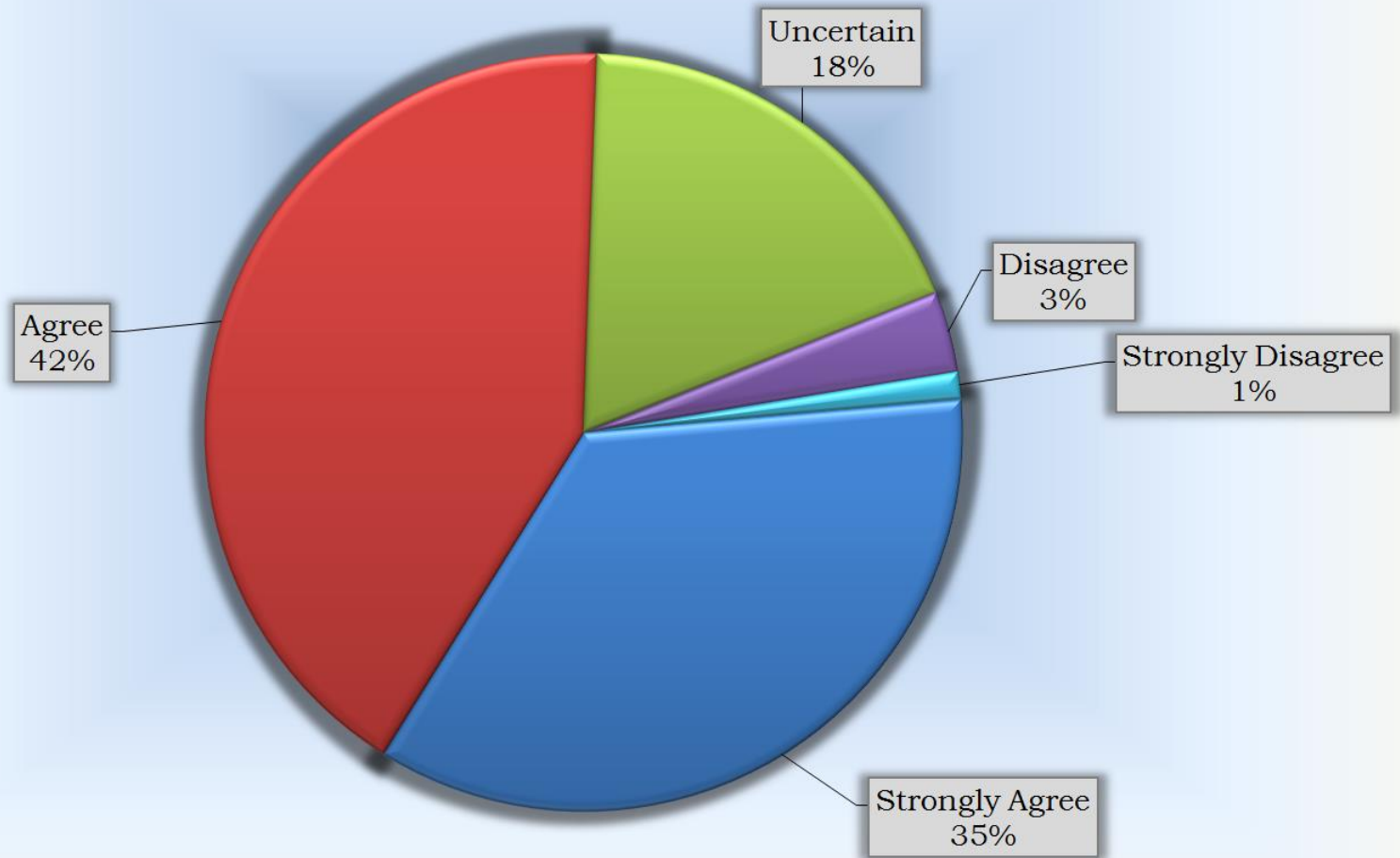
# Exit Survey 2015-2016

In this school, we are encouraged to try new things:



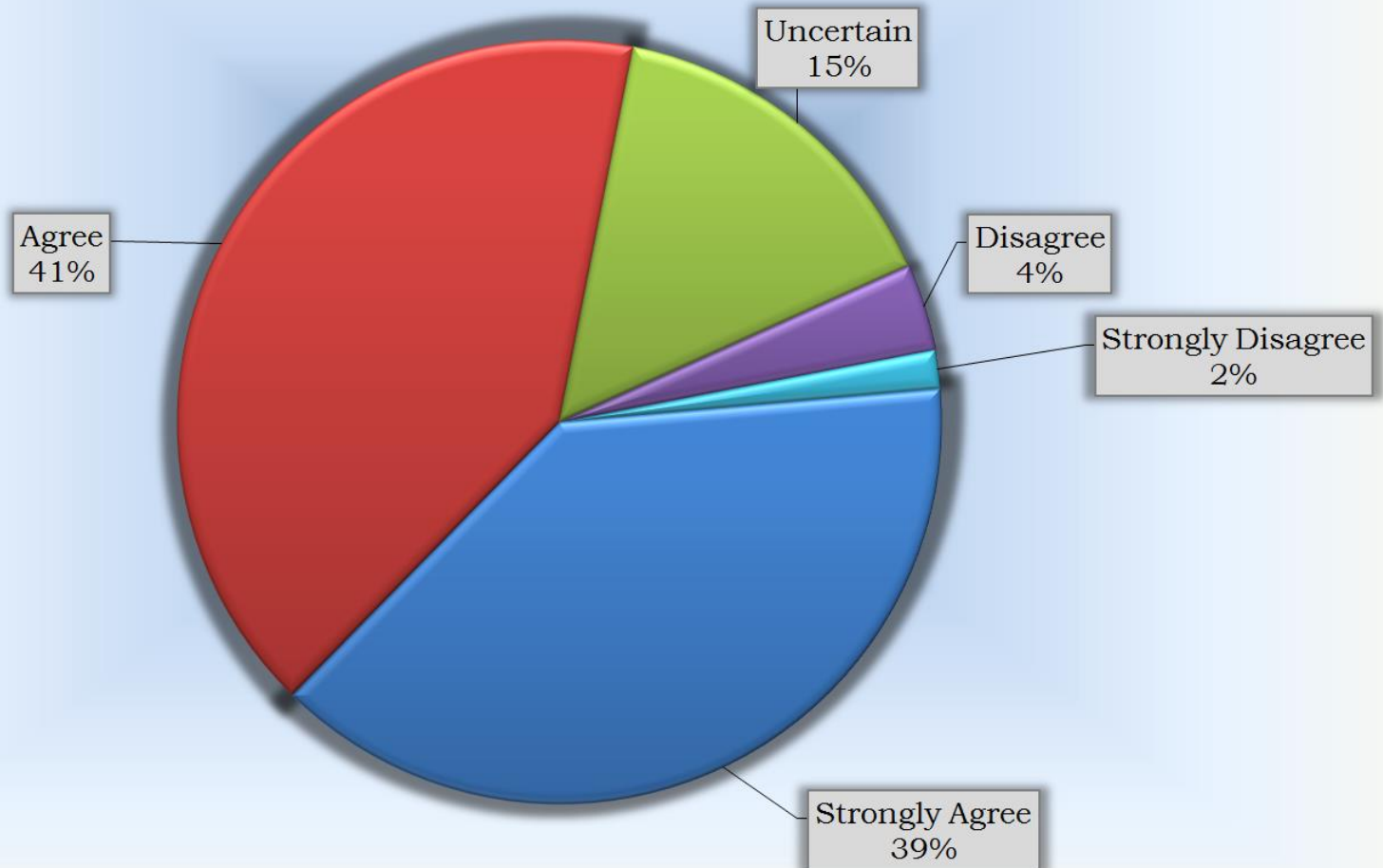
# Exit Survey 2015-2016

This school has many talented teachers:



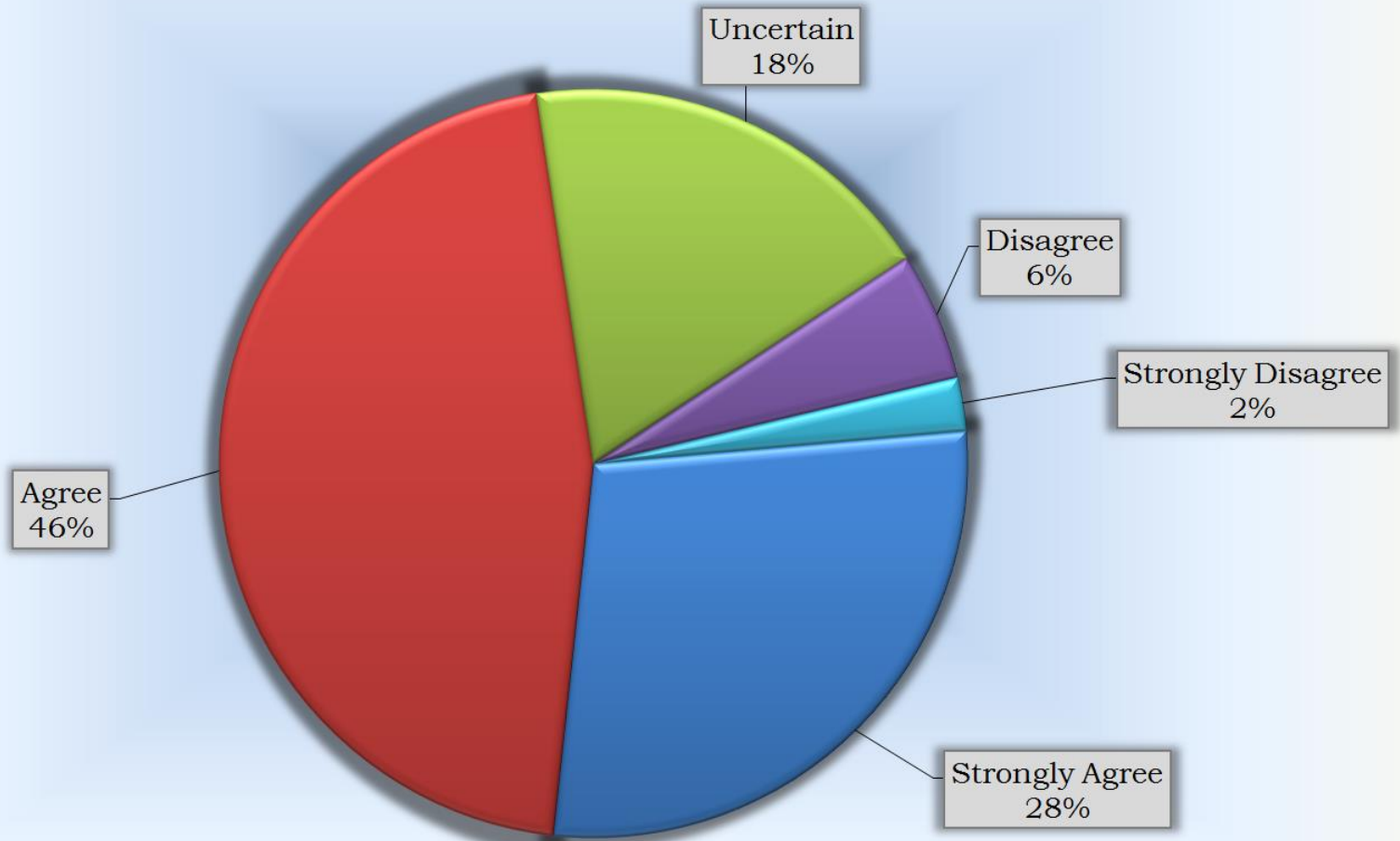
# Exit Survey 2015-2016

This school has many talented students:



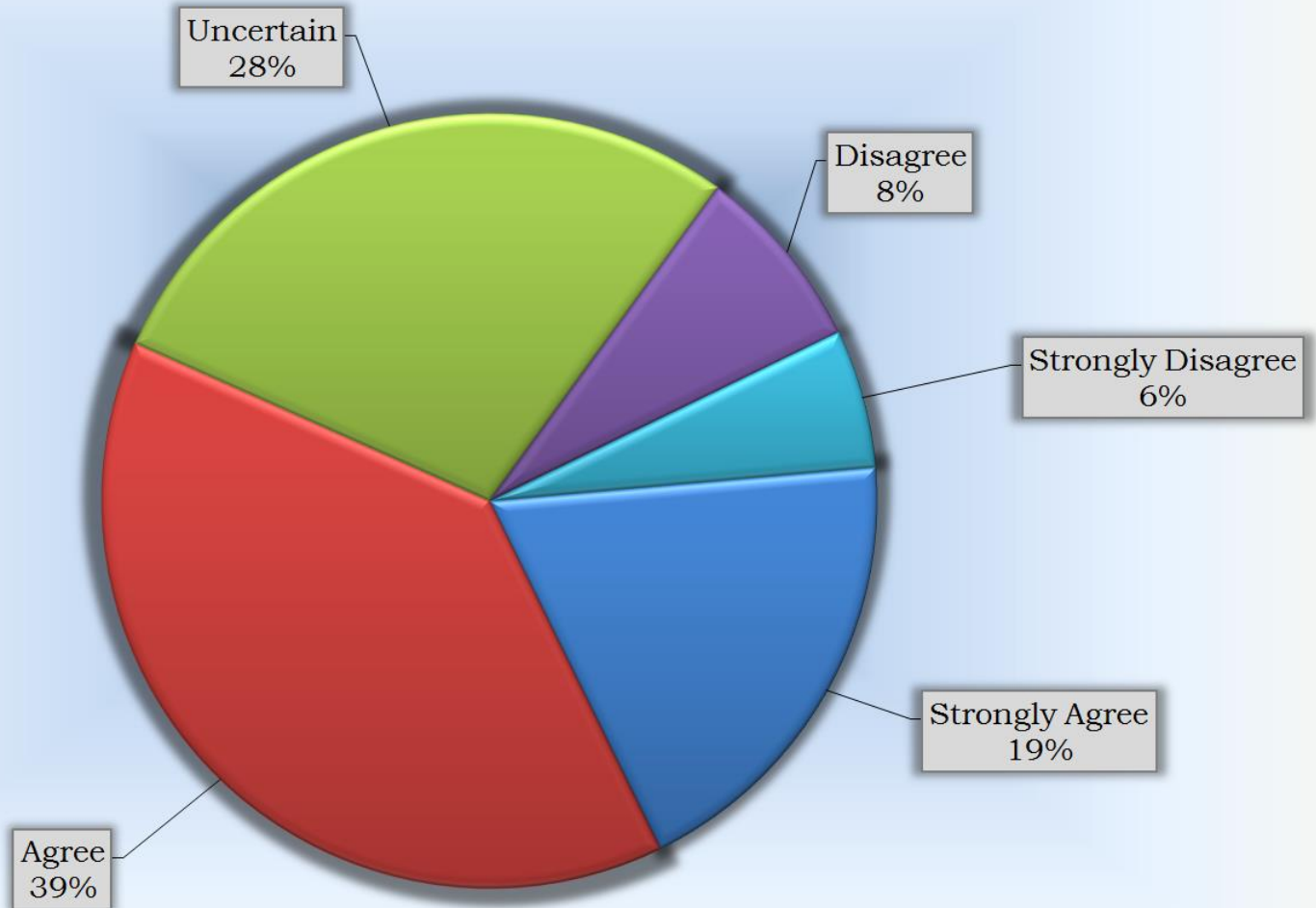
# Exit Survey 2015-2016

Help was available to me academically, outside of the class:



# Exit Survey 2015-2016

The 1:1 learning environment  
assisted me in achieving academically:

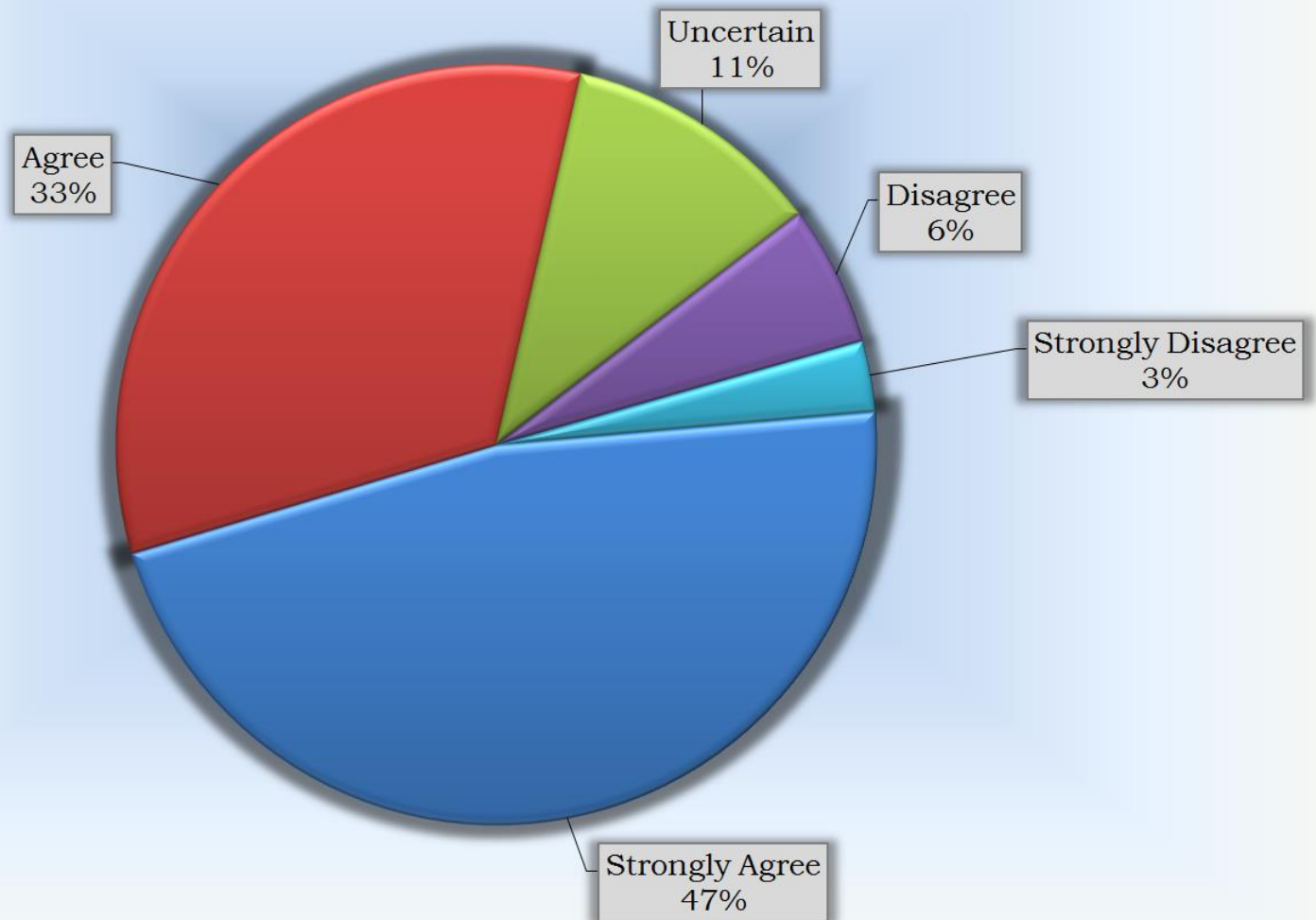


Please rate the following related to  
Counseling Department and Dean's  
Office:

\*PLEASE SEE THE NEXT 9 SLIDES

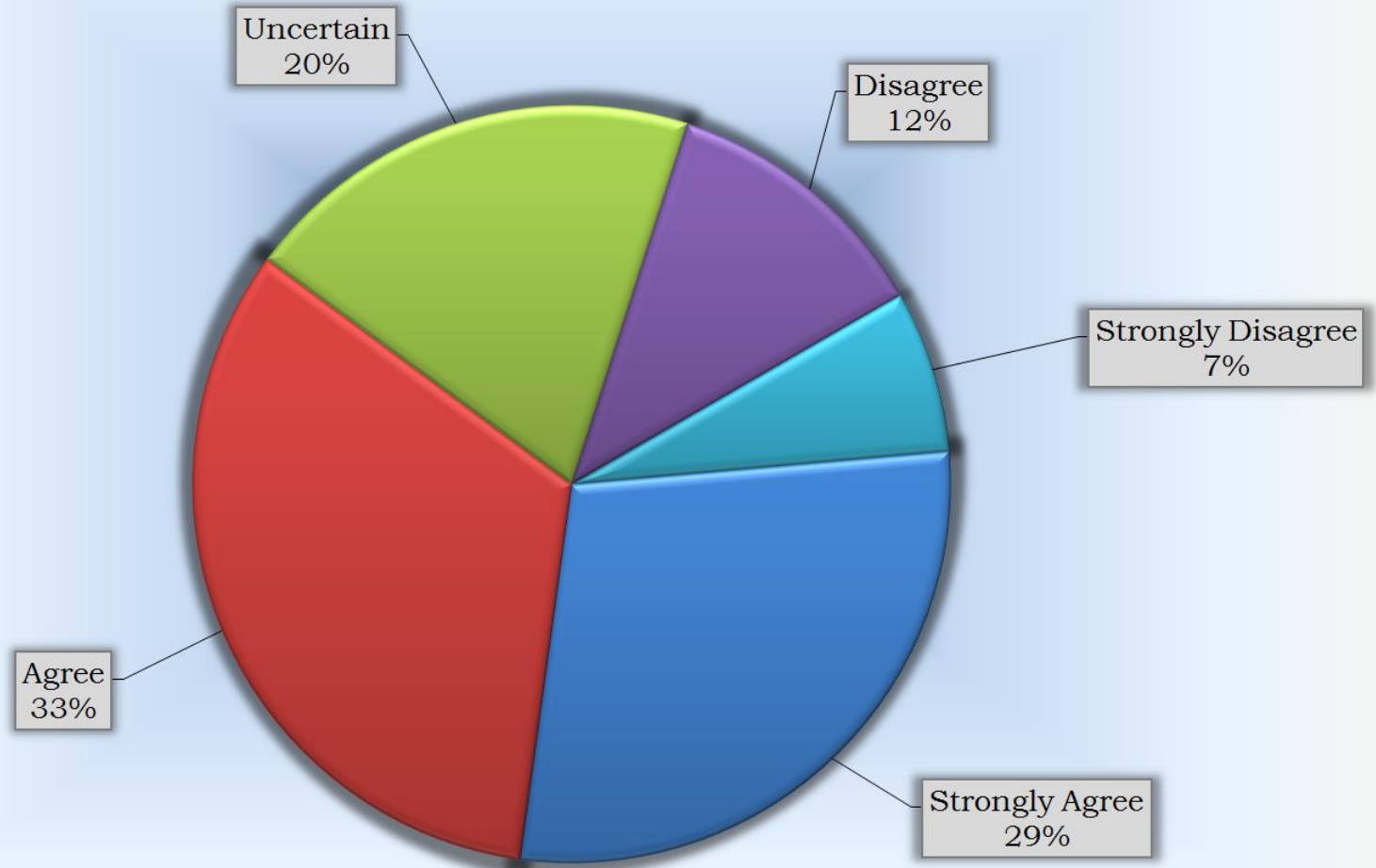
# Exit Survey 2015-2016

My counselor is patient and courteous:



# Exit Survey 2015-2016

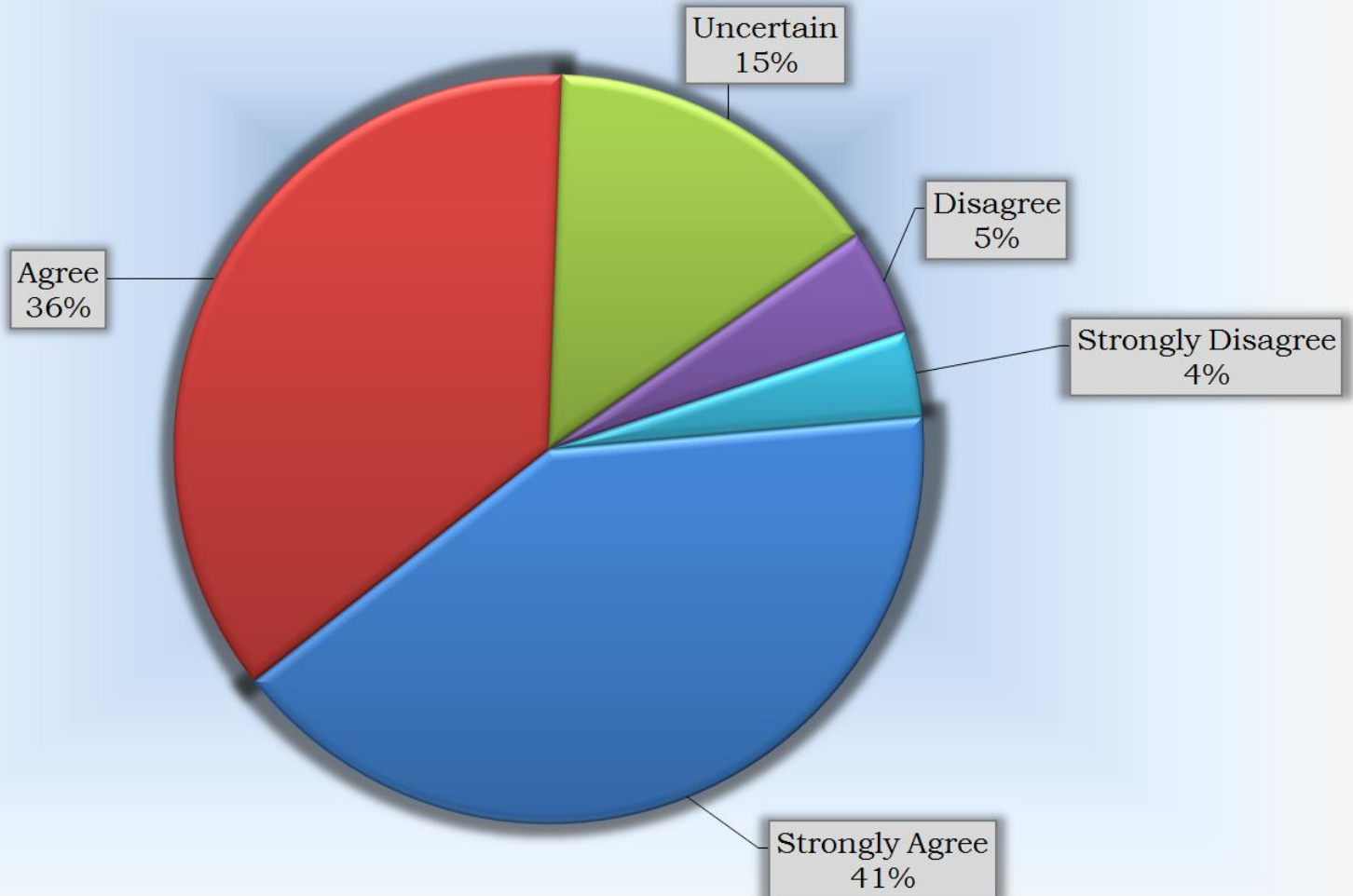
My counselor knows me fairly well:





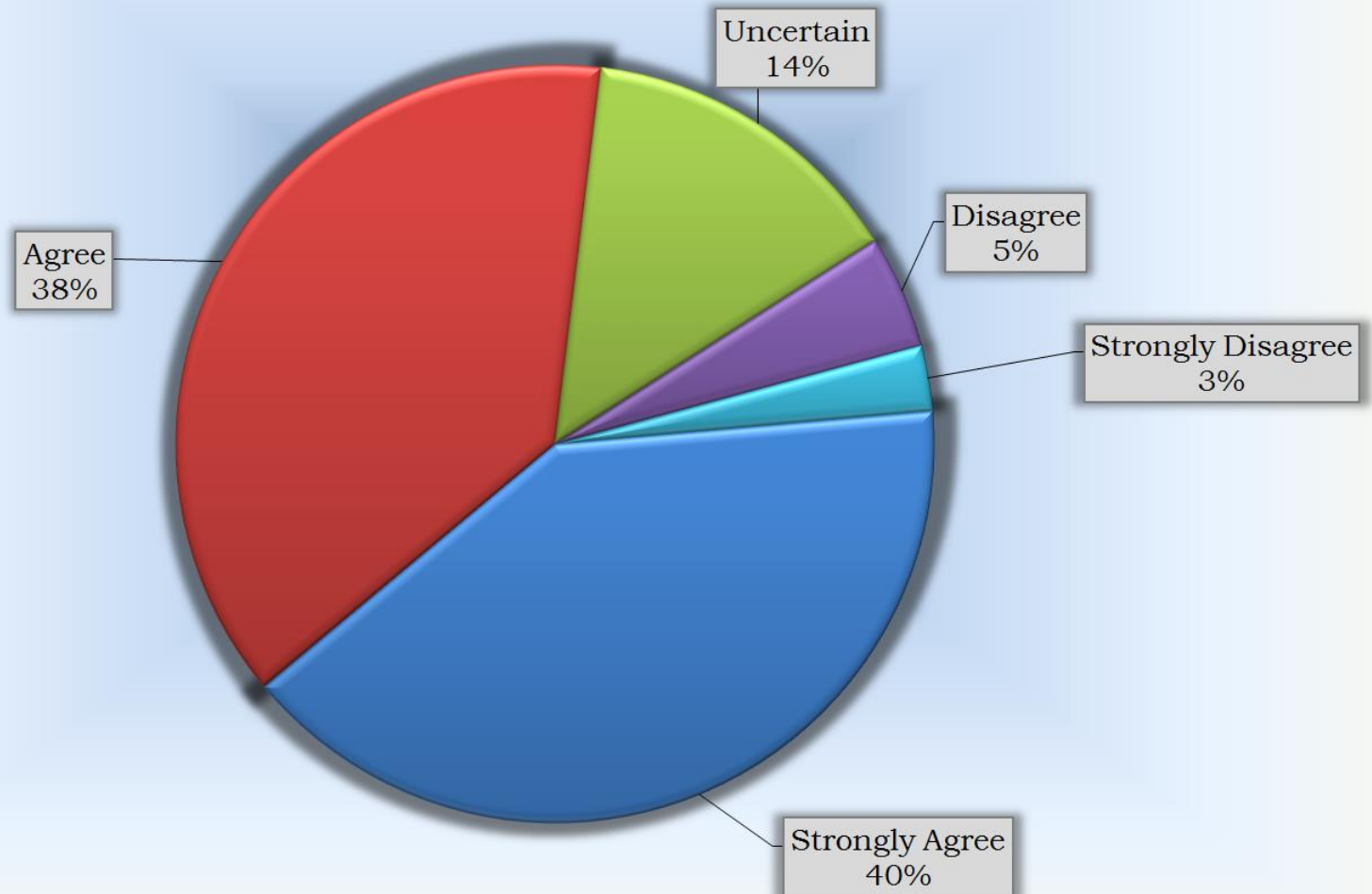
# Exit Survey 2015-2016

My counselor is good about getting back to me when I leave a message:



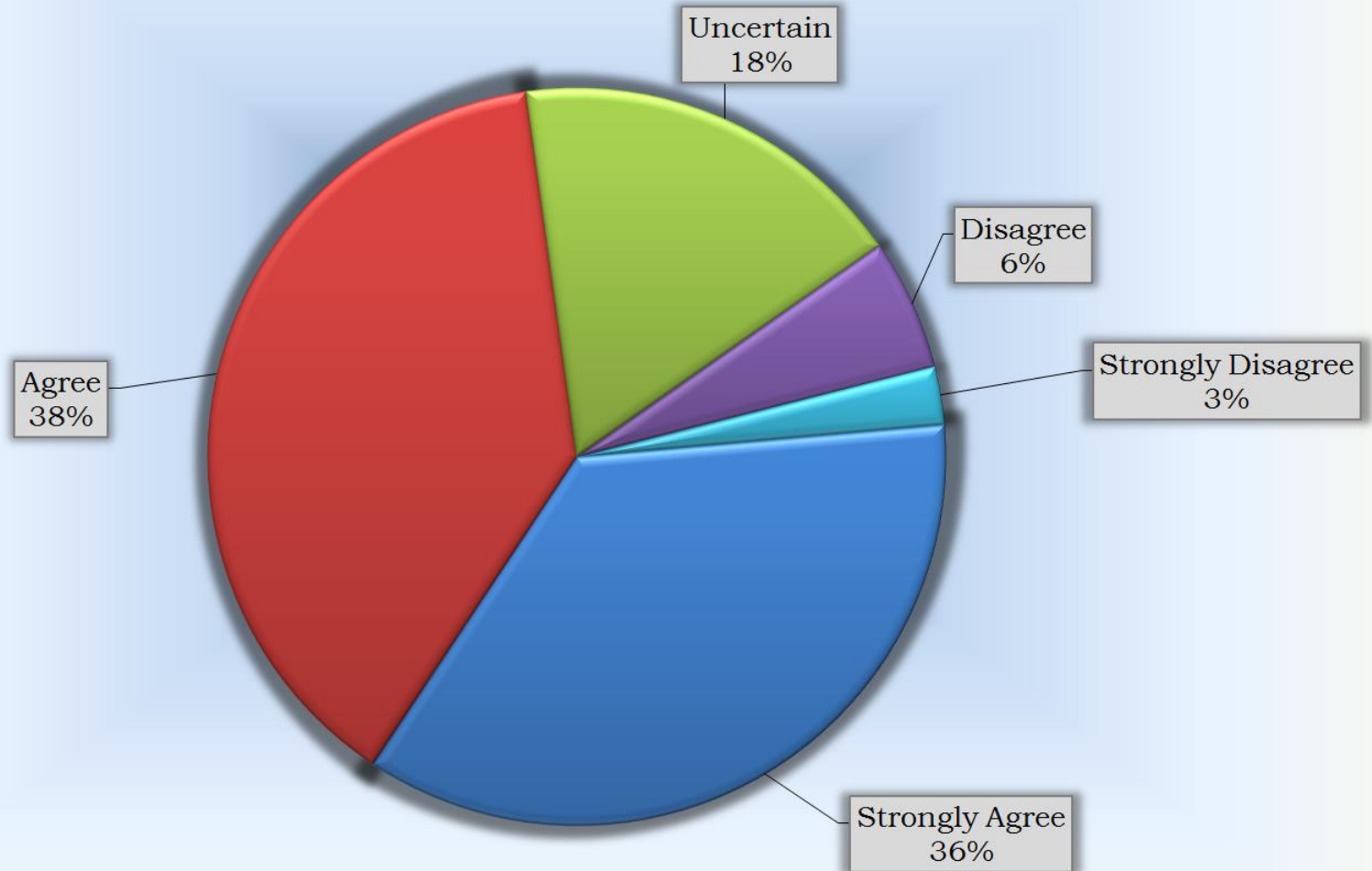
# Exit Survey 2015-2016

If I had a problem, I believe my counselor/dean would treat me fairly:



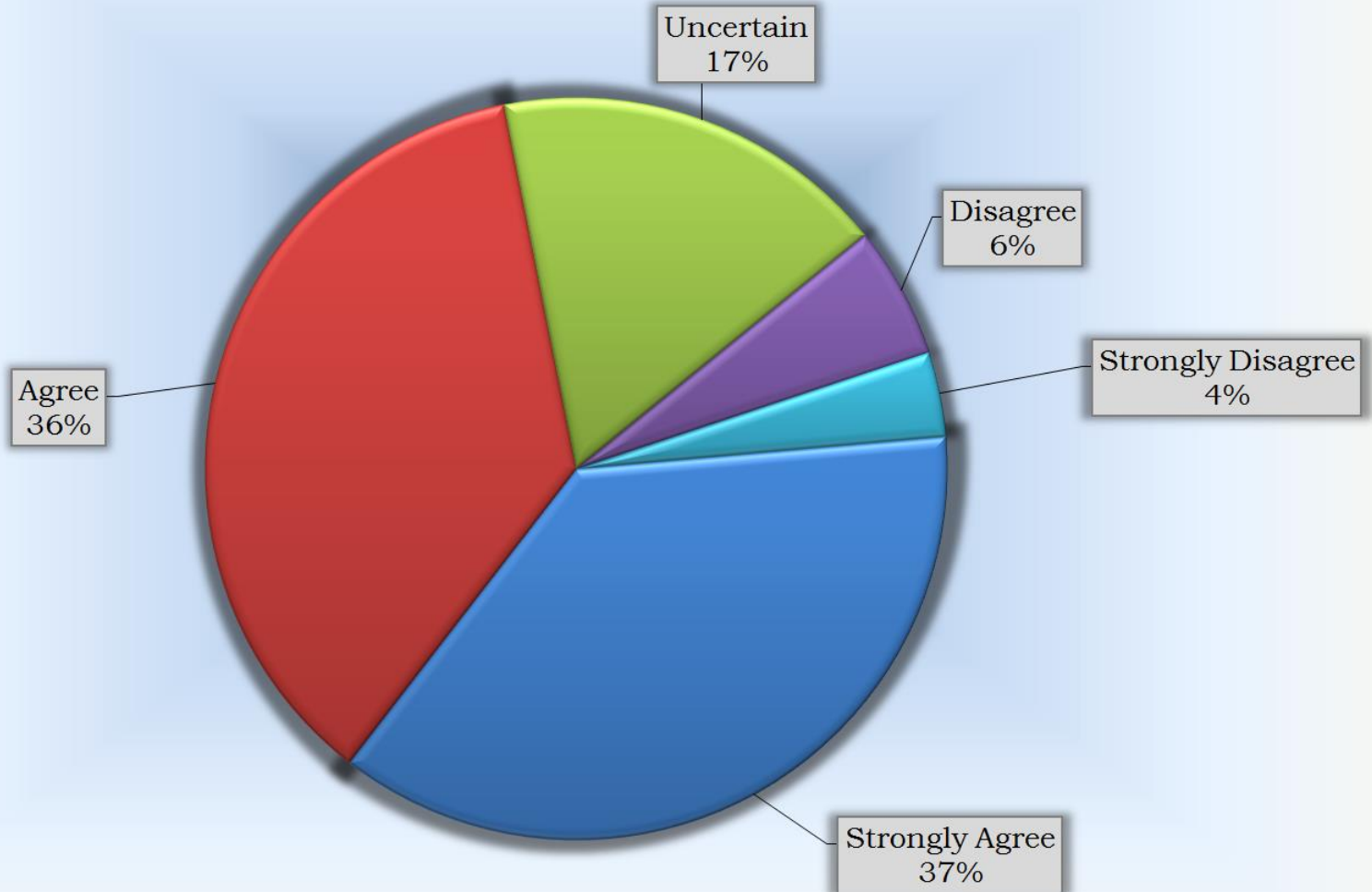
# Exit Survey 2015-2016

My counselor/dean/social worker  
is available to see me most of the time:



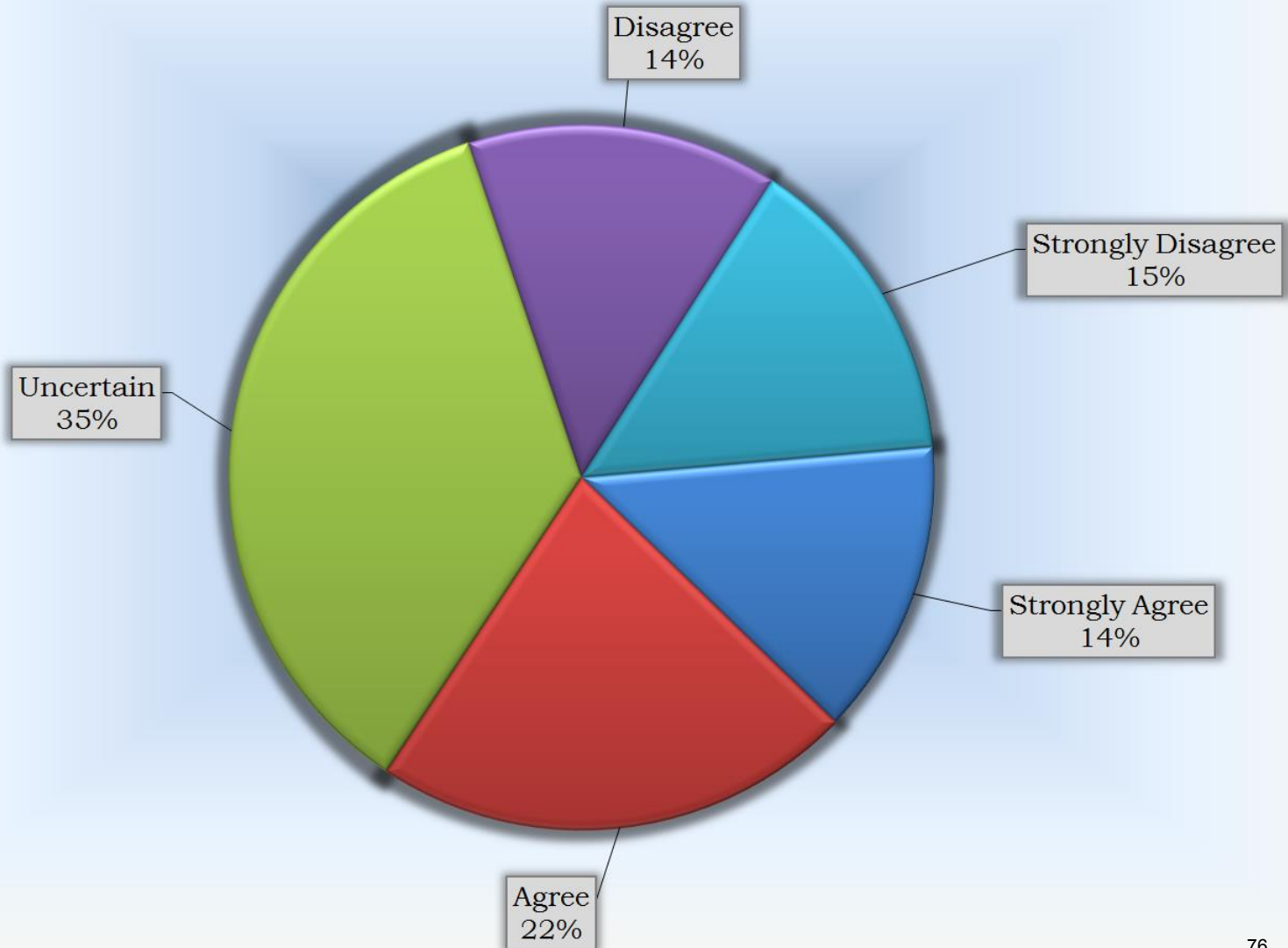
# Exit Survey 2015-2016

I feel comfortable going to my  
CNS/DN/SW if I need some kind of help:



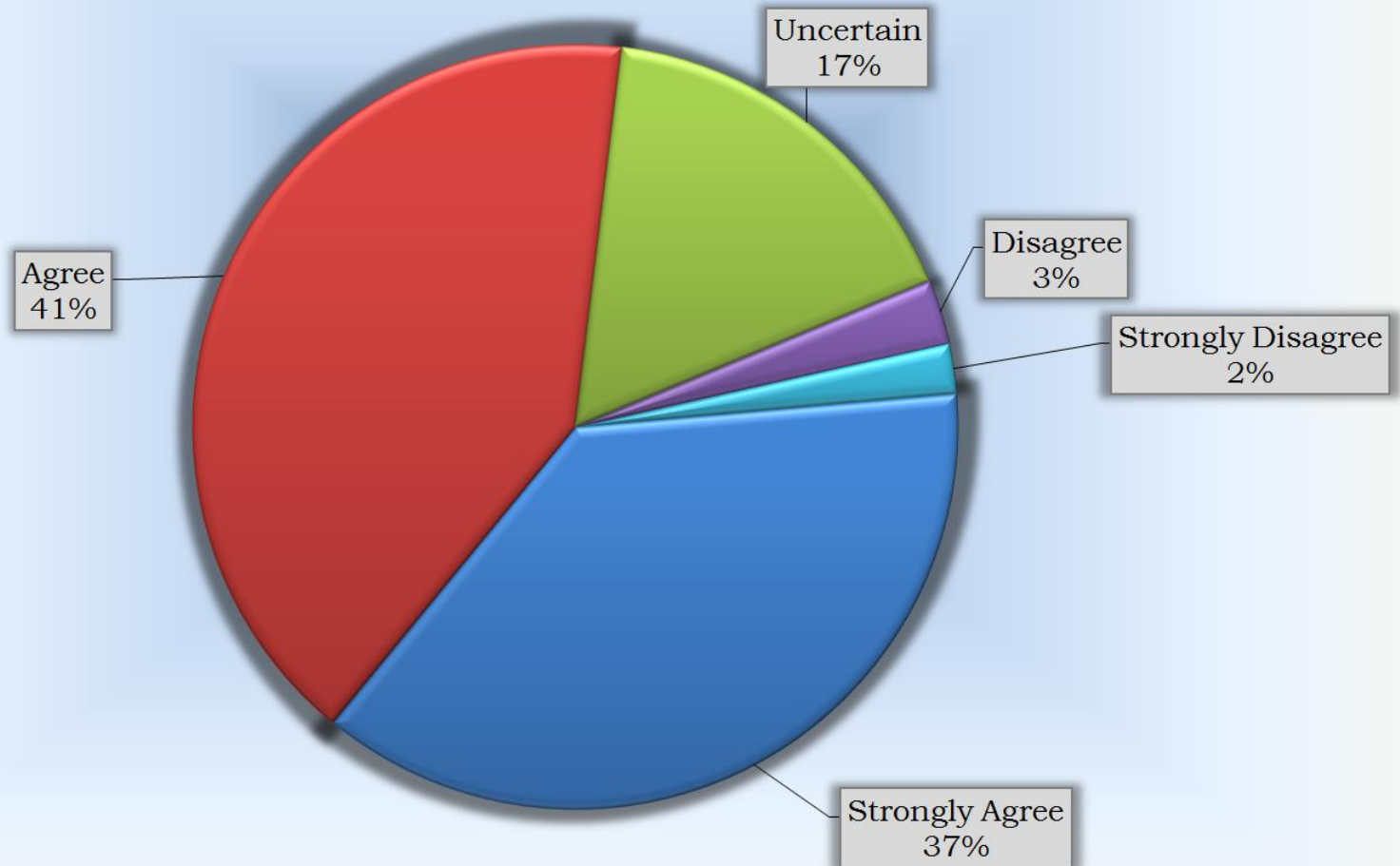
# Exit Survey 2015-2016

I used the Career Cruising internet program and found it useful:



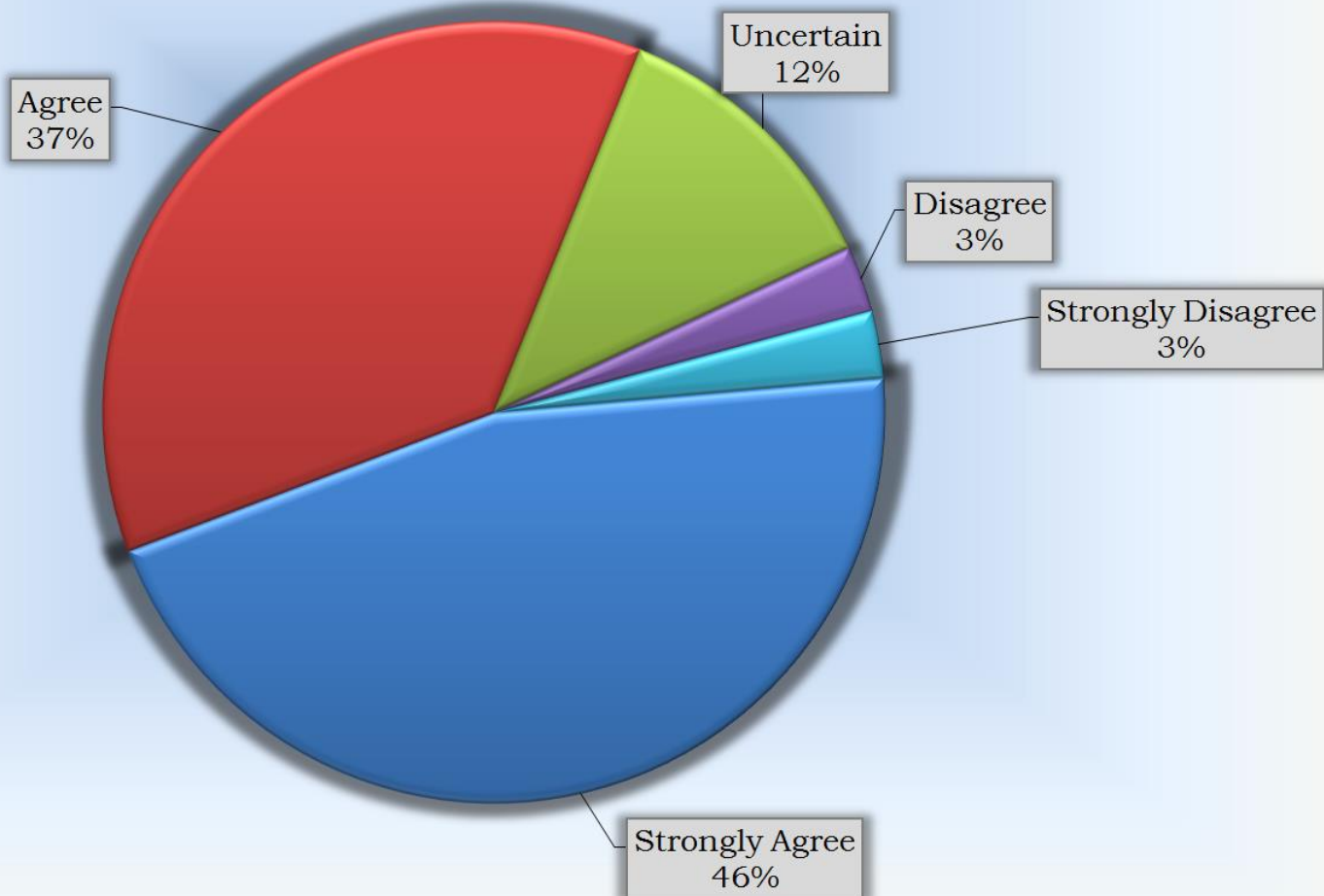
# Exit Survey 2015-2016

My counselor knows the course offerings in our school curriculum:



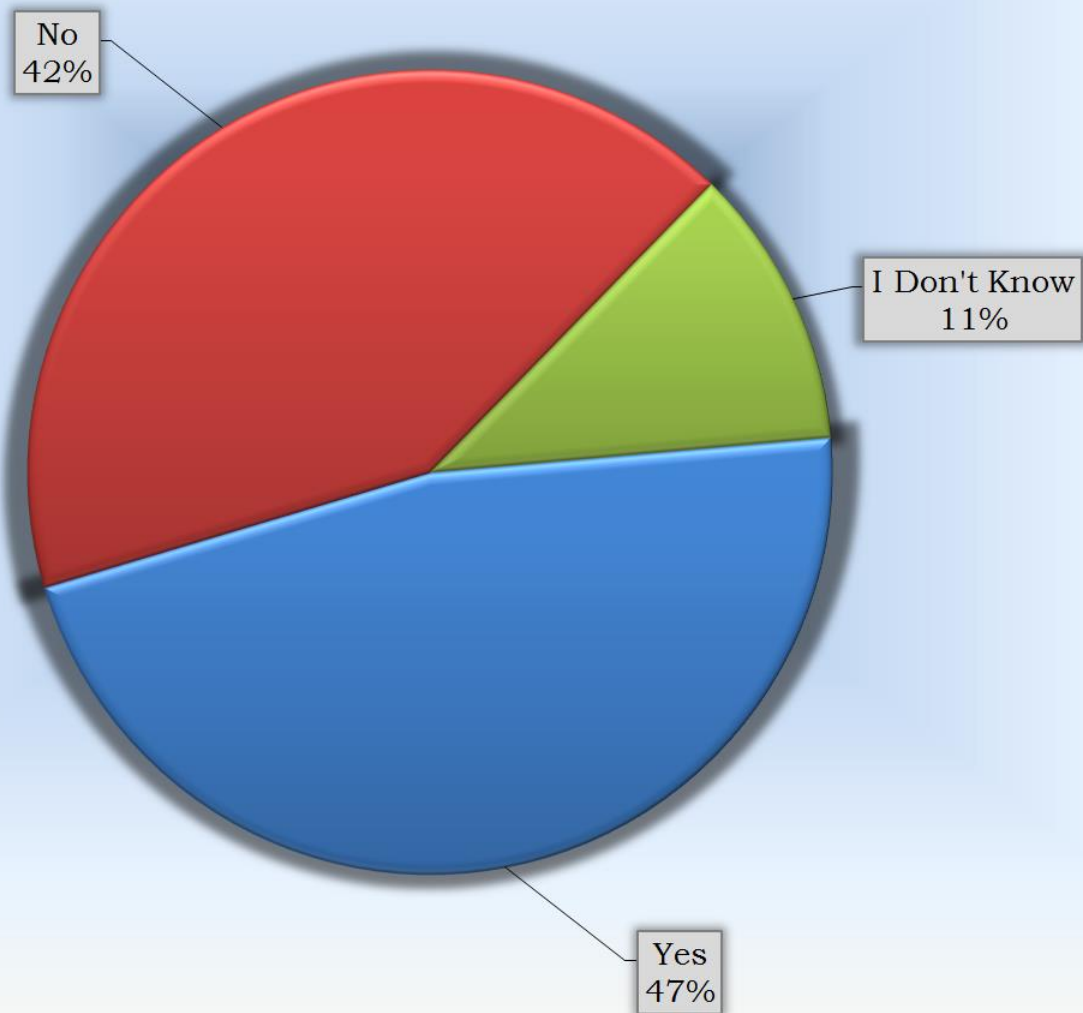
# Exit Survey 2015-2016

My CNS knows which courses I need for graduation and my post high school plans:



# Exit Survey 2015-2016

Are you registered to vote?





## **2016 Graduate Survey**

### **Trends and Anomalies from Student Comments**

- More help with college applications and scholarships
- More options explained to me to achieve my goals (one suggested a career plan poster)
- Wish I had the same counselor all 4 years (many complained about being assigned a new counselor their senior year)
- College and Career Center is awesome
- Need support from teachers rather than scolding
- Need career planning assistance
- Need help picking classes to line up with my future plans



West Chicago Community High School

# COMMUNITY OPEN HOUSE

Friday

October 7

2016

4:30–7:30 p.m.

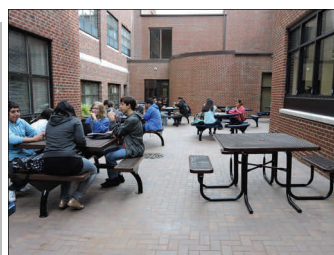
326 Joliet Street, West Chicago  
Entrance H (South Side)

Additional parking at Wood & Stimmel Streets

Admission is free. No R.S.V.P. required.

View our new student-centered learning spaces!

**CHS D94**  
Community High School District 94



Stay to cheer on the Wildcats as they take on West Aurora in football at 7:30 p.m.

Tickets are \$5.00 for adults  
\$3.00 for students



Community High School District 94  
157 W. Washington Street  
West Chicago, IL 60185

**Communication, Outreach and Engagement Committee Meeting  
September 27, 2016**

6:00 p.m.  
District Administrative Center  
Break Room

**Minutes**

In attendance: Board members Dirk Gunderson, Kevin Kotche, and Renee Yackey; Dr. Doug Domeracki, Dr. Moses Cheng, and Becky Koltz

**1. Approval of June 21, 2016 meeting minutes**

Motion to approve the minutes of the June 21, 2016 meeting was made by Dirk Gunderson; seconded by Renee Yackey. Motion carried.

**2. Graduate Survey Trends and Anomalies**

a) Raw Percentages/Trends and Anomalies

A handout showing graphs with the raw data from the Class of 2016 Exit Survey was handed out to committee members for their review. Members asked that a question about safety be added back to the survey. Trends and anomalies were reviewed from the exit survey comments. Results will be shared with the division head of counseling and will drill down to other staff members involved.

b) One Year Follow-up Survey Discussion

Dr. Domeracki asked members to consider questions for the follow up survey.

**3. Joint WC Public Relations Committee**

a) What should we be promoting?

Dr. Domeracki invited the PR/marketing representatives from the City of West Chicago, West Chicago Park District, West Chicago Public Library District and District 33 to a joint WC public relations meeting. This group has met three times and has discussed ways to work together. An idea under consideration is to purchase newspaper boxes and place them in areas across the city in an effort to reach difficult audiences. Whether a joint publication, or each entity providing literature, has yet to be determined. The D94 committee expressed an interest in continuing the conversation about this idea. The PR group also talked about adopting a consistent form of translation (i.e. dialectical Spanish versus Spain Spanish).

**4. Board Outreach**

The committee discussed outreach to staff. They are in favor of continuing the Coffee with the Board on a quarterly basis rather than monthly. The dates will be promoted in the staff newsletter, *Cat Chat*.

**5. Community Open House October 7**

Dr. Domeracki reported that this event is being promoted by the other WC public relations groups in addition to our own efforts.

**6. Rumor Control**

The group discussed the recent rumors that had been circulated by students and parents and considered whether anything could have been handled differently.

**7. Adjournment**

The meeting adjourned at 6:39 p.m.

Community High School District 94  
West Chicago, IL 60185  
Education/Programs Committee Meeting  
October 6, 2016 - 7:30 a.m.  
Counseling Conference Room  
West Chicago Community High School

**AGENDA**

1. Approval of April 7, 2016 minutes
2. Course pathways and efficiencies
3. SAT
4. Senior Survey
5. World Relief
6. Other

Community High School District 94  
West Chicago, IL 60185

Education/Programs Committee Meeting

October 6, 2016 - 7:30 a.m.  
Counseling Conference Room  
West Chicago Community High School

Minutes

In Attendance: Kathe Doremus, Renee Yackey, Doug Domeracki, Allister Scott, Moses Cheng

Absent: Dirk Gunderson

1. Approval of April 7, 2016 minutes

Motion: Kathe Doremus, 2<sup>nd</sup>: Renee Yackey. Minutes unanimously approved.

2. Course pathways and efficiencies

A draft version of a document outlining courses, pathways, and links to careers was shared. This document was created in response to the Committee's request to demonstrate how courses fit along a 4 year sequence for varying levels of academic abilities. The committee agreed that the document was on track with the expectations regarding course offerings and efficiencies.

3. SAT

Dr. Scott presented information regarding the state's move from the required ACT to the SAT. Expectations and mandates regarding the ACT now apply to the SAT administration. As an example, students need to participate in the SAT in order to graduate. This was the same expectation with ACT but was suspended with PARCC. What is notably different between ACT and SAT is the state's addition of using Khan Academy tutorial videos to help students prepare for taking the SAT. These tutorial videos are free and are online.

4. Senior Survey

A brief follow-up was provided regarding the Senior Survey "Trends and Anomalies" presented at the Communications Committee. The follow-up document included actual number of responses related to each comment.

5. World Relief

With the increasing number of refugee students coming to the school, it was shared that the school's programming response to their needs are still appropriately accommodated within the current ESL programming and social-emotional support services. The challenge however is to now apply current ESL programs and strategies to the varying languages represented in one classroom and provide the necessary emotional support to address the many traumatizing experiences that often occur in refugee camps.

6. Other

As preparations are being made to bring the Manufacturing Pathway online, it was reaffirmed that this was a much needed program that needed to move forward even though there will be associated costs for equipment and staffing in the future.

**Mission:** The comprehensive educational experience in Mathematics is best described by the following. Using technology and practical life situations to engage students in developing mastery in algebraic expressions, geometric relationships, and fundamental mathematical principles.

**\*\*Career options indicate a natural alignment between the knowledge and skills learned in those courses and those required or relevant for that career.**

	Freshman year	Sophomore year	Junior year	Senior year	**Career Options
Academically excelling	Honors Geometry	Honors Algebra 2	Honors Pre-Calculus	AP Calculus AB/BC (1) AP Statistics (1)	Economist, Stockbroker, Accountant, Astronomer, Actuary, Statistician, Financial planner, Engineer, Pharmacist, Doctor
Academically on target	Algebra 1	Geometry	Algebra 2	Pre-Calculus (1) Transition to College Mathematics (1) Statistics with Trigonometry (2)	Math/Science teacher, Computer Sciences, Psychology, Architect, Business Manager
Academically challenged	Principles of Alg/Geometry	Algebra 1	Geometry	Essentials of Algebra 2 (1)	Medical Sonographer, Teacher (Non-Math/Science), Technical Writer, Equipment Operator, Radio/Television Industry, Nursing

**Course legend:** **Bold** = Core departmental course and fulfills graduation requirement

(1) = Primary elective course (an elective course that directly contributes to the student's educational experience in the department)

(2) = Secondary elective course (an elective course that expands upon the student's educational experience in the department)



**Mission:**

**\*\*Career options indicate a natural alignment between the knowledge and skills learned in those courses and those required or relevant for that career.**

	Freshman year	Sophomore year	Junior year	Senior year	**Career Options
Academically excelling	Honors Biology	Honors Chemistry	<b>AP Physics 1</b> <i>(Potentially doubled with)</i>  Human Anatomy and Physiology-1 AP Chemistry-1 AP Biology-1 Botany-1 AP Environmental Science-1	<i>Any single or double choice of:</i> AP Physics 2-1 Human Anatomy and Physiology-1 AP Chemistry-1 AP Biology-1 AP Environmental Science-1 Botany-2	Health/Medical Professional Engineer (multiple fields) Research Scientist "Green" /Environmental Professional Science Educator Biologist Chemist Physicist Ecologist
Academically on target	Biology	Chemistry	<b>Physics</b>  <i>(Potentially doubled with)</i> Human Anatomy and Physiology-1 Botany-1 AP Environmental Science-1 Forensics (Sem)-1 Environmental Science (Sem)-1	<i>Any single or double choice of:</i> AP Physics 1 Human Anatomy and Physiology-1 AP Environmental Science-1 Botany-1 Forensics (Sem)-2 Environmental Science (Sem)-2	Health/Medical Professional Health/Medical Technician Biology/Chemistry Technician Science Educator Criminologist Social Scientist "Green" /Environmental Professional "Green" /Environmental Technician
Academically challenged	Essentials of Biology	Essentials of Chemistry	Essentials of Physics	Botany-2 Forensics (Sem)-2 Environmental Science (Sem)-2	Health/Medical Technician "Green" /Environmental Technician Industrial Technician Trades Health/Beauty Technician

**Course legend:** **Bold** = Core departmental course and fulfills graduation requirement

(1) = Primary elective course (an elective course that directly contributes to the student's educational experience in the department)

(2) = Secondary elective course (an elective course that expands upon the student's educational experience in the department)

**2016 Graduate Survey  
Trends and Anomalies from Student Comments**

- More help with college applications and scholarships – 12 responses
- More options explained to me to achieve my goals (one suggested a career plan poster) – 2 responses
- Wish I had the same counselor all 4 years (many complained about being assigned a new counselor their senior year) – 6 responses, Susan Cisek's retirement and Jill Holubetz's resignation impacted approximately 175 seniors
- College and Career Center is awesome – 1 response
- Need support from teachers rather than scolding – 20 responses
- Need career planning assistance – 4 responses
- Need help picking classes to line up with my future plans – 10 responses

**Participation numbers**

415 students took the survey

123 students provided comments. The prompt used for comments was

"What support do you wish you had during HS that you did not have?"