



LINCOLNWOOD SCHOOL  
DISTRICT 74  
BOARD OF EDUCATION  
Regular Meeting AGENDA  
Thursday, May 2, 2024 at **7:30 PM**

BOARD OF EDUCATION  
**Kevin Daly**, *President*  
**Rupal Shah Mandal**, *Vice President*  
**John P. Vranas**, *Secretary*  
**Maxie Boynton**  
**Myra A. Foutris**  
**Jay Oleniczak**  
**Peter D. Theodore**

ADMINISTRATION  
**Dr. David L. Russo**, *Superintendent of Schools*  
**Dr. Dominick M. Lupo**, *Assistant Superintendent for Curriculum and Instruction*  
**Courtney Whited**, *Business Manager/CSBO*

*Agenda of the Regular Meeting of the Board of Education of Lincolnwood School District 74, Cook County, Illinois, to be held in the Lincolnwood Village Hall - Gerald C. Turry Village Board Room  
6900 North Lincoln Avenue  
Lincolnwood, Illinois 60712,  
on Thursday, May 2, 2024.*

**Bill Reviewers for the Month:** Kevin Daly and Jay Oleniczak

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE - (7:30 p.m.)

- Kevin Daly
- Maxie Boynton
- Myra A. Foutris
- Jay Oleniczak
- Rupal Shah Mandal
- Peter D. Theodore
- John P. Vranas

ADMINISTRATIVE TEAM MEMBERS

- |   |   |
|---|---|
| <input type="checkbox"/> Dr. David L. Russo | <input type="checkbox"/> Dr. Dominick M. Lupo |
| <input type="checkbox"/> Courtney Whited    | <input type="checkbox"/> Mark Atkinson        |
| <input type="checkbox"/> Aliaa Ibrahim      | <input type="checkbox"/> Joseph Segreti       |
| <input type="checkbox"/> Jennifer Ruttkay   | <input type="checkbox"/> Chris Harmon         |
| <input type="checkbox"/> Jordan Stephen     | <input type="checkbox"/> Jackie McGoey        |
| <input type="checkbox"/> Renee Tolnai       |   |

**President Daly to appoint Secretary Pro-Tem**

2. DISTRICT RECOGNITION

- a. Lincolnwood SD74 Student Art Exhibit is on display from May 1-24, 2024, at the Lincolnwood Village Hall located at 6900 Lincoln Ave., Lincolnwood, IL. The District is honored to celebrate and showcase the creativity and dedication to the visual arts of Lincoln Hall, Rutledge Hall, and Todd Hall students.

**A special reception recognizing the students and art teachers will take place this evening from 5:00 p.m.-7:00 p.m. before the Board of Education meeting at 7:30 p.m. This event is free and open to families.**

- b. Lincoln Hall Musical Preview: Disney's Frozen Jr.  
Lincoln Hall proudly presents Frozen Jr. on May 17 at 7:00 p.m., and May 18, 2024 at 2:00 p.m. and 7:00 p.m. A talented cast and crew of 28 Lincoln Hall students are preparing to take Lincolnwood by snowstorm this spring! Frozen Jr. brings Elsa, Anna, and the magical land of Arendelle to life on

stage, and features all the memorable songs from the animated film, plus five new songs written for the Broadway production. The show will be performed at Lincoln Hall Middle School, with tickets costing \$7.00 for each performance. The show is directed by Hayley Reynolds, with assistant direction by Beth Sterba, music direction by Shannon Keys and Maxwell Greene, and choreography by Faye Florence-Steddum.

- c. Lincoln Hall 6th Grade Boys Basketball Team - Little 9 Champs with an undefeated season.

3. AUDIENCE TO VISITORS

4. **BOARD WILL CONDUCT AN ELECTION OF OFFICERS**

- a. Election of President Pro-Tem (See Policies 2:210 and 2:110) 9

Rationale: The Lincolnwood School District 74 Board of Education adheres to Board Policies 2:210 and 2:110.

**Recommended Motion: I move that Dr. David L. Russo be appointed as President Pro-Tem for the purpose of conducting the election of School Board President.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

- b. Nominations for and Election of Board President (See Policy 2:110)

**President Pro-Tem:** "Nominations are now in order for the office of PRESIDENT".

**Any Board Member:** "I nominate \_\_\_\_\_ for PRESIDENT." Motion by member: \_\_\_\_\_

**Any Other Board Member:** "Second" Seconded by: \_\_\_\_\_

**President Pro-Tem:** "Member \_\_\_\_\_ is nominated for PRESIDENT. Are there any other nominations for the office of President?"

**President Pro-Tem:** "If there are no further nominations ..... nominations for the office of President are closed."

(Note: A motion to reopen nominations may be adopted by the majority vote.)

**President Pro-Tem:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No." " The Board has elected \_\_\_\_\_ as PRESIDENT."

**The newly elected PRESIDENT immediately assumes the chair and conducts the election of other Board officer/s.**

- c. Nominations For and Election of Board Vice President and Secretary (See Policy 2:210)

**Newly Elected Board President:** "Nominations are now in order for the office of VICE PRESIDENT"

**Any Board Member:** "I nominate \_\_\_\_\_ for VICE PRESIDENT"." Motion by member: \_\_\_\_\_

**Any Other Board Member:** "Second" Seconded by: \_\_\_\_\_

**Newly Elected Board President:** "Member \_\_\_\_\_ is nominated for VICE PRESIDENT. Are there any other nominations for this office?"

**Newly Elected Board President:** "If there are no further nominations .....nominations are closed."

*(Note: A motion to reopen nominations may be adopted by majority vote.)*

**Newly Elected Board President:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No." " The Board has elected \_\_\_\_\_ as VICE PRESIDENT."

**Note:** The newly elected VICE PRESIDENT immediately assumes the chair.

**Newly Elected Board President:** "Nominations are now in order for the office of SECRETARY"

**Any Board Member:** "I nominate \_\_\_\_\_ for SECRETARY." Motion by member: \_\_\_\_\_

**Any Other Board Member:** "Second" Seconded by: \_\_\_\_\_

**Newly Elected Board President:** "Member \_\_\_\_\_ is nominated for SECRETARY. Are there any other nominations for this office?"

**Newly Elected Board President:** "If there are no further nominations .....nominations are closed."

*(Note: A motion to reopen nominations may be adopted by majority vote.)*

**Newly Elected Board President:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No." " The Board has elected \_\_\_\_\_ as SECRETARY."

**Note:** The newly elected SECRETARY immediately assumes the chair.

5. INFORMATION/ACTION: CONSENT AGENDA

(Any member of the Board wishing to vote separately on a Consent Agenda item should request removal of that item from the Consent Agenda.)

a. APPROVAL OF MINUTES

- I. Regular Board Meeting Minutes - **APRIL 4, 2024**
- II. Regular Board Meeting - Closed Session Minutes - **SESSION #1 - APRIL 4, 2024**
- III. Regular Board Meeting - Closed Session Minutes - **SESSION #2 - APRIL 4, 2024**
- IV. Regular Board Meeting - Closed Session Minutes - **SESSION #3 - APRIL 4, 2024**

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b. EMPLOYMENT MATTERS

- I. Personnel Report
- II. Resignation
  - 1. **Audrey Evans**, Instructional Coach, Rutledge Hall, effective June 5, 2024
  - 2. **Nicholas Stanbrough**, Paraprofessional, Lincoln Hall, effective April 17, 2024
- III. FMLA Leave Request
  - 1. **Nida Tabba**, Bilingual Teacher, Todd Hall/Rutledge Hall, effective April 22, 2024 with a return date of May 20, 2024
  - 2. **Maureen Cook**, 5th Grade Teacher, Rutledge Hall, effective April 12, 2024 with a return date of May 1, 2024
- IV. Retirement
  - 1. **Colleen O'Shaughnessy**, 4th Grade Teacher, Rutledge Hall, effective the end of the 2027-2028 school year

2. **Cathy Winckler**, EL Teacher, Rutledge Hall, effective the end of the 2027-2028 school year
- V. Leave of Absence Request
1. **Nida Tabba**, Bilingual Teacher, Todd Hall and Rutledge Hall, effective 2024-2025 school year
- c. Annual Approval of Directors' Contracts  
The Lincolnwood School District 74 Board of Education annually approves all Directors' Contracts.
- I. **James Caldwell, Sr.** - Director of Buildings and Grounds **18**
  - II. **Peter Lembessis** - Director of Food Service **30**
  - III. **Erin Curry** - Director of Student Services **42**
  - IV. **Jaclyn McGoey** - Director of Communications and Community Relations **53**
  - V. **Jennifer Ruttkay** - Director of Special Education **65**
- d. Annual Approval of Administrator Contracts  
The Lincolnwood School District 74 Board of Education approves all Administrator Contracts.
- I. **Aliaa Kamara-Ibrahim** - Rutledge Hall Principal **76**
  - II. **Joseph Segreti** - Lincoln Hall Assistant Principal **88**
- e. Consolidated District Plan 2024-2025 **100**  
It is the recommendation of the Administration that the Board of Education approve the FY25 Consolidated District Plan.
- f. 2024 Rutledge Hall Cabling Upgrades Bid **FÍ G**  
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve this bid from Applied Communications Group for the 2024 Rutledge Hall Cabling Upgrades project in the amount of \$733,045.12 to commence June 10, 2024 and be completed by August 16, 2024.
- g. Winter 2024-25 & 2025-26 Snow Removal Services Contract with Contour Landscaping Inc.  
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve this Contract from Contour Landscaping, Inc. for snow removal services in the amount of \$9,264 from November 1, 2024 through March 31, 2026.
- h. Custodial Services Bid  
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to accept the bid from GSF USA, Inc. for three years of District-wide custodial services with the option to renew for two additional one-year periods. The first year cost will be \$506,445.97 commencing August 1, 2024 and ending July 31, 2025.
- i. Policy
- I. **Consent Only** - Policies Excluded from 1st Reading for Approval\* \*These policies are excluded from 1st Reading because they only involve changes in citations or immediate compliance with the law or Illinois School Code.
    1. Press Plus #114 Spring 2024
      - (1) Draft Update
        - (1) 2:265 Title IX Grievance Procedure
        - (2) 5:300 Schedules and Employment Year
      - (2) Review and Monitoring
        - (1) 2:50 Board Member Term of Office
        - (2) 2:60 Board Member Removal from Office
        - (3) 4:20 Fund Balances
        - (4) 5:35 Compliance with the Fair Labor Standards Act

- (5) 5:40 Communicable and Chronic Infectious Disease
- (6) 6:40 Curriculum Development
- (7) 2:140 Communications To and From the Board
- (8) 4:110 Transportation

j. Transportation Contract Amendment 2024-25 with First Student, Inc.

The Finance Committee members in attendance stated their support of the Administration’s recommendation to the Board of Education to accept this Amendment from First Student, Inc. for transportation services with a 4.90% rate increase on current rates effective August 1, 2024 through July 31, 2025.

k. Final Fiscal Year 2023 Single Audit by Lauterbach & Amen, LLP

This summary is for informational purposes. The final Fiscal Year 2023 Single Audit Report prepared by Lauterbach & Amen, LLP will be presented to the Lincolnwood School District 74 Board of Education for review at the May 2, 2024 Board of Education meeting, as supported by the Finance Committee members in attendance at the April 18, 2024 Finance Committee meeting.

l. E Rate Category I – AT&T High Speed Internet Access

The Finance Committee members in attendance stated their support of the Administration’s recommendation to the Board of Education to approve this Agreement from AT&T for Internet Services in the amount of \$999.60 per month from July 1, 2024 through June 30, 2026.

m. Infinite Connections Inc. Agreement Renewal

The Finance Committee members in attendance stated their support of the Administration’s recommendation to the Board of Education to approve the Infinite Connections, Inc. Agreement for Consulting Services in the amount of \$4,600 from February 1, 2024 to January 31, 2025.

n. Kings III Emergency Elevator Phone

The Finance Committee members in attendance stated their support of the Administration’s recommendation to the Board of Education to approve this Agreement from Kings III for Cellular Elevator Phones in the amount of \$98.34 plus required taxes and fees, beginning June 1, 2024. (Estimated)

o. E Rate Category II – SHI Wireless Access Points

The Finance Committee members in attendance stated their support of the Administration’s recommendation to the Board of Education to approve this agreement from SHI for Meraki Network Licensing in the amount of \$48,160 from September 21, 2024 through September 21, 2029.

Rationale: As part of the Regular meeting, the Board of Education routinely approves minutes, personnel items, Board policies, and routine business matters.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

6. UNFINISHED BUSINESS

7. NEW BUSINESS

8. COMMUNICATION FROM BOARD MEMBERS

- a. NTDSE/District 807: **John P. Vranas/Kevin Daly**
- b. IASB (Illinois Association of School Boards): **Jay Oleniczak/Myra A. Foutris**
- c. Finance Committee: **Peter D. Theodore/Jay Oleniczak**

- d. Facilities Committee: **John P. Vranas/Rupal Shah Mandal**
- e. Policy Committee: **Rupal Shah Mandal/Myra A. Foutris**
  - I. 1st Reading by the Lincolnwood School District 74 Board of Education
    - 1. Press Plus Issue #113 October 2023
      - (1) Draft Updates
        - (1) 7:270 Administering Medicines to Students
    - 2. Press Plus #114 Spring 2024
      - (1) Draft Update
        - (1) 2:40 Board Member Qualifications
        - (2) 5:10 Equal Employment Opportunity and Minority Recruitment
        - (3) 5:20 Workplace Harassment Prohibited
        - (4) 7:10 Equal Educational Opportunities
        - (5) 7:20 Harassment of Students Prohibited
        - (6) 2:260 Uniform Grievance Procedure
        - (7) 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
      - (2) Draft Update - Rewritten
        - (1) 5:100 Staff Development Program

f. President's Report: **Kevin Daly**

I. INFORMATION/DISCUSSION/ACTION: Final Committee Appointments

**District 807/NTDSE:**

John P. Vranas, Delegate (BOE)

Kevin Daly, Alternate (BOE)

**IASB: (Illinois Association of School Boards)**

Jay Oleniczak, Delegate (BOE)

Myra A. Foutris, Alternate (BOE)

**Finance Committee:**

Peter D. Theodore (BOE), Chair

Jay Oleniczak (BOE), Co-Chair

**Members:**

John P. Vranas (BOE)

Michael Bartholomew, Community Member

Maja Kenjar, Community Member

Steven Pawlow, Community Member

Paul Stellatos, Community Member

**Facilities Committee:**

John P. Vranas (BOE), Chair

Rupal Shah Mandal (BOE), Co-Chair

**Members:**

Myra A. Foutris (BOE)

Wendy Grano, Community Member

Emily McCall, Community Member

Zade Tagani, Community Member

**Policy Committee:**

Rupal Shah Mandal (BOE), Chair

Myra A. Foutris (BOE), Co-Chair

**Members:**

Maxie Boynton (BOE)

Melissa Theodore, Community Member

Rationale: The Board President makes all Board Committee and Liaison Appointments, subject to Lincolnwood School District 74 Board of Education approval.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approve the final Committee appointments, as presented, without objection.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

9. COMMUNICATION TO THE BOARD OF EDUCATION

- a. LTA (Lincolnwood Teacher Association): **Travis DuPriest/Kevin Conley (Co-Presidents)**
- b. LSSU (Lincolnwood Support Staff Union): **Tommy Bujnowski (President) & Carol Krikorian (Vice President)**
- c. PALS (People Active with Lincolnwood Schools): **Mihra Seta (President)**

10. ADMINISTRATIVE REPORTS

- a. Superintendent's Report: **Dr. David L. Russo**
  - I. INFORMATION/DISCUSSION: District Updates
- b. Curriculum and Instruction, Assistant Superintendent's Report: **Dr. Dominick M. Lupo**
  - I. INFORMATION/DISCUSSION: Curriculum Department Update
- c. Business and Operations, Business Manager/CSBO: **Courtney Whited**
  - I. INFORMATION/DISCUSSION: Finance Report - **FEBRUARY 2024**
  - II. INFORMATION/DISCUSSION/ACTION: Authorization to Use Fire Prevention and Safety Funds for the 2024 Rutledge Hall Renovations

Rationale: The Lincolnwood School District 74 Board of Education must approve interfund transfers.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approve the proposed Request for Authorization to Use Fire Prevention and Safety Funds in the total amount of \$1,399,154.75.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

- III. INFORMATION/ACTION: Bills Payable in the Amount of \$2,092,782.90  
**Bills reviewed this month by:** Kevin Daly and Jay Oleniczak

Rationale: The Board of Education routinely reviews and approves invoices and bills.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of \$2,092,782.90.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

11. AUDIENCE TO VISITORS

12. RECESS INTO CLOSED SESSION

I move that the Lincolnwood School District 74 Board of Education recess into Closed Session for the purposes of: **5 ILCS 120/2(c)(1), amended by P.A. 101-459 - Personnel.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

13. ADJOURNMENT

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

***Dr. David L. Russo, Superintendent of Schools***

*Lincolnwood School District 74 is subject to the requirements of the Americans with Disabilities Act of 1990. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to observe and/or participate in this meeting, or who have questions regarding the accessibility of this meeting or facility, are requested to contact the District Office at 847-675-8234 promptly to allow Lincolnwood School District 74 to make reasonable accommodations for those persons.*



## Board of Education

### **2:110 Qualifications, Term, and Duties of Board Officers**

The Board of Education officers are: President, Vice President and Secretary. These officers are elected or appointed by the Board at its organizational meeting. The offices of Vice President and Secretary may be combined at the Board's discretion. The Board may, at its discretion, extend terms of officers to two years.

#### President

The Board of Education elects a President from its members for a one-year term. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments with Board approval;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Sign official District documents requiring the President's signature, including Board Minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the Open Meetings Act;
9. Administer the oath of office to new Board members;
10. Serve as or appoint the Board's official spokesperson to the media;
11. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official; and
12. Ensure that all fingerprint-based criminal history records information checks, screenings, and sexual misconduct related employment history reviews (EHRs) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

A vacancy in the Presidency is filled by the Vice President.

#### Vice President and Secretary

The Board of Education elects a Vice President and a Secretary from its members for a one-year term. The Vice President performs the duties of the President if:

- the office of President is vacant;
- the President is absent; or
- the President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by special Board election.

The Secretary shall perform or delegate the following duties:

1. Keep Board meeting minutes;
2. Prepare Board meeting agendas and provide them, along with prior meeting minutes, to Board members before the next meeting;
3. Mail meeting notification and agenda to news media who have officially requested copies;
4. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
5. Report to the Township Treasurer on or before July 7, annually, such information as the Township Treasurer is required to include in the Township Treasurer's report to the North Cook Intermediate Service Center Executive Director;
6. Act as the local election official for the District;
7. Arrange public inspection of the budget before adoption;
8. Publish required notices;
9. Sign official District documents requiring the Secretary's signature; and
10. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

#### Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

#### Treasurer (NOT an officer of the Board of Education)

The Treasurer for the School District shall be appointed by the Township Trustees.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the Township Trustees;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board;
5. Receive, hold, and expend District funds only upon the order of the Board; and
6. Perform those duties in [Section 8-17 of the School Code](#).

LEGAL REF.:

[105 ILCS 5/8-1](#), [5/8-2](#), [5/8-3](#), [5/8-6](#), [5/8-16](#), [5/8-17](#), [5/10-1](#), [5/10-5](#), [5/10-7](#), [5/10-8](#), [5/10-13](#), [5/10-13.1](#),

[5/10-14](#), [5/10-16.5](#), [5/10-21.9](#), [5/17-1](#), [5/21B-85](#), and [5/22-94](#).

[5 ILCS 120/7](#), Open Meetings Act.

[5 ILCS 420/4A-106](#), III. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational Board of Education Meeting), 2:220 (Board of Education Meeting Procedure), 5:30 (Hiring Process and Criteria), 8:10 (Connection with the Community)

ADOPTED: September 10, 2002

REVISED: May 4, 2023

REVIEWED: May 4, 2023

## **Lincolnwood School District 74**

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## Board of Education

### **2:210 Organizational Board of Education Meeting**

During a March meeting in odd-numbered years, the Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 40 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years.

At the organizational meeting, the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board of Education shall elect its officers, who assume office immediately upon their election.
4. The Board of Education shall fix a time and date for its regular meetings.

During an April Board meeting in even-numbered years, the Board considers organizational matters such as: selecting individual members to fill offices with terms that expire in April or May and fixing a time and date for its regular meetings.

LEGAL REF.:

[105 ILCS 5/10-5](#), [5/10-16](#), and [5/10-16.5](#).

[10 ILCS 5/2A-1](#) *et seq.*, Election Code.

CROSS REF.: 2:30 (District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)


ADOPTED: January 11, 2005

REVISED: January 12, 2023

REVIEWED: January 12, 2023

**Lincolnwood School District 74**

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	<p>LINCOLNWOOD SCHOOL DISTRICT 74          BOARD OF EDUCATION          Regular Meeting Minutes          Thursday, April 4, 2024 at <b>7:30 PM</b></p>	<p>BOARD OF EDUCATION  <b>Kevin Daly, President</b>  <b>Rupal Shah Mandal, Vice President</b>  <b>John P. Vranas, Secretary</b>  <b>Maxie Boynton</b>  <b>Myra A. Foutris</b>  <b>Jay Oleniczak</b>  <b>Peter D. Theodore</b></p> <p>ADMINISTRATION  <b>Dr. David L. Russo, Superintendent of Schools</b>  <b>Dr. Dominick M. Lupo, Assistant Superintendent for Curriculum and Instruction</b>  <b>Courtney Whited, Business Manager/CSBO</b></p>
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*Minutes of the Regular Meeting of the Board of Education of Lincolnwood School District 74, Cook County, Illinois, was held in the Lincolnwood Village Hall - Gerald C. Turry Village Board Room 6900 North Lincoln Avenue, Lincolnwood, Illinois 60712, on Thursday, April 4, 2024.*

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE

President Daly called the meeting to order at 7:30 p.m., roll call was taken and the Pledge of Allegiance was recited.

<p><u>MEMBERS PRESENT</u>          Kevin Daly          Maxie Boynton          Jay Oleniczak          Rupal Shah Mandal          Peter D. Theodore          John P. Vranas</p>	<p><u>MEMBERS ABSENT</u>          Myra A. Foutris</p>	
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<p><u>ADMINISTRATORS/STAFF PRESENT</u>          Dr. David L. Russo          Dr. Dominick M. Lupo          Courtney Whited          Mark Atkinson</p>	<p>Chris Harmon          Aliaa Ibrahim          Jackie McGoey          Jennifer Ruttkay</p>	<p>Jordan Stephen          Joseph Segreti          Renee Tolnai</p>
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2. AUDIENCE TO VISITORS

None

3. CONSENT AGENDA

a. APPROVAL OF MINUTES

- I. Regular Board Meeting Minutes - **MARCH 7, 2024**
- II. Regular Board Meeting - Closed Session Minutes - **MARCH 7, 2024**
- III. Special Board Meeting Minutes - **MARCH 12, 2024**

b. EMPLOYMENT MATTERS

- I. Personnel Report
- II. Resignation
  - 1. **Raisa Martin**, 12-Month Building Administrative Assistant, Rutledge Hall, effective March 29, 2024
  - 2. **Zack Beyer**, Physical Education Teacher, Rutledge Hall and Todd Hall, effective June 5, 2024
  - 3. **Jordan Clifford**, Instructional Coach, Lincoln Hall, effective April 5, 2024
  - 4. **Carla Spinelli**, Special Education Teacher, Rutledge Hall, effective June 5, 2024
- III. FMLA Leave Request
  - 1. **Lani Maldonado**, Library Media Specialist, Lincoln Hall, effective February 27, 2024 with a return on May 28, 2024
  - 2. **Bridget Doyle**, 3rd Grade Teacher, Rutledge Hall, effective April 29, 2024 with a return for the 2024-2025 school year

c. Todd Hall Sensory Paths

The Facilities Committee concurred with the Administration's recommendation to the Board of Education to accept Option #1 from Paint the City for the Todd Hall Sensory Paths in the amount of \$22,760.06 to be completed by July 15, 2024.

d. Donation from ROSE Foundation

The Finance Committee concurred with the Administration's recommendation to the Board of Education to accept the donation of \$200 and \$60 Smoothie King gift certificates from ROSE Foundation.

e. 6-year | Kindergarten through Fifth Grade Math Program Adoption | Carnegie Learning, Inc. © 2014-2023

The Finance Committee concurred with the Administration's recommendation to the Board of Education to approve this Contract from Carnegie Learning, Inc. © 2014-2023 for the adoption of the K-5 math curriculum in the amount of \$233,733.12 from the 2024-2025 school year to the 2029-2030 school year.

f. Middle School Science Curriculum Adoption – © 2024 Amplify Education, Inc.

The Finance Committee concurred with the Administration's recommendation to the Board of Education to approve this Agreement from Amplify Education for the middle school science curriculum in the amount of \$67,710.20 from the 2024-2025 school year until the 2029-2030 school year.

It was moved by Secretary Vranas and seconded by Vice President Shah Mandal that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.

President Daly submitted the motion to a vote and the following vote was recorded:

Ayes: Shah Mandal, Vranas, Boynton, Oleniczak, Theodore, Daly

Nays: None

Absent: Foutris

Motion passed.

4. UNFINISHED BUSINESS

None

5. NEW BUSINESS

None

6. COMMUNICATION FROM BOARD MEMBERS

a. NTDSE/District 807: **John P. Vranas/Kevin Daly**

The NTDSE Governing Board last met on March 14, 2024. The following are brief highlights:

- Tarin Kendrick, Executive Director, reported on the Illinois Alliance of Administrators of Special Education Winter Conference. Heather Lane, an NTDSE Administrator, received the IAASE Trailblazer Award
- Matt Baud, NTDSE Assistive Tech Coordinator received the "Those Who Excel" award from the Illinois State Board of Education
- The 2024-25 staffing proposal was presented. Administrators attended the Niles North job fair to fill aide positions.
- We are looking for additional classroom space needed for the 2024-25 school year.
- Tarin reported on advocacy efforts in Springfield including support of SB 3606 – Equalized Funding.
- Christine Perry, Principal of Molloy Education Center, reported on ESY planning. Todd Hall is the satellite location.
- Board Member, Dr. Sullivan, reported on the Collaborative For Curriculum (CFC) meeting.
- The Governing Board approved the following:
  - Roof Restoration contract with L. Marshall Roofing
  - Hiring a Human Resources Coordinator
  - Compensation for Administrators
- The next meeting of the NTDSE Governing Board is scheduled on April 11, 2024 at 6:00 PM

b. IASB (Illinois Association of School Boards): **Jay Oleniczak/Myra A. Foutris**

No report.

c. Finance Committee: **Peter D. Theodore/Jay Oleniczak**

The Finance Committee last met on March 21, 2024.

- The Committee sent three items to the Consent Agenda:
  1. 6-year Kindergarten through Fifth Grade Math Program Adoption, Carnegie Learning, Inc. © 2014-2023
  2. Middle School Science Curriculum Adoption – © 2024 Amplify Education, Inc.
  3. Donation from ROSE Foundation

The next Finance Committee meeting is scheduled for Thursday, April 18, 2024 at 5:30 p.m. The public is welcome.

d. Facilities Committee: **John P. Vranas/Rupal Shah Mandal**

The Facilities Committee last met on March 19, 2024.

- Athi Toufexis presented the Rutledge Hall furniture plan for review. The Committee recommended keeping the gray top tables and replacing the wood grain top tables in Room 15. All rooms will have a horseshoe table. Dr. Russo will clarify with the staff if the chairs that were chosen for the horseshoe tables are still preferred over wobble stools. Additionally, Athi explained that the Task Chair presented was preferred by Rutledge Hall.
- Athi presented the updated draft of the SD74 Master Facilities Plan. The Committee expressed concern regarding the 2025 Todd Hall projects without knowing the impact that proposed multi-family developments would have on future enrollment. The Administration will meet with Athi to discuss potential scenarios that would add more learning spaces across the District. In response to Dr Russo's inquiry, the Committee did not see the value of securing a demographic study at this time.
- Athi explained the Energy Efficient Deductions Allocation. The goal is to incentivize building owners to increase energy efficiencies. Since SD74 is exempt from taxes and could not access those funds, StudioGC requested that it be allowed to claim 100% of the benefit. The Committee requested that Studio GC consider what it would offer the District to access that benefit. Athi indicated that StudioGC will consider and present some options at our next meeting.
- The Facilities Committee concurred with the Administration's recommendation to the Board of Education to accept Option #1 from Paint the City for the Todd Hall Sensory Paths to be completed by July 15, 2024.
- District Facilities Update:
  - Bids for the Custodial services were submitted on April 2, 2024, and the Administration expects to have a recommendation for the May Board of Education meeting.
  - The peeling of the vinyl door branding at Lincoln Hall's entry has been addressed.
  - The toilet paper dispensers for Todd Hall and Lincoln Hall have arrived. Installation began during spring break.
  - The Administration received a proposal to mechanize Lincoln Hall's west wall Basketball Hoops. Another proposal for Lincoln Hall's gymnasium audio-visual improvements has also been provided for consideration. Administration will make a recommendation in the near future relative to these projects.
  - The Lincoln Hall lobby cameras were installed on March 21, 2024.

The next Facilities Committee meeting is scheduled for Tuesday, April 16, 2024 at 6:00 p.m. The public is welcome.

e. Policy Committee: **Rupal Shah Mandal/Myra A. Foutris**

The Policy Committee last met on Friday, January 19, 2024.

The March 22, 2024, Policy Committee meeting was canceled due to light agenda.

The next Policy Committee meeting is scheduled for Friday, April 19, 2024, at 8:30am in the Administration Building. The public is welcome.

f. President's Report: **Kevin Daly**

President Daly shared important District upcoming dates. Please see the District website for information: [sd74.org](http://sd74.org).

7. COMMUNICATION TO THE BOARD OF EDUCATION

a. LTA (Lincolnwood Teacher Association): **Travis DuPriest/Kevin Conley (Co-Presidents)**

No report.

b. LSSU (Lincolnwood Support Staff Union): **Tommy Bujnowski (President) & Carol Krikorian (Vice President)**

No report.

c. PALS (People Active with Lincolnwood Schools): **Mihra Seta (President)**

No report.

## 8. ADMINISTRATIVE REPORTS

a. Superintendent's Report: **Dr. David L. Russo**

### I. District Updates

- Superintendent Russo welcomed the Lincolnwood Learning Community back from Spring Break. The District hopes that everyone enjoyed leisurely pursuits last week gearing up for the final weeks of school. Although there has been a great deal accomplished thus far; the Administrative team knows a great deal more learning and academic growth will take place before the year ends.
- Spring is going to be an extremely busy time in the District. Please continue to consult *Tuesday Newsday* on a weekly basis to gather details on upcoming events.
- All families are encouraged to register their child or children for the 2024-2025 school year. There is a **\$20.00 Early Registration Incentive** in the form of a lunch credit given to each K-8 student who is completely re-registered by May 10, 2024, with full payment submitted. Re-registration must be complete, meaning all required paperwork has been submitted and approved, along with full fee payment. There will be a **\$25.00 Late Registration Fee** applied to the account for **each student** beginning August 1, 2024.

b. Curriculum and Instruction, Assistant Superintendent's Report: **Dr. Dominick M. Lupo**

### I. Curriculum Department Update

Assistant Superintendent for Curriculum and Instruction Lupo thanked the Board of Education for adopting the Amplify Education, Inc. middle school science and the Carnegie Learning, Inc. kindergarten through fifth grade math curriculums on the Consent Agenda. The Curricular Review teams are excited about the staff professional development opportunities to prepare for the 2024-25 school year.

### II. Set the Last Day of School for Each School Year

It was moved by Vice President Shah Mandal and seconded by Member Oleniczak that the Lincolnwood School District 74 Board of Education approve the last day of school for the 2023-24 District calendar to show a closing date of June 5, 2024.

President Daly submitted the motion to a vote and the following vote was recorded:

Ayes: Shah Mandal, Vranas, Boynton, Oleniczak, Theodore, Daly

Nays: None

Absent: Foutris

Motion passed.

c. Business and Operations, Business Manager/CSBO: **Courtney Whited**

### I. Finance Report - **JANUARY 2024**

Courtney Whited, Business Manager/CSBO presented the January 2024 Finance Report.

### II. Bills Payable in the Amount of \$1,337,086.22

**Bills reviewed this month by:** Rupal Shah Mandal and John P. Vranas

It was moved by Vice President Shah Mandal and seconded by Secretary Vranas that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of \$1,337,086.22.



President Daly submitted the motion to a vote and the following vote was recorded:

Ayes: Shah Mandal, Vranas, Boynton, Oleniczak, Theodore, Daly

Nays: None

Absent: Foutris

Motion passed.

9. AUDIENCE TO VISITORS

None

10. RECESS INTO CLOSED SESSION

It was moved by President Daly and seconded by Secretary Vranas that the Lincolnwood School District 74 Board of Education recess into Closed Session for the purposes of: **5 ILCS 120/2(c)(1), amended by P.A. 101-459 - Personnel and 5 ILCS 2(c)(4.5) Evidence or testimony presented to a school board regarding denial of admission to school events or property pursuant to Section 24-24 of the School Code.**

President Daly submitted the motion to a voice vote and the motion passed at 7:45 p.m.

11. RETURN TO OPEN SESSION AT 12:48 a.m. April 5, 2024.

12. Possible Denial of Admission to School Events or Property to a Member of the Public

It was moved by Secretary Vranas and seconded by Vice President Shah Mandal that the Lincolnwood School District 74 Board of Education adopt the written decision denying admission to all school events and all District 74 buildings, grounds, vehicles, and bus stops to Ms. Soula Spyropoulos for a period of one year, as presented.

President Daly submitted the motion to a vote and the following vote was recorded:

Ayes: Shah Mandal, Vranas, Boynton, Oleniczak, Theodore, Daly

Nays: None

Absent: Foutris

Motion passed.

13. ADJOURNMENT

It was moved by Secretary Vranas and seconded by Member Oleniczak to adjourn the Regular meeting of the Lincolnwood School District 74 Board of Education.

President Daly submitted the motion to a voice vote and the motion passed at 12:50 a.m.

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Kevin Daly, President

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John P. Vranas, Secretary

**DIRECTOR OF BUILDINGS AND GROUNDS  
EMPLOYMENT CONTRACT  
(2024 - 2025)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **James Caldwell** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for one year, from July 1, 2024, through and including June 30, 2025, at an annual salary in the amount of One Hundred Thirty-Seven Thousand Dollars (\$137,000.00). The Administrator’s salary is payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District.

The Contract will consist of 260 workdays for a Contract Year. The Administrator acknowledges that he will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Illinois Municipal Retirement Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Illinois Municipal Retirement Fund (hereafter “IMRF”) the Administrator’s required member contributions to such pension system. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from IMRF. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to IMRF, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to IMRF by the Board on his behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **IMRF Status.** The parties agree that the Board makes no representations regarding the IMRF member wage status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding wage status, years of service, and related IMRF issues shall be made by IMRF and, where applicable, a court of competent jurisdiction.

## **B. CONDITIONS OF EMPLOYMENT**

1. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
2. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at his own expense and provide the cell phone number to District administrators and Board members for daily communication.
3. **Employment Representations.** The Administrator represents that he is not under contract with any other employer, including but not limited to school districts or municipalities, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

## **C. BENEFITS**

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of his duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.
2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:
  - a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may,

in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.

- b. Long-term disability insurance, as provided under any group program effective in the District.
- c. Single or family coverage vision service plan, as provided under any group program effective in the District.
- d. Group term life and AD&D insurance, in the amount of \$50,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

**3. Vacation.** In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, up to five (5) unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon separation of employment, any unused vacation days shall be paid to the Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

**4. Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 support staff, which may be accumulated without limit.

5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 support staff.
6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels, subject to prior Superintendent approval. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

#### D. POWERS AND DUTIES

1. **Duties.** The duties of the Administrator shall be those incidental to the office of a Director of Buildings and Grounds. As such, he shall supervise the operation of the entire Buildings and Grounds department, plus any related contractual services, as the Board and Superintendent shall determine necessary. The Administrator shall also be expected to establish clear lines of communication regarding goals, accomplishments, practices, and policies with administrators, staff, and contractors. The Administrator shall also assume administrative responsibilities and departmental leadership, under the supervision and direction of the Superintendent, Business Manager/CSBO, and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, for the planning, operation, and evaluation of the program and the staff in the entire Buildings and Grounds department, plus any related contractual services. The Administrator shall submit recommendations to the Superintendent or Business Manager/CSBO, as requested, concerning the appointment, retention, promotion, and assignment of all personnel assigned to the entire Buildings and Grounds department, plus any related contractual services, and shall keep such other registers, records, and reports as may be directed by the Superintendent, Business Manager/CSBO, and the Board or required by law. The Administrator shall also

be responsible for all obligations contained in the official job description for a Director of Buildings and Grounds.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and Business Manager/CSBO and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

2. **Extent of Service.** The Administrator shall devote his time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Buildings and Grounds, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.
3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent and Business Manager/CSBO, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, Business Manager/CSBO, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.
2. **Evaluation.** The Superintendent or designee shall evaluate the Administrator's performance, including but not limited to performance on the goals and indicators listed above, at least annually. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

## F. RENEWAL OR AMENDMENT OF CONTRACT

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew the Administrator's employment upon such terms and conditions as they may mutually agree. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.
3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.
4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if he presents to the Board a physician's statement certifying that he is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, he shall bear any related costs. The Board hearing shall be conducted in executive session.);

- c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, he shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## H. MISCELLANEOUS

- 1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.
- 2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
- 3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
- 4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
- 5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
- 6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.



IN WITNESS WHEREOF, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
JAMES CALDWELL

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

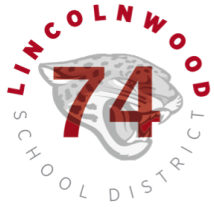
**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

**EXHIBIT A**

**JOB DESCRIPTION – DIRECTOR OF BUILDINGS AND GROUNDS**



# EXHIBIT A

## Director of Buildings and Grounds

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Job Category: Non-Certified

Status: Exempt

Location: Administration

Reports to: Business Manager

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Five years of supervisory and facility operation and maintenance experience.
- Ability to communicate effectively with the public, staff and vendors, both orally and in writing, and work well with others.
- Thorough working knowledge of HVAC, electricity, plumbing systems, security, roofing, and construction (including experience in reading blueprints).
- Computer literate with experience in computerized energy management systems, spreadsheets, word processing, database, and facility management software.
- Familiar with the Illinois Health Life/Safety Code.
- Experienced in developing and administering a comprehensive preventative maintenance program that includes familiarity with the Illinois Health Life/Safety Code.
- Able to manage teams including scheduling and development of work flows.

Job Goal

To maintain the School District's physical plant in a condition of operating excellence so that full educational use of it may be made at all times; to maintain the grounds of all district schools in a condition of safety, neatness, and aesthetic attractiveness, so that each student may be provided with an outdoor environment both pleasing to look at and good to play in; and to provide students with an attractive, safe, and natural environment in which to learn.

Performance Responsibilities

1. Implements changes and upgrades and makes recommendations (as a result of regular building inspections) that will positively impact the schools, for short and long--term preventative maintenance programs and provides written reports to the Business Manager.
2. Coordinates and directs the comprehensive overall planning and scheduling of cleaning, maintenance, and repair requirements for all district buildings and grounds, including roof management and inspection.
3. Develops a system for dealing with emergency repairs in all buildings.
4. Confers with school principals, landscape architects and other parties in making plans for landscaping, planning and maintenance of school grounds.

5. Keeps informed of the latest trends, developments, and products in the areas of maintenance, repair, and upkeep, and encourages innovation and experimentation as appropriate and shares this information with custodians.
6. Assists the Business Manager in developing a three to five year facility operations and maintenance plan for all buildings working in conjunction with building principals and in development and monitoring of Operation and Maintenance Budget.
7. Supervises and advises purchasing and bid specifications for all required staff and services. Inspects work and verifies that terms and conditions of contract have been fulfilled before authorizing payment.
8. Makes recommendations for the optimal timing of replacements for vehicles and equipment assigned to the district's buildings, including all necessary equipment to perform grounds and maintenance work.
9. Maintains communications and relationships with all local fire and police departments.
10. Represents the Business Manager in day--to--day contacts with contractors and architects, in connection with school construction programs and inspections and keeps office informed of the progress and quality of work being performed on all construction projects.
11. Develops and maintains an inspection program to monitor the quality of custodial cleaning in all buildings.
12. Recruits, screens, interviews, trains, evaluates, and recommends all employees necessary to the maintenance, grounds and custodial program and recommends the number of engineers needed to properly care for all buildings. Maintains proper employee records.
13. Recruits, recommends, and schedules custodial personnel projects for all summer cleaning and substitutes for absent custodians.
14. Coordinates and supervises after hour or weekend maintenance work by contractors.
15. Organizes and implements an orientation and ongoing training program on proper operation and maintenance of school facilities for custodial, maintenance and grounds personnel. Include training associated with Blood Borne Pathogen, OSHA, and other training as deemed necessary.
16. Provides and updates Material Safety Data Sheets for all cleaning materials and chemicals in each building, and provides technical training and interpretation to all custodial, maintenance and grounds personnel.
17. Orders, receives, stores, inventories, and issues all maintenance and grounds material, supplies, and equipment as needed by buildings. Provide for adequate quantities on hand and their safe storage.
18. Updates and maintain district wide security systems and fire alarm systems in all buildings and responds to emergency calls 24/7.
19. Coordinates required yearly inspections of school buildings with local fire departments and maintain all buildings with Fire and Life Safety Codes and is back--up for emergency drills.
20. Develops and maintains an indoor air quality program, energy management and pest control plan.
21. Maintains manuals and records related to all building and maintenance equipment, regulations, and inspections.
22. Directs the preparation of playing fields, grounds, and other necessary facilities for athletics and other school activities, and coordinates with district athletic director, principals, and community organizations using district facilities.

23. Supervises and schedules snow removal and makes recommendations to the Business Manager for related contractual services.
24. Oversees traffic control.
25. Attends administrative, Facilities Committee and other related meetings and make reports as necessary.
26. Any and all additional duties that may be assigned by the Superintendent or Business Manager.
27. Supervises other building engineers and maintenance staff.

*Other essential duties and responsibilities may be assigned*

#### Physical, Sensory and Environmental Demands

The physical demands and work environment described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of the job, the employee frequently is required to sit; use hands to manipulate, handle, or feel; and talk or hear; frequently is required to reach with hands and arms; frequently is required to stand and walk; frequently must lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds; bend, squat, kneel; twist, turn, balance; climb/crawl; reach above shoulder/reach outward; occasionally may be required to drive.

In the work environment, the employee regularly works in interior and exterior environmental conditions. The employee is regularly exposed to outdoor weather conditions. The noise level in the work environment is moderate. The employee occasionally works in evenings or on weekends. The work environment may include exposure to heat and cold; unscheduled interruptions; frequent movement from one work location to another; and public contact requiring appropriate demeanor.

#### Evaluation

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

#### Terms of Employment

Twelve--month position. Salary and work year to be established by the Board of Education.

September 2019

February 2023

**DIRECTOR OF FOOD SERVICE  
EMPLOYMENT CONTRACT  
(2024 – 2026)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Peter Lembessis** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for two years, from July 1, 2024, through and including June 30, 2026. The Administrator shall be paid an annual salary payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District, in the following amounts:
  - For July 1, 2024, through June 30, 2025, the salary shall be \$80,000; and
  - For July 1, 2025, through June 30, 2026, the salary shall be \$83,500.

The Contract will consist of 260 workdays for a full Contract Year. The Administrator acknowledges that he will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Illinois Municipal Retirement Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Illinois Municipal Retirement Fund (hereafter “IMRF”) the Administrator’s required member contributions to such pension system. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from IMRF. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to IMRF, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to IMRF by the Board on his behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to

the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **IMRF Status.** The parties agree that the Board makes no representations regarding the IMRF member wage status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding wage status, years of service, and related IMRF issues shall be made by IMRF and, where applicable, a court of competent jurisdiction.

## **B. CONDITIONS OF EMPLOYMENT**

1. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
2. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at his own expense and provide the cell phone number to District administrators and Board members for daily communication.
3. **Employment Representations.** The Administrator represents that he is not under contract with any other employer, including but not limited to school districts or municipalities, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

## **C. BENEFITS**

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of his duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.
2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:
  - a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator

to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.

- b. Long-term disability insurance, as provided under any group program effective in the District.
- c. Single or family coverage vision service plan, as provided under any group program effective in the District.
- d. Group term life and AD&D insurance, in the amount of \$50,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

**3. Vacation.** In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, up to five (5) unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon separation of employment, any unused vacation days shall be paid to the Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

**4. Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent



it differs, the same amount as the normal annual allotment provided to District 74 support staff, which may be accumulated without limit.

5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 support staff.
6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels, subject to prior Superintendent approval. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

#### D. POWERS AND DUTIES

1. **Duties.** The duties of the Administrator shall be those incidental to the office of a Director of Food Service. As such, he shall plan and implement the District food service program to ensure proper nutrition and to safeguard the health of students, staff, and visitors. The Administrator shall plan menus with nutritional values and allergen information for the District website, and shall develop new entrees and side dishes with an emphasis on fresh, whole ingredients and scratch-made recipes for a diverse palate. The Administrator shall be responsible for the evaluation of all cafeteria employees, shall conduct interviews and make hiring recommendations, and shall also assume administrative responsibilities and departmental leadership, under the supervision and direction of the Superintendent, Business Manager/CSBO, and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, and shall keep such other registers, records, and reports as may be directed by the Superintendent, Business Manager/CSBO, and the Board or required by law. The Administrator

shall also be responsible for all obligations contained in the official job description for a Director of Food Service.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and Business Manager/CSBO and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

2. **Extent of Service.** The Administrator shall devote his time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Food Service, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.
3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent and Business Manager/CSBO, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, Business Manager/CSBO, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.
2. **Evaluation.** The Superintendent or designee shall evaluate the Administrator's performance, including but not limited to performance on the goals and indicators listed above, at least annually. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

## F. RENEWAL OR AMENDMENT OF CONTRACT

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew the Administrator's employment upon such terms and conditions as they may mutually agree. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.
  - a. **Performance and Retention Incentives.** Pursuant to the employment contract previously entered between the Board and the Administrator dated August 3, 2023, and in addition to the salary amount stated above in section A.1, the Board shall make an incentive payment in the amount of Seven Thousand Dollars (\$7,000.00), payable on or after July 1, 2024.

If the Board, in its sole discretion, elects to renew this Contract and the parties agree to continue the employment of the Administrator for the 2026-2027 Contract Year, any new contract of employment to take effect after the expiration of this Contract shall include an incentive in the amount of Eight Thousand Three Hundred Fifty Dollars (\$8,350.00), payable on or after July 1, 2026.

The parties acknowledge that these amounts are intended as an incentive for job performance warranting a contract renewal and the retention of the Administrator for additional years of employment. The 2026-2027 incentive payment is not guaranteed and shall not become due and payable until the parties agree on a successor contract in writing. These incentive payments shall not be added to the Administrator's base salary amount and shall not be used in the calculation of future salary increases, if any. Specific terms and conditions regarding the payment of the 2026-2027 incentive payment will be set forth in any new contract of employment and subject to agreement by the parties.

3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.
4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in

rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## **G. TERMINATION**

- 1. Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if he presents to the Board a physician's statement certifying that he is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, he shall bear any related costs. The Board hearing shall be conducted in closed session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
- 2. Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, he shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## **H. MISCELLANEOUS**

- 1. Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.

2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***

IN WITNESS WHEREOF, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
PETER LEMBESSIS

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

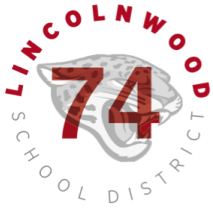
Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

**EXHIBIT A**  
**JOB DESCRIPTION –**  
**DIRECTOR OF FOOD SERVICE**



## Exhibit A

### Director of Food Service

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Job Title: Director of Food Service

Status: Non-Certified

Location: Building Cafeterias

Reports to: Business Manager

#### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The Director of Food Service supervises and coordinates the District food service program to ensure proper nutrition and to safeguard the health of students, staff, and visitors. To accomplish these tasks the Director of Food Service must work closely with the staff and administration. This position maintains the responsibility to effectuate the procedures and practices associated with a lunch program that meets the needs of a diverse palate of students.

#### Job Goal

To provide each student with highly nutritious meals in a safe, clean and efficient environment.

#### Performance Responsibilities

*Other essential duties and responsibilities may be assigned.*

1. Plans, directs, and oversees the preparation and servicing of all food in the cafeterias.
2. Assumes responsibility for the security of food and supplies.
3. Supervises the storage and care of food and supplies.
4. Assumes responsibility for the security of revenue from the cafeteria.
5. Records funds to lunch debit cards within the 48-hour timeline.
6. Supervises and participates in the preparation and serving of all food.
7. Plans menus with nutritional values and allergen information for the District website.
8. Develops new entrees and side dishes with an emphasis on fresh, whole ingredients and scratch-made recipes.
9. Oversees and participates in the cleaning of kitchen, servicing areas, storage areas, and dining areas.
10. Assigns, directs, plans, and supervises the work of the cafeteria staff.
11. Evaluates the performance of all cafeteria employees. Conducts interviews and makes hiring recommendations.
12. Plans and organizes kitchen staff training to support use of fresh ingredients, scratch-based preparations and new recipe development.
13. Ensures employee time records are properly reported.
14. Instructs cafeteria staff in performing their assigned tasks.



15. Plans work schedules and makes arrangements for substitutes when required.
16. Inspects kitchen, cooking utensils, and staff for cleanliness and sanitary conditions. Ensures there is no cross-contamination of ingredients.
17. Conducts taste tests and/or surveys with students and staff prior to launching new menu items.
18. Assumes responsibility for checking that all equipment is in safe working condition and notifies the appropriate authority when repairs or replacements are needed.
19. Approves purchases and maintains an inventory of all foods, supplies, and equipment.
20. Places orders and gets information on new products and pricing with a prioritization on locally-sourced, whole ingredients.
21. Orders and sets up food and supplies for District sponsored events when requested.
22. Standardizes prices charged for daily lunches and ala carte items including milk.
23. Standardizes the portions served related to a healthy lunch.
24. Operates the point of sale system during lunch periods.
25. Sends out letters and emails for low balance, negative accounts, and quarterly statements.
26. Updates individual debit card accounts to be sent to the parents on request.
27. Collects the necessary data and submits the ISBE milk reports on time.
28. Prints, laminates, and issues new lunch ID cards for new students and lost or damaged cards.
29. Other projects as assigned.

#### Physical, Sensory and Environmental Demands:

Physical: While performing the duties of the job, the employee is frequently required to use hands to manipulate, handle, or feel; frequently is required to reach with hands and arms; frequently is required to stand and walk; frequently must lift and/or move up to 50 pounds.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of a school kitchen environment.

#### Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

#### Terms of Employment:

Twelve-month position. Salary and benefits to be determined by the Board of Education.

**DIRECTOR OF STUDENT SERVICES  
EMPLOYMENT CONTRACT  
(2024 - 2025)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Erin Curry** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for one year, from July 1, 2024, through and including June 30, 2025, at an annual salary in the amount of One Hundred Five Thousand Five Hundred Dollars (\$105,500.00). The Administrator’s salary is payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District.

The Contract will consist of 205 workdays for a Contract Year. The Administrator acknowledges that she will work on a schedule set by the Superintendent and agrees that the 205-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Teachers’ Retirement System and Health Insurance Security Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Teachers’ Retirement System of the State of Illinois (hereafter “TRS”) and the Teachers Health Insurance Security Fund (hereafter “THIS”) the Administrator’s required member contributions to such pension system and health fund. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from TRS and THIS. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to the TRS and THIS, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to TRS or THIS by the Board on her behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **Creditable Earnings.** The parties agree that the Board makes no representations regarding the creditable earnings status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding creditable earnings, creditable service, and related TRS issues shall be made by TRS and, where applicable, a court of competent jurisdiction.

## **B. CONDITIONS OF EMPLOYMENT**

1. **License.** During the term of this Contract, the Administrator shall hold a valid and properly registered license with necessary endorsement as issued by the Illinois State Educator Preparation and Licensure Board qualifying her to serve in District 74 in the position of Director of Student Services. The Administrator shall also keep current her attendance at required state Administrator Academy workshops and shall satisfy other license renewal and prequalification requirements necessary to enable her to legally evaluate staff.
2. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
3. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at her own expense and provide the cell phone number to District administrators and Board members for daily communication.
4. **Tenure and Related Rights.** During the term of this Contract, the Administrator does not waive rights granted under Sections 24-11 through 24-16 of the School Code. During the term of this Contract, the Administrator will maintain contractual continued service status (i.e. tenure) as a teacher of the School District. The Board and the Administrator agree that this Contract is not a performance-based contract pursuant to Section 10-23.8a of the School Code.
5. **Employment Representations.** The Administrator represents that she is not under contract with any other employer, including but not limited to school districts or cooperatives, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

## **C. BENEFITS**

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of her duties. The Administrator shall itemize and

substantiate all expenses incurred, in accordance with applicable Board policy and procedures.

**2. Insurance.** The Board will provide the Administrator with the following insurance benefits:

- a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.
- b. Long-term disability insurance, as provided under any group program effective in the District.
- c. Single or family coverage vision service plan, as provided under any group program effective in the District.
- d. Group term life and AD&D insurance, in the amount of \$150,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

**3. Paid Leave.**

- a. **Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the School Code, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 teachers, which may be accumulated to a maximum of 340 days.
- b. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 teachers.
- c. **Cook County Paid Leave Ordinance.** To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023,

herein “the Ordinance”) applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of personal leave days and sick leave days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District’s fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

4. **Professional Organizations.** Upon the Superintendent’s approval of the appropriateness of the Administrator’s involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
5. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels and, subject to prior Superintendent approval, at one national-level conference. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
6. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board’s 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

#### D. POWERS AND DUTIES

1. **Duties.** The Administrator, as directed in her job description, shall assist the Superintendent in the administrative operation and management of the School District. The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.
2. **Extent of Service.** The Administrator shall devote her time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Student Services, as set forth in the

job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.

3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.
2. **Evaluation.** One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

#### **F. RENEWAL OR AMENDMENT OF CONTRACT**

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew the Administrator's employment upon such terms and conditions as they may mutually agree. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.
3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.

4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## **G. TERMINATION**

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if she presents to the Board a physician's statement certifying that she is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, she shall bear any related costs. The Board hearing shall be conducted in executive session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, she shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## **H. MISCELLANEOUS**

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.

2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***



**IN WITNESS WHEREOF**, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
Erin Curry

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

**EXHIBIT A**

**JOB DESCRIPTION – DIRECTOR OF STUDENT SERVICES**



## EXHIBIT A

# Director of Student Services

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Job Category: Certified

Status: Exempt

Location: Administration Building

Reports to: Superintendent of Schools

### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment.
- Principal endorsement preferred but not required.
- Knowledge of curriculum, program modifications, and accommodations for students with disabilities.
- Experience in systems change, research-based programming, data-based decision making, and behavior intervention planning.
- Excellent communication and organizational skills.
- Ability to exercise sound judgment in making decisions regarding the safety and welfare of students.
- Ability to perform assigned duties and tasks with a minimum of direction.
- Ability to maintain supportive, collaborative public, student, and coworker relationships.
- Ability to demonstrate personal and professional ethical behavior.
- Ability to demonstrate leadership qualities.
- Ability to demonstrate strong communication skills.
- Ability to physically move about the buildings and grounds.
- Ability to handle all district information with confidentiality.

### Job Goal

To serve as a general assistant to the Superintendent with administrative functions that support the mission and vision of the Board of Education as assigned by the Superintendent.

### Performance Responsibilities

- Assist the Superintendent in providing leadership to the implementation of instructional programs and coordination of resources for students receiving support from special services.
- Maintain knowledge of current research and evidence-based practices in delivering comprehensive services to diverse learners.
- Remain current with legal requirements governing Special Education, Section 504, and health services.
- Engage in problem solving with building level teams to remove barriers to inclusive practices.
- Support and guide teams in managing complex Section 504 and health issues.
- Establish and maintain effective work relationships with the administration, faculty, and community.
- Provide professional leadership in education throughout the school system, and study, keep informed of and stimulate interest of staff in new developments in education focused on EL and intervention services.
- Oversee all curriculum review processes to ensure the curriculum maps are up-to-date and instructional materials relevant for EL and intervention programming.
- Attend all Board Meetings, and prepare such reports for the Board as are appropriate to the primary function and other reports which may be requested by the Superintendent or the Board of Education.

- Keeps staff informed of best practices in compliance with state/federal mandates.
- Works collaboratively with parents, outside providers, and team members.
- Makes determinations and recommendations regarding professional development for EL and intervention personnel.
- Helps assess student performance on Access and FastBridge Assessments to inform classroom instruction.
- Works with families of students with chronic absenteeism to overcome barriers in their availability to learn.
- Perform such other duties and assume such other responsibilities as may be assigned by the Superintendent of Schools.

#### Physical, Sensory and Environmental Demands

Physical: The employee frequently is required to stand, walk, sit, use hands and fingers; sit continuously for extended periods of time; and reach with hands and arms. The employee must have the ability to use a keyboard and equipment typically found in an administrative work setting.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of an administrative office environment.

#### Evaluation:

Performance will be evaluated by the Superintendent in accordance with Board's Policy.

#### Terms of Employment

Twelve-month position (205 work days). Salary to be determined by Board of Education.

**DIRECTOR OF COMMUNICATIONS AND COMMUNITY RELATIONS  
EMPLOYMENT CONTRACT  
(2024 – 2026)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Jaclyn McGoey** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for two years, from July 1, 2024, through and including June 30, 2026. The Administrator shall be paid an annual salary payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District, in the following amounts:
  - For July 1, 2024, through June 30, 2025, the salary shall be \$85,000; and
  - For July 1, 2025, through June 30, 2026, the salary shall be \$88,500.

The Contract will consist of 260 workdays for a full Contract Year. The Administrator acknowledges that she will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Illinois Municipal Retirement Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Illinois Municipal Retirement Fund (hereafter “IMRF”) the Administrator’s required member contributions to such pension system. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from IMRF. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to IMRF, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to IMRF by the Board on her behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to

the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **IMRF Status.** The parties agree that the Board makes no representations regarding the IMRF member wage status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding wage status, years of service, and related IMRF issues shall be made by IMRF and, where applicable, a court of competent jurisdiction.

## **B. CONDITIONS OF EMPLOYMENT**

1. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
2. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at her own expense and provide the cell phone number to District administrators and Board members for daily communication.
3. **Employment Representations.** The Administrator represents that she is not under contract with any other employer, including but not limited to school districts or municipalities, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

## **C. BENEFITS**

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of her duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.
2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:
  - a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator

to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.

- b. Long-term disability insurance, as provided under any group program effective in the District.
- c. Single or family coverage vision service plan, as provided under any group program effective in the District.
- d. Group term life and AD&D insurance, in the amount of \$50,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

**3. Vacation.** In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, up to five (5) unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon separation of employment, any unused vacation days shall be paid to the Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

**4. Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent

it differs, the same amount as the normal annual allotment provided to District 74 support staff, which may be accumulated without limit.

5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 support staff.
6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels, subject to prior Superintendent approval. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

#### D. POWERS AND DUTIES

1. **Duties.** The duties of the Administrator shall be those incidental to the office of a Director of Communications and Community Relations. As such, she shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; emergency communications in coordination with the District Safety Coordinator; the District website and social media platforms; alumni relations; and other efforts to reach all audiences using suitable mediums. The Administrator shall also assume administrative responsibilities and departmental leadership, under the supervision and direction of the Superintendent, Business Manager/CSBO, and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, and shall keep such other registers, records, and reports as may be directed by the Superintendent, Business Manager/CSBO, and the Board or required by law. The Administrator



shall also be responsible for all obligations contained in the official job description for a Director of Communications and Community Relations.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and Business Manager/CSBO and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

2. **Extent of Service.** The Administrator shall devote her time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Communications and Community Relations, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.
3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent and Business Manager/CSBO, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, Business Manager/CSBO, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.
2. **Evaluation.** The Superintendent or designee shall evaluate the Administrator's performance, including but not limited to performance on the goals and indicators listed above, at least annually. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

## F. RENEWAL OR AMENDMENT OF CONTRACT

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew the Administrator's employment upon such terms and conditions as they may mutually agree. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.

- a. **Performance and Retention Incentives.** Pursuant to the employment contract previously entered between the Board and the Administrator dated May 4, 2023, and in addition to the salary amount stated above in section A.1, the Board shall make an incentive payment in the amount of Seven Thousand Five Hundred Dollars (\$7,500.00), payable on or after July 1, 2024.

If the Board, in its sole discretion, elects to renew this Contract and the parties agree to continue the employment of the Administrator for the 2026-2027 Contract Year, any new contract of employment to take effect after the expiration of this Contract shall include an incentive in the amount of Eight Thousand Eight Hundred Fifty Dollars (\$8,850.00), payable on or after July 1, 2026.

The parties acknowledge that these amounts are intended as an incentive for job performance warranting a contract renewal and the retention of the Administrator for additional years of employment. The 2026-2027 incentive payment is not guaranteed and shall not become due and payable until the parties agree on a successor contract in writing. These incentive payments shall not be added to the Administrator's base salary amount and shall not be used in the calculation of future salary increases, if any. Specific terms and conditions regarding the payment of the 2026-2027 incentive payment will be set forth in any new contract of employment and subject to agreement by the parties.

3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.

4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if she presents to the Board a physician's statement certifying that she is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, she shall bear any related costs. The Board hearing shall be conducted in executive session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, she shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## H. MISCELLANEOUS

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage

prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.

2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***

IN WITNESS WHEREOF, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
JACLYN MCGOEY

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

**EXHIBIT A**  
**JOB DESCRIPTION –**  
**DIRECTOR OF COMMUNICATIONS AND COMMUNITY RELATIONS**



## EXHIBIT A

### Director of Communications and Community Relations

---

Job Category: Non-Certified

Status: Exempt

Location: Administration Building

Reports to: Superintendent of Schools

#### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to demonstrate personal and professional ethical behavior.
- Ability to demonstrate leadership qualities.
- Ability to demonstrate strong oral and written communication skills.
- Self-directed with a high degree of common sense and the ability to work well under pressure.
- Minimum of 5-7 years experience in a Public Relations (or similar field) that includes communications strategy development, writing, editing and project management of communications directed to internal as well as public audiences in venues such as print, video, broadcast and digital.
- A degree in Public Relations (or related field) preferred but not required.
- Working knowledge of internal and external public relations programs/processes with the ability to organize workload to handle multiple projects simultaneously under tight deadlines.
- Excellent analytical and critical thinking skills.
- Experience in planning, implementing, evaluating, budgeting and personnel management.
- Good judgment and ability to maintain a “global” perspective.

#### Job Goal

To facilitate mutually supportive relationships between Lincolnwood School District 74 and the many “publics” it serves. The responsibility and goal of this position is to showcase and communicate, to the Lincolnwood community, the programs and events that are happening in Lincolnwood School District 74. This position reengages the community, enhances the existing programs and events, and continually grows participation.

#### Performance Responsibilities

- Reaches out to local, regional and, when appropriate, national media outlets with regard to newsworthy projects being undertaken in the district. Responds to media inquiries with accurate information.
- Serves as a liaison between the school district and various media outlets for the purposes of ensuring accurate dissemination of information relative to the district.
- Manages district social media accounts.
- Develops and implements programs to showcase district initiatives.
- Acts as the District spokesperson.
- Oversees and evaluates district communications.
- Serves as district liaison, on behalf of SD74, to parent groups and the public.
- Oversees alumni relations.
  
- Exercises authority to make independent decisions with regard to appropriate representations on behalf of SD74, when necessary, and report such decisions to the Superintendent and/or designee.

- Works with principals, teachers, and parents to identify newsworthy events.
- Works with the Director of Technology to ensure that information posted to the SD74 website, and all affiliated sites, is timely, accurate, and updated.
- Facilitates positive relations with students, parents, administration, staff, Board of Education, community and high school district for the purpose of unifying efforts of all stakeholders.
- Fosters strong relationships between the district and parent groups, library, parks, chamber, village and related agencies such as Children's Care and Development Center (CCDC) toward the vision and mission of Lincolnwood School District 74.
- Provides local realtors with district information for potential residents to review.
- Manages multimedia (pictures, videos, podcasts, etc.) on behalf of the district.
- Participates in meetings, workshops, trainings and seminars for the purpose of conveying and/or gathering information required to successfully execute this job description.
- Develops and implements newsletters.
- Executes surveys and collection of survey data.
- Assist the Business Office in the preparation and administration of the budget of the office of the Director of Community Relations.
- Serves as administrative liaison to recognized Parent-Community organizations.
- Oversees planning of special district events in coordination with the administrative team.
- Develops the agenda with the superintendent for the Communications Task Force meetings.
- *Other essential duties and responsibilities may be assigned.*

#### Physical, Sensory and Environmental Demands

Physical: The employee frequently is required to stand, walk, sit, use hands and fingers; sit continuously for extended periods of time; and reach with hands and arms. The employee must have the ability to use a keyboard and equipment typically found in an administrative work setting.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of an administrative office environment.

#### Evaluation:

Performance will be evaluated by the Superintendent in accordance with Board Policy.

#### Terms of Employment

Twelve-month position. Salary to be determined by Board of Education.



**DIRECTOR OF SPECIAL EDUCATION  
EMPLOYMENT CONTRACT  
(2024 - 2025)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Jennifer Ruttkay** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for one year, from July 1, 2024, through and including June 30, 2025, at an annual salary in the amount of One Hundred Twenty-Five Thousand Dollars (\$125,000.00). The Administrator’s salary is payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District.

The Contract will consist of 205 workdays for a Contract Year. The Administrator acknowledges that she will work on a schedule set by the Superintendent and agrees that the 205-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Teachers’ Retirement System and Health Insurance Security Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Teachers’ Retirement System of the State of Illinois (hereafter “TRS”) and the Teachers Health Insurance Security Fund (hereafter “THIS”) the Administrator’s required member contributions to such pension system and health fund. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from TRS and THIS. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to the TRS and THIS, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to TRS or THIS by the Board on her behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **Creditable Earnings.** The parties agree that the Board makes no representations regarding the creditable earnings status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding creditable earnings, creditable service, and related TRS issues shall be made by TRS and, where applicable, a court of competent jurisdiction.

## B. CONDITIONS OF EMPLOYMENT

1. **License.** During the term of this Contract, the Administrator shall hold a valid and properly registered license with necessary endorsement as issued by the Illinois State Educator Preparation and Licensure Board qualifying her to serve in District 74 in the position of Director of Special Education. The Administrator shall also keep current her attendance at required state Administrator Academy workshops and shall satisfy other license renewal and prequalification requirements necessary to enable her to legally evaluate staff.
2. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
3. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at her own expense and provide the cell phone number to District administrators and Board members for daily communication.
4. **Tenure and Related Rights.** During the term of this Contract, the Administrator does not waive rights granted under Sections 24-11 through 24-16 of the School Code. During the term of this Contract, the Administrator will maintain contractual continued service status (i.e. tenure) as a teacher of the School District. The Board and the Administrator agree that this Contract is not a performance-based contract pursuant to Section 10-23.8a of the School Code.
5. **Employment Representations.** The Administrator represents that she is not under contract with any other employer, including but not limited to school districts or cooperatives, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

## C. BENEFITS

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of her duties. The Administrator shall itemize and

substantiate all expenses incurred, in accordance with applicable Board policy and procedures.

**2. Insurance.** The Board will provide the Administrator with the following insurance benefits:

- a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.
- b. Long-term disability insurance, as provided under any group program effective in the District.
- c. Single or family coverage vision service plan, as provided under any group program effective in the District.
- d. Group term life and AD&D insurance, in the amount of \$150,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

**3. Paid Leave.**

- a. **Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the School Code, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 teachers, which may be accumulated to a maximum of 340 days.
- b. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 teachers.
- c. **Cook County Paid Leave Ordinance.** To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023,

herein “the Ordinance”) applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of personal leave days and sick leave days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District’s fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

4. **Professional Organizations.** Upon the Superintendent’s approval of the appropriateness of the Administrator’s involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
5. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels and, subject to prior Superintendent approval, at one national-level conference. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
6. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board’s 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

#### D. POWERS AND DUTIES

1. **Duties.** The Administrator, as directed in her job description, shall assist the Superintendent in the administrative operation and management of the School District. The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.
2. **Extent of Service.** The Administrator shall devote her time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Special Education, as set forth in

the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.

3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### E. PERFORMANCE GOALS AND EVALUATIONS

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.
2. **Evaluation.** One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

#### F. RENEWAL OR AMENDMENT OF CONTRACT

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew the Administrator's employment upon such terms and conditions as they may mutually agree. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.
3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.

4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if she presents to the Board a physician's statement certifying that she is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, she shall bear any related costs. The Board hearing shall be conducted in executive session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, she shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## H. MISCELLANEOUS

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.

2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***

**IN WITNESS WHEREOF**, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
Jennifer Ruttkay

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_



**EXHIBIT A**

**JOB DESCRIPTION – DIRECTOR OF SPECIAL EDUCATION**



## EXHIBIT A

### Director of Special Education

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Job Category: Certified

Status: Exempt

Location: Administration Building

Reports to: Superintendent of Schools

#### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment; Director of Special Education endorsement.
- Minimum of 5 years experience in the field of special education.
- Ability to demonstrate personal and professional ethical behavior.
- Ability to demonstrate leadership qualities.
- Ability to demonstrate strong communication skills.

#### Job Goal

To enable students to derive the fullest possible educational experience from school by overseeing the district's special education program.

#### Performance Responsibilities

- Oversees the school's special education programs.
- Plans, organizes and directs implementation of special education processes.
- Keeps the Superintendent informed of the status of current issues in special education.
- Makes recommendations regarding the district's special education program.
- Supervises the maintenance of special education records.
- Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate when it is requested.
- Works with members of the administration team regarding special education programming.
- Confers with teachers, administrators and parents whenever necessary.
- Consults with parents, school staff and teachers about ways to facilitate the learning and adjustment of students.
- Works in a cooperative and positive manner with parents.
- Responds to written and oral requests for information.
- Keeps up with changes and developments in the profession by attending professional meetings, reading professional journals and discussing problems of mutual interest with others in the field.
- Participates in the selection of special education personnel.
- Orients newly assigned staff members and assists in their development, as appropriate.
- Conducts district special education meetings.
- Facilitates Eligibility Determination Conferences and Individualized Education Plan meetings (EDC/IEP).
- Serves as a resource on mental health topics for staff.
- Acts as the liaison between the district and township/private placements.
- Coordinates preschool screenings.

- Acts as a district liaison with Niles Township District for Special Education (NTDSE).
- Acts as administrative agent at EDC/IEP meetings.
- Protects the School District, its students and staff from and against liability, property damage and losses.
- Complies with federal, state and local policies and regulations in the delivery of special education services.
- Presents to the school board annually or as requested.
- Evaluate the performance of district Special Education Teachers.
- *Other essential duties and responsibilities may be assigned.*

#### Physical, Sensory and Environmental Demands

Physical: The employee frequently is required to stand, walk, sit, use hands and fingers; sit continuously for extended periods of time; and reach with hands and arms. The employee must have the ability to use a keyboard and equipment typically found in an administrative work setting.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of an administrative office environment.

#### Evaluation:

Performance will be evaluated by the Superintendent in accordance with Board's Policy.

#### Terms of Employment

205 work days. Salary to be determined by Board of Education.

**PRINCIPAL  
EMPLOYMENT CONTRACT  
(2024 - 2027)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Aliaa Kamara-Ibrahim** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for a multi-year period commencing July 1, 2024, through and including June 30, 2027. The Administrator shall be paid an annual salary payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District, in the following amounts:
  - For July 1, 2024, through June 30, 2025, the salary shall be \$129,780;
  - For July 1, 2025, through June 30, 2026, the salary shall be \$135,500; and
  - For July 1, 2026, through June 30, 2027, the salary shall be \$141,600;

The Contract will consist of 260 workdays for a Contract Year. The Administrator acknowledges that she will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Teachers’ Retirement System and Health Insurance Security Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Teachers’ Retirement System of the State of Illinois (hereafter “TRS”) and the Teachers Health Insurance Security Fund (hereafter “THIS”) the Administrator’s required member contributions to such pension system and health fund. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from TRS and THIS. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to the TRS and THIS, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to TRS or THIS by the Board on her behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to the

pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **Creditable Earnings.** The parties agree that the Board makes no representations regarding the creditable earnings status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding creditable earnings, creditable service, and related TRS issues shall be made by TRS and, where applicable, a court of competent jurisdiction.

## B. CONDITIONS OF EMPLOYMENT

1. **License.** During the term of this Contract, the Administrator shall hold a valid and properly registered license with necessary endorsement as issued by the Illinois State Educator Preparation and Licensure Board qualifying her to serve in District 74 in the position of Principal. The Administrator shall also keep current her attendance at required state Administrator Academy workshops and shall satisfy other license renewal and prequalification requirements necessary to enable her to legally evaluate staff.
2. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
3. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at her own expense and provide the cell phone number to District administrators and Board members for daily communication.
4. **Tenure and Related Rights.** The Administrator acknowledges that, pursuant to the School Code, and by accepting the terms of a multi-year contract, the Administrator waives all tenure and other rights granted under Sections 24-11 through 24-16 of the School Code only for the term of the multi-year contract and any multi-year extension thereof. During the term of this Contract, the Administrator's employment shall not qualify as "consecutive school terms of service" or as a "probationary period" as those terms are used in Section 24-11 and shall not be counted toward attainment of contractual continued service status (i.e. tenure) as a teacher of the School District; however, the Administrator shall not lose any previous "consecutive school terms of service" toward the attainment of tenure credit with the District, if any.
5. **Employment Representations.** The Administrator represents that she is not under contract with any other employer, including but not limited to school districts or cooperatives, for any portion of the term covered by this Contract. The

Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

### C. BENEFITS

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of her duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.
2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:
  - a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.
  - b. Long-term disability insurance, as provided under any group program effective in the District.
  - c. Single or family coverage vision service plan, as provided under any group program effective in the District.
  - d. Group term life and AD&D insurance, in the amount of \$150,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.
3. **Vacation.** In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon

separation of employment, any unused vacation days shall be paid to the Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

4. **Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 teachers, which may be accumulated to a maximum of 340 days.
5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 teachers.
6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels and, subject to prior Superintendent approval, at one national-level conference. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

## D. POWERS AND DUTIES

- 1. Duties.** The duties of the Administrator shall be those incidental to the office of a Principal. As such, she shall supervise the operation of attendance centers as the Board and Superintendent shall determine necessary and shall have as her primary responsibility the improvement of instruction. A majority of the time spent by the Administrator shall be focused on curriculum and staff development through both formal and informal activities. The Administrator shall also be expected to establish clear lines of communication regarding school goals, accomplishments, practices, and policies with parents and teachers. The Administrator shall also assume administrative responsibilities and instructional leadership, under the supervision and direction of the Superintendent and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, for the planning, operation, and evaluation of the education program of and the evaluation of staff in her assigned attendance center. The Administrator shall submit recommendations to the Superintendent, as requested, concerning the appointment, retention, promotion, and assignment of all personnel assigned to her attendance center and shall keep such other registers, records, and reports as may be directed by the Superintendent and the Board or required by law. The Administrator shall also be responsible for all obligations contained in the official job description for a Principal, including the discipline of students in accordance with the requirements of the Illinois School Code and Board of Education policies. It shall also be the responsibility of the Administrator to utilize resources of proper law enforcement agencies when the safety and welfare of students and staff are threatened by illegal use of drugs and alcohol.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

- 2. Extent of Service.** The Administrator shall devote her time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Principal, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.



3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Student Performance and Academic Improvement.** The Administrator acknowledges that, pursuant to Section 10-23.8a of the School Code (105 ILCS 5/10-23.8a), this multi-year agreement is subject to performance-based goals and indicators. The Parties agree the goals and indicators are linked to student performance and academic improvement of the schools within the District.

Annually the Administrator, in consultation with the Superintendent, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.

In addition to the above, the Parties may establish additional annual performance objectives which shall be reduced to writing, attached hereto as Exhibit B and included as part of this Agreement.

2. **Evaluation.** The Administrator shall be evaluated by March 1 of each Contract Year during the term of the Contract by the Superintendent, using the District's Principal Evaluation Plan. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

#### **F. RENEWAL OR AMENDMENT OF CONTRACT**

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew or extend the Administrator's employment upon such terms and conditions as they may mutually agree, provided the goals and indicators of student performance and academic improvement referenced in paragraph E.1 of this Contract have been met. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.

3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.
4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of Section 10-23.8b of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if she presents to the Board a physician's statement certifying that she is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, she shall bear any related costs. The Board hearing shall be conducted in executive session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, she shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## H. MISCELLANEOUS

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.
2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***

**IN WITNESS WHEREOF**, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
Aliaa Kamara-Ibrahim

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

**EXHIBIT A**

**JOB DESCRIPTION – PRINCIPAL**



## EXHIBIT A

### Principal

---

Job Category: Certified

Status: Exempt

Location: Todd Hall/Rutledge Hall

Reports to: Superintendent of Schools

#### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment; General Administrative endorsement. Minimum requirement of Master's Degree with specialization in Administration and Supervision.
- Ability to demonstrate personal and professional ethical behavior.
- Ability to demonstrate leadership qualities.
- Ability to demonstrate strong communication skills.

#### Job Goal

To improve organizational and operational effectiveness to maximize opportunities for student learning and achievement. To improve student learning and achievement while providing a safe, respectful and inviting learning environment, as well as expand quality relations with the District 74 community for improvement of student achievement.

#### Performance Responsibilities

- Serves as instructional leader of the building.
- Maintains a positive school climate by making connections with students.
- Provides leadership in the organization, administration and supervision of the building.
- Provides leadership for the adaptation of the general program approved for the schools to meet the particular needs of the community served.
- Facilitates a strand of the district's strategic plan.
- Contributes as a member of the district's administrative team in progress toward achieving the district's strategic plan.
- Supervises, evaluates and/or provides input for all staff assigned to the building.
- Identifies teacher competencies in need of improvement and develops programs of remediation to assist teachers in improving teaching competencies.
- Supports the development and implementation of curriculum and the improvement of instruction.
- Partners with the district administrators in the planning and implementation of the staff development program.
- Implements Board policies, administrative rules and regulations and Board-teacher agreements relating to the school.
- Directs the activities of all staff members in the performance of their duties.
- Works with the Business Manager in the development and administration of the school budget.
- Develops efficient schedules, reasonable workloads and coordination of staff efforts and programs.
- Identifies staff needs and coordinates the recruitment, selection and assignment of staff and makes recommendations for employment.
- Informs the Superintendent about the needs of the school with respect to personnel, equipment, supplies and curriculum.

- Assumes responsibility for the safety and maintenance of the school facility.
- Completes required State reports.
- Communicates with the staff to establish realistic expectations for student performance.
- Publicizes and interprets school programs and maintains rapport with the community.
- Fosters good interpersonal relations among parents, students and staff.
- Maintains membership in professional organizations.
- *Other essential duties and responsibilities may be assigned.*

#### Physical, Sensory and Environmental Demands

Physical: The employee frequently is required to stand, walk, sit, use hands and fingers; sit continuously for extended periods of time; and reach with hands and arms. The employee must have the ability to use a keyboard and equipment typically found in an administrative work setting.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of an administrative office environment.

#### Evaluation:

Performance will be evaluated by the Superintendent in accordance with Board's Policy.

#### Terms of Employment

Twelve-month position. Salary to be determined by the Board of Education.

**ASSISTANT PRINCIPAL  
EMPLOYMENT CONTRACT  
(2024 - 2026)**

**THIS AGREEMENT** is made on May 2, 2024, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the “Board”), and **Joseph Segreti** (the “Administrator”) (collectively, the “parties”).

**A. EMPLOYMENT AND COMPENSATION**

- 1. Salary and Term of Employment.** The Board employs the Administrator for a multi-year period commencing July 1, 2024, through and including June 30, 2026. The Administrator shall be paid an annual salary payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District, in the following amounts:
  - For July 1, 2024, through June 30, 2025, the salary shall be \$107,537; and
  - For July 1, 2025, through June 30, 2026, the salary shall be \$111,800.

The Contract will consist of 260 workdays for a Contract Year. The Administrator acknowledges that he will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

- 2. Teachers’ Retirement System and Health Insurance Security Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Teachers’ Retirement System of the State of Illinois (hereafter “TRS”) and the Teachers Health Insurance Security Fund (hereafter “THIS”) the Administrator’s required member contributions to such pension system and health fund. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from TRS and THIS. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to the TRS and THIS, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator’s future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to TRS or THIS by the Board on his behalf had the Administrator’s required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to the



pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **Creditable Earnings.** The parties agree that the Board makes no representations regarding the creditable earnings status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding creditable earnings, creditable service, and related TRS issues shall be made by TRS and, where applicable, a court of competent jurisdiction.

## B. CONDITIONS OF EMPLOYMENT

1. **License.** During the term of this Contract, the Administrator shall hold a valid and properly registered license with necessary endorsement as issued by the Illinois State Educator Preparation and Licensure Board qualifying him to serve in District 74 in the position of Principal. The Administrator shall also keep current his attendance at required state Administrator Academy workshops and shall satisfy other license renewal and prequalification requirements necessary to enable him to legally evaluate staff.
2. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.
3. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at his own expense and provide the cell phone number to District administrators and Board members for daily communication.
4. **Tenure and Related Rights.** The Administrator acknowledges that, pursuant to the School Code, and by accepting the terms of a multi-year contract, the Administrator waives all tenure and other rights granted under Sections 24-11 through 24-16 of the School Code only for the term of the multi-year contract and any multi-year extension thereof. During the term of this Contract, the Administrator's employment shall not qualify as "consecutive school terms of service" or as a "probationary period" as those terms are used in Section 24-11 and shall not be counted toward attainment of contractual continued service status (i.e. tenure) as a teacher of the School District; however, the Administrator shall not lose any previous "consecutive school terms of service" toward the attainment of tenure credit with the District, if any.
5. **Employment Representations.** The Administrator represents that he is not under contract with any other employer, including but not limited to school districts or cooperatives, for any portion of the term covered by this Contract. The

Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

### C. BENEFITS

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of his duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.
2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:
  - a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.
  - b. Long-term disability insurance, as provided under any group program effective in the District.
  - c. Single or family coverage vision service plan, as provided under any group program effective in the District.
  - d. Group term life and AD&D insurance, in the amount of \$150,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.
3. **Vacation.** In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon

separation of employment, any unused vacation days shall be paid to the Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). To the extent that the Cook County Paid Leave Ordinance (Amendment 24-0583, effective December 31, 2023, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the required Paid Leave Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

4. **Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 teachers, which may be accumulated to a maximum of 340 days.
5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 teachers.
6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.
7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels and, subject to prior Superintendent approval, at one national-level conference. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.
8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

## D. POWERS AND DUTIES

- 1. Duties.** The duties of the Administrator shall be those incidental to the office of an Assistant Principal. As such, he shall assist the Building Principal in supervising the operation of attendance centers as the Board and Superintendent shall determine necessary and shall have as his primary responsibility the improvement of instruction. A majority of the time spent by the Administrator shall be focused on curriculum and staff development through both formal and informal activities. The Administrator shall also be expected to establish clear lines of communication regarding school goals, accomplishments, practices, and policies with parents and teachers. The Administrator shall also assume administrative responsibilities and instructional leadership, under the supervision and direction of the Building Principal, Superintendent, and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, for the planning, operation, and evaluation of the education program of and the evaluation of staff in his assigned attendance center. The Administrator shall submit recommendations to the Superintendent or Building Principal, as requested, concerning the appointment, retention, promotion, and assignment of all personnel assigned to his attendance center and shall keep such other registers, records, and reports as may be directed by the Superintendent and the Board or required by law. The Administrator shall also be responsible for all obligations contained in the official job description for an Assistant Principal, including the discipline of students in accordance with the requirements of the Illinois School Code and Board of Education policies. It shall also be the responsibility of the Administrator to utilize resources of proper law enforcement agencies when the safety and welfare of students and staff are threatened by illegal use of drugs and alcohol.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and Building Principal and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

- 2. Extent of Service.** The Administrator shall devote his time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Assistant Principal, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.

3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

#### **E. PERFORMANCE GOALS AND EVALUATIONS**

1. **Student Performance and Academic Improvement.** The Administrator acknowledges that, pursuant to Section 10-23.8a of the School Code (105 ILCS 5/10-23.8a), this multi-year agreement is subject to performance-based goals and indicators. The Parties agree the goals and indicators are linked to student performance and academic improvement of the schools within the District.

Annually the Administrator, in consultation with the Superintendent and Building Principal, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Building Principal, Superintendent, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.

In addition to the above, the Parties may establish additional annual performance objectives which shall be reduced to writing, attached hereto as Exhibit B and included as part of this Agreement.

2. **Evaluation.** The Administrator shall be evaluated by March 1 of each Contract Year during the term of the Contract by the Superintendent or the Superintendent's designee, using the District's Principal Evaluation Plan. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

#### **F. RENEWAL OR AMENDMENT OF CONTRACT**

1. **Non-Renewal.** In the event the Board determines not to renew or extend the employment of the Administrator, this Contract shall expire on the last day of the term stated above in paragraph A.1 of this Contract. Notice of intent not to renew this Contract shall be given in accordance with applicable requirements of the Illinois *School Code*, if any.
2. **Renewal.** Before the end of this Contract, the Board and Administrator may renew or extend the Administrator's employment upon such terms and conditions as they may mutually agree, provided the goals and indicators of student performance and academic improvement referenced in paragraph E.1 of this Contract have been met. In such event, the Board and Administrator shall take specific action to enter into a new contract of employment to take effect after the expiration of this Contract.

3. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.
4. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of Section 10-23.8b of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

## G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:
  - a. By mutual agreement, in writing;
  - b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if he presents to the Board a physician's statement certifying that he is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, he shall bear any related costs. The Board hearing shall be conducted in executive session.);
  - c. Via discharge for cause;
  - d. Upon elimination of the Administrator's position; or
  - e. Upon the death of the Administrator.
2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, he shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

## H. MISCELLANEOUS

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.
2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.
3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.
4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.
5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

***SIGNATURE PAGE TO FOLLOW***

**IN WITNESS WHEREOF**, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

**ADMINISTRATOR**

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT  
NO. 74, COOK COUNTY, ILLINOIS**

\_\_\_\_\_  
Joseph Segreti

By: \_\_\_\_\_  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTEST**

By: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_



**EXHIBIT A**

**JOB DESCRIPTION – ASSISTANT PRINCIPAL**



## EXHIBIT A

### Assistant Principal

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Job Category: Certified

Status: Exempt

Location: Lincoln Hall Middle School

Reports to: Building Principal

#### Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment; General Administrative endorsement.
- At least 3 years of successful experience as middle school teacher, administrator or supervisor.
- Ability to demonstrate personal and professional ethical behavior.
- Ability to demonstrate leadership qualities.
- Ability to demonstrate strong communication skills.

#### Job Goal

To promote, establish and maintain an effective learning climate.

#### Performance Responsibilities

- Assists and supports the principal in developing and communicating the goals of the school.
- Fosters good interpersonal relations among students and staff.
- Maintains current knowledge of effective educational practices and provides staff with related information.
- Provides necessary assistance to teachers for improvement of instruction.
- Coordinates school-wide testing program for district and State assessments.
- Participates and facilitates in building and district-wide committees.
- Is visible and accessible to students, teachers, parents and community members.
- Demonstrates fairness and open mindedness.
- Demonstrates the ability to effectively manage conflict.
- Maintains high standards for student conduct.
- Works collaboratively with school team to develop, coordinate and monitor master schedule.
- Serves as the primary administrator regarding student discipline and office referrals.
- Participates as an active member of the school PBIS Team.
- Coordinates supervision for bus duty, recess and cafeteria.
- Assists with evaluation and supervision of certified and non-certified staff members.
- Stays current with federal, state and local special education regulations and procedures.
- Participates in determining eligibility for special education services.
- Attends Annual Review Conferences and Multi-disciplinary conferences as necessary.
- *Other essential duties and responsibilities may be assigned.*

### Physical, Sensory and Environmental Demands

Physical: The employee frequently is required to stand, walk, sit, use hands and fingers; sit continuously for extended periods of time; and reach with hands and arms. The employee must have the ability to use a keyboard and equipment typically found in an administrative work setting.

Sensory: While performing the duties of this job, the employee is regularly required to talk and/or hear. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus, read and interpret documents and instruction; frequent identification of letters, numbers, and symbols in a technology environment.

Environmental: While performing the duties of this job, the employee is exposed to equipment and noise levels typical of an administrative office environment.

### Evaluation:

Performance will be evaluated by the Superintendent in accordance with Board's Policy.

### Terms of Employment

Twelve-month position. Salary to be determined by Board of Education.



## Executive Summary Board of Education Meeting

DATE: May 2, 2024

TOPIC: Consolidated District Plan 2024-2025

PREPARED BY: Dominick Lupo

### **Recommended for:**

- Action
- Discussion
- Information

### **Purpose/Background:**

The State of Illinois requires the Board of Education to approve the Consolidated District Plan.

Annually, the District submits a grant to qualify for Title I, II, III, IV and IDEA funds. This year, the State has again consolidated the plan for all these grants into one Consolidated District Plan (CDP). The plan includes a series of questions on a wide range of programming topics. The CDP must be approved in order to apply for funds in the individual grant areas.

### **Fiscal Impact:**

The Consolidated District Plan comes with no direct fiscal impact. However, completion and approval of the plan allows the District to apply for the funds that have been allocated in Title, IDEA, and ESSER Grants.

### **Recommendation:**

It is the recommendation of the Administration that the Board of Education approve the FY25 Consolidated District Plan.

**eGrant Management System**

**Printed Copy of Application**

Applicant: LINCOLNWOOD SD 74

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LINCOLNWOOD SD 74

Date Generated: 4/3/2024 1:00:31 PM

Generated By: dominicklupo

**1. Contact Information for Person Completing This Form**

Last Name\*

Lupo

Phone\*

847 745 3712

Extension

First Name\*

Dominick

Middle Initial

Email\*

dlupo@sd74.org

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

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

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

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

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

((count) of 2500 maximum characters used)

The Administration of Lincolnwood School District 74 would enforce Board Policy 7:10 to overcome barriers to equitable programming. Board Policy 7:10 states, "Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities." The Policy goes on to state that, "No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities." Through professional development, building staff meetings, and curricular review; the District has taken steps so that all teachers and instructional staff have training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities. When determining students who may qualify or benefit from programs funded in whole, or part, through grant allocations; objective criteria such as Measure of Academic Progress (MAP) data will be applied. No student or teacher will be denied access to federally funded projects based on their gender, race, national origin, color, disability, or age.

**3. Bilingual Program Director Assurance**

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

241

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

**4. General Completion Instructions**

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

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

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

**How to Complete Pages with Pre-populated Fields**

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

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

\*Required field, applicable for all funding sources

**Amendments**

---

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

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

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

**Plan Changes**

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used)

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\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.\* [1]**

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

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

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

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways.

Response from the approved prior year Consolidated District Plan.

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways.

**3. Will the LEA braid funding?\***

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

**If No Braiding is selected, additional fund sources will not be checked.**

- No Braiding
- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through

N/A

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

**If No Transfer of Funds is selected, additional hybrid blending options will not be checked.**

- No Transfer of Funds
- Title II to Title I
- Title IV to Title I



Title II to Title IV

Title IV to Title II

Interventionist salaries, special education assistants salaries, differentiation materials, English Language Learner materials and resources.

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

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

[(count] of 7500 maximum characters used)

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Within our analysis of NWEA/MAP data, the District has noticed greater gaps in historical math performance as compared to reading. Therefore, the District is offering specialized math tutoring for students at the middle school grades who are not already receiving special education or intervention services. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups. The 22-23/23-24 NTDSE Professional Learning Needs Assessment was administered to NTDSE member district administrators in February of 2023. Areas of high interest for general education educators included but were not limited to a) Co-Teaching Professional Development b) Social-Emotional/Positive Behavior Supports, and c) Restorative Practices. Areas of high interest for special education educators included but were not limited to a) Positive Behavior (e.g. Writing Better FABs and BIPs, Deescalation Strategies) b) CPI Training and c) Special Education law. Networking opportunities for a variety of specialists groups were rated of high value (e.g. Speech Pathologists, Occupational Therapists). Lastly, areas of high interest of trainings to offer to parents include but were not limited to a) Behavior and Mental Health b) Communication Device Training and c) CPR/First Aid. A blended approach of in-person and Zoom opportunities are preferred.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.

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

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

**A. Title I, Part A - Improving Basic Programs**

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups.

**B. Title I, Part A - School Improvement Part 1003**

We were identified for Early exit from Targeted Status, therefore; no funds are anticipated.

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

**Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.**

Through building administration, teachers are given access to MAP reports that predict the level of student performance on the IAR test. From there, teams are provided time on Institute Days to develop individual and small group plans to move students to the next level of performance. These goals are typically shared with parents at fall parent-teacher conferences. Additionally, the District invested in professional resources for our Instructional Technology Coaches to expand their ability to provide high quality, on-demand professional development. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Over the past few years, the District has been seeking to identify priority literacy standards that better align to our core instructional program. In math, the District is seeking to develop the Math Practice Standards whose habits of mind assist all students, particularly those who struggle, with strategies they can apply to any problem to become better mathematical thinkers. On behalf of Lincolnwood School District 74, the Niles Township District for Special Education (NTDSE) conducts a needs assessment for professional development as a part of the comprehensive needs assessment for IDEA. All staff development has a needs assessment component and input is received on an ongoing basis to reflect the demands and professional needs of the participants.

**G. Title III - LIEP**

Teachers and administrators use ACCESS and MAP data to determine those EL students who fall into the lowest quartile of academic performance based upon assessment results. These students are invited to participate in an after school tutoring program and/or EL Summer School experience. The after school program has two components. In the first, students are exposed to learning games that help them build their social language skills. They also receive help with their homework during this time. In the second phase, teachers work with small groups of students to extend their exposure to language acquisition strategies. The Summer School program is predicated on the same goals. Students are exposed to different literacy experiences to expand their vocabulary and reading comprehension skills.

**H. Title III - ISEP**

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

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

As allowable under grant guidelines, Title IV-A funds have been transferred to Title I budgets for the past several years.

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

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

The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals.

**L. IDEA, Part B - Preschool**

The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.

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

- A.  Teachers (1,7,8)
- B.  Principals (1,7,8)
- C.  Other school leaders (1,8)
- D.  Paraprofessionals (1)
- E.  Specialized instructional support personnel (1,2,3,4,8)
- F.  Charter school leaders (in a local educational agency that has charter schools) (1)
- G.  Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H.  Parent liaisons
- I.  Title I director (1)
- J.  Title II director (1)
- K.  Bilingual director (1,6,8)
- L.  Title IV director (1)
- M.  Special Education director
- N.  Guidance staff
- O.  Community members and community based organizations (7)
- P.  Business representatives (2,3,4)
- Q.  Researchers (7)
- R.  Institutions of Higher Education (7)
- S.  Other - specify
- T.  Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

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

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

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

{count} of 7500 maximum characters used

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students. Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was recently developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

Response from the prior year Consolidated District Plan.

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students. Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was initially developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

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

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

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

{count} of 7500 maximum characters used

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

Response from the prior year Consolidated District Plan.

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

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

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

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

{count} of 7500 maximum characters used

There are numerous ways that the District attempts to engage parents and families including: There is close communication and planning with the local parent group.

This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

Response from the prior year Consolidated District Plan.

There are numerous ways that the District attempts to engage parents and families including: There is close communication and planning with the local parent group. This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

**Title I Requirement:**

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

[FSEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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

**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

Yes  No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> <a href="#">No file chosen</a>

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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

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

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

**No Preschool Programs**

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

*([count] of 7500 maximum characters used)*

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

Response from the approved prior year Consolidated District Plan.

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

[1] Title I, Part A, Section 1112(b)(8)

\*Required field for Title I and/or IDEA Preschool



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

**ISBE Goals:**

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

**District Goal(s):**

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

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

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

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

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

([count] of 7500 maximum characters used)

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engaged students striving for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engaged students striving for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

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

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Lincolnwood School District 74 utilizes the Response to Intervention (RtI) model to identify students at risk. RtI integrates assessment data with intervention and adjustment to instruction in order to provide the opportunity for ALL students to reach their fullest growth and potential. Special education students can be identified through a number of different paths. A student who continues to struggle after receiving Tier II supports can be recommended for case study by District teachers and staff. In this situation, the District would proceed with the steps necessary to conduct a case study evaluation. Parents may also request a case study evaluation. The team would gain consent, conduct the evaluation and meet to discuss appropriateness of services. Finally, a parent can present an outside evaluation for the team to consider for the appropriateness of receiving special education services.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74 utilizes the Response to Intervention (RtI) model to identify students at risk. RtI integrates assessment data with intervention and adjustment to instruction in order to provide the opportunity for ALL students to reach their fullest growth and potential. Special education students can be identified through a number of different paths. A student who continues to struggle after receiving Tier II supports can be recommended for case study by District teachers and staff. In this situation, the District would proceed with the steps necessary to conduct a case study evaluation. Parents may also request a case study evaluation. The team would gain consent, conduct the evaluation and meet to discuss appropriateness of services. Finally, a parent can present an outside evaluation for the team to consider for the appropriateness of receiving special education services.

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

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Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of accommodations, modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified skill gap. In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with "in addition to" minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficient areas or re-teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement level and assess the effectiveness of the intervention. At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instructional time for reading and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervention teachers at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that each student needs to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Examples of this individualization include providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups. The Pre-K three and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of their education. The effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screening process. Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

Response from the prior year Consolidated District Plan.

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

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Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social-emotional areas. These programs are a positive behavior support program that sets expectations for school and classroom behaviors and is a means to identify students at risk. The District has also developed a full range of clubs and activities at each of our buildings to engage students before and after school. The District partners with our Park District to provide before and after school care for students as well. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but supporting the needs of classrooms. Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

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

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Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children." All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. This includes reviewing teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework as our foundation. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not recommended for rehire. The District does not employ any teachers to teach outside of their field. The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

Response from the prior year Consolidated District Plan.

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

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The District maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of study and hosting students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately building student's skill to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading contests to motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold public library cards and understand how to access resources available through the public library. Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking information from multiple places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level. Students have time to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum. Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lessons so the skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

Response from the prior year Consolidated District Plan.

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writers to discuss the storytelling and writing processes. The school libraries sponsor reading contests to motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold public library cards and understand how to access resources available through the public library. Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking information from multiple places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level. Students have time to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum. Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lessons so the skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

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

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There is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data to place approximately the top 10% of students into a program of gifted and talented instruction called GATE. This is a pull out program in reading and math allowing students to explore the curriculum using differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and twenty-fifth percentile on the aforementioned standardized assessments, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affording qualifying students to move through materials at a faster pace at a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade students to the geometry level prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized assessment measures to evaluate students for early entry into kindergarten and first grade.

Response from the prior year Consolidated District Plan.

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**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

\*\*Required field for only Title I, Part A

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

**ISBE Goals:**

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

**District Goal(s):**

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situations. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation. Elevating Educators: The District has utilized professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to have the teachers prepared to deliver the curriculum to the full extent of its capabilities.

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

**i. Coordination with institutions of higher education, employers, and other local partners;\* and**

**ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.\***

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There are several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School to the 9th grade. At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key events throughout the year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This allows District students to familiarize themselves with the multitude of offerings available at the next level of their education. In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with the curricular and extracurricular offerings at the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the 9th grade schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional orientation program for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant at the high school. The middle school administration maintains a close relationship with the high school throughout the year and our middle school teachers participate in articulation meetings with the various high school departments.

Response from the approved prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. The District has built individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design process. The PLTW Launch program is now in our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each section of grades K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as a Distinguished PLTW District during the 2022-2023 school year. This is one way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these careers do on a day-to-day basis. STEM education is expanded beyond the school day through extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics experience is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club and a Coding experience.

Response from the approved prior year Consolidated District Plan.

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**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation. Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to have the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

**For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

The District will provide teachers with professional development on our new middle school science program and our new kindergarten through fifth grade math program, which will be implemented in the fall. Additionally, Instructional Technology Coaches will support new teaching and learning strategies based on the needs of students. Funds may also support professional development activities scheduled for institute days and half-day school improvement agendas. We are also looking to expand our social-emotional curriculum throughout the district and we anticipate the need to train our staff in order to deliver this program with fidelity. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. We are really looking to bolster the professional development programming by including the program provider as the main source of professional development.

B. Title I, Part A - School Improvement Part 1003

No funds anticipated

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The District and Union partner on a two-year mentoring program. New District personnel are assigned a mentor and those two individuals meet on a regular basis for the next two years on a range of topics from evaluation to parent-teacher conferences. There is also a new teacher orientation program where new personnel have the opportunity to learn more about working in the District. The District will also attend virtual education career fairs to seek out the best, qualified candidates for a specific position.

G. Title III - LIEP

Professional development will be provided to the EL Department to attend the annual Bilingual conference at the State level. There may also be opportunity to support teachers in their analysis of standardized testing information. The District also advertises professional development sponsored by the IRC for our EL staff to attend.

H. Title III - ISEP

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

Not providing.

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

K. IDEA, Part B - Flow-Through [2]

IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Based on responses to the Needs Assessment Survey conducted by our Special Education Cooperative, NTDSE, the District may offer professional development on new methods in deescalating student conflict and delivering curricula with new methods.

L. IDEA, Part B - Preschool

Pre-school teachers have representation on all relevant District curriculum review committees and participate in Institute Days, in-District workshops and they are encouraged to attend professional development opportunities in the surrounding area.

**Legislative Requirement:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom. Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

**1. Describe the process through which the districts will:\***

**i. reduce incidences of bullying and harassment;**

**ii. reduce the overuse of discipline practices that remove students from the classroom [1];**

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

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

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

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([count] of 7500 maximum characters used)

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on bullying and harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for norms of behavior. There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expectations for respectful behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and again immediately after Winter Break. The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. There are very few suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receives a certain type of consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same manner to create a level of consistency throughout the District. The District has led several presentations that talk about ways to handle bullying and how to prevent it from happening. Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizenship curriculum. In the 2018-2019 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coaches. The curriculum is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate social media use. PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-year through a series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is looking at ways to go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, teachers were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

Response from the prior year Consolidated District Plan.

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

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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[(count] of 7500 maximum characters used)

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

Response from the prior year Consolidated District Plan.

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

**Title I Requirement:**

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

**Legislative Requirements:**

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - LINCOLN HALL MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2003 - RUTLEDGE HALL ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - TODD HALL ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
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- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

- Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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

[Section 1111\(d\)](#)

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

Lincolnwood School District 74 has one school that was identified as Targeted. This was believed to be an anomaly due to lack of participation on the 2020-2021 administration of the IAR. The school has been designated for early exit from designation based on the performance of the EL students on the IAR in the 2022-2023 school year. The administration of the school has developed a SIP team with targeted supports of our EL population as a recurring theme, also, the building administration has made EL support a regular, rolling agenda item with the building leadership team. Lincoln Hall also purchased a new curriculum this year for the EL team.

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

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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([count] of 7500 maximum characters used)

The District places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches provide on-demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students deemed academically at-risk based on standardized assessment data.The District's goals focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills and differentiation for all learners.

All technology expectations are built alongside the curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

Response from the approved prior year Consolidated District Plan.

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

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

*([count] of 7500 maximum characters used)*

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

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The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

**Title I Requirement:**

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

\*Required field

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

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

**ISBE Goals:**

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

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

- Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation. Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to have the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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

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

([count] of 7500 maximum characters used)

The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

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

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

([count] of 7500 maximum characters used)

The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

Response from the approved prior year Consolidated District Plan.

The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

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

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

([count] of 7500 maximum characters used)

There are no planned changes to the Pre-School program for the upcoming school year.

Response from the approved prior year Consolidated District Plan.

There are no planned changes to the Pre-School program for the upcoming school year.

**4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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

([count] of 7500 maximum characters used)

Indicator 3 is a results indicator that measures the participation and performance of children with IEPs on statewide assessments [20 U.S.C.1416 (a)(3)]: Through building administration, teachers are given access to MAP reports that predict the level of student performance on the IAR test. From there, teams are provided time on Institute Days to develop individual and small group plans to move students to the next level of performance. These goals are typically shared with parents at fall parent-teacher conferences. Additionally, the District invested in professional resources for our Instructional Technology Coaches to expand their ability to provide high quality, on-demand professional development. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Over the past few years, the District has been seeking to identify priority literacy standards that better align to our core instructional program. In math, the District is seeking to develop the

Math Practice Standards whose habits of mind assist all students, particularly those who struggle, with strategies they can apply to any problem to become better mathematical thinkers. On behalf of Lincolnwood School District 74, the Niles Township District for Special Education (NTDSE) conducts a needs assessment for professional development as a part of the comprehensive needs assessment for IDEA. All staff development has a needs assessment component and input is received on an ongoing basis to reflect the demands and professional needs of the participants. Personnel from NTDSE compile results from this survey and meet with the Assistant Superintendent for Curriculum and Instruction and Director of Special Education to review how the professional development needs of Lincolnwood School District 74 staff can be met. This meeting takes annually in the spring of the school year. These funds will help support all of the initiatives listed above. Indicator 6 is a results indicator that measures the percentage of preschool children with IEPs attending [20 U.S.C. 1416(a)(3)(A)]: The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals, and these funds will support this specialized programming. Indicator 7 is a results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved [20 U.S.C. 1416(a)(3)(A)]: The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience. These funds will help keep this program running to the best of its ability.

\*Required field

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## Overview

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**\*Note: This plan section is not required for the Department of Juvenile Justice.**

**PROGRAM:** Youth in Care Stability

**PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.

**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools

**RESOURCES:** [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

### BACKGROUND

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

### DEFINITION AND REFERENCES

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

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

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

### REQUIREMENTS

**A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

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

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

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

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

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

**C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:**

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds



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**Contact Information**

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**\*Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Youth in Care/Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Click here to add information for other personnel involved in the plan development.

\*Required field

**Best Interest Determination as it relates to School Stability**

**\*Note: This page is not required for the Department of Juvenile Justice.**

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

**1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.\***

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

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

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

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin. The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include: What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin. The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include: What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here See Section 504 here

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

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

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

Response from the approved prior year Consolidated District Plan.

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

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

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

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

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

Response from the approved prior year Consolidated District Plan.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

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

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

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

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

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

**5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.**

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

The administration does a presentation to the entire staff about the most up-to-date McKinney-Vento laws and ESSA requirements. The school office personnel along with the social workers are also given the most relevant rules and regulations as they are often the first staff members that are made aware of such situations.

\*Required field

## Youth in Care Stability Plan Development

**\*Note: This plan section is not required for the Department of Juvenile Justice.**

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

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

*Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

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

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

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

h. Other - describe \_\_\_\_\_

i. Other - describe \_\_\_\_\_

j. Other - describe \_\_\_\_\_

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

*Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

Response from the approved prior year Consolidated District Plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

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

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

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

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

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

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

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

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

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

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

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

Response from the approved prior year Consolidated District Plan.

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

\*Required field

## BSP Overview

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<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
<b>Rules:</b>	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>

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**BSP Contact Information**

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241 English Learners (ELs) are in the district

**Provide information below for the Program Director/individual who completed this application:**

Last Name\*

Phone\*

First Name\*

Middle

Initial

Email\*

**EL Program Director Requirements:**

Does the Program Director meet the requirements to administer an English Learner program?\*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

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**Comments:**

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. In Lincolnwood School District 74, the native language is Urdu. Ultimately, the program helps students to succeed in academic subjects and learn English.

\*Required field

241 English Learners (ELs) are in the district

**Complete the requested information below.**

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
	<b>In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*</b>															
1.	Todd Hall	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	1	0	033
2.	Rutledge Hall	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	2	0	033	
3.	Lincoln Hall	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0		
4.	East Prairie Elementary School	PRE-K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	002, 034	
5.	Elizabeth Meyer School	PRE-K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	077, 001, 033, 034	
6.	Julia S Molloy Education Center	PRE-K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	033	
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below.  
[Language Codes Alphabetical](#)



**If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.**

([count] of 2500 maximum characters used)

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\*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at [multilingual@isbe.net](mailto:multilingual@isbe.net) or (312) 814-3850.

241 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

241 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Check the type(s) of Program Enrollment offered

TBE	<input checked="" type="checkbox"/>	TPI	<input type="checkbox"/>
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**SPANISH LANGUAGE ARTS CURRICULUM**

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?\*

Yes	<input type="radio"/>	No	<input checked="" type="radio"/>
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Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
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[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

\*Required field

241 English Learners (ELs) are in the district

**Parent Advisory Committee Page**- Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

**Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs**

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Name	Asma Habib	Role	Parent	Language(s)	Urdu	Telephone	847 626 8125
Street	6529 N Kilpatrick Ave	City	Lincolnwood	State	IL	Zip+4	60712
Name	Adeeba Tazeen	Role	Parent	Language(s)	Urdu	Telephone	773 574 3736
Street	7308 N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Name	Anam Mirza	Role	Parent	Language(s)	Urdu	Telephone	773 574 2553
Street	6802N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Name	Sheetal Chopra	Role	Parent	Language(s)	Urdu	Telephone	630 449 8121
Street	7001 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Name	Nida Tabba	Role	Teacher	Language(s)	Urdu	Telephone	847 675 8235
Street	3925 W Lunt Ave	City	Lincolnwood	State	IL	Zip+4	60712
Name	Dominick Lupo	Role	Administrator	Language(s)	English	Telephone	847 675 8235
Street	6950 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Name		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: 10/17/2023 Name of Committee Chairperson: Asma Habib

A committee chair must be a member of the BPAC.

\* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

**Projected Dates**

**Meeting (7/1/2024 - 6/30/2025)**

**Activity**

1.	08/27/2024	Bilingual Advisory Committee Training (required activity).
2.	11/21/2024	District Standards/Progress Reports/What to Expect at Conference/ACCESS Testing, and review next year's plan.
3.	02/19/2024	Family Reading Night
4.	03/20/2024	Literacy in the Home/What Parents Can do to Help with Reading/Summer School Programming, and review next year's plan.

241 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

**TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities**

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

**Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.**

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Language Assessment	10/18/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> District Identification Assessment	04/25/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input checked="" type="checkbox"/> Program Design	01/24/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

\*Required field

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**Board Approval, Certification, and Assurances**

Instructions

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

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

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v.01.31.2024

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**Grant Application Certifications and Assurances**

Instructions

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

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

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

**DEFINITIONS**

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

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

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

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

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

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

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

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

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

[http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200\\_main\\_02.tol](http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200_main_02.tol)

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

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

#### **NO BINDING OBLIGATION**

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

#### **PROJECT**

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

#### **FUNDING**

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

#### **INVOLUNTARY TERMINATION**

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).



26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

**JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

**DRUG-FREE WORKPLACE CERTIFICATION**

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

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

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

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

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

Instructions

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

**Before completing this certification, read instructions below.**

**CERTIFICATION**

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

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

**Instructions for Certification**

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

v.04.26.2021

**Certification Regarding Lobbying**

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

**GEPA 442 Assurances**

Instructions

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

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

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

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

v.01.31.2024

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**Assurances**

Instructions

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

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

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

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

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

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

[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

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

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

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

Application was created on:

3/25/2024

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

**Page Review Status** Instructions

Expand All

					Page Status	Open Page for editing
<b>Consolidated District Plan</b>						
<a href="#">Consolidated District Plan</a>						
Contact Information					OPEN	<input type="checkbox"/>
Needs Assessment and Programs					OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>						
Needs Assessment Impact		OPEN				<input type="checkbox"/>
Stakeholders		OPEN				<input type="checkbox"/>
Private Schools Participation		OPEN				<input type="checkbox"/>
Preschool Coordination		OPEN				<input type="checkbox"/>
Student Achievement		OPEN				<input type="checkbox"/>
College and Career		OPEN				<input type="checkbox"/>
Professional Development		OPEN				<input type="checkbox"/>
Safe Learning Environment		OPEN				<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>						
Title I Specific - Part One		OPEN				<input type="checkbox"/>
Title I Specific - Part Two		OPEN				<input type="checkbox"/>
IDEA Specific Requirements				OPEN		<input type="checkbox"/>
<a href="#">Youth in Care Stability Plan</a>						
Youth in Care Stability Plan Contacts		OPEN				<input type="checkbox"/>
Best Interest Determination Plan		OPEN				<input type="checkbox"/>
Youth In Care Transportation Plan		OPEN				<input type="checkbox"/>
<a href="#">Bilingual Service Plan</a>						
<a href="#">BSP Plan Specifics</a>						
BSP Program Contact		OPEN				<input type="checkbox"/>
BSP Program Info		OPEN				<input type="checkbox"/>
BSP Short Form		OPEN				<input type="checkbox"/>
BSP Program Enrollment		OPEN				<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN				<input type="checkbox"/>
BSP Professional Development		OPEN				<input type="checkbox"/>
<a href="#">Assurance Pages</a>						
Plan Assurances				OPEN		<input type="checkbox"/>
State Assurances				OPEN		<input type="checkbox"/>
Debarment				OPEN		<input type="checkbox"/>
Lobbying				OPEN		<input type="checkbox"/>
GEPA 442				OPEN		<input type="checkbox"/>
AssurancesText				OPEN		<input type="checkbox"/>

Save

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**Selectable Application Print**

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**Request Print Job**

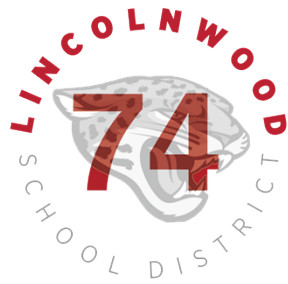
[Consolidated District Plan](#)

**Requested Print Jobs**

[Requested by dominicklupo on 4/3/2024](#)

**Completed Print Jobs**

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## Executive Summary Board of Education Meeting

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DATE: May 2, 2024

TOPIC: 2024 Rutledge Hall Cabling Upgrades Bid

PREPARED BY: Courtney Whited

### **Recommended for:**

- Action
- Discussion
- Information

### **Purpose/Background:**

The Board of Education approves expenditures over \$10,000.

Bids for the Rutledge Hall low voltage cabling project were received at 11:30 a.m. on Thursday, March 28, 2024. There were seven (7) bidders of record; two (2) bids were received.

StudioGC performed the bid packet evaluations that led to recommending Applied Communications Group as the lowest responsible, responsive bidder. The recommendation, bid tabulation and bid packet follow in the attachments.

### **Fiscal Impact:**

\$733,045.12 total base bid which includes a \$300,000 allowance.

### **Recommendation:**

The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve this bid from Applied Communications Group for the 2024 Rutledge Hall Cabling Upgrades project in the amount of \$733,045.12 to commence June 10, 2024 and be completed by August 16, 2024.





































































































































