

Regular Meeting of the Board of Education

Wednesday, April 16, 2025 6:00 PM

Independence Junior High School, 6610 W. Highland Dr., Palos Heights, IL 60463

1. Call to Order

1.A. Pledge to the Flag

1.B. Welcome Visitors and Roll Call

2. Superintendent's Report

1. Director of Building and Grounds Candidate Presentation

2. South Cook ISC Certificate of Excellence 2025 Health/Life Safety Inspection

3. Teacher Appreciation Week Plans

3. Approval of the Consent Agenda Items

3.A. Minutes of the Open Special Meeting Minutes of March 8, 2025

3.B. Minutes of the Regular Meeting of March 19, 2025

3.C. Minutes of the Closed Session Meeting of March 19, 2025

3.D. Approval of Bills & Payroll

3.E. Review of Schools' Activity Accounts

3.F. Personnel Report

4. Employment

a. Director of Building and Grounds:
Bryan Neubacher

5. Non-Union Contracts for Certified Personnel

a. Siobhan Gayduk, Nurse

b. Tara Fitzgibbons, Psychologist

c. Dena White, Occupational Therapist

6. Resignation

a. Jenna Pape, 4th Grade Teacher,
Navajo, effective June 18, 2025

4. Old Business

4.A. Long Range Facility and Finance Planning Update

4.B. Plumbing Bid

4.C. Bond Parameters Resolution providing for the issue of not to exceed \$5,500,000 General Obligation Limited Tax School Bonds for the purpose of increasing the Working Cash Fund of the District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the sale of said bonds to the purchaser thereof.

4.D. K-5 English Language Arts Core Program Adoption

4.E. Superintendent Contract Approval

5. **New Business**

5.A. Approval of Consolidated Grant Plan

6. **Audience Participation**

If you are coming up to speak, please identify yourself by name and connection to the district and we ask that comments remain brief to accommodate everyone wishing to speak. Policy ordinarily provides up to 3 minutes per speaker.

7. **Information Items**

7.A. YTD Financial Summary

7.B. Freedom of Information Act Items

7.C. Additional Information Items, if any

8. **Closed Session (if needed)**

Discuss the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee; collective negotiating matters or deliberations concerning salary schedules for classes of employees; discussion of possible litigation; and student disciplinary issues. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c) (1) (2) (10) (11) (12)

9. **Return to Open Session**

10. **Adjournment**



March 25, 2025

Hello, Merryl—

I'm sending this note to congratulate you and the rest of your district on receiving the enclosed FY 25 *Certificate of Excellence* for achieving a perfect score with no violations cited in any of your buildings during this year's Health/Life Safety inspection. Kudos are especially extended to all of your Buildings and Grounds team members for all they do every single day. Such an achievement required dedication, diligence, and persistence; clearly, your team put in the hard work to succeed.

Your district joins 37 other South Cook school districts that were "perfect" across the boards, something that does not easily happen, so you have every reason to be so proud!

You'll note that two certificates are enclosed, one for your office/files and one for the Buildings and Grounds office.

Please continue the excellent work of ensuring the safety of all of your students, staff members, and visitors on a daily basis. That is appreciated more than you might imagine!

Sincerely,

A handwritten signature in blue ink that reads "Velda".

Velda Lloyd
Compliance and Health/Life Safety Director
South Cook ISC—Region 7
253 West Joe Orr Road
Chicago Heights, IL 60411
(708) 754-6600, extension 1319
vlloyd@s-cook.org

enclosures

CERTIFICATE OF EXCELLENCE

AWARDED TO

Palos Heights School District 128

For achieving a perfect score with no citations in all of its buildings during the FY 25 Health/Life Safety inspection



SOUTH COOK
INTERMEDIATE
SERVICE CENTER

A handwritten signature in blue ink, appearing to read "Anthony J. Marinello".

Dr. Anthony J. Marinello
Executive Director

A handwritten signature in blue ink, appearing to read "Velda Lloyd".

Velda Lloyd
Compliance and Health/Life Safety Director

PALOS HEIGHTS SCHOOL DISTRICT 128

APRIL 2025

<u>GROSS PAYROLL</u>			648,884.90	
<u>MARCH 1 THROUGH MARCH 31, 2025</u>				
<u>TRS</u>			44,608.60	
<u>BOARD TRS SURCHARGE</u>			2,819.35	
<u>THIS</u>			7,630.94	
<u>IMRF, FICA, MEDICARE</u>			32,282.29	
<u>TOTAL MARCH PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>				736,226.08
<u>EDUCATION FUND</u>	<u>10</u>		94,177.23	
<u>BUILDING FUND</u>	<u>20</u>		40,311.21	
<u>TRANSPORTATION FUND</u>	<u>40</u>		40,736.91	
<u>SPECIAL CHECKS</u>			39,361.67	
<u>CAPITAL PROJECTS</u>	<u>60</u>		0.00	
<u>MUNICIPAL RETIREMENT</u>			0.00	
<u>TOTAL APRIL 2025 BILLS PAYABLE</u>				214,587.02
<u>TOTAL APRIL 2025 BILLS PAYABLE GROSS</u>				
<u>MARCH 2025 PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>				950,813.10

PRESIDENT

SECRETARY

PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1204

Voucher Date: 04/16/2025

Prepared By: 

Printed: 04/09/2025 10:08:08 AM

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$175,225.35 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



PALOS HEIGHTS SCHOOL DISTRICT 128

Fund		Amount
10	EDUCATIONAL	\$94,177.23
20	OPERATIONS AND MAINTENANCE	\$40,311.21
40	TRANSPORTATION	\$40,736.91
		<hr/> <hr/>
		\$175,225.35

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204

04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
4IMPRINT, INC.		10.5.1100.411.0000.00.00.00 Check #: 0	K-12 - SUPPLIES	\$3,259.07
			Vendor Total:	\$3,259.07
ACCURATE BIOMETRICS		10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$51.75
			Vendor Total:	\$51.75
ACUTRANS		10.5.1800.300.0000.00.00.00 Check #: 0	BILINGUAL PROGRAMS - TRANSLATIONS	\$29.70
			Vendor Total:	\$29.70
ALLEGREEN GROUP		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$4,800.00
			Vendor Total:	\$4,800.00
ALPHA BUILDING MAINTENANCE SERV, INC.		20.5.2540.319.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$1,708.00
			Vendor Total:	\$1,708.00
ALPHA SCHOOL BUS	2011	40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$9,139.80
			Vendor Total:	\$9,139.80
AMAZON CAPITAL SERVICES		10.5.1100.411.0000.00.00.00 Check #: 0	K-12 - SUPPLIES	\$336.20
		10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$115.96
		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$1,011.28

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204

04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$1,718.32
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$904.02
		10.5.1205.411.4620.05.00.00 Check #: 0	SPEC ED SUPPLIES IDEA GRANT	\$245.39
		10.5.1500.411.0000.02.00.00 Check #: 0	PHYS ED SUPPLIES - INDEPENDENCE	\$33.98
		10.5.1500.411.0000.04.00.00 Check #: 0	PHYS ED SUPPLIES - INDIAN HILL	\$405.01
		10.5.2220.411.0000.04.00.00 Check #: 0	EDUCATION MEDIA - SUPPLIES INDIAN HILL	\$599.12
		10.5.2660.411.0000.00.00.00 Check #: 0	DATA PROCESSING SERVICES- SUPPLIES	\$708.32
		10.5.3000.410.3705.00.00.00 Check #: 0	PARENT SUPPLIES PFA GRANT	\$211.77
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$64.66
			Vendor Total:	\$6,354.03
AMBER MECHANICAL CONTRACTORS, INC. 9160		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$2,397.00
			Vendor Total:	\$2,397.00
ANISA HUSSAIN		10.5.1205.314.0000.00.00.00 Check #: 0	SP ED K-12 CONTRACTED SERVICES	\$1,500.00
			Vendor Total:	\$1,500.00
BUSHUE BACKGROUND SCREENING		10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$111.00
			Vendor Total:	\$111.00
BUSINESSOLVER			Vendor Total:	\$111.00

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1204 04/16/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
CHICAGO TRIBUNE MEDIA GROUP	23803	10.5.1100.222.0000.00.00.00 Check #: 0	K-12 - MEDICAL INS	\$169.50
			Vendor Total:	\$169.50
CHRISTINA BRENNAN		10.5.2310.351.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PRINT PUBLICATIONS	\$55.50
			Vendor Total:	\$55.50
CITY OF PALOS HEIGHTS	23899	10.5.2210.314.4620.05.00.00 Check #: 0	PROFESSIONAL DEV IDEA GRANT	\$144.00
			Vendor Total:	\$144.00
COUNTRY HOUSE RESTAURANT	11753	20.5.2540.370.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$926.93
			Vendor Total:	\$926.93
		10.5.2560.315.0000.00.00.00 Check #: 0	FOOD SERVICES CONTRACTED SERVICES	\$900.00
		10.5.2560.490.0000.00.00.00 Check #: 0	FREE AND REDUCED LUNCHES	\$9,237.50
			Vendor Total:	\$10,137.50
DELTAMATH SOLUTIONS		10.5.1100.314.0000.00.63.00 Check #: 0	K-8 Curriculum renewal tech contracts	\$360.00
			Vendor Total:	\$360.00
ELIM CHRISTIAN SERVICES	4659	10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$30,105.13
		10.5.2560.490.0000.00.00.00 Check #: 0	FREE AND REDUCED LUNCHES	\$161.50
		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$5,197.50

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204

04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
ENGIE		20.5.2540.466.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-ELECTRICITY	\$35,464.13
EVEREST SNOW MANAGEMENT, INC.		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$8,645.17
FILTERBUY		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$731.00
GOPHER SPORT		10.5.1500.411.0000.04.00.00 Check #: 0	PHYS ED SUPPLIES - INDIAN HILL	\$74.04
GRAINGER	20681	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$48.11
HEATHER MESKIMEN	26932	10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$91.17
ILLINOIS SCHOOL BUS	242	40.5.2550.331.0000.00.00.00 Check #: 0	PUPIL TRANSPORTATION-PUPIL TRANSPORTATION	\$17,572.80
		40.5.2550.334.0000.02.00.00 Check #: 0	Athletic & Academic Conf. Buses	\$1,137.22
		40.5.2550.335.0000.02.00.00 Check #: 0	FIELD TRIPS - INDEPENDENCE	\$426.89

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204

04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
INNEX CO.		40.5.2550.335.0000.04.00.00	FIELD TRIPS - INDIAN HILL	\$754.70
			Vendor Total:	\$19,891.61
JASON SMIT		20.5.2540.319.0000.00.00.00	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$1,875.00
			Vendor Total:	\$1,875.00
JESSICA DIETER		10.5.2660.411.0000.00.00.00	DATA PROCESSING SERVICES- SUPPLIES	\$272.05
			Vendor Total:	\$272.05
KAPLAN EARLY LEARNING COMPANY		10.5.1205.411.4620.05.00.00	SPEC ED SUPPLIES IDEA GRANT	\$37.42
			Vendor Total:	\$37.42
KDM SIGNS, INC.		10.5.1125.700.3705.00.00.00	PRE K NON CAP EQUIP PFA GRANT	\$2,628.45
			Vendor Total:	\$2,628.45
KELVIN		10.5.1205.411.4620.05.00.00	SPEC ED SUPPLIES IDEA GRANT	\$7,568.27
			Vendor Total:	\$10,196.72
KENNEDY PLUMBING		10.5.1100.540.0000.00.00.00	K-12 New Equipment	\$2,894.17
			Vendor Total:	\$2,894.17
		10.5.1100.411.0000.02.00.00	K-12 - SUPPLIES INDEPENDENCE	\$170.00
			Vendor Total:	\$170.00
		20.5.2540.323.0000.00.00.00	OPERATION/MAINTENANCE-MTCE	\$4,165.00
			Vendor Total:	\$4,165.00

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204

04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
KRIHA BOUCEK LLC		10.5.2310.317.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -LEGAL SERVICES	\$4,165.00
Vendor Total:				\$1,829.00
LAKESHORE LEARNING MATERIALS	577	10.5.1125.411.3705.00.00.00 Check #: 0	PRE K SUPPLIES PFA GRANT	\$1,775.40
		10.5.1205.411.4620.05.00.00 Check #: 0	SPEC ED SUPPLIES IDEA GRANT	\$1,017.59
Vendor Total:				\$2,792.99
MATH LEARNING CENTER		10.5.1100.410.0000.03.00.00 Check #: 0	CONSUMABLES - NAVAJO	\$2,799.36
Vendor Total:				\$2,799.36
MENARDS INC	1008	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$94.05
Vendor Total:				\$94.05
MIDWEST PAPER RETRIEVER		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE--SANITATION SERVICES	\$172.00
Vendor Total:				\$172.00
MILESTONE THERAPY, LLC.		10.5.2130.314.0000.00.00.00 Check #: 0	HEALTH SERVICES PT/OT	\$1,611.00
Vendor Total:				\$1,611.00
NICOR GAS		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE--NATURAL GAS	\$1,974.72
Vendor Total:				\$1,974.72

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1204

04/16/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
PETRARCA, GLEASON, BOYLE & IZZO, LLC		10.5.2310.317.0000.00.00.00 Check #: 0	BOARD OF EDUCATION - LEGAL SERVICES	\$75.00
			Vendor Total:	\$75.00
PROSHRED		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$62.96
			Vendor Total:	\$62.96
QUINLAN & FABISH MUSIC CO	281	10.5.1500.323.0000.02.30.00 Check #: 0	INTERSCH PRG - BAND REPAIRS	\$429.99
		10.5.1500.414.0000.00.00.00 Check #: 0	INTERSCH PRG BAND SUPPLIES	\$571.00
			Vendor Total:	\$1,000.99
RUSH DAY SCHOOL		10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$8,036.00
			Vendor Total:	\$8,036.00
SCHOOL HEALTH CORP.	3983	10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$343.19
			Vendor Total:	\$343.19
SCHOOL SPECIALTY_26419	26419	10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$166.17
			Vendor Total:	\$166.17
SERTOMA SPEECH & HEARING CENTER	5222	10.5.2150.310.4620.05.00.00 Check #: 0	AUDIOLOGY SERVICES IDEA GRANT	\$950.00
			Vendor Total:	\$950.00
SMITHEREEN EXTERMINATING COMPANY	4755			

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1204 04/16/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
SOUTH SUBURBAN LANDSCAPE		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$180.00
			Vendor Total:	\$180.00
SOUTH TOWN REFRIGERATION		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$7,800.00
			Vendor Total:	\$7,800.00
SPECIAL EDUCATION SERVICES		20.5.2540.319.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$3,967.80
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$44.28
			Vendor Total:	\$4,012.08
STABRAWA, LORETTA	4310	10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$3,654.60
			Vendor Total:	\$3,654.60
STAPLES ADVANTAGE_12999	12999	10.5.3700.310.4620.05.00.00 Check #: 0	CONTR LBSI SERV PAROCH LS IDEA	\$3,900.00
			Vendor Total:	\$3,900.00
TIMBERLINE BILLING SERVICE		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$824.75
			Vendor Total:	\$824.75
TRANE U.S., INC.		10.5.1205.311.0000.00.00.00 Check #: 0	SPEC ED PURCH SERVICES	\$84.59
			Vendor Total:	\$84.59

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1204 04/16/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
UNIQUE PRODUCTS		20.5.2540.319.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$1,123.00
			Vendor Total:	\$1,123.00
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$3,620.77
			Vendor Total:	\$3,620.77
UNIVERSAL TAXI DISPATCH		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$1,708.00
			Vendor Total:	\$1,708.00
			Grand Total:	\$175,225.35

End of Report

PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1182

Voucher Date: 03/04/2025

Prepared By:



Printed: 04/09/2025 10:15:24 AM

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$9,088.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



PALOS HEIGHTS SCHOOL DISTRICT 128

Fund		Amount
10	EDUCATIONAL	\$5,851.25
20	OPERATIONS AND MAINTENANCE	\$3,237.21
		<hr/> \$9,088.46

SPECIAL CHECKS DRAWN IN MARCH

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1182

03/04/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
BMO FINANCIAL GROUP		10.5.1100.411.0000.00.00.00 Check #: 44444	K-12 - SUPPLIES	\$183.82
		10.5.1100.411.0000.02.00.00 Check #: 44444	K-12 - SUPPLIES INDEPENDENCE	\$65.23
		10.5.1100.411.0000.04.00.00 Check #: 44444	K-12 - SUPPLIES - INDIAN HILL	\$438.22
		10.5.1205.411.4620.05.00.00 Check #: 44444	SPEC ED SUPPLIES IDEA GRANT	\$120.94
		10.5.2210.305.3705.00.00.00 Check #: 44444	PRE K PROF DEV AND TRAIN PFA GRANT	\$265.46
		10.5.2210.310.4932.05.00.00 Check #: 44444	PROF DEV ALL STAFF TITLE II	(\$425.00)
		10.5.2210.314.4620.05.00.00 Check #: 44444	PROFESSIONAL DEV IDEA GRANT	\$686.00
		10.5.2230.411.4620.05.00.00 Check #: 44444	ASSESSMENT IDEA GRANT	\$344.53
		10.5.2310.332.0000.00.00.00 Check #: 44444	BOARD OF EDUCATION -TRAVEL/CONF	\$373.00
		10.5.2310.341.0000.00.00.00 Check #: 44444	BOARD OF EDUCATION -POSTAGE	\$146.00
		10.5.2320.411.0000.00.00.00 Check #: 44444	EXECUTIVE ADMIN - SUPPLIES	\$433.38
		10.5.2410.411.0000.01.00.00 Check #: 44444	OFFICE OF PRINCIPAL - SUPPLIES CHIPPEWA	\$73.90
		10.5.2410.411.0000.03.00.00 Check #: 44444	OFFICE OF PRINCIPAL - SUPPLIES - NAVAJO HEIGHTS	\$64.07
		10.5.2410.411.0000.04.00.00 Check #: 44444	OFFICE OF PRINCIPAL - SUPPLIES INDIAN HILL	\$159.90
		10.5.2560.400.3705.00.00.00 Check #: 44444	FOOD SERVICES SUPPLIES PFA GRANT	\$79.64
		10.5.2660.314.0000.00.62.00 Check #: 44444	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$953.00

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1182 03/04/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2660.411.0000.00.00.00 Check #: 44444	DATA PROCESSING SERVICES- SUPPLIES	\$1,651.93
		10.5.2660.470.0000.00.00.00 Check #: 44444	DATA PROCESSING - SOFTWARE	\$54.88
		20.5.2540.411.0000.00.00.00 Check #: 44444	OPERATION/MAINTENANCE- SUPPLIES	\$158.29
		20.5.2540.464.0000.00.00.00 Check #: 44444	OPERATION/MAINTENANCE-GASOLINE	\$81.81
NICOR GAS			Vendor Total:	\$5,909.00
		20.5.2540.465.0000.00.00.00 Check #: 44445	OPERATION/MAINTENANCE-NATURAL GAS	\$2,206.11
PROVEN IT			Vendor Total:	\$2,206.11
		10.5.1100.411.0000.03.00.00 Check #: 44446	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$136.00
REPUBLIC SERVICES			Vendor Total:	\$136.00
		20.5.2540.321.0000.00.00.00 Check #: 44447	OPERATION/MAINTENANCE-SANITATION SERVICES	\$791.00
SCHOOL SPECIALTY_2074	2074		Vendor Total:	\$791.00
		10.5.1100.411.0000.02.00.00 Check #: 44448	K-12 - SUPPLIES INDEPENDENCE	\$46.35
			Vendor Total:	\$46.35
			Grand Total:	\$9,088.46


End of Report

PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1184

Voucher Date: 03/14/2025

Prepared By:


Printed: 04/09/2025 10:16:36 AM

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$29,273.21 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



PALOS HEIGHTS SCHOOL DISTRICT 128

Fund		Amount
10	EDUCATIONAL	\$10,496.29
20	OPERATIONS AND MAINTENANCE	\$18,776.92
		<hr/> <hr/>
		\$29,273.21

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1184

03/14/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON CAPITAL SERVICES		10.5.2310.411.0000.00.00.00 Check #: 44504	BOARD OF EDUCATION - SUPPLIES	\$33.49
			Vendor Total:	\$33.49
CRESTWOOD CUSTOM CABINETS		10.5.1100.411.0000.04.00.00 Check #: 44505	K-12 - SUPPLIES - INDIAN HILL	\$1,248.75
		10.5.1100.541.0000.00.00.00 Check #: 44505	K-12 Replacement Equipment	\$2,430.75
		10.5.1125.540.3705.00.00.00 Check #: 44505	PreK new equipment PFA grant	\$2,711.25
		10.5.1205.540.4620.05.00.00 Check #: 44505	SP ED IDEA NEW EQUIPMENT	\$2,991.25
			Vendor Total:	\$9,382.00
KENNEDY PLUMBING		20.5.2540.319.0000.00.00.00 Check #: 44506	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$715.00
			Vendor Total:	\$715.00
LAKESHORE LEARNING MATERIALS	577	10.5.1205.411.4620.05.00.00 Check #: 44507	SPEC ED SUPPLIES IDEA GRANT	\$1,080.80
			Vendor Total:	\$1,080.80
SOUTH TOWN REFRIGERATION		20.5.2530.530.0000.00.00.00 Check #: 44508	FACILITIES ACQ & CONS - BLDGS & BLDG IMPRVMTS	\$6,000.00
		20.5.2540.319.0000.00.00.00 Check #: 44508	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$6,048.00
		20.5.2540.411.0000.00.00.00 Check #: 44508	OPERATION/MAINTENANCE- SUPPLIES	\$2,117.00
			Vendor Total:	\$14,165.00
SYMMETRY ENERGY SOLUTIONS				

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1184 03/14/2025

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.465.0000.00.00.00	OPERATION/MAINTENANCE-NATURAL GAS	\$3,896.92
		Check #: 44509		
			Vendor Total:	\$3,896.92
			Grand Total:	\$29,273.21

End of Report

Palos Heights School District 128

Fund Balances

Fiscal Year: 2024-2025

Include Cash Balance
 Month: March
 Year: 2025
 Fund Type: FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$4,853,260.52	\$9,574,208.43	(\$7,254,251.63)	\$0.00	\$7,173,218.32
11	STUDENT ACTIVITY FUND	\$5,269.00	\$0.00	\$0.00	\$0.00	\$5,269.00
20	OPERATIONS AND MAINTENANCE	\$688,791.60	\$886,158.92	(\$844,414.66)	\$0.00	\$730,535.86
30	DEBT SERVICE	\$949,777.35	\$1,236,776.16	(\$1,159,100.00)	\$0.00	\$1,027,453.51
40	TRANSPORTATION	\$515,933.86	\$508,425.54	(\$352,449.63)	\$0.00	\$671,909.77
50	MUNICIPAL RETIREMENT	\$120,119.54	\$181,497.75	(\$125,110.34)	\$0.00	\$176,506.95
55	SOCIAL SECURITY	\$84,970.87	\$220,130.70	(\$155,226.21)	\$0.00	\$149,875.36
60	CAPITAL PROJECTS	\$334,553.36	\$1,251.12	(\$176,533.88)	\$0.00	\$159,270.60
70	WORKING CASH	\$2,295,764.28	\$146,512.64	\$0.00	\$0.00	\$2,442,276.92
80	TORT IMMUNITY	\$4,907.93	\$17.57	\$0.00	\$0.00	\$4,925.50
90	LIFE SAFETY	\$186.45	\$3.94	\$0.00	\$0.00	\$190.39
Grand Total:		\$9,853,534.76	\$12,754,983.77	(\$10,067,086.35)	\$0.00	\$12,541,432.18

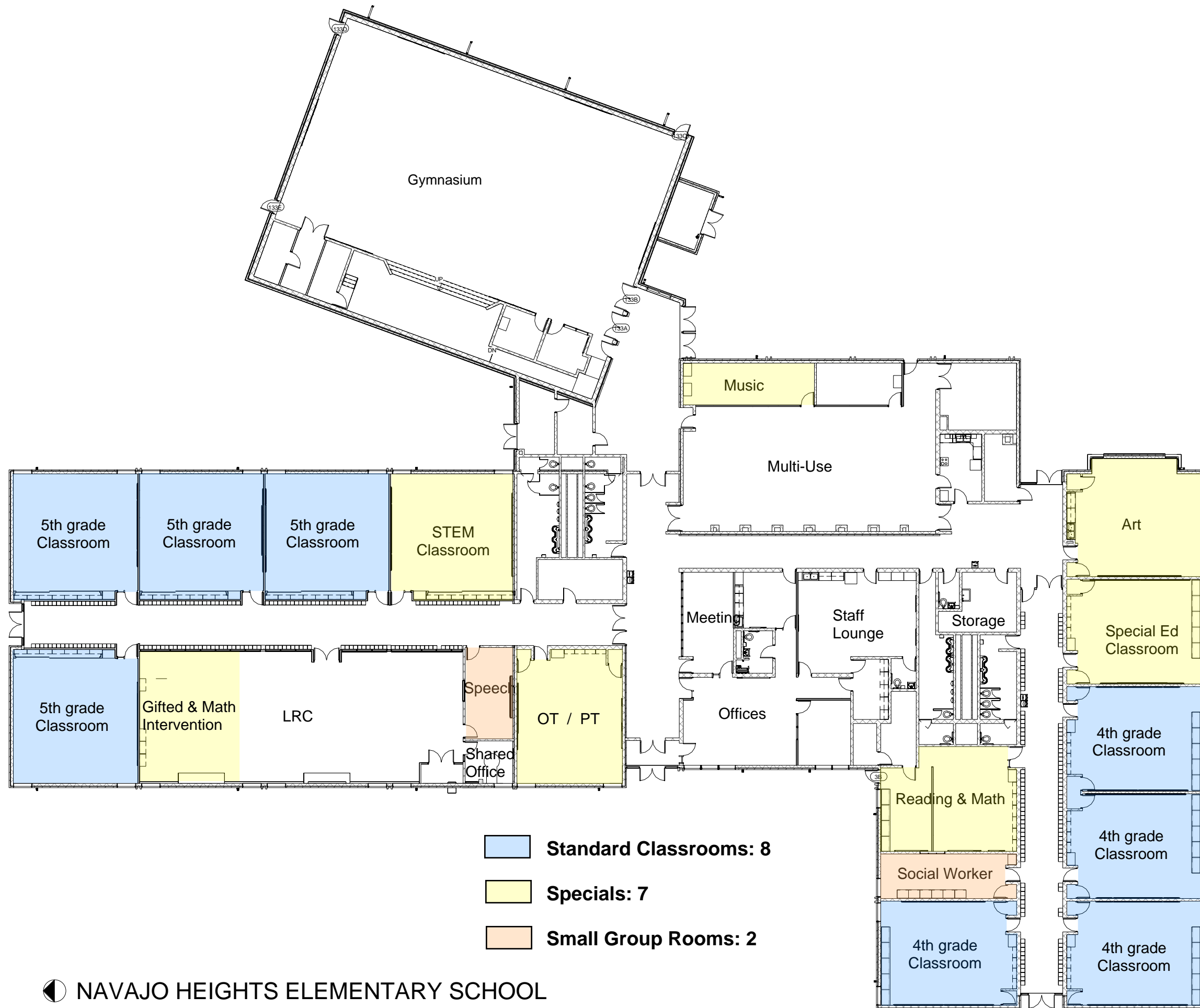
End of Report

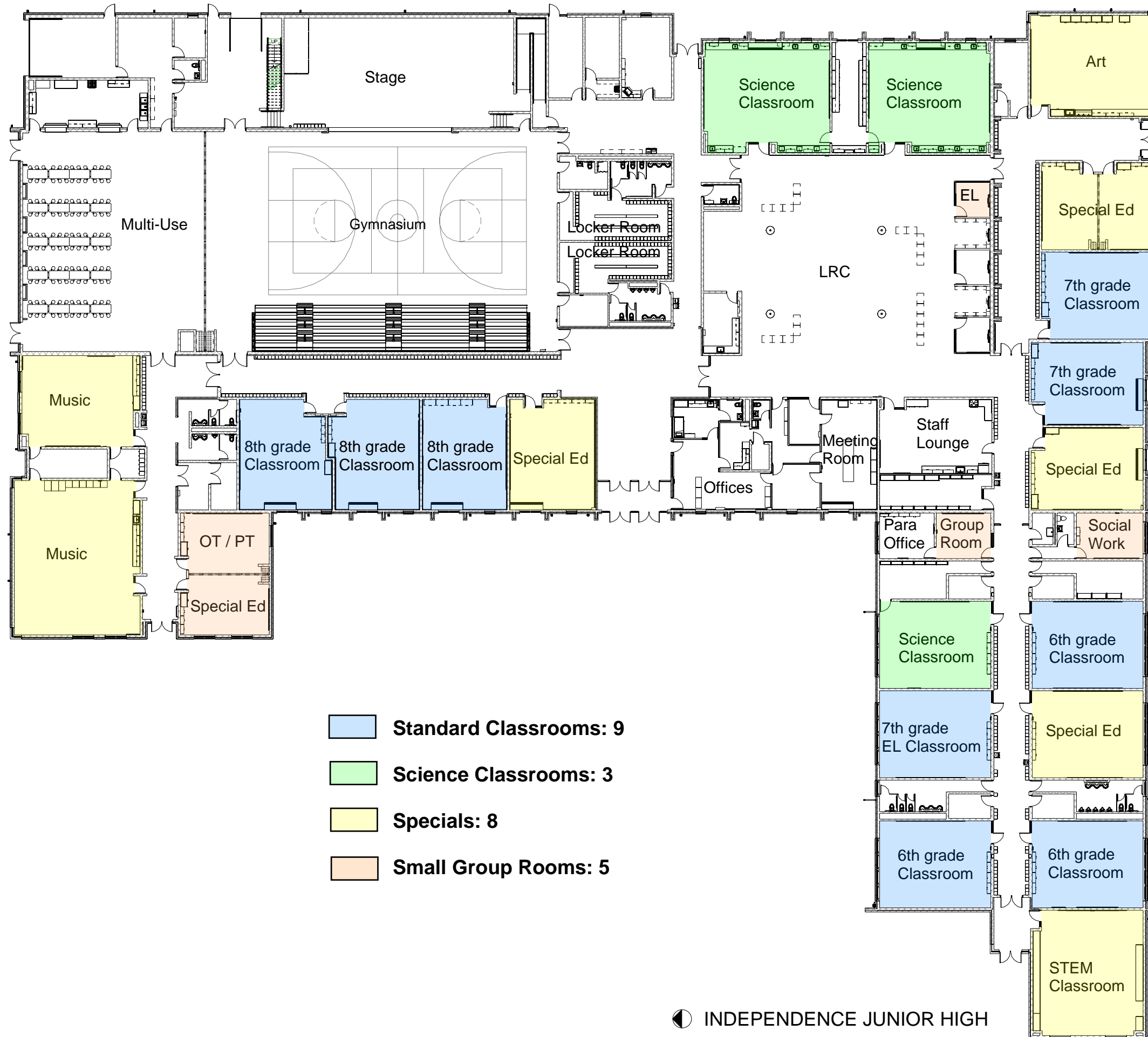
**District 128, Cook County
Palos Heights, Illinois**

BOARD MEETING April 16, 2025

Activity Fund Receipts and Expenses MARCH 2025

	Balance 02/28/25	MARCH Receipts	MARCH Expenses	Balance 03/31/25
Indian Hill	2375.73	\$0.00	\$1,362.50	\$1,013.23
Chippewa	\$1,950.50	\$0.00	\$0.00	\$1,950.50
Navajo	\$60.11	\$147.86	\$0.00	\$207.97
Independence				
IJHS	\$6,057.81	\$5,618.00	\$6,378.62	\$5,297.19
Cheerleaders	\$205.86	\$0.00	\$0.00	\$205.86
Drama	\$2,390.31	\$3,701.00	\$5,022.35	\$1,068.96
Lunch	\$0.00	\$0.00	\$0.00	\$0.00
Poms	\$146.55	\$0.00	\$0.00	\$146.55
Student Council	\$699.95	\$0.00	\$119.80	\$580.15
TOTAL	<u><u>\$11,511.09</u></u>	<u><u>\$9,466.86</u></u>	<u><u>\$12,883.27</u></u>	<u><u>\$8,094.68</u></u>



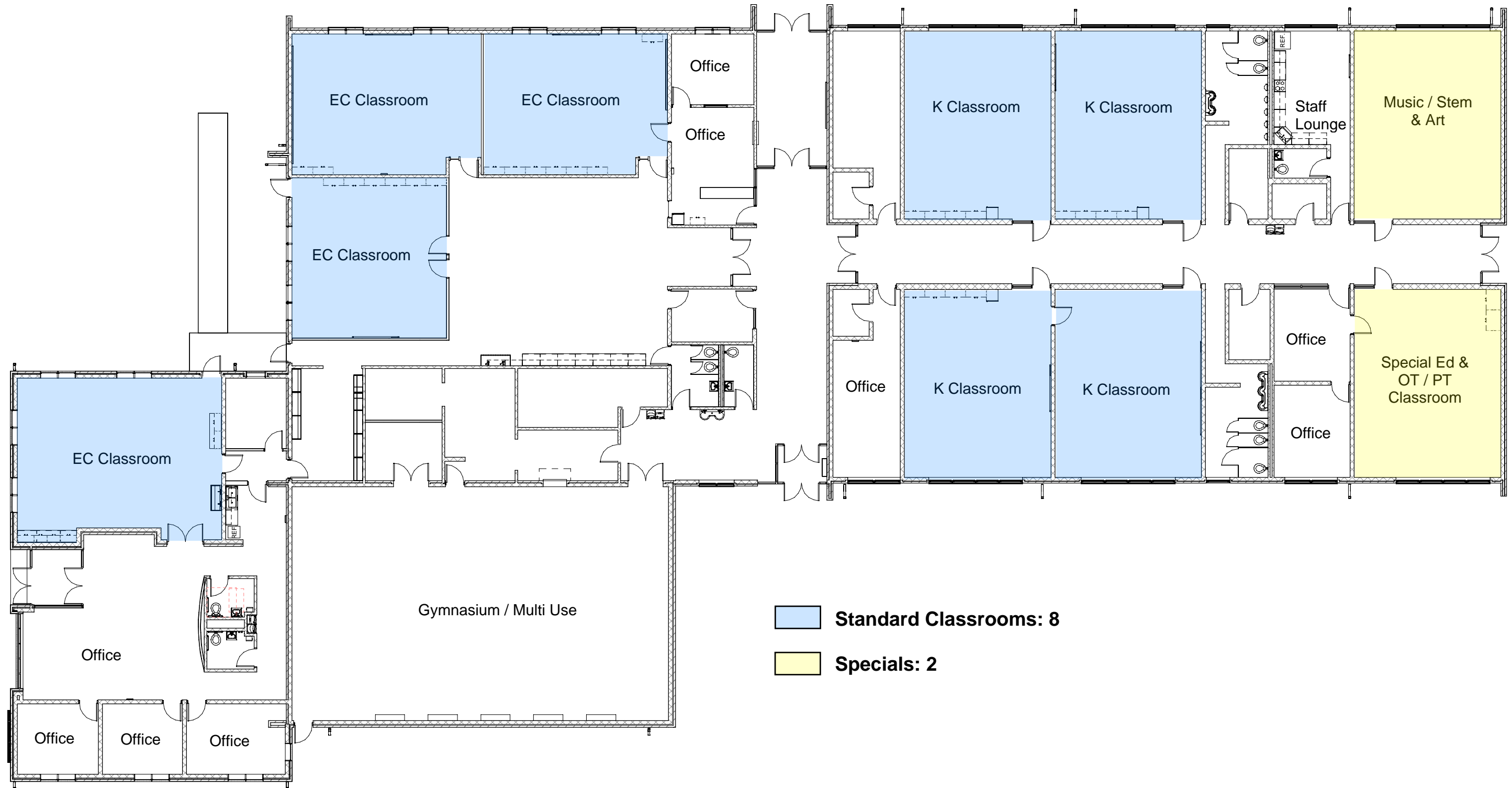


- Standard Classrooms: 9**
- Science Classrooms: 3**
- Specials: 8**
- Small Group Rooms: 5**



- Standard Classrooms: 11**
- Specials: 8**
- Small Group Rooms: 6**

⬇ CHIPPEWA ELEMENTARY SCHOOL



▲ INDIAN HILL EARLY LEARNING CENTER

April 10, 2025

Palos Heights SD 128
Dr. Merryl Brownlow
Superintendent
12809 S. McVickers Ave.
Palos Heights, IL 60463

RE: Plumbing Repairs at Chippewa, Independence, Indian Hill and Navajo Heights Schools
Project No. 25021

Dear Dr. Brownlow:

Bids for the above referenced project were received at 10:00 a.m. on Tuesday, April 8 2025. There were two (2) bidders of record; one (1) bid was received. A bid tabulation sheet is herein attached for your review.

We have analyzed the bids and the qualifications of the bidders and recommend that the contract for the Plumbing Repairs at Chippewa, Independence, Indian Hill and Navajo Heights Schools project be awarded to the lowest responsible, responsive bidder, **Cryer & Olsen Mechanical, Inc.** Their total base bid proposal is **\$177,000**. This includes allowance monies in the amount of \$20,000 which will be returned to the school district if not used at the end of the project.

Contractors were also asked to provide pricing for one alternate. Cryer & Olsen provided the following prices:

1. Alternate Bid No. 1: State the amount to be ADDED to the lump sum base bid to include all work associated with flushing and cleaning all existing sanitary lines at Chippewa, Independence and Indian Hill Schools. The flushing of the lines at Navajo Heights is included in the Base Bid. ADD: \$28,000.

You may or may not choose to include this alternate with their bid. If you include the recommended Alternate Bid No. 1, the total bid amount is **\$205,000**

Please do not hesitate to contact me if you have any questions.

Sincerely,



Nikki D. Bridges

Enclosure – Bid Tabulation

cc: Vicki Luczynski, StudioGC



223 W. Jackson Blvd.
 Suite 1200
 Chicago, IL 60606
 P: (312) 253-3400

Client: Palos Heights SD 128
Project Name: Plumbing Repairs
Project No.: 25021
Bid Date: Tuesday, April 8, 2025
Project Architect: Nikki Bridges

BID TAB WORKSHEET

Contractor	Total Bid Amount	Alternates				Addendum			Bid Bond	Remarks
						#1	#2			
Adamson Plumbing 312-492-7600	Declined to bid.	Alt. No. 1								
Cryer & Olsen 815-723-1332	\$177,000.00	Alt. No. 1				X	X		X	
		\$28,000.00								
		Alt. No. 1								
		Alt. No. 1								
		Alt. No. 1								

Alt. No. 1: State the amount ADDED to the Base Bid to include all work associated with power flushing and cleaning all existing sanitary lines at Chippewa, Independence and Indian Hill.

RESOLUTION providing for the issue of not to exceed \$5,500,000 General Obligation Limited Tax School Bonds of School District Number 128, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the sale of said bonds to the purchaser thereof.

* * *

WHEREAS, pursuant to the provisions of Article 20 of the School Code of the State of Illinois (the “*Act*”), and all laws amendatory thereof and supplementary thereto, School District Number 128, Cook County, Illinois (the “*District*”), is authorized to create and maintain a Working Cash Fund in and for the District; and

WHEREAS, pursuant to authority of the provisions of said Article 20 the Board of Education of the District (the “*Board*”) adopted a resolution declaring its intention to avail of the provisions of said Article and issue bonds of the District in the aggregate amount of \$5,500,000 for working cash fund purposes as in and by said Article 20 provided; and

WHEREAS, pursuant to and in accordance with the Act and the provisions of Section 5 of the Local Government Debt Reform Act of the State of Illinois, as amended (the “*Debt Reform Act*”), notice of intention to issue said bonds pursuant to the provisions of said Article 20 was published in the *Daily Southtown*, the same being a newspaper of general circulation in the District, and an affidavit evidencing the publication of such notice of intention, together with a newspaper clipping of such notice as published attached thereto, have heretofore been presented to the Board and made a part of the permanent records of the Board; and

WHEREAS, more than thirty (30) days have expired since the date of the publishing of such notice of intention to issue said bonds, and no petition with the requisite number of valid signatures thereon has been filed with the Secretary of the Board requesting that the proposition to issue said

bonds as authorized by the provisions of said Article 20 be submitted to the legal voters of the District; and

WHEREAS, pursuant to and in accordance with the provisions of the Bond Issue Notification Act of the State of Illinois, as amended, the President of the Board, on the 29th day of January, 2025, executed an Order calling a public hearing (the “*Hearing*”) for the 19th day of March, 2025, concerning the intent of the Board to sell said bonds; and

WHEREAS, notice of the Hearing was given (i) by publication at least once not less than seven (7) nor more than thirty (30) days before the date of the Hearing in the *Daily Southtown* and (ii) by posting at least 48 hours before the Hearing a copy of said notice at the principal office of the Board, which notice was continuously available for public review during the entire 48-hour period preceding the Hearing; and

WHEREAS, the Hearing was held on the 19th day of March, 2025, and at the Hearing the Board explained the reasons for the proposed bond issue and permitted persons desiring to be heard an opportunity to present written or oral testimony within reasonable time limits; and

WHEREAS, the Hearing was finally adjourned on the 19th day of March, 2025; and

WHEREAS, the Board is now authorized to issue bonds to the amount of \$5,500,000 as authorized by the provisions of said Article 20 for working cash fund purposes and to levy taxes to pay principal of and interest on such bonds; and

WHEREAS, the Board deems it advisable, necessary and for the best interests of the District that an amount not to exceed \$5,500,000 of the bonds so authorized be issued; and

WHEREAS, the bonds so authorized shall be issued as limited bonds under the provisions of the Debt Reform Act, and as such it is not necessary to submit the proposition of the issuance of the bonds to the voters of the District for approval:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of School District Number 128, Cook County, Illinois, as follows:

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

Section 2. Authorization. It is hereby found and determined that the working cash fund of the District be increased and the Board has been authorized by law to borrow the sum of \$5,500,000 upon the credit of the District and as evidence of such indebtedness to issue bonds of the District to said amount, the proceeds of said bonds to be used for working cash fund purposes, and that it is necessary and for the best interests of the District that there be issued not to exceed \$5,500,000 of the bonds so authorized.

Section 3. Bond Details. There be borrowed on the credit of and for and on behalf of the District an amount not to exceed \$5,500,000 for the purpose aforesaid; and that bonds of the District (the “*Bonds*”) shall be issued, in one or more series, to said amount. The Bonds, if issued, shall be designated “General Obligation Limited Tax School Bonds, Series 2025” or with such other series designation and additional description as set forth in the respective Bond Notification (as hereinafter defined). The Bonds, if issued, shall be dated such date (not prior to April 16, 2025, and not later than October 31, 2025) as set forth in the Bond Notification, and shall also bear the date of authentication, shall be in fully registered form, shall be in denominations of \$5,000 each or authorized integral multiples thereof (or such other denominations as set forth in the applicable Bond Notification) (but no single Bond shall represent installments of principal maturing on more than one date), and shall be numbered 1 and upward. The Bonds shall become due and payable serially or be subject to mandatory redemption (subject to prior redemption as described herein) on December 1 of each of the years (not later than 2037), in the amounts (not exceeding \$1,300,000

per year) and bearing interest at the rates per annum (not exceeding 5.50% per annum) as set forth in the applicable Bond Notification. The Bonds shall bear interest from their date or from the most recent interest payment date to which interest has been paid or duly provided for, until the principal amount of the Bonds is paid, such interest (computed upon the basis of a 360-day year of twelve 30-day months) being payable semi-annually, commencing on December 1, 2025, or such other date as set forth in the Bond Notification therefor, and on June 1 and December 1 of each year thereafter to maturity.

Interest on each Bond shall be paid by check or draft of the bond registrar and paying agent (which shall be the Purchaser (as hereinafter defined), the School Treasurer (as hereinafter defined), or a bank or trust company authorized to do business in the State of Illinois) set forth in the Bond Notification (the "*Bond Registrar*"), payable upon presentation in lawful money of the United States of America, to the person in whose name such Bond is registered at the close of business on the 15th day of the month next preceding the interest payment date. The principal of the Bonds shall be payable in lawful money of the United States of America at the principal corporate trust office or principal office, as applicable (the "*Principal Office*") of the Bond Registrar.

The Bonds shall be signed by the manual or facsimile signatures of the President and Secretary of the Board, and shall be registered, numbered and countersigned by the manual or facsimile signature of the School Treasurer who receives the taxes of the District (the "*School Treasurer*"), as they shall determine, and in case any officer whose signature shall appear on any Bond shall cease to be such officer before the delivery of such Bond, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

All Bonds shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Bond Registrar, as authenticating agent of the District and showing the date of authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Bond Registrar by manual signature, and such certificate of authentication upon any such Bond shall be conclusive evidence that such Bond has been authenticated and delivered under this Resolution. The certificate of authentication on any Bond shall be deemed to have been executed by the Bond Registrar if signed by an authorized officer of the Bond Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Bonds issued hereunder.

Section 4. Registration of Bonds; Persons Treated as Owners. (a) *General.* The District shall cause books (the “*Bond Register*”) for the registration and for the transfer of the Bonds as provided in this Resolution to be kept at the Principal Office of the Bond Registrar, which is hereby constituted and appointed the registrar of the District. The District is authorized to prepare, and the Bond Registrar shall keep custody of, multiple Bond blanks executed by the District for use in the transfer and exchange of Bonds.

Upon surrender for transfer of any Bond at the Principal Office of the Bond Registrar, duly endorsed by, or accompanied by a written instrument or instruments of transfer in form satisfactory to the Bond Registrar and duly executed by, the registered owner or his or her attorney duly authorized in writing, the District shall execute and the Bond Registrar shall authenticate, date and deliver in the name of the transferee or transferees a new fully registered Bond or Bonds of the same series and maturity of authorized denominations, for a like aggregate principal amount. Any fully registered Bond or Bonds may be exchanged at said office of the Bond Registrar for a like aggregate principal amount of Bond or Bonds of the same series and maturity of other authorized

denominations. The execution by the District of any fully registered Bond shall constitute full and due authorization of such Bond and the Bond Registrar shall thereby be authorized to authenticate, date and deliver such Bond, *provided, however*, the principal amount of outstanding Bonds of each series and maturity authenticated by the Bond Registrar shall not exceed the authorized principal amount of Bonds for such series and maturity less previous retirements.

The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Bond and ending at the opening of business on such interest payment date, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds.

The person in whose name any Bond shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes, and payment of the principal of or interest on any Bond shall be made only to or upon the order of the registered owner thereof or his or her legal representative. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

No service charge shall be made for any transfer or exchange of Bonds, but the District or the Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Bonds, except in the case of the issuance of a Bond or Bonds for the unredeemed portion of a Bond surrendered for redemption.

(b) *Global Book-Entry System.* The Bonds shall be initially issued in the form of a separate single fully registered Bond for each of the series and maturities of the Bonds determined as described in Section 3 hereof. Upon initial issuance, the ownership of each such Bond may be

registered in the Bond Register in the name of Cede & Co., or any successor thereto (“*Cede*”), as nominee of The Depository Trust Company, New York, New York, and its successors and assigns (“*DTC*”). In such event, all of such outstanding Bonds shall be registered in the Bond Register in the name of Cede, as nominee of DTC, except as hereinafter provided. The President, Vice President and Secretary of the Board, the Superintendent and Business Manager of the District, the School Treasurer and the Bond Registrar are each authorized to execute and deliver, on behalf of the District, such letters to or agreements with DTC as shall be necessary to effectuate such book-entry system (any such letter or agreement being referred to herein as the “*Representation Letter*”), which Representation Letter may provide for the payment of principal of or interest on the Bonds by wire transfer.

With respect to Bonds registered in the Bond Register in the name of Cede, as nominee of DTC, the District and the Bond Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which DTC holds Bonds from time to time as securities depository (each such broker-dealer, bank or other financial institution being referred to herein as a “*DTC Participant*”) or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the District and the Bond Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than a registered owner of a Bond as shown in the Bond Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than a registered owner of a Bond as shown in the Bond Register, of any amount with respect to the principal of or interest on the Bonds. The District and the Bond Registrar may treat and consider the person in whose name each Bond is registered in the Bond Register as the holder and absolute

owner of such Bond for the purpose of payment of principal and interest with respect to such Bond, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Bond Registrar shall pay all principal of and interest on the Bonds only to or upon the order of the respective registered owners of the Bonds, as shown in the Bond Register, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of a Bond as shown in the Bond Register, shall receive a Bond evidencing the obligation of the District to make payments of principal and interest with respect to any Bond. Upon delivery by DTC to the Bond Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions in Section 3 hereof with respect to the payment of interest to the registered owners of Bonds at the close of business on the 15th day of the month next preceding the applicable interest payment date, the name "Cede" in this Resolution shall refer to such new nominee of DTC.

In the event that (i) the District determines that DTC is incapable of discharging its responsibilities described herein and in the Representation Letter, (ii) the agreement among the District, the Bond Registrar and DTC evidenced by the Representation Letter shall be terminated for any reason or (iii) the District determines that it is in the best interests of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the District shall notify DTC and DTC Participants of the availability through DTC of certificated Bonds and the Bonds shall no longer be restricted to being registered in the Bond Register in the name of Cede, as nominee of DTC. At that time, the District may determine that the Bonds shall be registered in the name of and deposited with such other depository operating a universal book-entry system, as may be acceptable to the

District, or such depository's agent or designee, and if the District does not select such alternate universal book-entry system, then the Bonds may be registered in whatever name or names registered owners of Bonds transferring or exchanging Bonds shall designate, in accordance with the provisions of Section 4(a) hereof.

Notwithstanding any other provisions of this Resolution to the contrary, so long as any Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, in the name provided in the Representation Letter.

Section 5. (a) Optional Redemption. All or a portion of the Bonds due on and after the date, if any, specified in the applicable Bond Notification shall be subject to redemption prior to maturity at the option of the District from any available funds, as a whole or in part, and if in part in integral multiples of \$5,000 in any order of their maturity as determined by the District (less than all of the Bonds of a single maturity to be selected by the Bond Registrar), on the date specified in such Bond Notification (not later than 10-1/2 years from the date of issuance of Bonds), and on any date thereafter, at the redemption price of par plus accrued interest to the redemption date, if applicable, as set forth in such Bond Notification.

(b) *Mandatory Redemption.* The Bonds maturing on the date or dates, if any, indicated in the Bond Notification therefor shall be subject to mandatory redemption, in integral multiples of \$5,000 selected by lot by the Bond Registrar, at a redemption price of par plus accrued interest to the redemption date, on December 1 of the years, if any, and in the principal amounts, if any, as indicated in such Bond Notification.

The principal amounts of Bonds to be mandatorily redeemed in each year may be reduced through the earlier optional redemption thereof, with any partial optional redemptions of such Bonds credited against future mandatory redemption requirements in such order of the mandatory

redemption dates as the District may determine. In addition, on or prior to the 60th day preceding any mandatory redemption date, the Bond Registrar may, and if directed by the Board shall, purchase Bonds required to be retired on such mandatory redemption date. Any such Bonds so purchased shall be cancelled and the principal amount thereof shall be credited against the mandatory redemption required on such next mandatory redemption date.

(c) *General.* The Bonds shall be redeemed only in the principal amount of \$5,000 and integral multiples thereof. The District shall, at least forty-five (45) days prior to any optional redemption date (unless a shorter time period shall be satisfactory to the Bond Registrar) notify the Bond Registrar of such redemption date and of the principal amount and series and maturity or maturities of Bonds to be redeemed. For purposes of any redemption of less than all of the outstanding Bonds of a single series and maturity, the particular Bonds or portions of Bonds to be redeemed shall be selected by lot by the Bond Registrar from the Bonds of such series and maturity by such method of lottery as the Bond Registrar shall deem fair and appropriate; *provided* that such lottery shall provide for the selection for redemption of Bonds or portions thereof so that any \$5,000 Bond or \$5,000 portion of a Bond shall be as likely to be called for redemption as any other such \$5,000 Bond or \$5,000 portion. The Bond Registrar shall make such selection upon the earlier of the irrevocable deposit of funds with an escrow agent sufficient to pay the redemption price of the Bonds to be redeemed or the time of the giving of official notice of redemption.

The Bond Registrar shall promptly notify the District in writing of the Bonds or portions of Bonds selected for redemption and, in the case of any Bond selected for partial redemption, the principal amount thereof to be redeemed.

Section 6. Redemption Procedure. Unless waived by any holder of Bonds to be redeemed, notice of the call for any such redemption shall be given by the Bond Registrar on behalf of the District by mailing the redemption notice by first class mail at least thirty (30) days and not

more than sixty (60) days prior to the date fixed for redemption to the registered owner of the Bond or Bonds to be redeemed at the address shown on the Bond Register or at such other address as is furnished in writing by such registered owner to the Bond Registrar.

All notices of redemption shall state:

- (1) the redemption date,
- (2) the redemption price,
- (3) if less than all outstanding Bonds are to be redeemed, the identification (and, in the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed,
- (4) that on the redemption date the redemption price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date,
- (5) the place where such Bonds are to be surrendered for payment of the redemption price, which place of payment shall be the Principal Office of the Bond Registrar, and
- (6) such other information then required by custom, practice or industry standard.

Unless moneys sufficient to pay the redemption price of the Bonds to be redeemed at the option of the District shall have been received by the Bond Registrar prior to the giving of such notice of redemption, such notice may, at the option of the District, state that said redemption shall be conditional upon the receipt of such moneys by the Bond Registrar on or prior to the date fixed for redemption. If such moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds, and the Bond Registrar shall give notice, in the same manner in which the notice of redemption shall have been given, that such moneys were not so received and that such Bonds will not be redeemed. Otherwise, prior to any redemption date, the District shall deposit with the Bond Registrar an amount of money sufficient to pay the redemption price of all the Bonds or portions of Bonds which are to be redeemed on that date.

Subject to the provisions for a conditional redemption described above, notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon surrender of such Bonds for redemption in accordance with said notice, such Bonds shall be paid by the Bond Registrar at the redemption price. Installments of interest due on or prior to the redemption date shall be payable as herein provided for payment of interest. Upon surrender for any partial redemption of any Bond, there shall be prepared for the registered holder a new Bond or Bonds of the same series and maturity in the amount of the unpaid principal.

If any Bond or portion of Bond called for redemption shall not be so paid upon surrender thereof for redemption, the principal shall, until paid, bear interest from the redemption date at the rate borne by the Bond or portion of Bond so called for redemption. All Bonds which have been redeemed shall be cancelled and destroyed by the Bond Registrar and shall not be reissued.

Section 7. Form of Bond. The Bonds shall be in substantially the following form; *provided, however,* that if the text of the Bond is to be printed in its entirety on the front side of the Bond, then paragraph [2] and the legend, “See Reverse Side for Additional Provisions”, shall be omitted and paragraph [6] and the paragraphs thereafter as appropriate shall be inserted immediately after paragraph [1]:

[Form of Bond - Front Side]

REGISTERED
NO. _____

REGISTERED
\$ _____

UNITED STATES OF AMERICA

STATE OF ILLINOIS

COUNTY OF COOK

SCHOOL DISTRICT NUMBER 128

GENERAL OBLIGATION LIMITED TAX SCHOOL BOND, SERIES 2025

See Reverse Side for
Additional Provisions

Interest Maturity Dated
Rate: _____% Date: December 1, 20__ Date: _____, 2025 CUSIP: 214759 ____

Registered Owner:

Principal Amount:

[1] KNOW ALL PERSONS BY THESE PRESENTS, that School District Number 128, Cook County, Illinois (the “*District*”), hereby acknowledges itself to owe and for value received promises to pay to the Registered Owner identified above, or registered assigns as hereinafter provided, on the Maturity Date identified above, the Principal Amount identified above and to pay interest (computed on the basis of a 360-day year of twelve 30-day months) on such Principal Amount from the date of this Bond or from the most recent interest payment date to which interest has been paid at the Interest Rate per annum set forth above on June 1 and December 1 of each year, commencing _____ 1, 20__, until said Principal Amount is paid. Principal of this Bond is payable in lawful money of the United States of America upon presentation and surrender hereof at the principal corporate trust office of _____, _____, _____, as bond registrar and paying agent (the “*Bond Registrar*”). Payment of the installments of interest shall be made to the Registered Owner hereof as shown on the registration books of the District maintained by

the Bond Registrar, at the close of business on the 15th day of the month next preceding each interest payment date and shall be paid by check or draft of the Bond Registrar, payable upon presentation in lawful money of the United States of America, mailed to the address of such Registered Owner as it appears on such registration books or at such other address furnished in writing by such Registered Owner to the Bond Registrar.

[2] Reference is hereby made to the further provisions of this Bond set forth on the reverse hereof and such further provisions shall for all purposes have the same effect as if set forth at this place.

[3] It is hereby certified and recited that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Bond did exist, have happened, been done and performed in regular and due form and time as required by law; that the indebtedness of the District, including the issue of bonds of which this is one, does not exceed any limitation imposed by law; and that provision has been made for the collection of a direct annual tax to pay the interest hereon as it falls due and also to pay and discharge the principal hereof at maturity. Although this Bond constitutes a general obligation of the District and no limit exists on the rate of said direct annual tax, the amount of said tax is limited by the provisions of the Property Tax Extension Limitation Law of the State of Illinois, as amended (the "*Law*"). The Law provides that the annual amount of the taxes to be extended to pay the issue of bonds of which this Bond is one and all other limited bonds (as defined in the Local Government Debt Reform Act of the State of Illinois, as amended) heretofore and hereafter issued by the District shall not exceed the debt service extension base (as defined in the Law) of the District (the "*Base*"), as more fully described in the proceedings of the District providing for the issue of this Bond. Payments on the Bonds from the Base will be made on a parity with the payments on the outstanding limited bonds heretofore issued by the District. The District is authorized to issue from time to time additional

limited bonds payable from the Base, as permitted by law, and to determine the lien priority of payments to be made from the Base to pay the District's limited bonds.

[4] This Bond shall not be valid or become obligatory for any purpose until the certificate of authentication hereon shall have been signed by the Bond Registrar.

[5] IN WITNESS WHEREOF, said School District Number 128, Cook County, Illinois, by its Board of Education, has caused this Bond to be signed by the manual or duly authorized facsimile signatures of the President and Secretary of said Board of Education, and to be registered, numbered and countersigned by the manual or duly authorized facsimile signature of the School Treasurer who receives the taxes of the District, all as of the Dated Date identified above.

SPECIMEN
President, Board of Education

SPECIMEN
Secretary, Board of Education

Registered, Numbered and Countersigned:

SPECIMEN
School Treasurer

Date of Authentication: _____, 2025

CERTIFICATE
OF
AUTHENTICATION

Bond Registrar and Paying Agent:

_____, _____

This Bond is one of the Bonds described in the within mentioned resolution and is one of the General Obligation Limited Tax School Bonds, Series 2025, of School District Number 128, Cook County, Illinois.

as Bond Registrar

By _____
SPECIMEN
Authorized Officer

[Form of Bond - Reverse Side]

SCHOOL DISTRICT NUMBER 128

COOK COUNTY, ILLINOIS

GENERAL OBLIGATION LIMITED TAX SCHOOL BOND, SERIES 2025

[6] This Bond is one of a series of bonds issued by the District for working cash fund purposes, in full compliance with the provisions of the School Code of the State of Illinois, and the Local Government Debt Reform Act of the State of Illinois, and all laws amendatory thereof and supplementary thereto, and is authorized by the Board of Education of the District by resolutions duly and properly adopted for that purpose, in all respects as provided by law.

[7] [Optional and Mandatory Redemption provisions, as applicable, will be inserted here.]

[8] [Bonds of the issue of which this Bond is one due on or after December 1, 20__, are subject to redemption prior to maturity at the option of the District as a whole, or in part in integral multiples of \$5,000 in any order of their maturity as determined by the District (less than all the Bonds of a single maturity to be selected by lot by the Bond Registrar), on December 1, 20__, and on any date thereafter, at the redemption price of par plus accrued interest to the redemption date.]

[9] [Notice of any such redemption shall be sent by first class mail not less than thirty (30) days nor more than sixty (60) days prior to the date fixed for redemption to the registered owner of each Bond to be redeemed at the address shown on the registration books of the District maintained by the Bond Registrar or at such other address as is furnished in writing by such registered owner to the Bond Registrar. When so called for redemption, this Bond will cease to bear interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and shall not be deemed to be outstanding.]

[10] This Bond is transferable by the registered holder hereof in person or by his or her attorney duly authorized in writing at the principal corporate trust office of the Bond Registrar in _____, _____, but only in the manner, subject to the limitations and upon payment of the charges provided in the authorizing resolution, and upon surrender and cancellation of this Bond. Upon such transfer a new Bond or Bonds of authorized denominations of the same maturity and for the same aggregate principal amount will be issued to the transferee in exchange therefor.

[11] The Bonds are issued in fully registered form in the denomination of \$5,000 each or authorized integral multiples thereof. This Bond may be exchanged at the principal corporate trust office of the Bond Registrar for a like aggregate principal amount of Bonds of the same maturity of other authorized denominations, upon the terms set forth in the authorizing resolution. The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Bond and ending at the opening of business on such interest payment date[, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds].

[12] The District and the Bond Registrar may deem and treat the registered holder hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes and neither the District nor the Bond Registrar shall be affected by any notice to the contrary.

(ASSIGNMENT)

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto _____

(Name and Address of Assignee)

the within Bond and does hereby irrevocably constitute and appoint _____

_____ attorney to transfer the said Bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____

Signature guaranteed: _____

NOTICE: The signature to this assignment must correspond with the name of the registered owner as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

Section 8. Sale of Bonds. One of the President and Vice-President of the Board, together with one of the Superintendent and Business Manager of the District (collectively, the “*Designated Representatives*”), are hereby authorized to proceed not later than the reorganizational meeting of the Board following the April 1, 2025, consolidated election (if changes in Board membership occur) or October 15, 2025 (if no changes in Board membership occur), without any further authorization or direction from the Board, to sell the Bonds upon the terms as prescribed in this Resolution. The Bonds hereby authorized shall be executed as in this Resolution provided as soon after the delivery of the Bond Notification as may be, and thereupon be deposited with the School Treasurer, and, after authentication thereof by the Bond Registrar, be by said Treasurer delivered to the purchaser or purchasers thereof (the “*Purchaser*”), upon receipt of the purchase price therefor, the same being not less than 97% of the principal amount of the Bonds (exclusive of any original issue discount), plus any accrued interest to the date of delivery. The surety bond executed by said Treasurer in connection with the issuance of the Bonds as required by Section 19-6 of the

Act is hereby approved and shall be filed with the Executive Director of the South Cook Intermediate Service Center serving a portion of the Cook County, Illinois, Education Service Region including the area within the territorial boundaries of the District.

Each Purchaser shall be one of (a) pursuant to a competitive sale conducted by PMA Securities, LLC, Naperville, Illinois (“PMA”), the best bidder for the Bonds, (b) in a negotiated underwriting, a bank or financial institution listed in the Dealers & Underwriters or Municipal Derivatives sections of the most recent edition of The Bond Buyer’s Municipal Marketplace, or (c) in a private placement, (i) a bank or financial institution authorized to do business in the State of Illinois, (ii) a “governmental unit” as defined in the Debt Reform Act, or (iii) an “accredited investor” as defined in Rule 501 of Regulation D as promulgated under the Securities Act of 1933, as amended; *provided, however*, that the Purchaser as set forth in either (b) or (c) shall be selected only upon receipt by the District of the recommendation of PMA that the sale of the Bonds on a negotiated or private placement basis to the Purchaser is in the best interests of the District because of (i) the pricing of the Bonds by the Purchaser, (ii) then current market conditions or (iii) the timing of the sale of the Bonds, and *further provided*, that the Purchaser as set forth in (c) may be selected through the utilization of a placement agent selected by the Designated Representatives after consultation with PMA if the use of such placement agent is determined by the Designated Representatives to be in the best interests of the District, as set forth in the applicable Bond Notification. In the event that a Purchaser of a series of Bonds is selected through the utilization of a placement agent, the execution of a standard form of placement agent agreement between the District and such placement agent is hereby approved and authorized.

Prior to the sale of Bonds, the President and Vice President of the Board, the Superintendent and Business Manager of the District and the School Treasurer are each hereby authorized to approve and execute a commitment for the purchase of a Municipal Bond Insurance

Policy (as hereinafter defined), to further secure such Bonds, as long as the present value of the fee to be paid for the Municipal Bond Insurance Policy (using as a discount rate the expected yield on such Bonds treating the fee paid as interest on the Bonds) is less than the present value of the interest reasonably expected to be saved on the Bonds over the term of such Bonds as a result of the Municipal Bond Insurance Policy.

Upon the sale of Bonds, the Designated Representatives shall prepare a Notification of Sale of the Bonds, which shall include the pertinent details of sale as provided herein (the "*Bond Notification*"). In such Bond Notification, the Designated Representatives shall find and determine that the Bonds have been sold at such price and bear interest at such rates that either the true interest cost (yield) or the net interest rate received upon the sale of the Bonds does not exceed the maximum rate otherwise authorized by applicable law. The Bond Notification shall be entered into the records of the District and made available to the Board at the next regular meeting thereof; but such action shall be for information purposes only, and the Board shall have no right or authority at such time to approve or reject such sale as evidenced in the Bond Notification.

Upon the sale of Bonds, as evidenced by the execution and delivery of a Bond Notification by the Designated Representatives, the President, Vice President and Secretary of the Board, the School Treasurer, the Superintendent and Business Manager of the District and any other officers of the District, as shall be appropriate, shall be and are each hereby authorized and directed to approve or execute, or both, such documents of sale of such Bonds as may be necessary, including, without limitation, the contract for the sale of such Bonds between the District and the Purchaser (the "*Purchase Contract*"). Prior to the execution and delivery of the Purchase Contract, the Designated Representatives shall find and determine that no person holding any office of the District, either by election or appointment, is in any manner interested, directly or indirectly, in his

or her own name or in the name of any other person, association, trust or corporation, in the Purchase Contract.

The Bonds before being issued shall be registered, numbered and countersigned by the School Treasurer, such registration being made in a book provided for that purpose, in which shall be entered the record of the resolution authorizing the Board to borrow said money and a description of the Bonds issued, including the number, date, to whom issued, amount, rate of interest and when due.

The use by the District and the Purchaser of any Preliminary Official Statement and any final Official Statement relating to the Bonds (the "*Official Statement*") is hereby ratified, approved and authorized; the execution and delivery of the Official Statement is hereby authorized; and the officers of the Board are hereby authorized to take any action as may be required on the part of the District to consummate the transactions contemplated by the Purchase Contract, this Resolution, said Preliminary Official Statement, the Official Statement and the Bonds.

Section 9. Tax Levy. In order to provide for the collection of a direct annual tax to pay the interest on the Bonds as it falls due, and also to pay and discharge the principal thereof at maturity, there be and there is hereby levied upon all the taxable property within the District a direct annual tax for each of the years while the Bonds or any of them are outstanding, and that there be and there is hereby levied upon all of the taxable property in the District, the following direct annual tax, to-wit:

FOR THE YEAR

A TAX TO PRODUCE THE SUM OF:

2025	\$ 381,877.01	for interest and principal up to and including December 1, 2026
2026	\$ 381,577.01	for interest and principal
2027	\$ 383,827.01	for interest and principal
2028	\$1,313,077.01	for interest and principal
2029	\$1,313,077.01	for interest and principal
2030	\$1,313,077.01	for interest and principal
2031	\$1,313,077.01	for interest and principal
2032	\$1,313,077.01	for interest and principal
2033	\$1,313,077.01	for interest and principal
2034	\$1,313,077.01	for interest and principal
2035	\$1,313,077.01	for interest and principal
2036	\$1,313,077.01	for interest and principal

Principal or interest maturing at any time when there are not sufficient funds on hand from the foregoing tax levy to pay the same shall be paid from the general funds of the District, and the fund from which such payment was made shall be reimbursed out of the taxes hereby levied when the same shall be collected.

The District covenants and agrees with the purchasers and the holders of the Bonds that so long as any of the Bonds remain outstanding, the District will take no action or fail to take any action which in any way would adversely affect the ability of the District to levy and collect the foregoing tax levy and the District and its officers will comply with all present and future applicable laws in order to assure that the foregoing taxes will be levied, extended and collected as provided herein and deposited in the fund established to pay the principal of and interest on the Bonds.

To the extent that the taxes levied above exceed the amount necessary to pay debt service on the Bonds as set forth in the Bond Notification or Bond Notifications, the President and Secretary of the Board and the School Treasurer are hereby authorized to direct the abatement of such taxes to the extent of the excess of such levy in each year over the amount necessary to pay debt service on the Bonds in the following bond year. Proper notice of such abatement shall be

filed with the County Clerk of The County of Cook, Illinois (the “*County Clerk*”), in a timely manner to effect such abatement.

Section 10. Filing of Resolution. Forthwith upon the passage of this Resolution, the Secretary of the Board is hereby directed to file a certified copy of this Resolution with the County Clerk, and it shall be the duty of the County Clerk to annually in and for each of the years 2025 to 2036, inclusive, ascertain the rate necessary to produce the tax herein levied, and extend the same for collection on the tax books against all of the taxable property within the District in connection with other taxes levied in each of said years for school purposes, in order to raise the respective amounts aforesaid and in each of said years such annual tax shall be computed, extended and collected in the same manner as now or hereafter provided by law for the computation, extension and collection of taxes for general school purposes of the District, and when collected, the taxes hereby levied shall be placed to the credit of the special fund to be designated “School Bond and Interest Fund of 2025” (the “*Bond Fund*”), which taxes are hereby irrevocably pledged to and shall be used only for the purpose of paying the principal of and interest on the Bonds; and a certified copy of this Resolution shall also be filed with the School Treasurer. Interest earnings on the Bond Fund and the Working Cash Fund of the District have not been earmarked or restricted by the Board for a designated purpose.

Section 11. Limitation on Extension; General Obligation Pledge; Additional Obligations. Notwithstanding any other provision of this Resolution, the annual amount of the taxes to be extended by the County Clerk to pay the Bonds and all other limited bonds (as defined in the Debt Reform Act) heretofore and hereafter issued by the District shall not exceed the debt service extension base (as defined in the Property Tax Extension Limitation Law of the State of Illinois, as amended) of the District (the “*Base*”).

No limit, however, exists on the rate of the direct annual tax levied herein, and the Bonds shall constitute a general obligation of the District.

Payments on the Bonds from the Base will be made on a parity with the payments on the District's outstanding General Obligation Limited Tax School Bonds, Series 2022, and General Obligation Limited Tax School Bonds, Series 2023. The District is authorized to issue from time to time additional limited bonds payable from the Base, as permitted by law, and to determine the lien priority of payments to be made from the Base to pay the District's limited bonds.

Section 12. Use of Bond Proceeds. All moneys derived from the issuance of the Bonds hereby authorized shall be used only for the purpose and in the manner provided by the Act. Any accrued interest received on the delivery of the Bonds and principal proceeds of the Bonds in an amount not to exceed \$250,000 (such amount to be set forth in the Bond Notification therefor) are hereby appropriated for the purpose of paying interest due on the Bonds and is hereby ordered deposited into the Bond Fund. The principal proceeds of the Bonds and any premium received on the delivery of the Bonds are hereby appropriated to pay the costs of issuance of the Bonds and for working cash fund purposes, and that portion thereof not needed to pay such costs shall be set aside in a separate fund known and designated as the "Working Cash Fund of School District Number 128, Cook County, Illinois," which said fund shall be held apart and maintained as provided in Article 20 of the Act at least until all the Bonds have been retired or all the Bond proceeds have been fully spent (whichever is earlier), and shall not be used for any other purpose whatsoever. At the time of the issuance of the Bonds, the costs of issuance of the Bonds may be paid by the Purchaser, the Bond Registrar or PMA on behalf of the District from the proceeds of the Bonds.

Section 13. Non-Arbitrage and Tax-Exemption. The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within

its control (including, without limitation, making or permitting any use of the proceeds of the Bonds) if taking, permitting or omitting to take such action would cause any of the Bonds to be an arbitrage bond or a private activity bond within the meaning of the Internal Revenue Code of 1986, as amended (the “Code”), or would otherwise cause the interest on the Bonds to be included in the gross income of the recipients thereof for federal income tax purposes. The District acknowledges that, in the event of an examination by the Internal Revenue Service (the “IRS”) of the exemption from federal income taxation for interest paid on the Bonds, under present rules, the District may be treated as a “taxpayer” in such examination and agrees that it will respond in a commercially reasonable manner to any inquiries from the IRS in connection with such an examination.

The District also agrees and covenants with the purchasers and holders of the Bonds from time to time outstanding that, to the extent possible under Illinois law, it will comply with whatever federal tax law is adopted in the future which applies to the Bonds and affects the tax-exempt status of the Bonds.

The Board hereby authorizes the officials of the District responsible for issuing the Bonds, the same being the President and Secretary of the Board and the School Treasurer, to make such further covenants and certifications regarding the specific use of the proceeds of the Bonds as approved by the Board and as may be necessary to assure that the use thereof will not cause the Bonds to be arbitrage bonds and to assure that the interest on the Bonds will be exempt from federal income taxation. In connection therewith, the District and the Board further agree: (a) through their officers, to make such further specific covenants, representations as shall be truthful, and assurances as may be necessary or advisable; (b) to consult with counsel approving the Bonds and to comply with such advice as may be given; (c) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the Bonds;

(d) to file such forms, statements, and supporting documents as may be required and in a timely manner; and (e) if deemed necessary or advisable by their officers, to employ and pay fiscal agents, financial advisors, attorneys, and other persons to assist the District in such compliance.

Section 14. Reimbursement. With respect to expenditures for the purpose of altering, repairing and equipping District facilities, paid from the proceeds of the Bonds within the 60 day period ending on this date and with respect to which no declaration of intent was previously made, the District hereby declares its intent to reimburse such expenditures and hereby allocates proceeds of the Bonds in the amount indicated in the Tax Exemption Certificate and Agreement to be delivered in connection with the issuance of the Bonds to reimburse said expenditures.

Section 15. Designation of Issue. The District hereby designates each of the Bonds as a “qualified tax-exempt obligation” for the purposes and within the meaning of Section 265(b)(3) of the Code.

Section 16. List of Bondholders. The Bond Registrar shall maintain a list of the names and addresses of the holders of all Bonds and upon any transfer shall add the name and address of the new Bondholder and eliminate the name and address of the transferor Bondholder.

Section 17. Duties of Bond Registrar. If requested by the Bond Registrar, the President and Secretary of the Board are authorized to execute the Bond Registrar’s standard form of agreement between the District and the Bond Registrar with respect to the obligations and duties of the Bond Registrar hereunder which may include the following:

- (a) to act as bond registrar, authenticating agent, paying agent and transfer agent as provided herein;
- (b) to maintain a list of Bondholders as set forth herein and to furnish such list to the District upon request, but otherwise to keep such list confidential;
- (c) to give notice of redemption of Bonds as provided for herein;
- (d) to cancel and/or destroy Bonds which have been paid at maturity or upon redemption prior to maturity or submitted for exchange or transfer;

(e) to furnish the District at least annually a certificate with respect to Bonds cancelled and/or destroyed; and

(f) to furnish the District at least annually an audit confirmation of Bonds paid, Bonds outstanding and payments made with respect to interest on the Bonds.

Section 18. Continuing Disclosure Undertaking. If applicable, the President of the Board is hereby authorized, empowered and directed to execute and deliver a Continuing Disclosure Undertaking under Section (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934, as amended (the “*Continuing Disclosure Undertaking*”). When the Continuing Disclosure Undertaking is executed and delivered on behalf of the District as herein provided, the Continuing Disclosure Undertaking will be binding on the District and the officers, employees and agents of the District, and the officers, employees and agents of the District are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedy for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Bond to seek mandamus or specific performance by court order to cause the District to comply with its obligations under the Continuing Disclosure Undertaking.

Section 19. Municipal Bond Insurance. In the event the payment of principal and interest on Bonds is insured pursuant to a municipal bond insurance policy (the “*Municipal Bond Insurance Policy*”) issued by a bond insurer (the “*Bond Insurer*”), and as long as such Municipal Bond Insurance Policy shall be in full force and effect, the District and the Bond Registrar agree to comply with such usual and reasonable provisions regarding presentment and payment of the insured Bonds, subrogation of the rights of the insured Bondholders to the Bond Insurer upon payment of the insured Bonds by the Bond Insurer, amendment hereof, or other terms, as approved

by the President of the Board on advice of counsel, his or her approval to constitute full and complete acceptance by the District of such terms and provisions under authority of this Section.

Section 20. Record-Keeping Policy and Post-Issuance Compliance Matters. On January 26, 2022, the Board adopted a record-keeping policy (the “*Policy*”) in order to maintain sufficient records to demonstrate compliance with its covenants and expectations to ensure the appropriate federal tax status for the debt obligations of the District, the interest on which is excludable from “gross income” for federal income tax purposes (such as the Bonds) or which enable the District or the holder to receive federal tax benefits, including, but not limited to, qualified tax credit bonds and other specified tax credit bonds. The Board and the District hereby reaffirm the Policy.

Section 21. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

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Section 22. Repeal. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted April 16, 2025.

President, Board of Education

Secretary, Board of Education

Member _____ moved and Member _____
seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion of said resolution, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: _____

The following members voted NAY: _____

Whereupon the President declared the motion carried and said resolution duly adopted, in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of School District Number 128, Cook County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of School District Number 128, Cook County, Illinois (the “Board”), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the Board held on the 16th day of April, 2025, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION providing for the issue of not to exceed \$5,500,000 General Obligation Limited Tax School Bonds of School District Number 128, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the sale of said bonds to the purchaser thereof.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient and open to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that at least one copy of said agenda was continuously available for public review during the entire 48-hour period preceding said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended, and the Local Government Debt Reform Act of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Acts and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 16th day of April, 2025.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Cook, Illinois, and as such official I do further certify that on the ____ day of _____, 2025, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION providing for the issue of not to exceed \$5,500,000 General Obligation Limited Tax School Bonds of School District Number 128, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the sale of said bonds to the purchaser thereof.

duly adopted by the Board of Education of School District Number 128, Cook County, Illinois, on the 16th day of April, 2025, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 2025.

County Clerk of The County of Cook, Illinois

(SEAL)

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting School Treasurer who receives the taxes of School District Number 128, Cook County, Illinois, and as such official I do further certify that on the 16th day of April, 2025, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION providing for the issue of not to exceed \$5,500,000 General Obligation Limited Tax School Bonds of School District Number 128, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the sale of said bonds to the purchaser thereof.

duly adopted by the Board of Education of said School District on the 16th day of April, 2025, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 16th day of April, 2025.

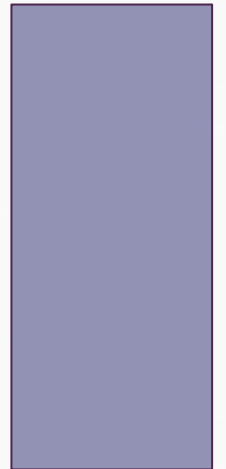
School Treasurer



DISTRICT 128
K-5 ELA
Core Program Adoption

BOARD OF EDUCATION PRESENTATION

April 16, 2025



K-5 ELA Committee Members

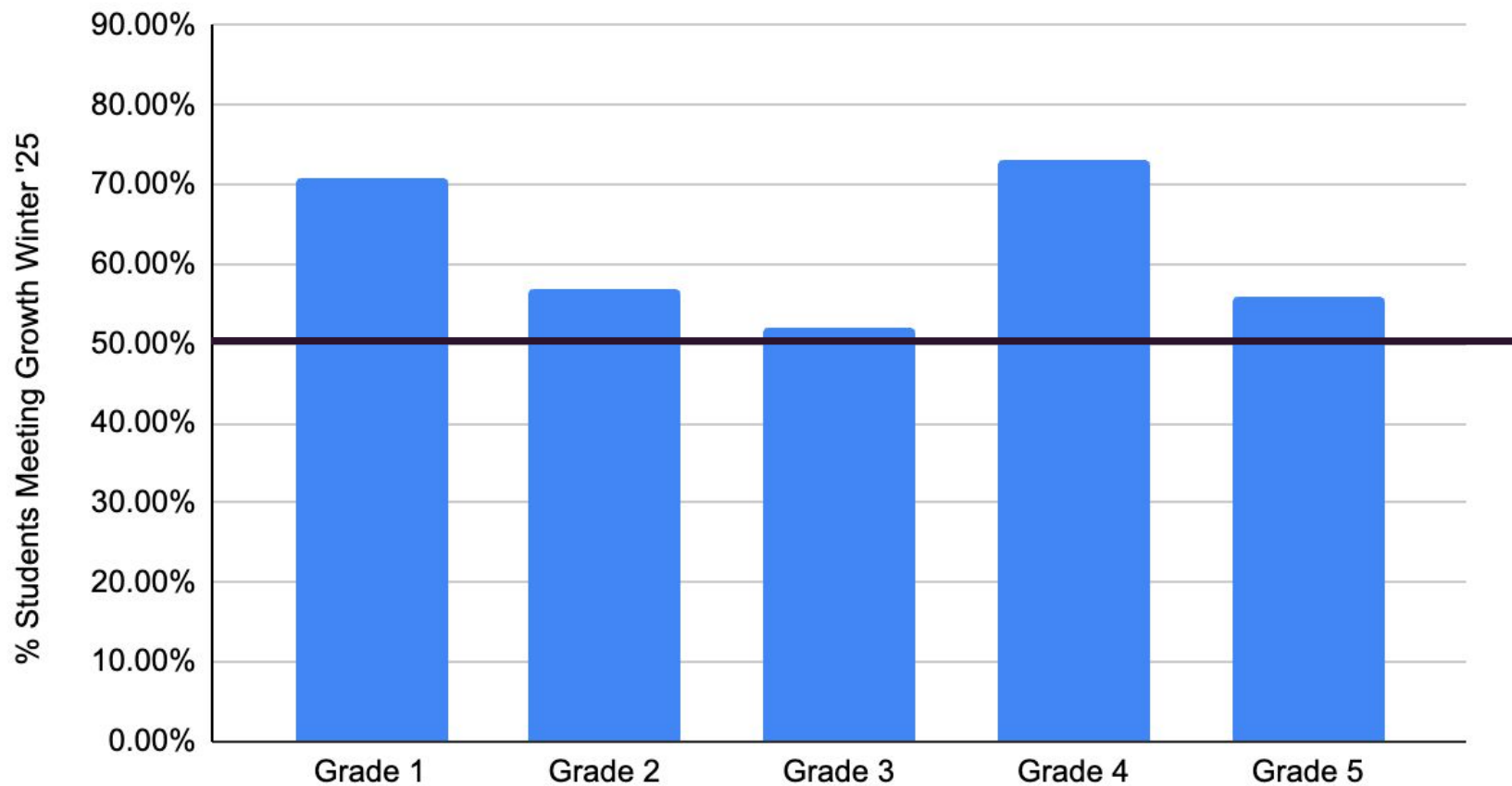
MEMBER	ROLE	AFFILIATION
Molly Quinn	Kindergarten Teacher	Indian Hill
Tracy Arvetis	Grade 1 Teacher	Chippewa
Colleen Dunford	Grade 2 Teacher	Chippewa
Brigitte Sullivan	Grade 3 Teacher	Chippewa
Jessica Ryan	Grade 4 Teacher	Navajo
Betsy Holman	Grade 5 Teacher	Navajo
Jessica Gabriel	Grade 6 ELA Teacher	IJHS
Mary Ellen White	Special Education	Chippewa/Navajo
Gayle Greenwald	Gifted Education	Grades 3-8
Kim Sopkin	Reading Specialist	All Schools
Desiree Willner	English Language Learning	All Schools
Jaime Herron	Literacy Consultant	South Cook ROE

ELA Resource Criteria Considerations

- Academic and/or domain-specific vocabulary reinforced in and out of context
- Scaffolded diverse and high-interest literary and informational texts are available
- Daily writing opportunities in response to to reading
- Offer opportunities for various writing forms, such as narrative, expository, persuasive, and descriptive aligned to reading skills
- Assessment items mirror IAR
- Opportunities for integration of social studies and science content topics
- Opportunities to meet diverse learner needs through intervention or support materials for at-risk learners including MTSS, EL and Special Education

MAP/NWEA Winter Growth Data

% Students Meeting Growth Winter '25



Student & Staff Feedback

Staff Feedback

- The beginning of each module includes a SEL component that allows teachers to see how the topic can be connected to the competencies and built upon during Morning Meetings. (WELLNESS)
- Teachers appreciate the frequent opportunities for peers to discuss texts; lots of chances for “Turn-n-Talks.” (COMMUNICATION)
- The Rigby Reader Library lessons encourage students to go one step further making connections to stories by asking them to demonstrate their understanding (writing a letter to a friend, building a collage, etc.) (INNOVATION)
- Students have been challenged to continuously revise their writing over the course of three week via the writing workshop component (PERSEVERANCE)
- The stories include characters that students can see themselves represented through allowing a safe space for conversations centered around how our similarities and differences strengthen our classrooms or buildings.

(CITIZENSHIP)

Student Feedback

- Many stories have included age appropriate self reflection strategies such as “how to take a deep breath” (WELLNESS)
- The writing lessons build in days to allow time for peer editing and sharing of writing samples (COMMUNICATION)
- The Creativity Corner allows students to use class stories to create something (an invention, use technology, working together, make a character trading card, etc.) (INNOVATION)
- The sources included in each module guarantee students are challenged to compare and contrast information from a variety of media (text, infographics, video, etc.) (PERSEVERANCE)
- The Essential Questions for each module support age appropriate developmental skills (i.e. how to be a good

leader or communicate problems to a peer) (CITIZENSHIP)

Financial Implications

Fiscal Year	Print Materials Cost	Prof Dev Cost	Total Costs
2026	\$18,140.70	NA	\$18,140.70
2027	NA	NA	\$0
2028	NA	NA	\$0

- 3-year print consumable materials able to be absorbed by the consumable budget
- Digital licensure will be a 3-yr bundle purchase
 - Total Expenditure is \$62,00 for 3 years
 - FY25 we have \$13,000 remaining
 - FY 26 & FY 27 will cover the remaining costs

Questions?

[Close Printer Friendly Page](#)**Applicant:** PALOS HEIGHTS SD 128**County:** Cook[Consolidated District Plan](#) ▼**Application:** 2025-2026 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 26-CDP-00-07-016-1280-02

Overview

PROGRAM: Consolidated District Plan**PURPOSE:** The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.**BOARD 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.

FY 2026 Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** 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)

EL - Bilingual Service Plan (BSP)

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

Foster Care Transportation Plan

LEGISLATION: [Every Student Succeeds Act \(ESSA\)](#)[Individuals with Disabilities Education Act](#)[Rehabilitation Act](#)[Strengthening Career and Technical Education for the 21st Century Act](#)[Workforce Innovation and Opportunity Act](#)[Head Start Act](#)[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2026 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan is submitted for the school year 2025-2026 and must be updated annually thereafter.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS: [Instructions in PDF format](#)

COMMON ABBREVIATIONS: ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

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Contact Information

[Instructions](#)

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Brownlow"/>	<input type="text" value="Merryl"/>	<input type="checkbox"/>
Phone*	Email*	
<input type="text" value="708"/> <input type="text" value="597"/> <input type="text" value="9040"/> <input type="text"/>	<input type="text" value="mbrownlow@palos128.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)Palos Heights School District 128 ensures equal access and participation to all students regardless of race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability. PHSD 128 will enforce federal and state laws and regulations designed to ensure equitable access and participation. PHSD will issue all required notices and investigate all complaints. All teachers are observed formally and informally multiple times during the year to ensure all of the students are receiving a high quality education. All teachers in District 128 have an overall rating of proficient or higher in the Danielson evaluation system. PHSD 128 will be proactive in monitoring compliance with this requirement. The district engages in ongoing diversity, equity and inclusion training for all staff.

3. Bilingual Program Director Assurance

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

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. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Willner"/>	<input type="text" value="Desiree"/>	<input type="checkbox"/>
Phone	Extension	Email
<input type="text" value="708"/> <input type="text" value="388"/> <input type="text" value="7260"/>	<input type="text"/>	<input type="text" value="dwillner@palos128.org"/>

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C - Education of Migratory Children.

5. 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.

*Required field, applicable for all funding sources

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

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Needs Assessment and Programs

[Instructions](#)

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [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)

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. District 128 will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness. Title I funds will be used to pay the salary of a full time reading specialist and interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps for English Learners or those struggling in core content instruction. It may also be used for professional development related to Illinois Learning Standards. Title II funds will be used for professional development in alignment of curriculum standards and instructional strategies in the core content areas, training in SEL, trauma informed practices and culturally responsive teaching for all staff. Title IV funds will be use to support the implementation of social and emotional learning standards, trauma informed practices, promoting health and wellness for students, culturally responsive teaching and technology integration to promote data informed instruction to identify root causes of learning gaps for low achieving students.

Response from the approved prior year Consolidated District Plan.

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. District 128 will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness. Title I funds will be used to pay the salary of a full time reading specialist and interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps for English Learners or those struggling in mathematics and/or literacy. Title II funds will be used for professional development in alignment of curriculum standards and instructional strategies in the core content areas, training in SEL and mental health for all staff. Title IV funds will be use to support the implementation of social and emotional learning standards, trauma informed practices, promoting health and wellness for students, culturally responsive teaching and expansion of STEM programming.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes
- No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

Yes No

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)

The MTSS team (including the EL program director) completes a needs assessment each trimester using MAP data, Fountas and Pinnell data, Foundations and Aimsweb progress monitoring data. Students who are performing below grade level standards by two Fountas and Pinnell intervals and below the 17% in MAP receive intervention support. The social work team and psychologist also monitor the social emotional well being of students through classroom based data. The learning gaps in core grade level standards and social emotional gaps also inform the need for professional development in core areas and the use of the Title II funds for the district and the non public schools. The 5 Essentials Survey is also reviewed to identify professional development in the area of social and emotional learning and climate and culture. The MTSS data suggests that there is a need for stronger disaggregation of assessment data and the use of a data management tool/analytics to identify root causes for learning gaps may be funded by Title IV. Project based learning opportunities in STEM and fine arts is expanding to promote career readiness and culturally responsive opportunities for students. Title IV funds may be used to support expanded STEM programming as new project based curriculum development occurs. Analysis of PBIS and SEL qualitative data identifies a need for additional programming and professional development in these areas. Title II and Title IV funds may be utilized to support these needs. Continued implementation of new priority standards and curriculum alignment may require additional professional development in core content areas supported by Title II and/or Title I funds as appropriate.

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

Consolidated District Plan

Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

Consolidated Distric

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Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Applic Pri
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bil Ser

Needs Assessment Impact

[Instructions](#)

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

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

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

MTSS data triangulates the use of district based assessment tools that have national norms including but may not be limited to NWEA Measures of Academic Progress, Aimsweb, Fountas and Pinell, Fundations, Harcourt Houghton Mifflin curriculum based assessments, Bridges in Mathematics curriculum based assessments, Carnegie Learning Mathematics Curriculum Based assessments. The district report card is utilized to determine achievement gaps for subgroups.

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.

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. 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

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.

The goal of the Title I reading program is to close the achievement gap for students reading below grade level standards. At the end of each trimester the MTSS team analyzes reading achievement data and progress using MAP data, Fountas and Pinnell data, Fundations data. The team in collaboration with the classroom teachers make recommendations for students who need reading interventions from the Title I teacher. The EL/Bilingual team monitors WIDA screening data, ACCESS testing results and MTSS data to determine programming levels for all students qualifying for EL TPI services.

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

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.

The professional development will be aligned to Illinois Learning Standards and Professional Learning Standards for Preschool - Grade 8 staff. The professional development will focus on identified areas of need across core content areas and social emotional learning standards. It may also address state mandated trainings relevant to mental health and trauma informed practices.

G. Title III - LIEP

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.

Continued professional development in culturally responsive teaching, trauma informed practices and social emotional learning standards continue to be identified areas for support. Triangulation and analysis of data to identify root causes of underachievement has been identified as a gap. The purchase and implementation of a data analysis integration program Integrating academic, social, emotional, and health data points into one visualization to provide an extensive, holistic view of individual students needs. Aggregating data from district specific assessments, LMS, and SIS, supplies educators with a comprehensive overview of student needs. Optimizing student data across multiple education technology platforms, leveraging those siloed data points into actionable instructional insights allowing educators and administrators to immediately identify students who may need additional support. If additional funds are available, they may be allocated to continue to expand STEM programming for project based learning.

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

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

The needs identified for IDEA Flow Through include refining implementation of specially designed instruction and flexible grouping in co-taught, resource and self-contained environments. Additional needs identified include training on improving implementation of behavior interventions and strategies for educating students with autism and students with emotional disabilities.

L. IDEA, Part B - Preschool

The needs identified for IDEA Preschool include improvement of the delivery of specially designed instruction in blended early learning environments and strategies and supports for students with autism, multi-disabilities and emotional disabilities.

Legislative Requirement:

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

Save Page

*Required field, applicable for all funding sources selected

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Applicant: PALOS HEIGHTS SD 128
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bill Ser
Stakeholder Involvement											
Instructions											

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

ISBE Goals:

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

District Goal(s):

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

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 (Administrator overseeing EL Services) (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. Homeless Liaison
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 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)

Review of needs took place at district and building level leadership meetings. A representative stakeholder group met on _____. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. Anyone unable to attend was consulted individually so that all stakeholders could contribute to the plan. The following people participated for Palos Heights District 128 Grant Plan: Parents, Director of Student Services, Superintendent; Director of Innovation, Classroom Teachers, Paraprofessional, Special Education Teacher, Principal, Title I Program Administrator (Reading Specialist), District Curriculum Specialists, Student Services Representative, English Learner Teacher.

Response from the prior year Consolidated District Plan.

The stakeholders met on April 11, 2024. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. Anyone unable to attend was consulted individually so that all stakeholders could contribute to the plan.

The following people participated for Palos Heights District 128 Grant Plan:

Parents, Director of Student Services, Superintendent; Director of Innovation, Classroom Teachers, Paraprofessional, Special Education Teacher, Principal, Title I Program Administrator (Reading Specialist), District Curriculum Specialists, Student Services Representative, English Learner Teacher.

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)

Parents representing all subgroups were invited to be members of the stakeholder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:
Continue to host a literacy and math nights for parents to partner and support students at home. The EL program continues to grow and supports need to be maintained at the appropriate level to service these students.

Response from the prior year Consolidated District Plan.

Parents representing all subgroups were invited to be members of the stakeholder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:
Continue to host a literacy and math nights for parents to partner and support students at home. The EL program needs increased support as the population has grown. Stronger efforts to engage families will be funded through Title I support.

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)

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, Open House activities, and parent faculty events provide a high level of engagement in the school programs. EL Parent Sessions will be offered to create a network of support and provide parents with strategies to support their students at home. Parents will receive all school communication in their native languages as requested.

Response from the prior year Consolidated District Plan.

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, Week of the young child activities, and parent faculty events provide a high level of engagement in the school programs. EL Parent Sessions will be offered to create a network of support and provide parents with strategies to support their students at home. Parents will receive all school communication in their native languages as requested.

Title I Requirement:

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

[ESEFA 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



Consolidated District Plan

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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 district's 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

LEA has informed Private Schools of the Title II/Title IV transfer.
 Yes No N/A

[Nonpublic School Consultation Form](#)

[Nonpublic School Participation List Form](#)

[Upload Instructions for Private/Nonpublic School Forms](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Alexander School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="262"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="262"/>	<input type="button" value="Choose File"/> No fil...osen Delete File: <input type="checkbox"/> 20250324100433.pdf
Trusting Hearts Preschool and Kindergarte	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="0"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="48"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="48"/>	<input type="button" value="Choose File"/> No fil...osen

Comments:

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

[Consolidated District Plan](#) ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bill Ser
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Preschool Coordination

[Instructions](#)

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

ISBE Goals:

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

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
The goal of PHSD 128 is that every child will make significant academic gains in literacy and math skills. Funds will be allocated to address students whose reading and math skills are below expected levels. Additionally, District 128 will continue to support diverse learners through the use of IDEA funds and within our ELL program. Preschool students are supported through the Preschool for All grant using a criterion rating scale for placement. The district creates blended classrooms where our young children with special needs are educated with their typical peers.

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)

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The philosophy of the Neighborhood Preschool Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should have access to a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs, District 128 has built a preschool program to serve the needs of all young children in our community. The district has been awarded the Preschool For All grant and will run a tuition free program. Students will be placed according to a criterion based rating scale. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Related services are provided within the classroom environment as often as possible. We also provide a special education resource teacher in the event that an early childhood teacher is lacking that endorsement.

Response from the approved prior year Consolidated District Plan.

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The philosophy of the Neighborhood Preschool Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should have access to a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs, District 128 has built a preschool program to serve the needs of all young children in our community. The district has been awarded the Preschool For All grant and will run a tuition free program. Students will be placed according to a criterion based rating scale. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Related services are provided within the classroom environment as often as possible. We also provide a special education resource teacher in the event that an early childhood teacher is lacking that endorsement.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 11112(b)(8)

*Required field for Title I and/or IDEA Preschool

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan

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Table with 13 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bill Ser

Student Achievement and Timely Graduation

Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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)

District 128 continued to support professional development in our core literacy programming in response to new program implementation that allows for stronger differentiation to address gaps in student learning, particularly for underperforming sub groups. We now have a strong balance between foundational skill programming and the remaining ELA literacy standards programming with full implementation at K-8. We realized growth in IAR scores in 2024 and expect the same in 2025. Literacy and math instruction are provided daily in 60-90 minute blocks, both whole group, small group, and centers are part of the daily instruction. Science and Social Studies are taught, integrating ELA and Math standards where relevant K-8. All K-5 students receive instruction in music, art, and STEM each week. SEL lessons are provided in morning meeting and advisory weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for instructional improvement.

The district will monitor student progress with the following assessments: Curriculum Based Benchmark assessments in core content areas, Fountas and Pinnell literacy benchmark assessments, Aims Web for ELA and Math and NWEA MAP in reading and math.

Response from the prior year Consolidated District Plan.

District 128 continued to support professional development in our core foundational skills program, Foundations in response to identified gaps in student learning, particularly for second and third grade students with residual learning gaps from disrupted kindergarten experiences. There is a strong balanced literacy program in place to address the remaining literacy standards in literature, informational text, writing, speaking, listening and language in Grades K-8. We are planning to implement a new core literacy program that integrates Foundations and provides more opportunities to meet the diverse needs of the learners we service. Literacy and math instruction are provided daily in 60-90 minute blocks, both whole group, small group, and centers are part of the daily instruction. Science and Social Studies are taught, integrating ELA and Math standards where relevant K-8. All K-5 students receive instruction in music, art, and STEM each week. SEL lessons are provided in morning meeting and advisory weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for instructional improvement.

The district will monitor student progress with the following assessments: Fountas and Pinnell literacy benchmark assessments, Aims Web and NWEA MAP.

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]

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)

District 128 monitors student progress using the MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the grade level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for the individual students. Our district psychologist advises the MTSS team through the process. The teachers monitor student progress in literacy Fountas and Pinnell running records and Aims web data and for math they utilize Aims Web data and curriculum based measures. The team meets each month to review progress. When students do not make adequate progress, the intervention is adjusted or time and intensity is increased. Student attendance is monitored on a regular basis. The district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is published in the local newspaper and posted in all of the district buildings. The EL teacher progress monitors students for adequate progress using the MTSS measures. If students are not making adequate progress, program service minutes and supports are adjusted. IEP goals are also progress monitored each trimester to adequate progress. If the student is not making expected progress, IEP meetings are held to review and adjust the plans.

Response from the prior year Consolidated District Plan.

District 128 monitors student progress using the MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the grade level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for the individual students. Our district psychologist advises the MTSS team through the process. The teachers monitor student progress in literacy Fountas and Pinnell running records and Aims web data and for math they utilize Aims Web data and curriculum based measures. The team meets each month to review progress. When students do not make adequate progress, the intervention is adjusted or time and intensity is increased. Student attendance is monitored on a regular basis. The district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is published in the local newspaper and posted in all of the district buildings. The EL teacher progress monitors students for adequate progress using the MTSS measures. If students are not making adequate progress, program service minutes and supports are adjusted. IEP goals are also progress monitored each trimester to adequate progress. If the student is not making expected progress, IEP meetings are held to review and adjust the plans.

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]

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)

District 128 has a designated daily intervention time for literacy and mathematics. The intervention teachers monitor student progress every 4-6 weeks. English Learners are provided with support services designated by ACCESS performance levels or screening levels, if new to the district. Non-native English speakers are provided with translation supports and services to access curricular content and for communication purposes. Culturally relevant materials are provided to support instruction. Newcomers are also provided with resources in their native languages when and where possible. New supplies, programs and materials were purchased in FY25 to address immediate instructional translation needs for those EL students needing to access instruction in their native language in the general education setting.

Response from the prior year Consolidated District Plan.

District 128 has a designated daily intervention time for literacy and mathematics. The intervention teachers monitor student progress every 4-6 weeks. English Learners are provided with support services designated by ACCESS performance levels or screening levels, if new to the district. Non-native English speakers are provided with translation supports and services to access curricular content and for communication purposes. Culturally relevant materials are provided to support instruction. Newcomers are also provided with resources in their native languages when and where possible.

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]

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)

All teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum and the WIDA "can do" descriptors are used to help identify students for small group, targeted instruction. Flexible small groups are also developed based upon MTSS progress monitoring data and classroom based assessments. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use a variety of classroom, research based assessments in literacy and math to monitor progress. Professional development in core content areas and specially designed instruction supports teachers in differentiating instruction. The EL teachers provides monthly professional development to all staff sharing EL strategies for supporting instruction in the general education environment through staff meetings. The EL team identified and purchased additional devices for translation of verbal instruction and print materials. The more immediate access to native language materials and resources will increase access to instructional programming in the general education environment.

Response from the prior year Consolidated District Plan.

All teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum and the WIDA "can do" descriptors are used to help identify students for small group, targeted instruction. Flexible small groups are also developed based upon MTSS progress monitoring data and classroom based assessments. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use a variety of classroom, research based assessments in literacy and math to monitor progress. Professional development in core content areas and specially designed instruction supports teachers in differentiating instruction. The EL teachers provides monthly professional development to all staff sharing EL strategies for supporting instruction in the general education environment through staff meetings.

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

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

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

([count] of 7500 maximum characters used)

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well-rounded education. All of the teachers are observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

Response from the prior year Consolidated District Plan.

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well-rounded education. All of the teachers are

observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

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

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

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

[[count] of 7500 maximum characters used)

The district schools have school libraries and students are provided weekly library/media instruction that supplements core programming. The library and STEM teachers collaborate and integrate instruction with core academic learning standards. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curriculum. All of the students attend STEM classes each week, which integrate digital literacy and citizenship skills. Students have daily access to iPads.

Response from the prior year Consolidated District Plan.

The district schools have school libraries and students are provided weekly library/media instruction that supplements core programming. The library and STEM teachers collaborate and integrate instruction with core academic learning standards. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curriculum. All of the students attend STEM classes each week, which integrate digital literacy and citizenship skills. Students have daily access to iPads.

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

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

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 defines gifted and talented in the following way: The district uses a matrix for formal advanced learning identification. In Grades K-2, each team has a staff member with gifted endorsement or gifted seminar background, providing the expertise for needed differentiated instruction for high performing students. The intent is to focus on talent development. Formal identification for advanced literacy instruction occurs in the fall of Grade 3. In mathematics, Grade 4 students are identified on a unit by unit basis using classroom based pre-assessments. Formal mathematics identification occurs at the end of Grade 4 for Grade 5. Student data is reviewed annually at Grades 3-8 to assess students demonstrating readiness for advanced learning for the following school year. The following student data is considered on a matrix when admitting students to the advanced learning program: Northwest Education Association Measures of Academic Progress achievement test scores, the Cognitive Ability Test (CogAT Form 7) is administered to all third and fifth grade students annually, classroom based assessments are administered annually in Grades 3 -8, teacher and parent SIGS rating scales are used for students in grades 3-8. The Advanced Learning coordinator works with teachers and students to differentiate education for students who show mastery of the core curriculum based on pre-assessments of grade level units. The advanced learning students are clustered in classrooms with teachers who have completed the gifted seminar or have gifted endorsements whenever possible. Student achievement is reviewed regularly and all students are considered annually for programming changes based on the assessment data and classroom performance as evaluated on our matrix.

Response from the prior year Consolidated District Plan.

The district defines gifted and talented in the following way: The district uses a matrix for formal advanced learning identification. In Grades K-2, each team has a staff member with gifted endorsement or gifted seminar background, providing the expertise for needed differentiated instruction for high performing students. The intent is to focus on talent development. Formal identification for advanced literacy instruction occurs in the fall of Grade 3. In mathematics, Grade 4 students are identified on a unit by unit basis using classroom based pre-assessments. Formal mathematics identification occurs at the end of Grade 4 for Grade 5. Student data is reviewed annually at Grades 3-8 to assess students demonstrating readiness for advanced learning for the following school year. The following student data is considered on a matrix when admitting students to the advanced learning program: Northwest Education Association Measures of Academic Progress achievement test scores, the Cognitive Ability Test (CogAT Form 7) is administered to all third and fifth grade students annually, classroom based assessments are administered annually in Grades 3 -8, teacher and parent SIGS rating scales are used for students in grades 3-8. The Advanced Learning coordinator works with teachers and students to differentiate education for students who show mastery of the core curriculum based on pre-assessments of grade level units. The advanced learning students are clustered in classrooms with teachers who have completed the gifted seminar or have gifted endorsements whenever possible.

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

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
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County: Cook

Consolidated District Plan

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bill Ser

College and Career Readiness

Instructions

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying sp 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 nee 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 ed that meets their needs.

District Goal(s):

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

1. Describe 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.*

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]

District 128 is an Elementary District. Title I funds are dedicated to early intervention at Grades K-5. Title II and Title IV funds are used K-8. Articulation meetings occur with our feeder high school district with our MTSS team, our Student Services Team, our Administrative Team and the 8th grade team. Curriculum articulation meetings occur with the Department of Teaching and learning and the D128 curriculum coordinators and administrators overseeing instruction. We partner with the high school for individual students who may need advanced instruction. Students are placed based upon their potential, not just their current performance.

Response from the approved prior year Consolidated District Plan.

District 128 is an Elementary District. Title I funds are dedicated to early intervention at Grades K-5. Title II and Title IV funds are used K-8. Articulation meetings occur with our feeder high school district with our MTSS team, our Student Services Team, our Administrative Team and the 8th grade team. Curriculum articulation meetings occur with the Department of Teaching and learning and the D128 curriculum coordinators and administrators overseeing instruction. We partner with the high school for individual students who may need advanced instruction. Students are placed based upon their potential, not just their current performance.

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.

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.

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

[(count) of 7500 maximum characters used]

District 128 is an Elementary district. We do offer STEM programming for Grades K-8. The middle school hosts a career fair where students learn about various professions in and around our community. Students at all grade levels engage in two service projects per year to become familiar with community agencies that service our families.

Response from the approved prior year Consolidated District Plan.

District 128 is an Elementary district. We do offer STEM programming for Grades K-8.

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

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bill Ser
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

[Instructions](#)

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2025-2026 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

Professional development in instructional strategies for core content instruction and SEL may be provided should allocations allow.

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

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

Professional development will be provided in core content instructional strategies, training for new staff and training in creating positive and safe school cultures and climates.

G. Title III - LIEP

H. Title III - ISEP

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

Professional development in social emotional learning standards and culturally responsive teaching, along with technology integration may be provided if allocations allow.

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

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

IDEA FT funds will be utilized to support teacher growth in the areas of specially designed instruction in the co-taught classroom, trauma informed care and interventions, and behavioral training focusing on de-escalation strategies.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be utilized to support teacher and staff growth in the delivery of specially designed instruction in the blended early learning environment, best practices for meeting the needs of diverse learners in the preschool for all setting and behavioral training focusing on de-escalation strategies.

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

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bill Ser

Safe and Healthy Learning Environment

Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

- reduce incidences of bullying and harassment;
reduce the overuse of discipline practices that remove students from the classroom [1];
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.

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 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are procedures in embedded in the PBIS system for all students to report bullying and the staff to respond. The district maintains an anonymous online bullying reporting system as well. The staff and students review expected and unexpected behaviors within the PBIS system annually. The main goal is to teach positive behavior to all of the students. SEL direct instruction programming is embedded into morning meetings and advisory periods in all grade levels. Anti-bullying lessons are included in the SEL lessons. The programming is supplemented by school-wide assemblies to address topics of bullying, respect and belonging. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education and health lessons that integrate these topics. Procedures and protocols for reporting Bullying have been posted on the district website. A local screening referral system has been implemented K-8 to assess risk in the social emotional wellness. Staff have received implicit bias training annually. Coaching in creating cultures of belonging began in FY 25 and will continue into FY 26.

Response from the prior year Consolidated District Plan.

The District 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are procedures in embedded in the PBIS system for all students to report bullying and the staff to respond. The district maintains an anonymous online bullying reporting system as well. The staff and students review expected and unexpected behaviors within the PBIS system annually. The main goal is to teach positive behavior to all of the students. SEL direct instruction programming is embedded into morning meetings and advisory periods in all grade levels. Anti-bullying lessons are included in the SEL lessons. The programming is supplemented by school-wide assemblies to address topics of bullying, respect and belonging. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education and health lessons that integrate these topics. Procedures and protocols for reporting Bullying have been posted on the district website. A local screening referral system has been implemented K-8 to assess risk in the social emotional wellness. Staff have received implicit bias training annually. Trauma informed practice training will be a focus in FY 25.

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.):*

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)

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name and telephone number; set aside money in the title I grant for homeless supplies and household needs. If homeless students register, the student will be given access to all of the necessary school supplies and services as their same age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders. Transportation is provided at no cost to any homeless student requiring support. Social work services are provided to students to address social emotional needs.

Response from the prior year Consolidated District Plan.

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name and telephone number; set aside money in the title I grant for homeless supplies and household needs. If homeless students register, the student will be given access to all of the necessary school supplies and services as their same age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders. Transportation is provided at no cost to any homeless student requiring support.

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

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Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - INDEPENDENCE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	04/16/2025
2002 - CHIPPEWA ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025
2005 - NAVAJO HEIGHTS ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025
2006 - INDIAN HILL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/16/2025

Describe anticipated Reorganizations:	
--	--

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Table with 13 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bill Ser. Sub-headers: Title I Specific - Part One, Title I Specific - Part Two.

Title I Specific Requirements - Part Two

Instructions

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.
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.

Input field for District Goal(s)

1. School Improvement 1003: 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

Response from the approved prior year Consolidated District Plan.

District 128 does not have any schools identified as targeted or comprehensive.

No schools identified under this part

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))

Radio buttons for Yes and 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

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.

Response from the approved prior year Consolidated District Plan.

The district will use Title I funds for a reading intervention program for students who read below grade level. District 128 is committed to supporting student success within the general education environment and maintaining analyzing student achievement data through the MTSS process. This includes the leadership from Title I reading specialist. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop SMART goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Paraprofessionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present

Response from the approved prior year Consolidated District Plan.

The district will use Title I funds for a reading intervention program for students who read below grade level. District 128 is committed to supporting student success within the general education environment and maintaining analyzing student achievement data through the MTSS process. This includes the leadership from Title I reading specialist. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop SMART goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Paraprofessionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present

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

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

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

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

Response from the approved prior year Consolidated District Plan.

District 128 is committed to supporting student success within the general education environment. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Para professionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present. Parents are invited to progress monitoring conferences one time per trimester and the interventionist, classroom teacher, and principal are routinely invited to the meetings.

Response from the approved prior year Consolidated District Plan.

District 128 is committed to supporting student success within the general education environment. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Para professionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present. Parents are invited to progress monitoring conferences one time per trimester and the interventionist, classroom teacher, and principal are routinely invited to the meetings.

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

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IDEA Specific Requirements

Instructions

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.

Input field for District Goal(s)

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.

Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2026 school year include the continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community. Specific attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade. Additional needs identified include training in the continuum of instructional models to best serve students in the least restrictive environment and implementing behavior plans with fidelity.

Response from the approved prior year Consolidated District Plan. Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2025 school year include the continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community. Specific attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade. Additional needs identified include educating students with autism in the general education environment and implementing behavior plans with fidelity.

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.

IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

Response from the approved prior year Consolidated District Plan. IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

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.

District 128 is expanding its continuum of services to incorporate instructional classrooms designed to maintain students within district and expand programming to expand our co-teaching and models for inclusion.

Response from the approved prior year Consolidated District Plan. There will be no changes in the scope or nature of services under IDEA from the prior fiscal 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.

District 128 has met requirements with 30 points and overall 100% overall percentage. The district will continue to use funds to ensure that each category and indicator remains in compliance in early childhood outcomes through our preschool for all blended program. District 128 will continue to utilize funds to meet student needs by providing specialized supports and resources in the least restrictive environment, provide a continuous monitoring of measuring the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

*Required field

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Overview

*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: ED 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.
Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf
Transportation Programs:
https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student 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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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation	

Contact Information

***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 a included as applicable.

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

Last Name*	First Name*	Position/Title*	Email*
Potempa	Dee	Director of Student Services	dpotempa@palos128.org

[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*
Brownlow	Merryl	Superintendent	mbrownlow@palos128.org

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bill Ser. Sub-headers include Youth in Care Stability Plan Requirements, Youth in Care Stability Plan Contacts, Best Interest Determination Plan, Youth in Care Transportation Plan.

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 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. Though the specific factors may vary depending on context, in make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence on school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How tl length of the commute would impact the child, based on the child's developmental stage; 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 disabili 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; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

District 128 Personnel involved in determination will include: Dr. Merryl Brownlow, Superintendent, Mrs. Mary Lynn Duffy, Chippewa Principal, Mrs. Dee Potempa, Director of Student Services, Mrs. Desiree Willner, English Language Lea Coordinator, if appropriate; School Social Workers.

Response from the approved prior year Consolidated District Plan.

Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence on school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How tl length of the commute would impact the child, based on the child's developmental stage; 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 disabili 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; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

District 128 Personnel involved in determination will include: Dr. Merryl Brownlow, Superintendent, Mrs. Mary Lynn Duffy, Chippewa Principal, Mrs. Dee Potempa, Director of Student Services, Mrs. Desiree Willner, English Language Lea Coordinator, if appropriate; School Social Workers.

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 individual needs of students under IDEA or students with disabilities under Section 504 will be considered by the IEP team or the 504 team giving special consideration to needs resulting from their disability.

Response from the approved prior year Consolidated District Plan.

The individual needs of students under IDEA or students with disabilities under Section 504 will be considered by the IEP team or the 504 team giving special consideration to needs resulting from their disability.

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 individual needs of students who are English Language Learners will be considered by the school team, including the ELL Director, giving special consideration to needs resulting from their language differences.

Response from the approved prior year Consolidated District Plan.

The individual needs of students who are English Language Learners will be considered by the school team, including the ELL Director, giving special consideration to needs resulting from their language differences.

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.

Disputes will be resolved with the superintendent, school administrator, social worker and foster parents and DCFS case worker to determine students' best interest. The foster parent will report the dispute to the building principal. The principal will schedule a meeting with all involved stakeholders. A reasonable resolution will be reached by examining best practice and the best interest of the student involved. DCFS has the final say if a resolution can not be determin

Response from the approved prior year Consolidated District Plan.

Disputes will be resolved with the superintendent, school administrator, social worker and foster parents and DCFS case worker to determine students' best interest. The foster parent will report the dispute to the building principal. The principal will schedule a meeting with all involved stakeholders. A reasonable resolution will be reached by examining best practice and the best interest of the student involved. DCFS has the final say if a resolution can not be determin

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.

District 128 will continue to collaborate with personnel to implement policies and practices that minimize those disruptions and preserve student's opportunities to improved well-being and success in school. District 128 will continue to provide professional development training and collaborative opportunities for school personnel to continue to support student identified youth in care.

*Required field

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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. The following factors should be considered when developing the transportation procedures for a student in foster care: Safety; Duration of the need for services; The time/length of travel time for the student each day; Time of placement change; Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.); Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; Maturity and behavioral capacity of student. The following staff will be involved in the determination process: Building Principal; Transportation Director, Homeless Liaison, School Social Workers; Child Welfare Agency Representative; Superintendent. Response from the approved prior year Consolidated District Plan. The following factors should be considered when developing the transportation procedures for a student in foster care: Safety; Duration of the need for services; The time/length of travel time for the student each day; Time of placement change; Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.); Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; Maturity and behavioral capacity of student. The following staff will be involved in the determination process: Building Principal; Transportation Director, Homeless Liaison, School Social Workers; Child Welfare Agency Representative; Superintendent.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- Checked: a. Pre-existing transportation route, b. New transportation route, 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.

- Other - describe options h, i, j.

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. Local funds will be used for transportation for children in foster care. Consideration will also be given to the use of IDEA and/or Title funds where applicable. Response from the approved prior year Consolidated District Plan. Local funds will be used for transportation for children in foster care. Consideration will also be given to the use of IDEA and/or Title funds where applicable.

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 Superintendent, The LEA and the DCFS case manager will work together to settle any disputes over transportation for students in foster care. The school of origin will be responsible for the cost until the dispute is resolved. Response from the approved prior year Consolidated District Plan. The Superintendent, The LEA and the DCFS case manager will work together to settle any disputes over transportation for students in foster care. The school of origin will be responsible for the cost until the dispute is resolved.

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. The School of origin will be responsible for the transportation while all disputes are being resolved. The superintendent, the LEA the DCFS case manager and the social worker will collaborate with the local welfare agency so that children in foster care receive safe, efficient transportation in a cost effective manner. Response from the approved prior year Consolidated District Plan. The School of origin will be responsible for the transportation while all disputes are being resolved. The superintendent, the LEA the DCFS case manager and the social worker will collaborate with the local welfare agency so that children in foster care receive safe, efficient transportation in a cost effective manner.

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 superintendent or Homeless Liaison will hold an annual meeting for all district stakeholders including the building principals, support staff, transportation coordinator, and social workers to make all school personnel (including support staff) aware of the process for determining the best interest regarding transportation for foster care students. Response from the approved prior year Consolidated District Plan. The superintendent or Homeless Liaison will hold an annual meeting for all district stakeholders including the building principals, support staff, transportation coordinator, and social workers to make all school personnel (including support staff) aware of the process for determining the best interest regarding transportation for foster care students.

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Services
BSP Overview				BSP Plan Specifics				BSP TBE Requirements		BSP Parent Advisory Committee	
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee	

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*	First Name*	Middle Initial
<input type="text" value="Willner"/>	<input type="text" value="Desiree"/>	<input type="checkbox"/>
Phone*	Email*	
<input type="text" value="798"/> <input type="text" value="597"/> <input type="text" value="9040"/>	<input type="text" value="dwillner@palos128.org"/>	

EL Program Director Requirements:

- Administrative Endorsement
- ESL/Bilingual Endorsement

[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

*Required field

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BSP Overview		Attendance Center Enrollment Information			BSP Professional Development		BSP Plan Specifics		BSP TBE Requirements
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development		BSP Plan Specifics		BSP TBE Requirements

Attendance Center Enrollment Information

70 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

- Key: Types of Instructional Design
- Dual Language - Two Way (Self-contained)
 - Dual Language - One Way (Self-contained)
 - Transitional Bilingual Program (Self-contained)
 - Transitional Bilingual Program (Collaboration)
 - Transitional Program in English (Self-contained)
 - 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 working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language
			TBE	TPI	Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Indian Hill Early Learning Center	Pre K- K	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	0	0	
2.	Chippewa Elementary School	1-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
3.	Navajo Heights Elementary School	4-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
4.	Independence Junior High School	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 type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate services/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-385

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BSP Professional Development

[Instructions](#)

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 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 on the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text" value="09/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="50"/>
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Language Assessment	<input type="text" value="09/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="50"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to EL Students with Disabilities	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Program Standards	<input type="text" value="11/01/2025"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="35"/>
<input checked="" type="checkbox"/> District Identification Assessment	<input type="text" value="08/20/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="70"/>
<input checked="" type="checkbox"/> Program Design	<input type="text" value="08/20/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="70"/>
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text" value="10/10/2025"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="42"/>
<input type="checkbox"/> Spanish Language Arts	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Comments:

*Required field

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Project Number: 26-CDP-00-07-016-1280-02

County: Cook

[Consolidated District Plan](#) ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bill Ser
BSP Overview				BSP Plan Specifics				BSP TBE Requirements		BSP Parent Advisory Committee	
BSP Program Contact		Attendance Center Enrollment Information			BSP Professional Development			BSP TBE Requirements		BSP Parent Advisory Committee	

BSP TBE Requirements

[Instructions](#)

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

Comments:

*Required field

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Applicant: PALOS HEIGHTS SD 128
Application: 2025-2026 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 26-CDP-00-07-016-1280-02

County: Cook

[Consolidated District Plan](#) ▼

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TBE Parent Advisory Committee

[Instructions](#)

English Learners (ELs) are in the district

Does your district offer a TBE program?

- Yes
- No

Statement of Revenues and Expenses

Palos Heights School District 128

March 2025



Statement of Revenue by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Collected
Educational Fund						
Local Sources	8,474,000	2,511,000	7,819,000	655,000	7.7%	92.3%
State Sources	1,569,000	189,000	1,221,000	348,000	22.2%	77.8%
Federal Sources	663,000	2,000	534,000	129,000	19.5%	80.5%
Total Education Fund	10,706,000	2,702,000	9,574,000	1,132,000	10.6%	89.4%
Operations and Maintenance Fund						
Local Sources	872,000	269,000	811,000	61,000	7.0%	93.0%
State Sources	75,000	-	75,000	-	0.0%	100.0%
Total O&M Fund	947,000	269,000	886,000	61,000	6.4%	93.6%
Debt Service Fund						
Local Sources	1,302,000	411,000	1,237,000	65,000	5.0%	95.0%
Total Debt Service Fund	1,302,000	411,000	1,237,000	65,000	5.0%	95.0%
Transportation Fund						
Local Sources	476,000	144,000	434,000	42,000	8.8%	91.2%
State Sources	187,000	-	74,000	113,000	60.4%	39.6%
Total Transportation Fund	663,000	144,000	508,000	155,000	23.4%	76.6%
IMRF/SS Fund						
Local Sources	430,000	133,000	402,000	28,000	6.5%	93.5%
Total IMRF/SS Fund	430,000	133,000	402,000	28,000	6.5%	93.5%
Capital Projects Fund						
Local Sources	25,000	-	1,000	24,000	96.0%	4.0%
Total Capital Projects Fund	25,000	-	1,000	24,000	96.0%	4.0%
Working Cash Fund						
Local Sources	160,000	49,000	147,000	13,000	8.1%	91.9%
Total Working Cash Fund	160,000	49,000	147,000	13,000	8.1%	91.9%
GRAND TOTAL - ALL FUNDS	14,233,000	3,708,000	12,755,000	1,478,000	10.4%	89.6%

* Data for report as of 04/09/2025

Statement of Expenses by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Utilized
Educational Fund						
Salaries	7,652,000	595,000	4,880,000	2,772,000	36.2%	63.8%
Benefits	1,522,000	121,000	1,000,000	522,000	34.3%	65.7%
Purchased Services	807,000	59,000	628,000	179,000	22.2%	77.8%
Supplies	524,000	31,000	248,000	276,000	52.7%	47.3%
Capital Outlay	43,000	14,000	18,000	25,000	58.1%	41.9%
Other Objects	726,000	49,000	477,000	249,000	34.3%	65.7%
Non-Capitalized Equipment	100,000	4,000	5,000	95,000	95.0%	5.0%
Total Education Fund	11,374,000	873,000	7,256,000	4,118,000	36.2%	63.8%
Operations and Maintenance Fund						
Salaries	375,000	30,000	272,000	103,000	27.5%	72.5%
Benefits	83,000	5,000	53,000	30,000	36.1%	63.9%
Purchased Services	206,000	35,000	220,000	(14,000)	-6.8%	106.8%
Supplies	210,000	30,000	199,000	11,000	5.2%	94.8%
Capital Outlay	127,000	6,000	91,000	36,000	28.3%	71.7%
Non-Capitalized Equipment	7,000	1,000	9,000	(2,000)	-28.6%	128.6%
Total O&M Fund	1,008,000	107,000	844,000	164,000	16.3%	83.7%
Debt Services Fund						
Other Objects	1,176,000	-	1,159,000	17,000	1.4%	98.6%
Total Debt Services Fund	1,176,000	-	1,159,000	17,000	1.4%	98.6%
Transportation Fund						
Salaries	30,000	2,000	21,000	9,000	30.0%	70.0%
Benefits	2,000	-	2,000	-	0.0%	100.0%
Purchased Services	518,000	49,000	329,000	189,000	36.5%	63.5%
Total Transportation Fund	550,000	51,000	352,000	198,000	36.0%	64.0%
IMRF/SS Fund						
Benefits	398,000	32,000	280,000	118,000	29.6%	70.4%
Total IMRF/SS Fund	398,000	32,000	280,000	118,000	29.6%	70.4%
Capital Projects Fund						
Purchased Services	-	-	12,000	(12,000)	N/A	N/A
Capital Outlay	200,000	-	164,000	36,000	18.0%	82.0%
Total Capital Projects Fund	200,000	-	176,000	24,000	12.0%	88.0%
GRAND TOTAL - ALL FUNDS	14,706,000	1,063,000	10,067,000	4,639,000	31.5%	68.5%

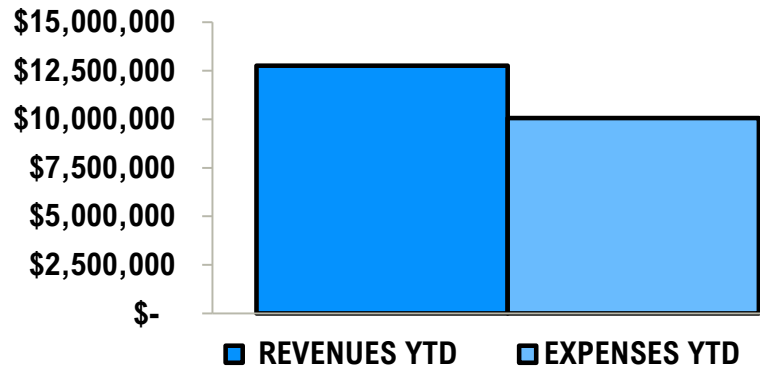
The Monthly Report

Palos Heights School District 128

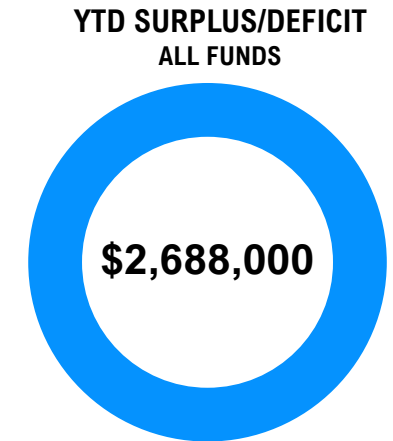
March 2025



Executive Summary - March 2025 (Figures rounded to the nearest thousand)

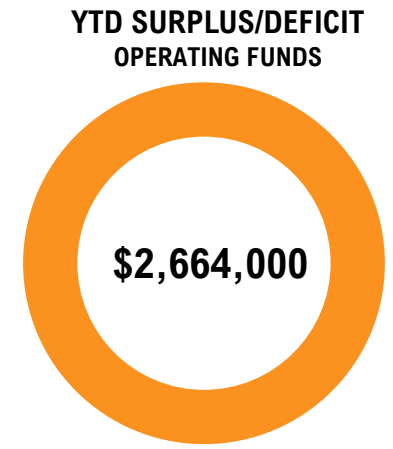


BEGINNING BALANCE	\$9,848,000
TOTAL REVENUES - YTD	\$12,755,000
TOTAL EXPENSES - YTD	\$10,067,000
ENDING BALANCE	\$12,536,000



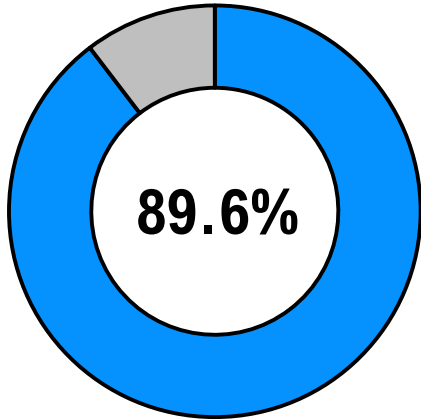
Fiscal Year Activity

FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
Education	\$ 4,852,000	\$ 9,574,000	\$ 7,255,000	-	\$ 7,171,000
Operations and Maintenance	689,000	886,000	844,000	-	731,000
Bond and Interest	950,000	1,237,000	1,159,000	-	1,028,000
Transportation	516,000	508,000	352,000	-	672,000
IMRF/Social Security	205,000	402,000	280,000	-	327,000
Capital Projects	335,000	1,000	177,000	-	159,000
Working Cash	2,296,000	147,000	-	-	2,443,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	-	-	-	-	-
Total All Funds	\$ 9,848,000	\$ 12,755,000	\$ 10,067,000	\$ -	\$ 12,536,000
Total Operating Funds	\$ 8,353,000	\$ 11,115,000	\$ 8,451,000	\$ -	\$ 11,017,000

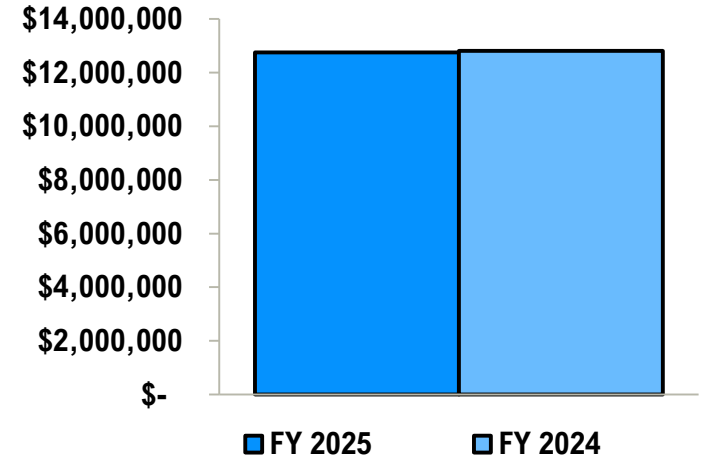


Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

% OF BUDGETED REVENUES RECEIVED YTD



TOTAL MONTHLY REVENUES
\$3,708,000
TOTAL REVENUES - YTD
\$12,755,000
TOTAL BUDGETED REVENUES
\$14,233,000



March 2025 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ 3,482,000	\$ 10,501,000	\$ 11,147,000	94.2%
Other Local Sources	35,000	350,000	592,000	59.1%
Evidenced Based Funding	56,000	450,000	620,000	72.6%
Other State Sources	133,000	920,000	1,211,000	76.0%
Federal Sources	2,000	534,000	663,000	80.5%
Total	\$ 3,708,000	\$ 12,755,000	\$ 14,233,000	89.6%

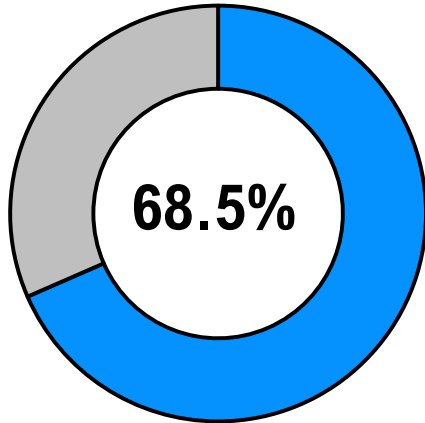
March 2024 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ 3,847,000	\$ 10,631,000
Other Local Sources	42,000	305,000
Evidenced Based Funding	57,000	450,000
Other State Sources	85,000	653,000
Federal Sources	52,000	768,000
Total	\$ 4,083,000	\$ 12,807,000

March 2025 YTD VS. March 2024 YTD
-\$52,000

Expenditure Report (All Funds Summary) - March 2025

% OF BUDGETED EXPENDITURES PAID YTD



TOTAL MONTHLY EXPENSES

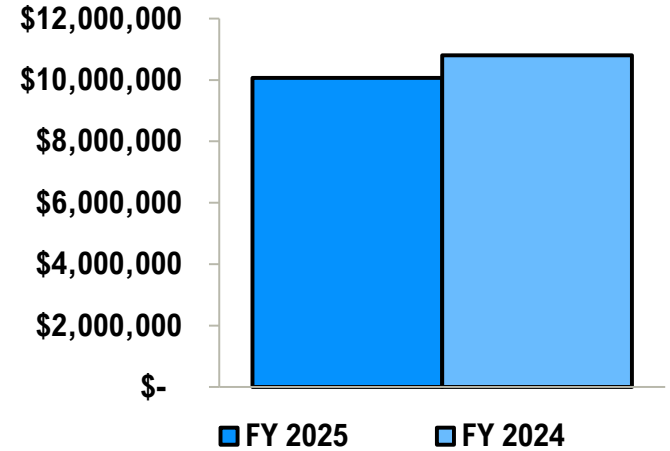
\$1,063,000

TOTAL EXPENSES - YTD

\$10,067,000

TOTAL BUDGETED EXPENSES

\$14,706,000



March 2025 Expenditures (Current Year)

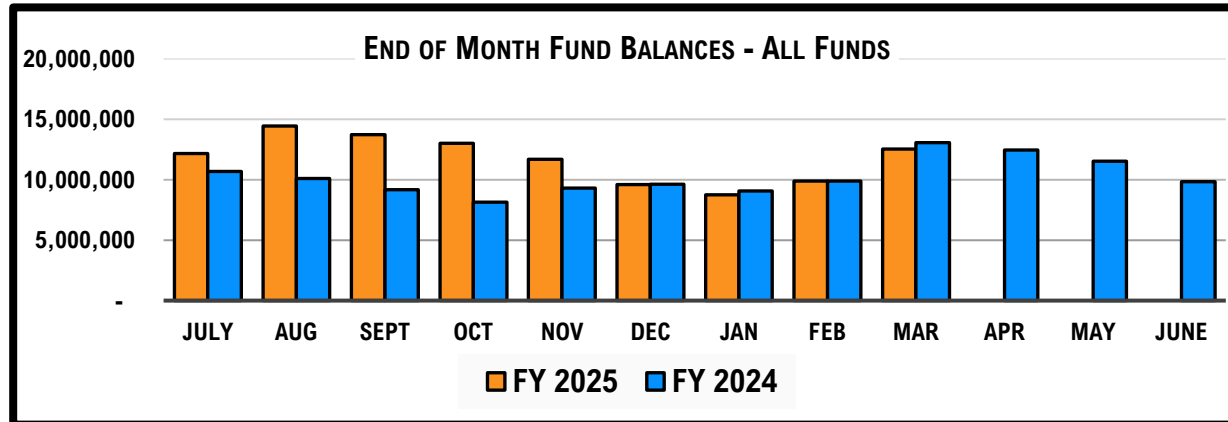
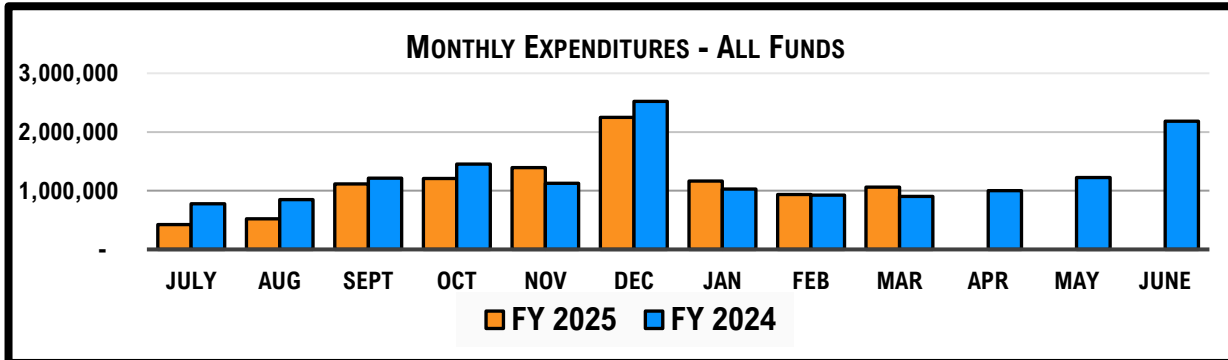
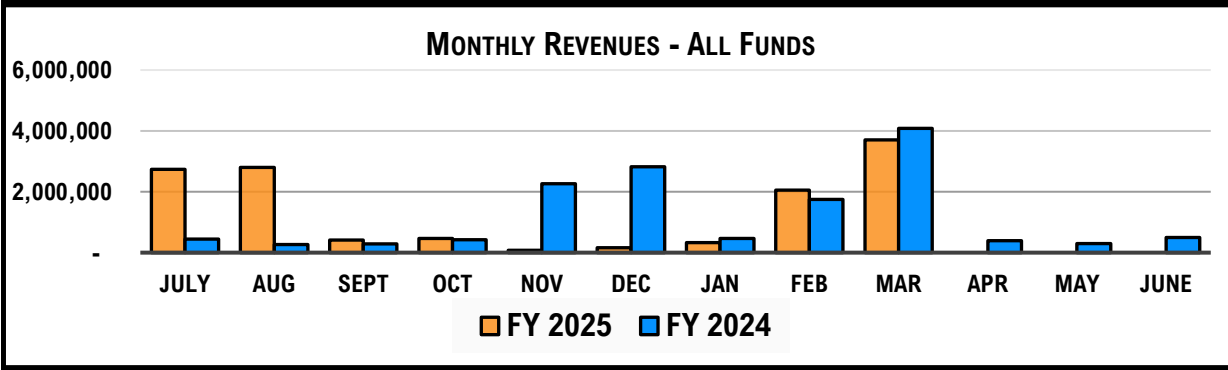
SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 627,000	\$ 5,171,000	\$ 8,057,000	64.2%
Employee Benefits	159,000	1,335,000	2,005,000	66.6%
Purchased Services	143,000	1,190,000	1,551,000	76.7%
Supplies and Materials	60,000	447,000	734,000	60.9%
Capital Outlay	20,000	273,000	350,000	78.0%
Tuition and Other	49,000	477,000	726,000	65.7%
Non-Capitalized Equipment	5,000	15,000	107,000	14.0%
Debt Payments	-	1,159,000	1,176,000	98.6%
Total	\$ 1,063,000	\$ 10,067,000	\$ 14,706,000	68.5%

March 2024 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 589,000	\$ 4,842,000
Employee Benefits	146,000	1,231,000
Purchased Services	36,000	1,051,000
Supplies and Materials	106,000	422,000
Capital Outlay	2,000	1,683,000
Tuition and Other	17,000	470,000
Non-Capitalized Equipment	8,000	21,000.00
Debt Payments	-	1,085,000.00
Total	\$ 904,000	\$ 10,805,000

March 2025 YTD VS. March 2024 YTD
-\$738,000

Cash Flow Report - March 2025



CURRENT FISCAL YEAR (2025)

	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,848,000	2,740,000	424,000	12,164,000
AUG	12,164,000	2,800,000	520,000	14,444,000
SEPT	14,444,000	417,000	1,113,000	13,748,000
OCT	13,748,000	469,000	1,208,000	13,009,000
NOV	13,009,000	76,000	1,392,000	11,693,000
DEC	11,693,000	164,000	2,249,000	9,608,000
JAN	9,608,000	325,000	1,165,000	8,768,000
FEB	8,768,000	2,056,000	933,000	9,891,000
MAR	9,891,000	3,708,000	1,063,000	12,536,000
APR				
MAY				
JUNE				

PRIOR FISCAL YEAR (2024)

	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	11,026,000	446,000	780,000	10,692,000
AUG	10,692,000	261,000	851,000	10,102,000
SEPT	10,102,000	282,000	1,211,000	9,173,000
OCT	9,173,000	424,000	1,455,000	8,142,000
NOV	8,142,000	2,269,000	1,127,000	9,323,000
DEC	9,323,000	2,825,000	2,523,000	9,625,000
JAN	9,625,000	471,000	1,030,000	9,066,000
FEB	9,066,000	1,746,000	924,000	9,888,000
MAR	9,888,000	4,083,000	904,000	13,067,000
APR	13,067,000	393,000	1,003,000	12,457,000
MAY	12,457,000	296,000	1,222,000	11,531,000
JUNE	11,531,000	502,000	2,185,000	9,848,000