

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124  
BOARD OF EDUCATION MEETING  
THURSDAY, JULY 18, 2019  
7:00 P.M. – LIBRARY**

**AGENDA**

- I. Call to Order
- II. Roll Call
- III. Audience
- IV. Consent Agenda \*\*
  - Minutes of regular meeting held June 20, 2019
  - Minutes of closed meeting held June 20, 2019
  - June Bills Payable and July Bills Payable
  - June Treasurer's Report
  - Destruction of closed meeting audio recording from January 18, 2018
  - Quarterly list of authorized depositories, investment managers, dealers and brokers
- V. Superintendent's Report
  - A. Student Athlete Recognition
  - B. Therapy Dog Presentation\*\*
  - C. Community Youth Network Counseling Support\*\*
  - D. Student Performance and Achievement Data
  - E. Spring Athletic Update
  - F. Student Participation Data – Co-Curricular & Extracurricular Activities
  - G. Consolidated District Plan\*\*
  - H. Personnel\*\*
  - I. Principal's Report
- VI. Business Affairs
  - A. Athletic Trainer Bid Recommendation\*\*
  - B. Per Mar Security 2109/20 Contract\*\*
  - C. Science Supplies Bid Recommendation\*\*
  - D. Construction Update
- VII. Other Business
  - A. FOIA Request
- VIII. Closed Session
  - A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1)\*\*
  - B. Collective negotiating matters between the public body and its employees or their representatives. 5 ILCS 120/2 (c)(2)\*\*
- IX. Action items from closed session discussion\*\*
  - A. Potential Board action on personnel\*\*
  - B. Potential Board action on collective bargaining\*\*
- X. Adjourn

\*\* Indicates possible action item in open session

The next regular Board of Education meeting will be held on Thursday, August 15, 2019

# **GRANT COMMUNITY HIGH SCHOOL DISTRICT 124 MINUTES OF BOARD OF EDUCATION MEETING JUNE 20, 2019**

## ***CALL TO ORDER AND ROLL CALL***

A Regular Meeting of the Board of Education of Grant Community High School District 124, County of Lake, State of Illinois, was held on Thursday, June 20, 2019 and called to order at 7:00 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake. All those in attendance stood to recite the Pledge of Allegiance.

On Roll Call, the following Members were found to be present:

Steve Hill, President  
Paul LaRoche, Vice President  
Ivy Fleming, Member  
John Jared, Member  
Kathy Kusiak, Member  
Bob Yanik, Member

Members absent:

Ruth Michniewicz, Secretary

Administration present:

Dr. Christine A. Sefcik, Superintendent  
Mrs. Beth Reich, Business Manager  
Mr. Jeremy Schmidt, Principal  
Mr. Greg Urbaniak, Dir. Curriculum, Instruction, Assessment  
Mr. Tom Ross, Athletic Director  
Mr. Ryan Geist, Assistant Principal

## ***AUDIENCE***

Casey Duval, Maggie Germann, Vicki Shifley, Tom Evans, Matt Malczewski, Chris Robinson & family

## ***CONSENT AGENDA***

Minutes of regular meeting held May 16, 2019

Minutes of closed meeting held May 16, 2019

June Bills Payable

May Treasurer's Report

Destruction of closed meeting audio recording from December 28, 2017

\*\* A motion was made by Mr. LaRoche, second by Mr. Jared to approve the Consent Agenda as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: LaRoche, Fleming, Jared, Kusiak, Yanik, Hill

Nay: None

Absent: Michniewicz

Motion – **Passed**

## **SUPERINTENDENT'S REPORT**

### **Faculty Recognition**

Dr. Sefcik asked social studies teacher, Chris Robinson, in the presence of his family, to join her to be recognized as the 2019 Outstanding Educator of the Year. Dr. Sefcik read from his nomination that was submitted by the Social Studies department. He will receive up to \$2,000 to attend a national conference of his choice. The Board and audience applauded and thanked him for his contribution to the Grant community.

### **Instructional Coach Presentation**

Dr. Sefcik asked Greg Urbaniak and instructional coaches, Tom Evans, Maggie Germann, and Vicki Shifley, to share highlights of their work with teachers this year. They gave detail about professional development, meeting goals, staff numbers, coaching data collection cycles, and instructional support.

### **Co-Curricular Update – 2<sup>nd</sup> Semester**

Dr. Sefcik introduced Casey Duval, Assistant Director of Activities and Athletics, to provide an update on co-curricular accomplishments for the second semester. It included the number of clubs running, student participation and attendance, growth in participation, outstanding activities students, and competitive activities highlights for Chess Club, Math Team, Debate, Academic Team, Winter Guard, Speech, FBLA, and Theatre. A pilot club for 2019/20 will be Computer Programming.

### **District Management Group Report**

Dr. Sefcik reported that the DMGroup recently completed an in-depth review of current systems and structures with the goal to strengthen and expand best-practice supports for struggling students. They commended staff for their current accomplishments and strengths and provided five potential opportunities for consideration to support struggling students, which were reviewed with the Board. Each option is long term and would be based on 1-3 years of careful planning. We will discuss preliminary plans based on the prioritization workshop and potential next steps with DMGroup.

### **Illinois State Board of Education (ISBE) Update**

Dr. Sefcik said that the Illinois Report Cards will be calculated differently to adjust for indicators not ready for implementation. Grades for growth as part of the accountability system has been halted. She provided material on the “proportional redistribution” model to maintain the overall weighting among the indicators that are in place. She distributed a handout to explain the changes to instructional days, including e-learning days, and information on the College and Career Readiness Indicator measures.

### **Northern Lake County Conference (NLCC) Update**

Dr. Sefcik asked Tom Ross, Athletic Director, to inform the Board on several changes that are being planned for NLCC: the conference athletic directors recommend a change to the structuring of levels for many conference sports effective in 2020/21; girls' golf will be a conference sport beginning in 2019/20 and Wauconda will be adding boys' lacrosse in 2020/21; and the IHSA proposal that eliminates conferences and replaces with districts which will team up competitions based upon enrollment and geography.

### **Fall Coaches 2019/20**

Dr. Sefcik recommended approval of the fall coaching staff for 2019/20.

\*\* A motion was made by Mr. Yanik, second by Mr. Jared to approve the list of fall 2019/20 coaches as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Fleming, Jared, Kusiak, Yanik, Hill, LaRoche  
Nay: None  
Absent: Michniewicz

Motion – **Passed**

#### Personnel

Dr. Sefcik made the following personnel recommendations:

Recommend the employment of the following individuals:

- Daniel Nitz, Special Education Teacher, BA Step 2
- Madeline Lyon, PE Teacher, BA Step 0
- Josh Staples, Director of Buildings and Grounds, 12 month employment, \$110,000
- Alexandra Sullivan, Communications Coordinator, 12 month employment, \$49,500
- Heidi McCarthy, Art Club Sponsor for 2019/20

Recommend the following employment changes:

- Stephanie Ashmore, Student Services Secretary, from 11 month to 12 month employment
- Mary Bidlack, Special Education Secretary, from 11 month to 12 month employment
- Dana Oddo, from part-time Career Counselor, full-time Career and Community Partnership Specialist at MA Step 5 employment in the Student Services Department

Recommend accepting resignation letters for the following individuals:

- Danielle Caldwell, Math Teacher, effective immediately
- Bryan Mark, PE/Health Teacher, effective immediately
- Glenn Geske, Bus Driver, (verbal resignation) effective May 24, 2019

Notification of FMLA for Cheryl Becker, Transportation, 5/21 – 10/29/2019

\*\* A motion was made by Mr. LaRoche, second by Mr. Yanik to approve the revised personnel recommendations as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Jared, Kusiak, Yanik, Hill, LaRoche, Fleming  
Nay: None  
Absent: Michniewicz

Motion – **Passed**

#### Principal's Report

Mr. Schmidt presented his monthly report which included information on Freshman Placements, Summer School, Residency Update, and Operational and Systems Improvements.

### ***BUSINESS AFFAIRS***

#### 2018/19 Amended Budget

Mrs. Reich informed the Board that she amended the 2018/19 budget to adjust grant accounts, revenues, and miscellaneous expenses. The budget has been on public display for the required 30 days and notice was placed in the newspaper. She recommended approval of the 2018/19 amended budget.

\*\* A motion was made by Mr. Jared, second by Mr. Yanik to approve the 2018/19 amended budget.

Votes were taken by roll call. Votes were cast as follows:

Aye: Kusiak, Yanik, Hill, LaRoche, Fleming, Jared  
Nay: None  
Absent: Michniewicz

Motion – **Passed**

CLIC – Renewal of Workers’ Compensation and Liability Insurance

Mrs. Reich stated the District received the renewal for worker’s compensation as well as the liability insurance through the Collective Liability Insurance Cooperative (CLIC). Workers’ compensation shows an increase of 11.26%, which is primarily due to an increase in our experience modification factor. The liability package is increasing 8.86% tied to increases in the renewals for the actual insurance package when CLIC went out to bid.

\*\* A motion was made by Mr. Yanik, second by Mrs. Fleming to approve the renewal of the Workers’ Compensation and Liability Insurance through CLIC.

Votes were taken by roll call. Votes were cast as follows:

Aye: Yanik, Hill, LaRoche, Fleming, Jared, Kusiak

Nay: None

Absent: Michniewicz

Motion – **Passed**

2019/20 Budget

Mrs. Reich recommended approval of the 2019/20 budget. As in previous years, we are expecting to spend down balances in Education, Operations and Maintenance, and Transportation. The 2019/20 budget has been on public display for the required 30 days and notice was placed in the newspaper.

\*\* A motion was made by Mr. LaRoche, second by Mr. Yanik to approve the 2019/20 budget as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Hill, LaRoche, Fleming, Jared, Kusiak, Yanik

Nay: None

Absent: Michniewicz

Motion – **Passed**

Resolution Authorizing Intervention in Proceeding Before the State Property Tax Appeal Board

Mrs. Reich reported that in the event that the District receives appeals of property tax assessments for which we wish to intervene, the Property Tax Appeal Board requires a resolution which authorized Scariano, Himes, and Petrarca to act as our legal representative. This resolution requires approval with each new tax year.

\*\* A motion was made by Mrs. Fleming, second by Mrs. Kusiak to approve the Resolution Authorizing Intervention in Proceeding Before the State Property Tax Appeal Board for tax year 2018.

Votes were taken by roll call. Votes were cast as follows:

Aye: LaRoche, Fleming, Jared, Kusiak, Yanik, Hill

Nay: None

Absent: Michniewicz

Motion – **Passed**

Facilities/Construction Update

Mrs. Reich updated the Board on the construction occurring in the computer hallway, bathrooms, and roof-top unit. There was some asbestos abatement needed in the girls’ bathroom. Electric rough-in, and masonry for walls are underway.

Donation

Mrs. Reich said that the boys’ basketball program received a donation from Mrs. Oler in the amount of \$500 to purchase NLCC Championship gear for the players and coaches to wear in honor of being the 2018/19 Boys’ Basketball Champions.

- \*\* A motion was made by Mr. Yanik, second by Mrs. Kusiak to accept the donation from Mrs. Oler in the amount of \$500 for the purchase of NLCC Championship gear.  
Votes were taken by roll call. Votes were cast as follows:  
Aye: Fleming, Jared, Kusiak, Yanik, Hill, LaRoche  
Nay: None  
Absent: Michniewicz  
Motion – **Passed**

### **OTHER BUSINESS**

Two FOIA requests were received and fulfilled.  
Dr. Sefcik provided each Board member with the *Art of School Boarding* book.  
Dr. Sefcik handed out the designs of the new digital sign for the school and the Bulldog Athletic Complex sign and asked if the Board had any feedback.

### **CLOSED SESSION**

- \*\* At 8:30 p.m. a motion was made by Mr. Yanik, second by Mr. Jared to go into closed session for the purpose of discussing student disciplinary cases 5 ILCS 120/2 (c)(9); the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1); security procedures, school building safety and security 5 ILCS 120/2 (c)(8).  
Votes were taken by roll call. Votes were cast as follows:  
Aye: Jared, Kusiak, Yanik, Hill, LaRoche, Fleming  
Nay: None  
Absent: Michniewicz  
Motion – **Passed**
- \*\* At 9:01 p.m. a motion was made by Mr. Jared, second by Mrs. Kusiak to end closed session and return to open session.  
Votes were taken by roll call. Votes were cast as follows:  
Aye: Kusiak, Yanik, Hill, LaRoche, Fleming, Jared  
Nay: None  
Absent: Michniewicz  
Motion – **Passed**

### **ACTION ITEMS FROM CLOSED SESSION**

- \*\* A motion was made by Mrs. Fleming, second by Mr. Yanik to approve the Non-certified salary increases.  
Votes were taken by roll call. Votes were cast as follows:  
Aye: Yanik, Hill, LaRoche, Fleming, Jared, Kusiak  
Nay: None  
Absent: Michniewicz  
Motion – **Passed**

***ADJOURN***

\*\* At 9:02 p.m. a motion was made by Mr. LaRoche, second by Mr. Jared to adjourn the meeting.

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Steve Hill, President

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Paul LaRoche, Secretary Pro Tem

Grant Community High School District 124  
AP Invoice Listing Report  
June 30, 2019

Total Invoices:	105	\$183,077.58
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Grant Community High School District 124  
AP Invoice Listing Report  
July 18, 2019

Total Invoices:	146	\$1,518,265.04
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FD	SOURCE	2018-19 ANNUAL BUDGET	June 2018-19 MONTHLY ACTIVITY	2018-19 FYTD ACTIVITY	2018-19 BALANCE	2018-19 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	16,449,011.00	7,429,678.62	16,362,695.82	86,315.18	99.48
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	14,695,162.00	421,332.27	3,392,407.86	11,302,754.14	23.09
10	FEDERAL SOURCES	992,865.00	225,034.12	1,076,146.64	-83,281.64	108.39
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	32,137,038.00	8,076,045.01	20,831,250.32	11,305,787.68	64.82
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,277,035.00	2,123,433.88	4,258,343.12	18,691.88	99.56
20	STATE SOURCES	1,400,000.00	2,751.48	1,400,000.00	0.00	100.00
20	TRANSFERS	1,500,000.00	0.00	1,500,000.00	0.00	100.00
20	OPERATIONS & MAINTENANCE F	7,177,035.00	2,126,185.36	7,158,343.12	18,691.88	99.74
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	1,000.00	0.00	2,968.95	-1,968.95	296.90
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	1,000.00	0.00	2,968.95	-1,968.95	296.90
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	378,496.00	222,940.48	372,023.82	6,472.18	98.29
40	STATE SOURCES	1,201,900.00	0.00	1,201,972.36	-72.36	100.01
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	1,580,396.00	222,940.48	1,573,996.18	6,399.82	99.60
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	815,724.00	392,513.54	792,371.85	23,352.15	97.14
50	I.M.R.F./SOCIAL SECURITY F	815,724.00	392,513.54	792,371.85	23,352.15	97.14
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	4,500,000.00	0.00	4,500,000.00	0.00	100.00
60	CAPITAL PROJECTS FUND	4,500,000.00	0.00	4,500,000.00	0.00	100.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	398,532.00	179,414.94	409,966.88	-11,434.88	102.87
70	WORKING CASH FUND	398,532.00	179,414.94	409,966.88	-11,434.88	102.87
Grand Revenue Totals		46,609,725.00	10,997,099.33	35,268,897.30	11,340,827.70	75.67

FD	OBJ	OBJ	2018-19 ANNUAL BUDGET	June 2018-19 MONTHLY ACTIVITY	2018-19 FYTD ACTIVITY	2018-19 BALANCE	2018-19 FY %
10		EDUCATION FUND					
10	1---	SALARIES	13,561,639.00	1,059,774.92	13,346,719.25	214,919.75	98.42
10	2---	BENEFITS	3,169,693.00	-52,527.37	2,630,554.88	539,138.12	82.99
10	3---	PURCHASED SERVICES	2,372,747.00	204,066.26	2,114,883.81	257,863.19	89.13
10	4---	SUPPLIES	1,703,877.00	46,961.36	1,451,841.56	246,867.23	85.21
10	5---	CAPITAL OUTLAY	283,255.00	11,224.74	242,843.60	40,411.40	85.73
10	6---	OTHER OBJECTS	2,511,350.00	113,012.92	2,529,844.02	-18,494.02	100.74
10	7---	NON-CAP EQUIPMENT	1,500,000.00	0.00	1,500,000.00	0.00	100.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	25,102,561.00	1,382,512.83	23,816,687.12	1,280,705.67	94.88
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,116,798.00	72,140.80	996,668.97	120,129.03	89.24
20	2---	BENEFITS	204,336.00	12,635.58	194,953.94	9,382.06	95.41
20	3---	PURCHASED SERVICES	954,300.00	96,024.08	898,706.02	48,286.98	94.17
20	4---	SUPPLIES	930,856.00	77,156.09	819,694.15	107,758.15	88.06
20	5---	CAPITAL OUTLAY	350,000.00	105,254.24	328,149.69	21,850.31	93.76
20	6---	OTHER OBJECTS	500.00	0.00	324.00	176.00	64.80
20	7---	NON-CAP EQUIPMENT	4,500,000.00	0.00	4,500,000.00	0.00	100.00
20	----	OPERATIONS & MAINTENANCE FUND	8,056,790.00	363,210.79	7,738,496.77	307,582.53	96.05
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	2,000.00	0.00	0.00	2,000.00	0.00
30	----	DEBT SERVICE FUND	2,000.00	0.00	0.00	2,000.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	545,000.00	48,335.14	545,443.71	-443.71	100.08
40	2---	BENEFITS	130,000.00	11,917.44	121,440.68	8,559.32	93.42
40	3---	PURCHASED SERVICES	1,348,700.00	53,228.31	1,387,467.14	-38,767.14	102.87
40	4---	SUPPLIES	80,300.00	10,228.20	89,198.42	-8,898.42	111.08
40	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
40	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	2,104,000.00	123,709.09	2,143,549.95	-39,549.95	101.88
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	790,209.00	51,696.59	767,227.20	22,981.80	97.09
50	----	I.M.R.F./SOCIAL SECURITY FUND	790,209.00	51,696.59	767,227.20	22,981.80	97.09
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	4,500,432.00	110,394.72	4,297,319.17	203,112.83	95.49
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	4,500,432.00	110,394.72	4,297,319.17	203,112.83	95.49

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05.19.06.00.00-010169

Grant Community High School District 124  
BOE EXPENDITURE SUMMARY BY FUND (Date: 6/2019)

2:50 PM

07/10/19

PAGE: 2

<u>FD</u>	<u>OBJ</u>	<u>OBJ</u>	<u>2018-19</u> <u>ANNUAL BUDGET</u>	<u>June 2018-19</u> <u>MONTHLY ACTIVITY</u>	<u>2018-19</u> <u>FYTD ACTIVITY</u>	<u>2018-19</u> <u>BALANCE</u>	<u>2018-19</u> <u>FY %</u>
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	0.00	0.00	0.00	0.00	0.00

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Grand Expense Totals	40,555,992.00	2,031,524.02	38,763,280.21	1,776,832.88	95.58
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Number of Accounts: 1067

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

E.A.V.	871,338,778
TOTAL EXTENSION	21,186,898.67

RATES			1.743	0.500	0.053	0.042	0.045	0.042	0.000	0.006
% OF TOTAL DISTRIBUTION			71.69%	20.58%	2.17%	1.73%	1.85%	1.73%	0.00%	0.24%
DATE	AMOUNT	%	EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
05/16/19	156,122.51	0.74%	111,917.31	32,131.12	3,393.62	2,707.76	2,888.24	2,707.76	0.00	376.70
06/06/19	2,350,503.06	11.09%	1,684,971.51	483,750.26	51,092.64	40,766.62	43,483.94	40,766.62	0.00	5,671.48
06/13/19	4,912,457.89	23.19%	3,521,523.42	1,011,018.79	106,781.58	85,200.61	90,879.71	85,200.61	0.00	11,853.17
06/27/19	2,993,355.70	14.13%	2,145,804.09	616,053.90	65,066.26	51,916.11	55,376.61	51,916.11	0.00	7,222.61
07/18/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08/15/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/05/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/12/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/26/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10/17/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11/14/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12/05/19		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS (without int.)	10,412,439.16	49.1%	7,464,216.33	2,142,954.07	226,334.10	180,591.09	192,628.50	180,591.09	0.00	25,123.97

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124**  
**INVESTMENT SCHEDULE AS OF JUNE 30, 2019**  
**PMA FINANCIAL NETWORK, INC.**

10887-101	Trans.	Date	Date										
No.	Placed	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
259413	08/16/18	07/12/19	CD	Servisfirst Bank	244,700.00	2.32	244,700.00						5,141.52
259412	08/16/18	07/12/19	CD	Newbank, NA	144,000.00	2.31	144,000.00						3,010.69
259411	08/16/18	07/12/19	CD	Landmark Community B	211,300.00	2.31	211,300.00						4,417.77
41407	01/18/18	07/18/19	DTC	Saba National Bank	247,290.30	1.82	147,290.30			50,000.00	50,000.00		4,537.08
41405	01/19/18	07/19/19	DTC	Volunteer State Bank	249,293.74	1.82	249,293.74						4,537.15
256866	06/28/18	07/19/19	CD	Chemical Bank/Talmer I	243,900.00	2.32	243,900.00						5,984.26
256865	06/28/18	07/19/19	CD	Citizens State Bank Mer	243,900.00	2.30	243,900.00						5,932.49
256864	06/28/18	07/19/19	CD	Merrick Bank	243,900.00	2.31	243,900.00						5,958.25
260642	09/06/18	07/29/19	CD	Associated Bank, NA	240,000.00	2.32				240,000.00			4,973.07
260643	09/06/18	07/29/19	CD	Associated Bank, NA-C	754,900.00	2.32	735,500.00	9,400.00		10,000.00			15,642.36
260636	09/06/18	08/14/19	CD	Bank of China	244,400.00	2.37	244,400.00						5,429.84
260639	09/06/18	08/14/19	CD	First Community Bank/N	244,400.00	2.37	244,400.00						5,433.02
260640	09/06/18	08/14/19	CD	Newbank, NA	99,000.00	2.37	99,000.00						2,200.77
260641	09/06/18	08/14/19	CD	BMO Harris Bank, N.A.	1,812,200.00	2.37	1,812,200.00						40,259.74
259410	08/16/18	08/29/19	CD	Bank of Versailles	100,000.00	2.31	100,000.00						2,392.28
259409	08/16/18	08/29/19	CD	CFG Community Bank	200,000.00	2.39						200,000.00	4,955.43
40613	09/12/17	09/12/19	DTC	American Express Bank	247,000.00	1.75	200,000.00					47,000.00	8,645.00
40611	09/13/17	09/13/19	DTC	Goldman Sachs Bank	247,241.84	1.70				100,000.00	100,000.00	47,241.84	8,408.22
40612	09/13/17	09/13/19	DTC	Discover Bank	247,000.00	1.75	247,000.00						8,645.00
261095	09/13/18	09/13/19	CD	Leighton State Bank	244,000.00	2.44	244,000.00						5,953.60
261094	09/13/18	09/13/19	CD	First Bank of Ohio	244,000.00	2.44	244,000.00						5,953.60
246531	09/28/17	09/30/19	CD	American NB - Fox Cities	242,600.00	1.47	242,600.00						7,140.25
271503	06/07/19	10/10/19	TS	Term Series-USD/LAF	1,100,000.00	2.27	1,100,000.00						8,551.38
264023	12/13/18	10/11/19	CD	Orrstown Bank	244,700.00	2.58	44,700.00			200,000.00			5,223.58
264022	12/13/18	10/11/19	CD	Midwest Bank, North Amer	244,700.00	2.58	44,700.00			200,000.00			5,228.64
265605	02/01/19	10/11/19	CD	Bank Leumi USA	205,000.00	2.45	205,000.00						3,467.60
265606	02/01/19	10/11/19	CD	Prudential Bank	95,000.00	2.45	95,000.00						1,606.93
269120	05/02/19	10/31/19	CD/WH	Various	700,000.00	2.37	500,000.00			100,000.00		100,000.00	8,287.42
41103	11/22/17	11/22/19	DTC	Morgan Stanley Private I	247,000.00	1.75	247,000.00						8,645.00
41102	11/22/17	11/22/19	DTC	Morgan Stanley Private I	247,000.00	1.80	247,000.00						8,770.00
271169	06/06/19	11/22/19	CD	Texas Capital Bank	247,300.00	2.31	205,100.00			42,200.00			2,647.38
271170	06/06/19	11/22/19	CD	First Western Bank	247,400.00	2.19				207,800.00	39,600.00		2,502.95
271171	06/06/19	11/22/19	CD	East Boston Savings Ba	110,400.00	2.15					110,400.00		1,099.02
271172	06/06/19	11/22/19	CD	CIBC Bank USA/Private	247,400.00	2.23	247,400.00						2,559.07
271173	06/06/19	11/22/19	CD	Midwest Savings Bank	247,500.00	2.15	247,500.00						2,464.29
254973	06/07/18	12/04/19	CD	Financial Federal Bank	241,000.00	2.40	241,000.00						8,636.39
272108	06/14/19	12/12/19	CD	YBK Bank, SSB/ The Ne	105,600.00	2.15	105,600.00						1,125.87
272105	06/14/19	12/12/19	CD	Bank 7	247,200.00	2.21	47,200.00			100,000.00	100,000.00		2,712.79
272104	06/14/19	12/12/19	CD	Bremer Bank, NA	247,200.00	2.22	147,200.00					100,000.00	2,721.37
264021	12/13/18	12/13/19	CD	Global Bank	243,400.00	2.64	243,400.00						6,431.85
264020	12/13/18	12/13/19	CD	Northeast Community B	243,000.00	2.78	243,000.00						6,755.53
42515	06/20/18	12/20/19	DTC	TCF National Bank	246,144.17	2.46	246,144.17						6,153.60
256863	06/28/18	12/26/19	CD	Providence Bank & Trust	240,700.00	2.48	240,700.00						8,951.94
42479	06/27/18	12/27/19	DTC	Pinnacle Bank TN	249,183.27	2.50	249,183.27						6,229.00
264526	01/02/19	01/02/20	CD	Grand Bank	243,600.00	2.59	243,600.00						6,315.23
41406	01/12/18	01/13/20	DTC	Stearns Bank, NA	249,097.81	1.88	149,097.81			100,000.00			4,683.04
265602	02/01/19	02/03/20	CD	Bank of Washington	243,600.00	2.54	243,600.00						6,225.71
265603	02/01/19	02/03/20	CD	Belmont Bank & Trust C	243,500.00	2.58	243,500.00						6,305.33
265604	02/01/19	02/03/20	CD	Preferred Bank	243,600.00	2.55	243,600.00						6,244.12
260636	09/06/18	03/04/20	CD	First Community Bank	232,000.00	2.48	232,000.00						8,596.60
260637	09/06/18	03/04/20	CD	Security Bank	240,700.00	2.48	240,700.00						8,913.58
260635	09/06/18	03/06/20	CD	EagleBank	240,600.00	2.53	240,600.00						9,119.25
261093	09/13/18	03/11/20	CD	Capital Bank, NA	240,600.00	2.60	240,600.00						9,342.31
42835	09/14/18	03/16/20	DTC	Comenity Capital Bank	249,183.60	2.55						249,183.60	11,437.52
273355	06/27/19	03/20/20	CD	Center Bank	246,500.00	1.90						246,500.00	3,422.85
42905	09/26/18	03/26/20	DTC	Southern First Bank, NA	249,146.28	2.56	245,800.00	3,346.28					11,480.66
269101	04/29/19	04/08/20	CD	Western Alliance Bank/T	244,200.00	2.33	144,200.00					100,000.00	5,684.98

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124**  
**INVESTMENT SCHEDULE AS OF JUNE 30, 2019**  
**PMA FINANCIAL NETWORK, INC.**

10887-101													
Trans.	Date	Date											
No.	Placed	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
43040	10/10/18	04/13/20	DTC	First Financial Bank	246,072.31	2.68	246,072.31						11,870.52
43234	10/26/18	04/27/20	DTC	Wells Fargo Bank, NA	60,044.15	2.75					60,044.15		2,790.00
43233	10/26/18	04/27/20	DTC	Compass Bank	240,140.49	2.76	240,140.49						11,923.20
269099	04/29/19	04/28/20	CD	Fieldpoint Private Bank	244,200.00	2.31	144,200.00			100,000.00			5,625.61
269100	04/29/19	04/28/20	CD	T ank, NA	244,200.00	2.31	144,200.00				100,000.00		5,641.41
269102	04/29/19	04/28/20	CD	Brookline Bank	244,300.00	2.32	244,300.00						5,657.48
271165	06/06/19	06/05/20	CD	Nexbank, SSB	244,300.00	2.30	244,300.00						5,617.18
271166	06/06/19	06/05/20	CD	Crystal Lake B&T-Wintr	244,300.00	2.30	244,300.00						5,611.59
271167	06/06/19	06/05/20	CD	St.Charles B&T - Wintr	244,300.00	2.30	244,300.00						5,611.59
271168	06/06/19	06/05/20	CD	Lake Forest B&T - Wintr	244,300.00	2.30	244,300.00						5,611.59
254972	06/07/18	06/08/20	CD	Community State Bank	237,500.00	2.50	237,500.00						11,909.08
264019	12/13/18	06/10/20	CD	First Internet Bank of Ind	239,700.00	2.76	239,700.00						9,876.00
264067	12/14/18	06/11/20	CD	First Western Federal B	239,400.00	2.84	239,400.00						10,151.92
255592	06/14/18	06/15/20	CD	American Plus Bank, NA	237,200.00	2.55	237,200.00						12,122.05
42476	06/15/18	06/15/20	DTC	BBW Bank North Ameri	246,000.00	2.75	246,000.00						6,765.00
272103	06/14/19	06/15/20	CD	Town Bank - Wintrust	244,400.00	2.25	244,400.00						5,521.51
272102	06/14/19	06/15/20	CD	Franklin B&T - Wintr	244,400.00	2.25	244,400.00						5,521.51
272101	06/14/19	06/15/20	CD	Libertyville B&T - Wintr	244,400.00	2.25	244,400.00						5,521.51
272100	06/14/19	06/15/20	CD	Wheaton Bank & Trust -	244,400.00	2.25	244,400.00						5,521.51
272099	06/14/19	06/15/20	CD	State Bank of the Lakes	244,400.00	2.25	244,400.00						5,521.51
272098	06/14/19	06/15/20	CD	Beardy Bank & Trust Co	244,400.00	2.25	244,400.00						5,521.51
272097	06/14/19	06/15/20	CD	Schaumburg B&TC/Adv	244,400.00	2.25	244,400.00						5,521.51
272096	06/14/19	06/15/20	CD	Village Bank & Trust - W	244,400.00	2.25	244,400.00						5,521.51
272095	06/14/19	06/15/20	CD	Frederick Federal Bank	244,400.00	2.25	244,400.00						5,509.12
272094	06/14/19	06/15/20	CD	Rockford B&TC	244,300.00	2.29	244,300.00						5,631.28
273345	06/27/19	06/26/20	CD	Mainstreet Bank	244,900.00	2.07		244,900.00					5,062.55
273346	06/27/19	06/26/20	CD	New Omni Bank, N.A.	245,100.00	2.00		245,100.00					4,894.50
273347	06/27/19	06/26/20	CD	Great Midwest Bank	245,100.00	1.96		245,100.00					4,812.25
273348	06/27/19	06/26/20	CD	Wintrust Bank	245,100.00	2.00		245,100.00					4,894.67
273349	06/27/19	06/26/20	CD	Old Plank Trail Commu	245,100.00	2.00	225,300.00	19,800.00					4,894.67
273350	06/27/19	06/26/20	CD	Farmers Bank and Trust	245,200.00	1.95	245,200.00						4,774.06
273351	06/27/19	06/26/20	CD	Veritex Community Banl	245,200.00	1.94	245,200.00						4,755.67
273352	06/27/19	06/26/20	CD	First National Bank of M	245,200.00	1.92	245,200.00						4,713.81
273353	06/27/19	06/26/20	CD	First National Bank/The	245,200.00	1.92	39,100.00					206,100.00	4,708.81
273354	06/27/19	06/26/20	CD	ESSA Bank & Trust	245,400.00	1.85						245,400.00	4,504.41
256862	06/28/18	06/29/20	CD	ForeSight Bank	237,500.00	2.49	237,500.00						11,862.75
264525	01/02/19	06/30/20	CD	Premier Bank	240,600.00	2.60	240,600.00						9,339.84
265599	02/01/19	07/30/20	CD	Country Bank	240,300.00	2.60	40,300.00					200,000.00	9,314.15
265600	02/01/19	07/30/20	CD	Third Coast Bank, SSB	240,400.00	2.58	240,400.00						9,254.02
265601	02/01/19	07/30/20	CD	Southern States Bank	240,400.00	2.56	240,400.00						9,195.44
261092	09/13/18	09/14/20	CD	Sonabank	237,200.00	2.68	237,200.00						12,752.36
261091	09/13/18	09/14/20	CD	KS State Bank/Kansas	237,100.00	2.68	34,200.00			200,000.00	2,900.00		12,854.69
42834	09/14/18	09/14/20	DTC	UBS Bank USA	249,242.33	2.80	249,242.33						16,749.08
42836	09/14/18	09/14/20	DTC	Bank of Hope	249,484.91	2.80	249,484.91						16,765.39
272093	06/14/19	12/10/20	CD	Hinsdale B&TC	241,800.00	2.25	14,300.00	227,500.00					8,107.89
272092	06/14/19	12/10/20	CD	Northbrook B&TC - Win	241,800.00	2.25	241,800.00						8,107.89
264018	12/13/18	12/14/20	CD	First Internet Bank of Ind	500,000.00	2.92	450,000.00					50,000.00	29,533.59
				Subtotal Investments	27,915,365.20		22,670,749.33	1,240,246.28	0.00	1,650,000.00	562,944.15	1,791,425.44	
	06/30/19	MMA	ISDLAF		7,711,101.16		5,021,645.63	688,527.00	256,507.75	227,216.34	335,422.50	1,181,781.94	
	06/30/19	MMA	ISDMAX		1,531.60		0.00	(0.00)	0.00	0.00	0.00	1,531.60	
				Total	35,627,997.96		27,692,394.96	1,928,773.28	256,507.75	1,877,216.34	898,366.65	2,974,738.98	

## Consent Agenda

Quarterly list of authorized depositories, investment managers, dealers and brokers\*\*

In accordance with the District Investment Policy, I am providing you with a list of authorized depositories, investment managers, dealers and brokers. The following institutions have on file with the District an audited financial statement, a registration certificate with the NASD and a published credit rating when applicable. This list must be reviewed and approved by the Board quarterly.

### GRANT COMMUNITY HIGH SCHOOL LIST OF AUTHORIZED DEPOSITORIES, INVESTMENT MANAGERS, DEALERS & BROKERS

1. Illinois School District Liquid Asset Fund Plus  
PMA Financial Network, Inc./ PMA Securities, Inc.  
495 North Commons Drive, Suite 104  
Aurora, Illinois 60504
2. PMA Financial Network, Inc. / PMA Securities, Inc.  
495 North Commons Drive, Suite 104  
Aurora, Illinois 60504
3. Harris Bank  
1310 South Route 12  
Fox Lake, Illinois 60020



**SUPERINTENDENT'S REPORT  
BOARD OF EDUCATION MEETING  
JULY 18, 2019**

V. SUPERINTENDENT'S REPORT

A. Student Athlete Recognition

Student-athletes Alex Alva, Michael Smith, Justin Splitt, and Jason Thormo, and Coaches, Tom Evans and Nick Nenni, will be in attendance to be recognized for their success on the boys' varsity track and field team:

**IHSA Class 3A 400m State Champion - Jason Thormo**

**IHSA Class 3A 4X400m State Champions - Michael Smith, Alex Alva, Justin Splitt, Jason Thormo**

B. Therapy Dog Presentation\*\*

The Masonic Association of Service and Therapy Dogs (M.A.S.T.) is a local organization that provides positive support to students suffering from anxiety and stressful situations through therapeutic K-9 interactions. Research has shown therapy dogs can reduce stress and provide a sense of connection in difficult situations. Given the impact therapy dogs can have on student well-being, schools and universities are increasingly adopting therapy dog programs as a cost-effective way of providing additional social and emotional support for students. M.A.S.T.'s therapy dogs are screened for demeanor, disposition, and obedience and must complete a required training process with their personal owner. The owners and therapy dogs are volunteers and there would be no cost to the district. Background information may be found on their website [www.mastdogprogram.org](http://www.mastdogprogram.org).

The role of the therapy dog would be to provide weekly support to students in need and to be available in the event of a crisis situation. They will always be with their handler and will be in designated areas available for students. Recommend approval of securing a therapy dog through the M.A.S.T. program effective with the 2019/20 school year.

C. Community Youth Network Counseling Support\*\*

The Community Youth Network (CYN) Counseling Center is a Lake County nonprofit community counseling agency. They are a comprehensive mental health center that provides counseling, assessment, specialized treatment,

prevention programs, case work services, and community education. They bring individual and group counseling directly into schools, thereby reducing barriers for those unable to secure services on their own. They are currently partnered with eleven districts in Lake County. Background information may be found on their website [www.cyngrayslake.org](http://www.cyngrayslake.org).

CYN would provide mental health support to students in need. The Student Services Team conducted 159 risk assessments during the 2018-19 school year. That number has been steadily increasing over the last 5 years. As we are seeing an increase in students struggling with stress, anxiety and thoughts of self-harm, we would like to increase proactive measures to support mental health. A social-emotional learning survey will be administered to all students at the beginning of the year to identify areas of need. CYN would designate a social worker to be on campus one day per week to run social-emotional groups based on identified need, as well as provide additional support for struggling students and students in crisis. Recommend approval of a one-year agreement for CYN to provide one day of counseling services per week at a cost of \$10,500.

#### D. Student Performance and Achievement Data

Greg Urbaniak, Jeremy Schmidt and I will present student performance and achievement data for the 2018/19 school year. We will be highlighting:

- Student performance on the SAT Suite of Assessments
- Advanced Placement participation and test performance
- Student performance on Measures of Academic Progress
- Fall to spring student technology survey questions

#### E. Spring Athletic Update

Athletic Director Tom Ross will be in attendance to highlight spring athletic accomplishments.

#### F. Student Participation Data – Co-Curricular & Extracurricular Activities

I have provided student participation data for the 2018/19 school year. Participation in co-curricular activities increased an average of 2.95% (2.6% fall, 3.3% spring) with an average of 65.6% of our student body actively participating in a club or activity. Participation in extracurricular activities increased 16.24% to a total of 74.7% participation. Overall student participation for both was 70.15%, an increase of 11.94%. As research and our own experience shows involved students tend to be more successful students, we are very pleased our efforts have resulted in increased participation numbers.

We appreciate the Board's support of several changes implemented in 18/19, including the addition of three new clubs, two new athletic programs, and a second late bus run. We hope those expanded opportunities and accommodating transportation continue to increase student participation beyond the school day.

G. Consolidated District Plan\*\*

Reporting and accountability requirements recently changed for the federal grant application and management process. As a district that receives federal funds, we are required to have the Board of Education approve the new Consolidated District Plan. In previous years, only a Title I Plan required your approval. The new reporting process asks districts to answer one set of planning questions to meet the requirements of all 12 of the federal grants that may be available. As such, all the departments that completed their own grant applications previously have collaborated on the development of the attached plan.

H. Personnel\*\*

Recommend the employment of the following individuals:

- Colt Foerch, Math Teacher, BA Step 1
- James McDunn, Technology Teacher, MA+30 Step 5
- Emily Troemel, Teacher Aide, \$14.88/hr.
- Ben Burnet, Head Girls' Soccer Coach

Recommend accepting the resignation from the following individuals:

- Madeline Kerr, freshman Girls' Basketball coach and Girls' Softball coach

Recommend retroactive hourly adjustment for Marissa Myers, additional \$1/hr. from 2/26/2019 through 5/29/2019, for additional duties performed for employee on leave of absence.

I. Principal's Report

Mr. Schmidt will give his monthly Principal's Report.



*Serving children, adolescents and adults since 1978*

Executive Director • Gail Weil, LCSW, CADC

This agreement, dated 6-20-19 between CYN Counseling Center, 18640 W. Belvidere Road, Grayslake, IL 60030, and

**Grant High School**

Name of School

285 E. Grand Ave Fox Lake, IL 60020

Address

847-587-2561

Phone

847-587-2991

Fax

**Outlines the provision of Individual and Group Counseling Services to students who are identified by the school as "at risk;" or in need of therapeutic or supportive services, on site during school hours.**

CYN Counseling Center agrees to provide 1 worker(s) to the above school 1 day(s) per week throughout the 2019-20 school year at a rate of \$10,500 per worker / school / year. This agreement is predicated on the cooperation of both parties and the school's ability to a) Identify students in need; b) Provide a private place in the school where the services can take place; c) Facilitate getting the student to the session; and d) Secure all necessary paperwork from the student's parents before treatment begins.

Total: \$ 10,500 Make checks payable to CYN Counseling Center

School Representative Signature

A handwritten signature in cursive script that reads 'Gail Weil'.

CYN Representative

Title

6-20-19

Title

Community Youth Network, Inc. Non-Profit Counseling Center  
18640 W. Belvidere Road, Grayslake, IL 60030  
Phone: (847) 548-6000 - Fax: (847) 548-6040 - [www.cyngrayslake.org](http://www.cyngrayslake.org)





## SPRING SPORTS ACCOMPLISHMENTS

Report to the Board of Education

July 18, 2019

## **Badminton (Pilot Program)**

### **Head Coach**

Leonard Grodoski

### **Participation Numbers**

23 student athletes

### **Season Record and Accomplishments**

#### **Varsity**

Overall – 0 - 11

### **Academic Achievements**

NLCC Academic All-Conference – 6

Scholar Athletes – 15

### **Community Service**

Numerous players volunteered to work the Booster Concession Stand during the spring season.

### **Highlights**

All twenty-three girls that started the season, finished the season and played in every match.

## **Baseball**

### **Head Coach**

Dave Behm

### **Assistant Coaches**

Chris Hoffman\*, Bryan Talbot, Eric Weinmann, Mike Werner and Volunteer Coaches Kyle Barber, Fritz Kazlauskys\* and Bryan Talbot\*

### **Participation Numbers**

66 players tried out, kept 58 student athletes

20 Freshman

17 JV

21 Varsity

### **Season Record and Accomplishments**

#### **Varsity**

Overall – 25 - 7

NLCC Record – 17 – 1

All-Conference Players – 7

All Area Players - 5

#### **JV**

Overall – 14 - 15

NLCC – 10 - 7

#### **Freshman**

Overall – 21 - 10

NLCC – 11 - 4

**Academic Achievements**

NLCC Academic All-Conference – 10

Scholar Athletes – 39

**Highlights**

The varsity baseball team had the best regular season record in program history at 25-6. They won the NLCC conference for the 2nd time in 3 years with a 17-1 record, this is the best record of any NLCC conference champion.

**Lacrosse****Head Coach**

Josh Christian

**Assistant Coaches**

Garrett Olsen and volunteer Jeff Goesselle\*

**Participation Numbers**

63 student athletes tried out, kept 48 student athletes

Varsity – 25

JV - 23

**Season Record and Accomplishments****Varsity**

Overall – 11 - 10

NLCC Record – 1 – 3

All-Conference Players - 1

**JV**

Overall – 3 - 14

NLCC – 0 - 4

**Academic Achievements**

NLCC Academic All-Conference – 7

Scholar Athletes – 21

**Community Service**

The entire team went to Feed My Starving Children and assisted in creating 122 boxes (26,352 meals) of food that was sent to Nicaragua. They also helped in setting up for the Fox Lake Easter Egg Hunt. The players helped clean up the park where kids would hunt for eggs, created/assembled prizes for kids and boxed up prizes for staff to handle the day of the hunt.

**Highlights**

Lacrosse had a very successful first season on the field, in the classroom and in the community as we transitioned from a club team to an IHSA team. We hosted numerous home games that included hosting two IHSA Sectional Quarter-Final games here at Grant. The Varsity Bulldogs won their first IHSA Sectional playoff game with a 16 – 5 win over McHenry then lost their next playoff game to eventual state runner-up Warren.

## **Softball**

### **Head Coach**

Chris VanAlstine

### **Assistant Coaches**

Jessica Dart, Jeff Durlak, AJ Havenga, Madeline Kerr\*

### **Participation Numbers**

41 student athletes tried out, kept 41 but 2 ended up not finishing the season.

### **Season Record and Accomplishments**

#### **Varsity**

Overall – 16 – 17 - 1

NLCC Record – 5 - 7

All-Conference Players - 4

All Area Players - 3

All State Players – 2

#### **JV**

Overall – 11 - 10

NLCC – 10 - 2

#### **JV2**

Overall – 9 - 8

NLCC – 1 - 4

### **Academic Achievements**

NLCC Academic All-Conference – 6

Scholar Athletes – 39

### **Community Service**

Feed My Starving Children in April, heavily involved with the GTAAA youth softball organization by hosting a whiffle ball tournament in January and a softball tournament in May.

### **Highlights**

Even though the record was .500 we had very productive year with four All-Conference players, 3 of which made the All-Area team and two receiving recognition for the All-State team. The team advanced to IHSA Regional Final for the third straight year. Three of our seniors will go on to play college softball.

## **Girls Soccer**

### **Head Coach**

Olivia Jansen

### **Assistant Coach**

Ben Burnet, Bob Janusz and Bryan Mark



**Participation Numbers**

63 student athletes

Varsity – 20

JV – 22

Freshman – 21

**Season Record and Accomplishments**Varsity

Overall – 5 – 10 - 2

NLCC Record – 1 – 5 - 1

JV

Overall – 0 – 11 - 2

NLCC – 0 – 6 - 1

Freshman

Overall – 7 – 9 - 2

NLCC – 1 – 3- 1

All-Conference Players - 2

All Area Players – 1

**Academic Achievements**

NLCC Academic All-Conference – 12

Scholar Athletes – 49

**Community Service**

Team members volunteered to assist the Booster Club by volunteering to work concession stands at football and basketball games and helped out with their youth soccer camp.

**Highlights**

Brooke Barnes was named to the All-Conference and All-Sectional team, Nicole Stigler was awarded Honorable Mention All-Sectional and Emily Urbina was named to the All-Conference Team. The team scored 28 goals this season compared to 9 goals last year.

**Boys Track****Co-Head Coaches**

Nic Nenni

**Assistant Coach**

Jim Cramer, Tom Evans and Chris Robinson

**Participation Numbers**

83 student athletes

**Season Record and Accomplishments**Varsity

Overall – 6 - 1

NLCC Record – 6 - 1

All-Conference Athlete - 16

State Qualifiers - 11

All State Athletes - 10

**Academic Achievements**

NLCC Academic All-Conference – 8

Scholar Athletes – 56

**Community Service**

Team members volunteered to assist the Booster Club by volunteering to work concession stands at football and basketball games and hosted their 4<sup>th</sup> annual Summer Open Track meet.

**Highlights**

NLCC Indoor Champions, four indoor school records, qualified two relays and three individuals for the IHSA State Championships. The team finished in 4<sup>th</sup> place with State Championships in the 400-meter run as Jason Thormo defended his title and the 4 X 400-meter relay. Justin Splitt finished in 6<sup>th</sup> place in the 800-meter run and the 4 X 100-meter relay team also finished in 6<sup>th</sup> place.

## **Girls Track**

**Head Coach**

Greg Wodzien

**Assistant Coaches**

Jim Cramer, Jeff Harvey\* and Kurt Rous

**Participation Numbers**

67 student athletes

**Season Record and Accomplishments**

Varsity

Overall – 6 - 1

NLCC Record – 6 - 1

All-Conference Athletes - 18

State Qualifiers - 2

**Academic Achievements**

NLCC Academic All-Conference – 8

Scholar Athletes – 42

**Community Service**

Team members volunteered to assist the Booster Club by volunteering to work concession stands at football and basketball games and hosted their 4<sup>th</sup> annual Summer Open Track meet.

**Highlights**

NLCC Outdoor Champions, 2<sup>nd</sup> place Indoor NLCC Championship, 2<sup>nd</sup> place at the Lake Michigan Invitational and 2<sup>nd</sup> place at the Lake County Championships, 4<sup>th</sup> place at the IHSA Sectionals with two state qualifiers – Drue Polka and Aly Negovetich.

## **Boys Tennis**

### **Head Coach**

Max Boton

### **Assistant Coach**

Audrey Hutchings

### **Participation Numbers**

25 student athletes

### **Season Record and Accomplishments**

#### **Varsity**

Overall – 11 - 9

NLCC Record – 3 - 4

All-Conference Players – 3

### **Academic Achievements**

NLCC Academic All-Conference – 6

Scholar Athletes – 19

### **Community Service**

Team members volunteered to assist the Booster Club by volunteering to work concession stands multiple times during the fall and winter seasons.

### **Highlights**

The team experienced great success on the court as Walid Rafeh was 27 – 2 at number one singles and Billy Friedman was 28 – 2 at number two singles. Billy will return next year and Walid will continue his education and tennis career at Olivet Nazarene University.

## **Boys Volleyball**

### **Head Coach**

Michele Keenan

### **Assistant Coaches**

Jessica Arias\*, Chris Carlson and Martin Grum

### **Participation Numbers**

48

Varsity - 15

JV - 17

Freshman – 16

### **Season Record and Accomplishments**

#### **Varsity**

Overall 10-26

NLCC Record – 5-5

JV

Overall – 5-20

NLCC – 3-7

Freshman A

Overall – 18 - 7

NLCC – 8 -0

All-Conference Players – 3

All Area Players - 1

**Academic Achievements**

NLCC Academic All-Conference – 7

Scholar Athletes – 27

**Community Service**

Team members volunteered to assist the Booster Club by volunteering to work concession stands multiple times during the fall and winter seasons.

**Highlights**

Derek Kolb made the all-area team, 7 players name all-conference – highest number in program history, freshmen were undefeated in NLCC play, participation numbers continue to increase, Ian Fox will continue his education and volleyball career at Goshen College – first male player to play volleyball in college.

**Table 2: Detailed Club Participation- Fall 2017 vs. Fall 2018**

Name of Club or Activity	Fall 2017 Total Particip.	Fall 2017 50%+ Attend.	Fall 2018 Total Particip.	Fall 2018 50%+ Attend.	Δ Total Participation 2017 - 2018	Net Δ Active Participation 2017 - 2018
Academic Team	13	100%	19	100%	+6	+6
Art Club	40	40%	41	44%	+1	+2
Jazz Band	37	100%	45	96%	+8	+6
Marching Band	82	100%	91	97%	+9	+6
Pep Band	No Data	No Data	75	80%	N/A	N/A
Chess Team	16	81%	19	63%	+3	-1
Chamber Singers	28	100%	35	100%	+7	+7
Anthem Singers	21	100%	21	81%	0	-4
Barbershop Sing.	16	100%	31	74%	+15	+7
Debate Team	16	44%	14	57%	-2	+1
Disc Golf	14	36%	9	44%	-5	-1
Environ. Club	6	83%	26	61%	+20	+11
Fall Play	58	90%	76	83%	+18	+11
FBLA	90	51%	99	55%	+9	+8
FCCLA	28	36%	25	40%	-3	0
Film Club	28	46%	19	58%	-9	-2
Fall Flags	18	94%	15	93%	-3	-3
French Club	48	29%	36	28%	-12	-4
Freshman Class	7	43%	15	47%	+8	+4
Future Med. Prof.	No Data	No Data	59	37%	N/A	N/A
Gamers Club	47	51%	62	61%	+15	+14
GSA	22	64%	44	45%	+22	+6
Guitar Club	28	39%	15	93%	-13	+3
Jazz Ensemble	19	100%	18	100%	-1	-1
Junior Class	17	59%	7	100%	-10	-3
Math Team	47	81%	43	58%	-4	-13
National Art Society	No Data	No Data	51	100%	N/A	N/A
NHS	81	98%	91	100%	+10	+11
Science Club	Inactive	Inactive	4	50%	+4	+2
Senior Class	7	86%	15	53%	+8	+2
Sophomore Class	6	83%	11	82%	+5	+4
Spanish Club	37	53%	22	73%	-15	-4
Speech Team	38	31%	30	37%	-8	-1
Student Council	66	73%	57	37%	-9	-27
Table Tennis Club	23	22%	15	27%	-8	-1
Woodwork Club	23	22%	15	33%	-8	0
<b>Total Counts</b>	1,027	68.5% (703)	1,272	68.9% (876)	+245*	+55*^
<b>Student Enrollment</b>	1,790		1,813		+23 expected	0 expected

**Notes:**

\* Numbers were expected (+23) to increase due to increasing enrollment. Fall 2017 numbers were underreported due to a lack of Pep Band participation information for that year.

^ Total counts assume no net change in active participation rate from 2017 to 2018.

• In total, 15 groups experienced increased enrollment/participation and 11 groups experienced decreased enrollment/participation.

## Student Participation Data- Fall 2018:

- Thank you to Cheryl Trevithick for assisting with setting up, collecting, organizing, and analyzing all student participation data for Fall 2018.
  - We had 37 active clubs running in the Fall 2018 semester
    - New Clubs for Fall 2018: Future Medical Professionals, National Art Honor Society
    - Clubs Inactive in Fall 2018: Literary Magazine (inactive), Robotics Club (inactive), The Stand (inactive), and Winter Guard (Spring 2018 only)
  - Co-Curricular Rosters
    - $1272/1813 = 70.2\%$  of the student body attended at least 1 co-curricular meeting/event
    - 876 students successfully attended 50% of club meetings/activities
      - 68.9% of participating students were deemed active participants
  - Current GCHS Students (All Levels)
    - 620 unique students participated in Fall co-curricular activities
    - $620/1813 = 34.2\%$  of all students were involved in Activities

**Table 1: Overall Comparison- Fall 2017 to Fall 2018**

<u>Descriptor</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Net Change</u>
No. of Active Student Clubs or Activities	33	37	+4
Student Enrollment as of December 1 <sup>st</sup>	1,790	1,813	+23
No. of Students Attending $\geq$ 1 Club Meeting or Event	1,027	1,272	+245
% of Student Body Attending $\geq$ 1 Club Event	57.4%	70.2%	+12.8%
No. of Students Attending >50% of Club Events	703	876	+173
% of Students Deemed Active Participants	68.5%	68.9%	+0.4%
No. of Unique Student Participants	565	620	+55
% of Students Involved in Student Activities	31.6%	34.2%	+2.6%

- Outstanding Activities Students
  - Sam Winters (9)- Anthem Singers, Barbershop Quartets, Chamber Singers, Fall Play, Future Medical Professionals, Jazz Band, Marching Band, Pep Band, Speech Team
  - Dillyn Hayhurst (8)- Art Club, Environmental Club, Fall Play, French Club, Gay-Straight Alliance, Marching Band, Pep Band, Student Council
  - Six additional students were involved in 7 co-curricular activities this fall: Kaylee Belletynee, Hayden Graham, Scott Rose, Audrey Sampson, Megan Sampson, and Angelica Waight

**Table 2: Detailed Active Club Participation- Spring 2018 vs. Spring 2019**

Name of Club or Activity	Spring 2018 Total Particip.	Spring 2018 50%+ Attend.	Spring 2019 Total Particip.	Spring 2019 50%+ Attend.	Δ Total Particip. 2018-2019	Net Δ Active Particip. 2018-2019
Academic Team	23	15	17	12	-6	-3
Anthem Singers	21	15	22	11	+1	-4
Art Club	42	21	52	12	+10	-9
Bass Fishing	24	22	24	22	0	0
Black Stud Union	Inactive	Inactive	5	2	+5	+2
Chamber Choir	28	28	35	34	+7	+6
Chess Team	13	13	17	12	+4	-1
Choir Quartets	16	16	28	18	+12	+2
Debate Team	13	7	10	6	-3	-1
Disc Golf	6	2	8	5	+2	+3
Environ. Club	6	3	8	4	+2	+1
FBLA	51	35	99	33	+48	-2
FCCLA	17	11	20	7	+3	-4
Film Club	18	8	24	11	+6	+3
French Club	24	10	37	13	+13	+3
Freshman Class	5	5	6	5	+1	0
Future Med Profs	Pilot	Pilot	63	15	+63	+15
Gamers Club	47	26	76	39	+29	+13
GSA	29	8	27	11	-2	+3
Guitar Club	18	7	11	7	-7	0
Jazz Band	37	37	33	33	-4	-4
Jazz Ensemble	18	18	20	20	+2	+2
Junior Class	14	6	7	5	-7	-1
Lacrosse Club	35	20	12	8	-23	-12
Math Team	42	34	36	24	-6	-10
NAHS	Pilot	Pilot	44	42	+44	+42
NHS	80	80	91	89	+11	+9
Pep Band	63	63	75	57	+12	-6
Science Club	10	4	15	3	+5	-1
Senior Class	7	6	15	6	+8	0
Snow Dogs	31	30	30	23	-1	-7
Sophomore Class	6	5	11	8	+5	+3
Spanish Club	19	8	23	5	+4	-3
Speech Team	26	22	29	20	+3	-2
Spring Musical	80	70	87	62	+7	-8
Student Council	56	26	30	29	-26	+3
T. Tennis Club	13	9	23	7	+10	-2
The Stand	Inactive	Inactive	3	3	+3	+3
Winter Guard	15	15	18	16	+3	+1
Woodwork Club	15	10	11	10	-4	0
<b>Total Counts</b>	968	715 (74%)	1,202	749 (62%)	+234	+34
<b>Student Enrol.</b>	1,750		1,768		+18 expected	0 expected

**Notes:**

- Participation numbers were expected to increase (+18) due to increasing enrollment.
- There was no expected net change in active participation rate from 2018 to 2019.
- Overall, student participation and student attendance rates increased more than projected.
- Six (6) groups experienced overall decreasing participation from Spring 2018 to Spring 2019.
- Fifteen (15) groups experienced overall increasing participation from Spring 2018 to Spring 2019.

## Student Participation Data- Spring 2019

- Thank you to Cheryl Trevithick for assisting with setting up, collecting, organizing, and analyzing all student participation data for Spring 2019.
  - We had 40 active clubs running in the Spring 2019 semester
    - Inactive in Spring 2019: Literary Magazine, Robotics Club
  - Co-Curricular Rosters
    - $1,202/1,768 = 68.0\%$  of the student body attended at least 1 co-curricular meeting or event
      - This count does not include intramurals
    - 749 students successfully attended 50% of club meetings/activities
      - $62.3\%$  of participating students were active participants
  - Current GCHS Students (All Levels)
    - 589 unique students participated in Spring co-curricular activities
    - $589/1,768 = 33.3\%$  of all students were involved in Activities

**Table 1: Overall Comparison- Spring 2018 to Spring 2019**

<b><u>Descriptor</u></b>	<b><u>Spring 2018</u></b>	<b><u>Spring 2019</u></b>	<b><u>Net Change</u></b>
No. of Active Student Clubs or Activities	38	40	+2
Student Enrollment as of May 1 <sup>st</sup>	1,750	1,768	+18
No. of Students Attending $\geq$ 1 Club Meeting or Event	968	1,202	+234
% of Student Body Attending $\geq$ 1 Club Event	55.3%	68.0%	+12.7%
No. of Students Attending $>50\%$ of Club Events	715	749	+34
% of Attending Students Deemed Active Participants	73.9%	62.3%	-11.6%
Number of Unique Student Participants	523	589	+66
% of Students Involved in Student Activities	30.0%	33.3%	+3.3%

- Outstanding Activities Students
  - Audrey Sampson (8)- Anthem Singers, Barbershop Quartets, Chamber Choir, National Art Honor Society, Sophomore Class, Speech Team, Spring Musical, Student Council
  - Megan Sampson (8)- Anthem Singers, Chamber Choir, National Art Honor Society, National Honor Society, Senior Class, Speech Team, Spring Musical, Student Council
  - Sam Winters (8)- Jazz Band, Pep Band, Anthem Singers, Barbershop Quartets, Chamber Choir, Future Medical Professionals, Speech Team, Spring Musical
  - Three students with seven (7) activities: Scott Rose, Shelby Swiercz, and Angelica Waight



**Grant Community High School  
Extracurricular Student Participation**

<b><u>2018/19</u></b>		<b>% Change Prior Yr</b>
Total Participants	1367	16.24%
1 Sport Athletes	589	3.88%
2 Sport Athletes	308	40.64%
3 Sport Athletes	54	-5.26%
Enrollment (5/1/18)	1830	
Participants as % of enrollment	74.70%	

<b><u>2017/18</u></b>		<b>% Change Prior Yr</b>
Total Participants	1176	2.80%
1 Sport Athletes	567	14.31%
2 Sport Athletes	219	-17.36%
3 Sport Athletes	57	42.50%
Enrollment (5/1/17)	1820	
Participants as % of enrollment	64.62%	

<b><u>2016/17</u></b>		<b>% Change Prior Yr</b>
Total Participants	1144	-4.59%
1 Sport Athletes	496	-20.51%
2 Sport Athletes	265	22.69%
3 Sport Athletes	40	-9.09%
Enrollment (5/1/17)	1837	
Participants as % of enrollment	62.28%	

<b><u>2015/16</u></b>		<b>% Change Prior Yr</b>
Total Participants	1199	11.22%
1 Sport Athletes	624	12.43%
2 Sport Athletes	216	1.89%
3 Sport Athletes	44	33.33%
Enrollment	1861	
Participants as % of enrollment	64.43%	

<b><u>2014/15*</u></b>		<b>% Change Prior Yr</b>
Total Participants	1078	6.84%
1 Sport Athletes	555	12.35%
2 Sport Athletes	212	8.16%
3 Sport Athletes	33	-19.51%
Enrollment	1894	
Participants as % of enrollment	56.92%	

**Grant Community High School**  
**Total Student Participation - Co-Curricular/Extracurricular**

<b>Total Participation</b>		<b>Change +/-</b>
<b><u>2018/19</u></b>		
Co-Curricular - % of Enrollment	65.60%	
Extracurricular - % of Enrollment	74.70%	
Average	70.15%	11.94%
<b><u>2017/18</u></b>		
Co-Curricular - % of Enrollment	51.81%	
Extracurricular - % of Enrollment	64.62%	
Average	58.21%	3.01%
<b><u>2016/17</u></b>		
Co-Curricular - % of Enrollment	48.12%	
Extracurricular - % of Enrollment	62.28%	
Average	55.20%	-2.67%
<b><u>2015/16</u></b>		
Co-Curricular - % of Enrollment	51.32%	
Extracurricular - % of Enrollment	64.43%	
Average	57.88%	3.65%
<b><u>2014/15</u></b>		
Co-Curricular - % of Enrollment	51.53%	
Extracurricular - % of Enrollment	56.92%	
Average	54.23%	

Grant Community High School  
Athletic Season Participation/Completion Numbers by Sport

<b>SPORT</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Badminton	n/a	n/a	n/a	n/a	23
Baseball	65	57	57	59	58
Basketball~boys	43	46	43	36	43
Basketball~girls	38	38	28	36	36
Bowling~boys	19	15	22	22	21
Bowling~girls	17	15	17	16	19
Cheer~fb	47	57	51	60	61
Cheer~bb	51	58	46	54	56
Cross Country~boys	23	26	15	20	26
Cross Country~girls	27	21	22	14	14
Dance~fb	24	33	32	28	31
Dance~bb	25	31	31	29	35
Football	109	122	97	114	90
Golf~boys	23	23	21	20	19
Golf~girls	13	12	13	12	12
Lacrosse	n/a	n/a	n/a	n/a	48
Soccer~boys	49	59	55	61	56
Soccer~girls	59	65	55	54	63
Softball	39	44	41	42	41
Tennis~boys	27	24	28	27	25
Tennis~girls	26	33	33	31	28
Track~boys	78	68	67	63	83
Track~girls	50	56	57	56	67
Volleyball-boys	40	34	45	35	48
Volleyball-girls	55	75	73	65	64
Wrestling	84	77	72	68	98
<b>TOTAL</b>	<b>1031</b>	<b>1089</b>	<b>1021</b>	<b>1022</b>	<b>1165</b>

**eGrant Management System**

**Printed Copy of Application**

Applicant: GRANT COMM H S DISTRICT 124

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GRANT COMM H S DISTRICT 124

Date Generated: 7/8/2019 10:26:35 AM

Generated By: csefclk5

## Overview

<b>PROGRAM:</b>	Consolidated District Plan
<b>PURPOSE:</b>	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.
<b>BOARD GOALS:</b>	<i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i> <ul style="list-style-type: none"><li>* All kindergartners are assessed for readiness.</li><li>* Ninety percent or more of third-grade students are reading at or above grade level.</li><li>* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.</li><li>* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.</li><li>* Ninety percent or more of students graduate from high school ready for college and career.</li><li>* All students are supported by highly prepared and effective teachers and school leaders.</li><li>* Every school offers a safe and healthy learning environment for all students.</li></ul>
<b>FY2020 INCLUDED PROGRAMS:</b>	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003(a) 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 Education 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
<b>LEGISLATION:</b>	<a href="#">Every Student Succeeds Act (ESSA)</a> <a href="#">Individuals with Disabilities Education Act</a> <a href="#">Rehabilitation Act</a> <a href="#">Strengthening Career and Technical Education for the 21st Century Act</a> <a href="#">Workforce Innovation and Opportunity Act</a> <a href="#">Head Start Act</a> <a href="#">McKinney-Vento Homeless Assistance Act</a> <a href="#">Adult Education and Family Literacy Act</a>
<b>DUE DATE:</b>	District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
<b>DURATION:</b>	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
<b>AMENDMENTS:</b>	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.
<b>INSTRUCTIONS:</b>	Instructions in PDF format
<b>COMMON ABBREVIATIONS:</b>	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

Contact Information

1. Contact Information for Person Completing This Form

Last Name\*

Miller

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847 973 3407

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Nathaniel

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nmiller@grantbulldogs.org

Middle Initial

1

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 participation 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 these barriers that are applicable to its circumstances. In addition, the explanation may be provided in a single narrative, 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.**

(Copied at 11:00 (Eastern time))

Grant Community High School will increase the use of teacher assistants, provide additional co-taught sections, encourage participation in extracurricular activities, provide differentiation in all classrooms through out the building, increase staffing in English Language Learners and Bilingual programs, and augment other education opportunities for students, teachers and other beneficiaries to overcome barriers to equitable program participation.

3. 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 Coordinated Funding tab.

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

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

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

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

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

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

\*Required field, applicable for all funding sources

## Amendments

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

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

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

### Plan Changes

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

[(count] of 5000 maximum characters used)

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\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.\* [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(a)
- ☐ 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 Education Program
- ☒ 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 listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

Title 3 Funds, in combination with state and local funding resources, will be used to provide a Reading Workshop program for students reading below grade level; a two-credit Algebra II course to adequately close the achievement gap between middle school and high school mathematics; a full-time Math Interventionist to use as a Tier 3 intervention for students struggling in Algebra and Geometry coursework; to substitute Advanced Placement examination fees for economically-disadvantaged students; to purchase supplies for McKinley-Vento students to ensure academic success; and to advertise Parent University programs that connect GEDs programs, opportunities, and supports with parents of current and future GED students. Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on creating effective professional learning communities (PLCs), differentiating instruction to provide Tier 3 supports in the classroom, and to effectively leverage technology (1:1 Chromebooks) to augment learning in the classroom. Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title 14 Funds to acquire materials for newly-proposed coursework, to use software platforms to better track and respond to student social-emotional needs, and to invest in materials to enhance learning opportunities in our elective courses, such as Art, Music, and Theatre. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in instructional strategies to use with special education students, to provide training in evidence-based Curricula (Language! Live, Reading Plus, Read 180, Acceler! Math), and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports.

**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



## 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. ☒ Title I plan(s)
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

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

## 2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding 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

Standardized testing data from NWEA MAP and the SAT suite of assessments, coupled with information from the Illinois School Report Card, continue to indicate an achievement gap among certain student groups. Hispanic students and students with disabilities, in particular, are under-performing, often not growing as much as other student subgroups during Fall to Spring MAP testing intervals. As a result, the district is improving its approach to tiered instructional supports with a renewed focus on Tier 1 classroom intervention, refining its use of academic resource time as Tier 2 supports, and developing a more robust Tier 3 math intervention to assist students at greatest risk of failure to be academically successful. The main premise is to garner student feedback in real-time via quality formative assessment, to prescribe interventions rooted in best practice, and to provide resources to intervene as soon it identified a student is struggling academically. Title I funding permits the district to provide the financial resources, educational curricula, and highly-qualified staffing needed to bolster the success of these programs. Comprehensive needs assessment will take place throughout the time of intervention. Achievement and achievement gaps will be visited via Leadership Team meetings and an end-of-year student performance report.

## B.Title I, Part A - School Improvement Part 1003(a)

Standardized testing data from NWEA MAP and the SAT suite of assessments, coupled with information from the Illinois School Report Card, continue to indicate an achievement gap among certain student groups. Hispanic students and students with disabilities, in particular, are under-performing, often not growing as much as other student subgroups during Fall to Spring MAP testing intervals. As a result, the district is improving its approach to tiered instructional supports with a renewed focus on Tier 1 classroom intervention, refining its use of academic resource time as Tier 2 supports, and developing a more robust Tier 3 math intervention to assist students at greatest risk of failure to be academically successful. The main premise is to garner student feedback in real-time via quality formative assessment, to prescribe interventions rooted in best practice, and to provide resources to intervene as soon it identified a student is struggling academically. Title I funding permits the district to provide the financial resources, educational curricula, and highly-qualified staffing needed to bolster the success of these programs. Comprehensive needs assessment will take place throughout the time of intervention. Achievement and achievement gaps will be visited via Leadership Team meetings and an end-of-year student performance report.

## C.Title I, Part D - Delinquent

## D.Title I, Part A - Neglected

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

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

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

With two full-time instructional coaches on staff, many teachers (roughly 60% of certified staff) have proactively taken steps to hone their instructional craft by participating in voluntary instructional coaching cycles. This lends itself to a staff who possesses a keen understanding of best practice and who engages in reflection of their own practice. Knowing that achievement gaps persist in our district, further professional development on how to understand the needs of diverse learners, how to differentiate instruction to engage all learners, and how to identify signs of academic struggle continues to be an area of focus. As a district, we continue to send teachers and school leaders to professional conferences to bring back information and strategies to meet the needs of our diverse learners. In addition, there is a renewed focus on maximizing the effectiveness of Professional Learning Teams (PLTs) within our building. The concept of collective efficacy together we can achieve more motivates the staff to align coursework to learning standards, to improve the quality of their assignments, and to engage in comprehensive data analysis of student academic performance in the hopes of identifying both instructional AND learning gaps. Title II-A funds allow us the opportunity to broaden pedagogical horizons, to engage in collaborative PD sessions, and to identify the pathways to close achievement gaps that persist in our district.

## G.Title III - LIEP

## H.Title III - Immigrant Education Program

## 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.

A combination of district ambition and the new focus on College and Career Readiness under ESSA has prompted the district to continue to enhance its semester offerings to students. With a particular focus on Career and Technical Education learning opportunities, the district continues to offer additional programs of study, such as Project Lead the Way (new in 2019-2020), Marine Biology (new in 2020-2021), and pursuing dual-credit learning opportunities with the College of Lake County. The district will invest capital to employ a full-time career and community partnership specialist in 2019-2020, with the goal of developing a robust, sustainable internship program and to offer meaningful workplace experiences for current GCMS students. In addition, Grant Community High School is experiencing a significant uptick in student social-emotional referrals. The district has invested in the Phenomena Education platform to assist school psychologists, social workers, school counselors, and district leaders in better identifying social-emotional concerns and intervening quickly. In this way, we seek to create a well-rounded, safe and healthy learning environment that prepares students for a myriad of post-secondary learning and workplace opportunities.

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

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

Grant Community High School conducted a staff needs assessment via data collection by instructional coaches and staff survey results. Instructional strategies and supports needed to assist certified and non-certified staff in working with students with special education needs were identified. The district assessment is being used to determine staff development activities, training and coaching needed for the upcoming school year. These federal funds will be utilized to support the prioritized needs and activities which include student engagement, evidence based strategies that support student growth. The Administrative Team also conducted an analysis of district data to identify needs and continues to do this annually. The needs continue to be the Framework for Teaching, Teaching with Purpose, Integrating Technology and assessment. 2020 funds will continue to be used to purchase evidence-based curriculum supports, to provide specialized staff training, and to fund teaching assistant salaries.

## L.IDEA, Part B - Preschool

## Legislative Requirement:

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

\*Required field, applicable for all funding sources selected

**Stakeholder Engagement**

**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:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

**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 (1,7)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☒ Local government representatives (8)
- P. ☒ Community members and community based organizations (7,8)
- Q. ☐ Business representatives (2,3,4)
- R. ☐ Researchers (7)
- S. ☐ Institutions of Higher Education (7)
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

**Concrete Examples:**

- 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
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

**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 and how the stakeholders' input impacted the final plan submission.**  
**Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the FY19 Title I 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**

On Tuesday, May 16, 2018, a Title Funds Stakeholder Meeting was held in the Student Services conference room at 2:30pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting had been uploaded to the IDEA portion of the Private Schools Participation page. On Thursday, May 20, 2018, a Title Funds Stakeholder Meeting was held in the district library at 7:30pm. Members of the general public, taxpayers, parents, and faculty members were all invited via social media outlets, the District newsletter, and the Great Community High School website to discuss historical uses of Title grant monies as well as proposed allocations for school year 2018-2019. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title I Plan monies have historically been used to staff Reading and Math interventions, to release students with our assessment program, and to invest in Reading software. Additional opportunities to provide input will occur with drafts of the 2018-2019 budget on May 16, 2018 and June 21, 2018. Meeting agendas, documents, and sign in sheets are all on file for these meetings.

**Response from the FY19 Title I District Plan**

On Thursday, May 3, 2018, a Title Funds Stakeholder meeting was held in the District Library at 7:30am. Members of the general public, taxpayers, parents, and faculty members were all invited via social media outlets, the District newsletter, and the Great Community High School website to discuss historical uses of Title grant monies as well as proposed allocations for school year 2018-2019. Next year's funds were estimated at this time, using previous years' Title I allocations. Stakeholders were informed that Title I Plan monies have historically been used to staff Reading and Math interventions, to release students with our assessment program, and to invest in Reading software. Subsequent opportunities to provide input will occur with drafts of the 2018-2019 budget on May 17, 2018 and June 21, 2018. Meeting agendas, documents, and sign in sheets are all on file for these meetings.

**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 populations.\*\* [2]**

For your convenience, the FY19 Title I 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**

Kalam Community High School District 324 School Board Policy 6-170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts, District-level Parent and Family Engagement Compact. The Superintendent or designee shall develop a District-level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement; (2) specific strategies for assisting parent and family engagement activities to improve students' academic achievement and school performance; and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-level Parent and Family Engagement Compact: Each Building Principal or designee shall develop a School-level Parent and Family Engagement Compact according to Title I requirements. This School-level Parent and Family Engagement Compact shall contain: (1) a process for annually involving parents/guardians in its development and implementation; (2) how



Private School Participation

File Upload instructions are linked below. Click here for general page instructions

The application has been submitted. No more updates will be saved for the application.

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

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

Choose File no file selected

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

Choose File no file selected

- ☐ GCHS Parent Letters.pdf
- ☐ GCHS Newspaper Confirmation.pdf
- ☐ GCHS ISBE Letter 2019.pdf
- ☐ GCHS Sign-In, Attendance Sheets.pdf

## 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:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

### District Goal(s):

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

**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 FY19 Title I 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]  
No Preschool Programs

Response from the FY19 Title I District Plan.

As a 9-12 secondary school district, the district does not offer early childhood education programs.

### Title I Requirement

Coordination of services with preschool education programs

### Legislative References:

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

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

**Student Achievement and Timely Graduation**

**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:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**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 FY19 Title I 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)*

Grant Community High School District #124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to provide their progress for future instruction. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success. Grant Community High School utilizes Fall and Spring NWEA/NAEP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth in essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a four Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers a double-block Language Course, a four Read 180 reading intervention, and three levels of English instruction: English 9, Advanced English 9, and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) categorical coursework in similar educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster. The district enforces a comprehensive EL program with two full-time faculty members providing support via EL Language classrooms, EL study halls, and co-taught sections where regular education teachers and the EL instructor work as a team to meet the unique needs of the district's EL population while meeting the rigorous academic requirements of the course curriculum. The accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. In addition, the district currently offers an Advanced Placement courses in seven different academic departments. In this way, the district provides AP opportunities to Sophomore, Junior, and Senior students. Lastly, the district has implemented a T.E.A.R. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-on-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in meeting their potential within academic coursework and the district community.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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)*

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.R. teachers often make referrals to the Student Services Team for students experiencing academic challenges. Based on these referrals, students can be placed into academic resource labs either during T.E.A.R., before school, after school, or throughout the instructional day. The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers or supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.R. classrooms or study halls to attend Math or English Labs or an As-needed Lab. During T.E.A.R., the district also provides academic resource labs for the following content areas: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessments are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop for Math Workshops, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and proficiency. Guidance counselors and the Student Services Team use this information during integration meetings to select coursework that accommodates student interests, future aspirations, and ensures that coursework is of the appropriate level of rigor for individual students. In the proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Nurses, and Therapists) explore attendance, disciplinary records, and hospitalization records to help identify students at risk of failure. In this way, students can be identified for targeted interventions in an efficient and timely manner.

Response from the FY19 Title I District Plan.

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.\* [3]**

For your convenience, the FY19 Title I 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)*

Via T.E.A.R., students strengths and areas for improvement can be easily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Pathways 4 Results, classroom teachers and T.E.A.R. teachers have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner.

Response from the FY19 Title I District Plan.

**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.\* [4]**

For your convenience, the FY19 Title I 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)*

The district invests resources into collaborative efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measure based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of fostering a positive learning environment by ensuring that students are meeting it R.I.D. (Respectful, Responsible, Responsible). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development. As far as specific instructional strategies are concerned, the district has invested professional development time into teaching with Purpose, Differentiated Instruction, and Formative Assessment over the past two years. These strategies are implemented in classrooms on a daily basis and discussed during Late Starts where content-specific Professional Learning Teams twice each calendar month. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with content comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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)*

According to Grant Community High School District 124's School Board Policy 5.103, "A teacher, as the term is used in this policy, refers to a district employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Hold a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code; b. Provide the District Office with a complete transcript of credits earned in institutions of higher education; c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of all credits earned since the date the last transcript was filed; d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to state guidelines for teachers. Title I teachers, and with Title I funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5.100. "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing logistical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules." Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the needs of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are trained as they intervene where students learn to at-grade-level coursework once they demonstrate proficiency and readiness. Language Live is taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAAR testing, for members of our student body. In addition to ensuring proper understanding for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "sufficient" or higher level or any portion of the Observation Framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in assigned classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers. The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date on trends, logging professional development hours, and maintaining active professional educator licenses.

Response from the FY19 Title I District Plan.

**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 FY19 Title I 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)*

As a sole-school district, Grant Community High School has the benefit of providing multiple collaborative learning opportunities between classroom teachers and the school librarian throughout the academic year. In these collaborations, the librarian leads book talks, library orientations, and utilizes resources to assist students on independent projects. Other sessions, however, afford our librarian the opportunity to teach digital literacy skills, such as finding reliable sources on the web, using databases to find high-quality sources, and how to compile a proper bibliography page for research papers. In turn, the librarian learns more

about the scope of sequence of courses in a variety of academic departments. These collaborations directly benefit students' development as researchers and digital citizens and provide opportunities for the district to capitalize on staff member expertise in a symbiotic way. Beyond collaborations, the library continually invests in resources to directly benefit students, including quality databases, novels in varying genre ranges, and non-fiction titles to supplement coursework in English and Social Studies.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I 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.

[1 word] of 1100 maximum characters used.

With a good amount of time and resources are allocated to provide interventions and supports for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in Foreign Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Environmental Science. In 2019-2020, Great Community High School will offer 18 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2019-2020, GCHS will offer 29 honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student involvement in AP- or honors-level coursework is determined by objective criteria, such as student academic potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If additional barriers are preventing students from registering for AP exams, the district will subsidize at cover the cost of such exams.

Response from the FY19 Title I District Plan.

**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

College and Career Readiness

**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:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**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 FY19 Title I 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.*

**Consent of 7500 maximum characters used.**

Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills span through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used determine freshman placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLE Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and receive core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn much coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus. (B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2018-2019, students will have 18 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific prerequisites scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identifying their post-secondary interests, pursue career options, and to support them in securing part-time and summer job opportunities.

**Response from the Priority I District Plan.**

Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills span through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used determine freshman placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School has maintained a partnership with the College of Lake County in facilitating a comprehensive Technology Campus program for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and receive core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn much coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus. (B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2017-2018, students will have 18 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific prerequisites scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identifying their post-secondary interests, pursue career options, and to support them in securing part-time and summer job opportunities.

**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 FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

**Consent of 7500 maximum characters used.**

(A) Grant Community High School facilitates a myriad of course offerings at the high school campus within the realm of Career and Technical Education. In Technology Education courses, students develop proficiency with woodworking equipment, laser engraving, CNC routing, and CAD software, including Inventor and Inventor within the realms of Architectural and Mechanical Computer-Aided Design. A Tech Support Internship prepares students for real world jobs in the field of Information technology. Project Lead the Way coursework provides work-based learning opportunities in the field of math, science, and engineering. In Family and Consumer Sciences courses, students develop proficiency in food preparation and sanitation, child care, and sewing. In Business Education courses, students develop proficiency within the Microsoft Office Suite (including MOS certification testing opportunities), website design, and utilizing accounting software. All of these CTE programs provide students with technical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community High School offers students with opportunities to acquire career and technical education experiences at the College of Lake County's Technology Campus. Students may choose a path from the twenty-two current offerings to develop career-specific skills and knowledge and to earn credits at the College of Lake County while a full-time high school student. Each year, GCHS sends approximately 150 students from the Junior and Senior class to take advantage of this learning opportunity. (B) Courses at the Lake County High Schools Technology Campus are taught by qualified professionals with industry expertise. Students enrolled in such courses receive academic credit while participating in a variety of project-based, hands-on learning opportunities.

**Response from the Priority I District Plan.**

(A) Grant Community High School facilitates a myriad of course offerings at the high school campus within the realm of Career and Technical Education. In Technology Education courses, students develop proficiency with woodworking equipment, laser engraving, CNC routing, and CAD software, including Inventor and Inventor within the realms of Architectural and Mechanical Computer-Aided Design. A Tech Support Internship prepares students for real world jobs in the field of Information technology. Project Lead the Way coursework provides work-based learning opportunities within the Microsoft Office Suite (including MOS certification testing opportunities), website design, and utilizing accounting software. All of these CTE programs provide students with technical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community High School offers students with opportunities to acquire career and technical education experiences at the College of Lake County's Technology Campus. Students may choose a path from the twenty-two current offerings to develop career-specific skills and knowledge and to earn credits at the College of Lake County while a full-time high school student. Each year, GCHS sends approximately 140 students from the Junior and Senior class to take advantage of this learning opportunity. (B) Courses at the College of Lake County's Tech Campus are taught by veteran industry professionals. Students enrolled in such courses receive academic credit while participating in a variety of project-based, hands-on learning opportunities.

**Legislative References:**

- (1) Title I, Part A, Section 1112(b)(10)(A and B)
- (2) Title I, Part A, Section 1112(b)(12)(A and B)

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



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

**ISBE Goals:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☐ Every school offers a safe and healthy learning environment for all students.

**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 2019-2020 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 Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

The district anticipates allocating funds for professional development for staff members using the **Read180** and **Reading Plus** reading intervention curriculum to ensure instructional continuity among instructors and that the intervention is deployed with fidelity.

B. Title I, Part A - School Improvement Part 1003(a)

The district anticipates allocating funds for professional development for staff members using the **Read180** and **Reading Plus** reading intervention curriculum to ensure instructional continuity among instructors and that the intervention is deployed with fidelity.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The district anticipates allocating funds for additional staff members to attend the **Learning FIRST Summer Institute** in June 2020 to ensure high levels of learning for all students, in all academic courses. In efforts to further integrate technology into classroom instruction, representatives will also be sent to the **Illinois Computing Educators** conference in 2019-2020. To bolster the effectiveness of Professional Learning Teams, the district intends to send several staff members to the **ARCED Empower 20** conference. Additional conferences directly linked to professional learning opportunities, student engagement, student assessment, or social-emotional learning may also be pursued using Title II-A funds.

G. Title III - LEP

H. Title III - Immigrant Education

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

With the deployment of the **Panorama** platform in 2019-2020, the district anticipates allocating funds for professional development for student services staff in using the platform to quickly check on student progress, identify at-risk students, and to provide interventions/supports to ensure student success. This professional development may include, but is not limited to, on-site visits, conference calls, or web-based training sessions.

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

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

The district anticipates allocating funds for professional development to train staff special education staff members, including special education program assistants, on reading and math intervention curricula to ensure instructional continuity among instructors and that the program is deployed with fidelity.

L. IDEA, Part B - Preschool

**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

**Safe and Healthy Learning Environment**

**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:**

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☐ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☐ Ninety percent or more of students graduate from high school ready for college and career.
- ☐ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

**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:**

- i. **reduce incidences of bullying and harassment**
- ii. **reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. **reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**

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

For your convenience, the FY19 Title I 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)

Per School Board Policy 7-29, "The person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race, color, national origin, ancestry status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying another verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment." Students who experience or witness bullying activities are referred to the district's Office of students to submit formal complaints and statements. All accusations of bullying are taken seriously and handled as swiftly and thoroughly as possible. The district's PDIS team and Discipline Committee continuously review SWIS data to analyze the frequency of bullying behavior, as well as the use of discipline practices that may remove students from the classroom setting. To prevent bullying on campus, the District office has partnered with StopBullying.org to provide information to students. The PDIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping a S.T.O.P. (Stomach, Thoughts, Decisions)." One particular area of focus has been the prevention of bullying using two strategies. Posters around the building and presentations during T.E.A.M. time encourage those engaging in bullying to Stop, Breathe, and Leave (S.B.L.) and encourage those experiencing bullying to ask the aggressor to stop, walk away, and talk to someone about what is occurring (S.W.A.T.). These efforts seek to reduce the overall incidence of bullying and harassment on the school campus.

Response from the FY19 Title I District Plan.

**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]**

((count) of 7500 maximum characters used)

For your convenience, the FY19 Title I 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)

Per School Board Policy 6.143, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youth, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the IL Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youth. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immigration, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to enrolling the enrollment and attendance of homeless children and youth who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the undersigned person appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of whether persons due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law." The district Superintendent has appointed Dr. Nathaniel Miller as Liaison for Homeless Children in District 124. Dr. Miller has been trained to serve as the Grant Community High School homeless Liaison through the Regional Office of Education in Lake County.

Response from the FY19 Title I District Plan.

**Title I Requirement:**

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

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

The application has been submitted. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - GRANT COMMUNITY HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: \_\_\_\_\_

# Title I Specific Requirements - Part Two

If Title I funding was selected on the Coordinated Funding 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 Coordinated Funding 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:

- ☐ All kindergartners are assessed for readiness.
- ☐ Ninety percent or more of third-grade students are reading at or above grade level.
- ☐ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ☒ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ☒ Ninety percent or more of students graduate from high school ready for college and career.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.
- ☒ Every school offers a safe and healthy learning environment for all students.

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

☐

- 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 FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

According to School Board Policy 6.15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

Re-display of the approved response from the FY19 Title I District Plan.

According to School Board Policy 6.15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

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

☐ Yes

☒ No

- 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))

Number of Poverty from 1112(b)(4) and (5)

☒ 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,

☐ Direct Certification

- 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 FY19 Title I 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 offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and Language Live as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions on students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR, Cognitive Tutor, and Acad Math as academic interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

Re-display of the approved response from the FY19 Title I District Plan.

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and Language Live as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions on students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR, Cognitive Tutor, and Acad Math as academic interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

- 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 FY19 Title I 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**

([count] of 7500 maximum characters used)

Grant Community High School objectively identifies eligible children most in need of service uses formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement of parents/guardians for students receiving Title I services within the School-Level Parent and Family Engagement Committee. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director. School Board Policy 6.120 dictates the procedural safeguards for students considered for Special Education services or program. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover student identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure." When needed services are identified that may result to changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Relevant information is available in English or Spanish to document potential literacy barriers with our bilingual parents and students.

Re-display of the approved response from the FY19 Title I District Plan.

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## 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

## Overview

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

**PROGRAM:** Foster Care Transportation Plan

**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care

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

**RESOURCES:** [EP and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing The Fostering Connections Act of May 18, 2014](#)  
[US Department of Education \(USDOE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increased Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(effective October 3, 2008\)](#)  
[Public Act 2009-0786 \(Effective 8/17/2010\)](#)  
[USDOE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2009\)](#)  
[Service, Program & Funding Transportation Plan Problem Solver for Foster Care Transportation section](#)  
[ESSA of 1965 as Amended, Section 5122\(c\)](#)

### 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 children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

### Definitions and Restrictions

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, minivans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer's sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (Multi-Purpose Passenger Vehicle), or Passenger Car [49 CFR § 571.1.3]

Vehicle Usage:

[https://www.ilsnet/Documents/school\\_vehicle\\_requirements.pdf](https://www.ilsnet/Documents/school_vehicle_requirements.pdf)

[https://www.ilsnet/Documents/school\\_vehicle\\_requirements.pdf](https://www.ilsnet/Documents/school_vehicle_requirements.pdf)

[https://www.ilsnet/Documents/1094\\_Vehicle\\_Vehicle\\_Requirements.pdf](https://www.ilsnet/Documents/1094_Vehicle_Vehicle_Requirements.pdf)

Transportation Programs:

<https://www.ilsnet/Documents/BuildingandOutreacheschoolTransportationPrograms.pdf>

### REQUIREMENTS

**A. The following factors should be considered when developing the transportation procedures for a student 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 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

Contact Information

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

As part of the foster care transportation 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 foster 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 5/10-20.5B, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

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

1. LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Miller	Nathaniel	Assistant Principal	nmler@grantbulldogs.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Carole	Debbie	Head of Transportation	dcarole@grantbulldogs.org

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

\*Required field

## Best Interest Determination

\*\*\*\*\*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 child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\*

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Instructional stability and the best interest of the child dictate the decisions the district makes with regard to providing Foster Care Transportation. Similar to the district's process in determining placement of McKinney-Vento students, Dr. Miller typically begins the conversation with DCFS, the school counselor, the student, and the foster parent to determine the best placement for the student. Several factors are taken into account including, but not limited to: proximity of new address to Grant Community High School, academic coursework, social-emotional needs of the student, the student's level of desire to remain in the school of origin, the student's involvement in extracurricular activities, placement of siblings, and availability of student services. Once the student's best interest is determined by all stakeholders, Dr. Miller, in cooperation with the Special Education administrative assistant, either coordinates transportation to and from school or expedites the enrollment of the student into the neighboring local educational agency.

Response from the approved FY19 Foster Care Transportation Plan

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 hereSee Section 504 here

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

While the process detailed above is typically followed for all students, student placements for those with documented disabilities under IDEA or Section 504 must be in direct alignment with the student's IEP or 504 Plan, in addition to coordination of all related services. The Director of Special Education and the Student's case manager are also consulted in the process to verify the best interest of the student.

Response from the approved FY19 Foster Care Transportation Plan

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

Response from the approved FY19 Foster Care Transportation Plan

4. Describe the dispute resolution process should there be disagreement among parents, 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 through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should resolve disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Thus again, DCFS makes the ultimate decision for the student in this circumstance.

Response from the approved FY19 Foster Care Transportation Plan

\*Required field



## Transportation 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 in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.  
Once information is received via DCFS and stakeholders meetings are held to determine the placement most appropriate for the student, Dr. Miller, in cooperation with the Special Education administrative assistant, elicits assistance from a contracted private transportation company and adds the student's placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on the within 2 school days. When applicable and available, the district may try to arrange a transportation cost share between DCFS and Grant Community High School, but the district will pay 100% of transportation costs, when necessary, to keep the student enrolled at his or her school of origin. This arrangement continues indefinitely, until the student exits foster care or there is another change in placement. In the event that it is determined that the school of best fit is not Grant Community High School, Dr. Miller contacts the responding district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time.  
Response from the approved FY19 Foster Care Transportation Plan

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

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☐ c. Route-to-route hand-offs
- ☐ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☐ f. Options presented by DCFS worker
- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

**IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-384(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

☐ h. Other - describe \_\_\_\_\_

☐ i. Other - describe \_\_\_\_\_

☐ j. Other - describe \_\_\_\_\_

### 3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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 student moves to a foster care home within district boundaries, the district will continue to provide daily bus service to and from the new in-district address. Should the student move outside of the busing radius of the district, then private transportation options (e.g. taxi services) will be pursued next. Should the student have an active IEP on file and already be receiving IDEA-eligible transportation, that funding source will continue to be utilized for both morning and afternoon transportation from the student's new address. In the event that a student requires private transportation (taxi) service to and from campus, the district may elect to submit the DCFS Transportation Invoice form to seek 50% reimbursement of the actual cost of such services.  
Response from the approved FY19 Foster Care Transportation Plan

### 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.  
While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.  
Response from the approved FY19 Foster Care Transportation Plan

### 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, "see above", or N/A as this may delay the submission or approval of your plan.  
In the event that disputes arise regarding the final placement of a student in foster care, Grant Community High School will bear full fiscal responsibility for transporting the student throughout the dispute resolution process.  
Response from the approved FY19 Foster Care Transportation Plan

### 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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation 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.  
Per School Board Policy 4.112, "Foster care students shall be transported in accordance with Section 63.20(1)(b) of the Elementary and Secondary Education Act." This policy and protocol will be reviewed annually to ensure that it fits the needs of our students and that it directly aligns with state policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrars, and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.  
Response from the approved FY19 Foster Care Transportation Plan

\*Required field

- ☒ By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

07/18/2019

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. ~~coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and~~ reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their ~~school~~ of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ~~ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and~~
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communication skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the TE programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

#### DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

#### LAW AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAB/AdminCode/044/04407000sections.html>

#### NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

#### PROJECT

4. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

#### GENERAL CERTIFICATIONS AND ASSURANCES

8. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
11. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
13. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
14. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
15. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article 11 of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
16. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

18. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
19. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
  - d) Properly post all expenditures made on behalf of the project;
  - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

#### DRUG-FREE WORKPLACE CERTIFICATION

20. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

a) Publishing a statement:

- 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
- 2) Specifying the actions that will be taken against employees for violations of such prohibition.
- 3) Notifying the employee that, as a condition of employment on such contract or grant, the
  - A) Abide by the terms of the statement; and
  - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

- 1) The dangers of drug abuse in the workplace;
- 2) The grantees or contractors policy of maintaining a drug-free workplace;

- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.
  - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (b) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion  
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

☒ By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:  
[www.sam.gov](http://www.sam.gov)
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

#### Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37 "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

#### DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

#### PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWMAS application process or otherwise by the approval of the Illinois State Board of Education. By filing Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provides the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☒ Assurances for all covered programs
- ☒ Grant Application Certifications and Assurances (State Assurances)
- ☒ Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for Instructions
- ☒ Certification Regarding Lobbying
- ☒ GEPA 442 Assurances

Not calling IWMAS Web Site  
CHRISTINE SERFIN

Signature of School District Superintendent / Agency Administrator  
Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/25/2019  
RCDT when agreed to: 34-049-1240-16



**The application has been submitted for review.**[Consistency Check](#)   [Lock Application](#)   [Unlock Application](#)

Application was created on:	2/21/2019
Assurances were agreed to on:	6/25/2019
Consistency Check was run on:	6/25/2019
District Data Entry Business Manager	
District Administrator submitted to ISBE on:	6/25/2019
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
Submitted to ISB	cs0fcik5	06-25-2019 2:13 PM
Consistency Check	cs0fcik5	06-25-2019 2:11 PM

☒ Expand All**Consolidated District Plan**[Consolidated District Plan](#)

Contact Information

Coordinated Funding

[Plan Specifics](#)

Needs Assessment Impact

Stakeholders

Private Schools Participation

Preschool Coordination

Student Achievement

College and Career

Professional Development

Safe Learning Environment

[Title I Specific Pages](#)

Title I Specific

Title I Specific Part Two

[Foster Care Transportation](#)

Foster Care Transportation Plan Contacts

Best Interest Determination

Foster Care Transportation Plan Development

[Assurance Pages](#)

Plan Assurances

State Assurances

Debarment

Lobbying

GEPA 442

AssurancesText

Assurances

Page Status

Open Page  
for editing

OPEN

OPEN

OPEN

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[Save](#)

Selectable Application Print

The application has been submitted. No more updates will be saved for the application.

Request Print Job

☐ Consolidated District Plan

Requested Print Jobs

Requested by csefcik5 on 7/8/2019

Requested by csefcik5 on 7/8/2019

Requested by csefcik5 on 7/8/2019

Completed Print Jobs

# GRANT COMMUNITY HIGH SCHOOL

## Applicant Recap Form

Name: Colt Foerch

City: Deerfield State: IL Zip: 60015

Degree(s):	College/University
Undergraduate BA-Secondary Educ & Math	<u>Trinity International University</u>
Graduate _____	_____

Position Mathematics

Previous Employer \_\_\_\_\_

Years of Public School Experience 1

Extra/Co-curricular Activities TBD

Interviewed by	<u>Eric Taubery</u>	<u>Jeremy Schmidt</u>
	_____	_____
	_____	_____

### Comments

Colt recently completed his first year of teaching mathematics in a junior high. He is very excited to transition to high school mathematics and utilize coaching experience he has to get involved beyond the school day. We look forward to him teaching full-time in the mathematics department.

# GRANT COMMUNITY HIGH SCHOOL

## Applicant Recap Form

Name: James McDunn

City: Schaumburg State: IL Zip: 60194

Degree(s):	College/University
Undergraduate <u>BA-Television Production</u>	<u>Columbia College</u>
Graduate <u>MA Music Education</u>	<u>VanderCook College</u>

Position Technology Education

Previous Employer Fenton HS-Technology Teacher

Years of Public School Experience 9+

Extra/Co-curricular Activities TBD

Interviewed by	<u>Schoell</u>	<u></u>
	<u>Schmidt</u>	<u></u>
	<u></u>	<u></u>

### Comments

James is a veteran teacher coming to us from Fenton High School's Technology Education Department. James is certified to teach a variety of subjects, and is coming to us with a wealth of real world and classroom experiences ranging from computer science, to music, to acting, to TV production. He is assuming the full-time teaching position in the Technology Education Department, and we look forward to his strong instructional background positively impacting our students.

Principal's Report  
July 2019  
Jeremy Schmidt

### **CPI Training**

Every year we attempt to become more proactive with our interventions and supports for our students. As part of that ongoing effort, we have partnered with the Crisis Prevention Institute (CPI) to teach staff how to manage challenging behavior in students. CPI utilizes a train the trainer model, and two staff members, Jeremy Anderson and Stacy Petrovitch, have been trained, are certified CPI instructors, and will be responsible for training our staff in nonviolent crisis intervention.

CPI is considered the global standard for crisis prevention and intervention training. Its proven strategies give people the skills and confidence to safely and effectively respond to anxious, hostile, or violent behavior. With organized thinking and a common language relating to these efforts, our goal is that our staff will leave the Nonviolent Crisis Intervention training program with increased confidence in their abilities to prevent crisis situations. CPI strategies to be covered include:

1. Using effective techniques to approach and reduce tensions in an agitated person
2. Assessing and responding to various levels of risk behavior
3. Techniques to control our own anxieties during interventions
4. How to maintain professionalism in stressful situations
5. Focusing on the safest options if a student loses control

We are offering the training at Grant to all staff who are interested on July 31<sup>st</sup> from 8:00 a.m. to 2:00 p.m. Participants are also required to participate in an additional 2 hours of at home eLearning. As a fair incentive, we are offering participants \$150 in compensation.

We have had a strong response from staff, and the July 31 training is full, we are exploring proving another training session before the start of the schoolyear.

### **Future Ready Schools Updates**

We have been working diligently to prepare for student Chromebook distribution. The Chromebook handbook has been finalized and acknowledgement of it currently is part of the required online reenrollment process. Chromebooks have all been cleaned, configured, labeled, asset tagged, and inventoried by the Technology Team and Technology Service Interns and are ready for distribution during onsite material pickup. Chromebook cases, earbuds, and chargers are onsite and ready to be distributed to students. And finally, filming is complete and we are now in the editing phase for the Chromebook/TSI Orientation Video which students will view during material pickup.

Moreover, the work on the twenty (20) classrooms that are being made 21st century-ready is well underway: carpet is being installed, furniture has been ordered with delivery expected soon, and projector/interactive board upgrades are in progress.

### **Summer Curriculum Work and Professional Development**

We have had a busy summer working with teachers to improve our curriculum and prepare for next year. For the second summer in a row, we have taken groups of teachers and administrators to the same two important conferences with the goal of expanding our collective knowledge and working to utilize best practices.

In early-June, teachers and administrators attended the Learning FIRST PLC 2.0 Conference in Aurora. It focused on a variety of topics including: improving Professional Learning Communities and using data and assessments in instruction. Second, and looking ahead, again this year, we are sending a group of teachers and administrators to the PLC Institute in Lincolnshire to further develop our learning community.

Additionally, certified staff have been actively coming onto campus and working with Teacher Leaders, Area Administrators, and Curriculum Director. Up to this point this summer, every Divisional has had teams from nearly every department in the building working to improve our curriculum, instruction, and assessment.

### **Summer School**

Summer School concludes on July 11. Several distinct elements of our summer school program are offered to students including: Credit Recovery, Enrichment, and Summer Academy. Credit recovery classes are taken via electronic curriculum facilitated by teachers and comprises a wide variety of courses taken for remediation. Enrichment classes offered include: Physical Education, Health, ComCon, Driver Education Classroom, and Driver Education Behind-the-Wheel. These classes are taught in a traditional format by classroom teachers. Summer Academy is offered to select incoming freshman who are in need of support to reach grade level benchmarks in English/Reading and Math. Additionally, this year we ran extended school year for Special Education students and EL Summer School. Final numbers are being run from both semesters, and details will be provided to the Board at this month's meeting.

### **Back-to-School Planning**

The summer months are always busy with preparations and planning for the upcoming schoolyear, and this year is no exception. We are actively prepping for a strong start to the 2019-2020 school year. Much of our preparation work has been focused on large annual events including: on-site material pickup, Big Dawg Mentor Training, Freshman Orientation, Parent Universities, New Teacher Orientation, and Institute Day Preparations. A summary of these events will be provided at the August Board of Education meeting.



**BUSINESS MANAGER'S REPORT  
BOARD OF EDUCATION MEETING  
JULY 18, 2019**

VI. BUSINESS AFFAIRS

A. Athletic Trainer Bid Recommendation\*\*

The District has contracted annually with an athletic training company for the last few years to provide athletic training services to students participating in extracurricular activities. On June 20, 2019, we issued a bid for athletic trainer services for a three-year period. Two athletic training companies, Athletico and ATI, were solicited and two hospitals were solicited, Advocate and Northwestern Medicine. On July 8 at 9:00 a.m., the bid was opened and read aloud. Attached are the bid results. Recommend approval of the bid award as presented.

B. Per Mar Security 2019/20 Contract\*\*

For several years we have contracted with Per Mar Security Services to provide security guards who are performing a variety of safety and security tasks before, during, and after school. This past year we had seven full-time security guards and one lead guard. We expect to keep the staffing the same for next year. We have a slight change to the contract with Per Mar that increases the rate we are charged, thus increasing the wages paid to guards for those guards returning to the District. The change was proposed by Ryan Geist and Kevin Hanik, in an effort to retain guards and create consistency within the positions. This will increase what we pay, but we know we will have a minimum of four guards returning next year. I recommend we renew our contract with Per Mar as proposed.

C. Science Supplies Bid Recommendation\*\*

The 2019/20 school year is the first year we are offering the AP Environmental Science course which includes a lab component. As we looked at the supplies required, the total cost was over the legal requirement for bidding, therefore on June 20, 2019 we issued a bid for Science Equipment. On July 8, 2019 at 9:00 a.m., the bid results were read aloud. We directly solicited five companies, and four companies submitted bids. Attached are the bid results. Recommend approval of the bid award as presented.

#### D. Construction Update

I will have an update at the meeting for you on:

- 21<sup>st</sup> Century Classroom Expansion
- Computer Lab Classroom Flip
- Bathroom Updating
- Parking Lots

**Athletic Training Services Bid -  
July 8, 2019**

[illegible]



**SECURITY  
SERVICES**

## **Security Officer Services Contract**

This agreement is made and executed this Fifteenth day of July, 2019, by and between Per Mar Security & Research Corp., an Iowa Corporation (hereinafter called "Per Mar") and Grant Community H.S. District 124 (hereinafter called "Client") for the term beginning Fifteenth day of July, 2019, and a duration of one year. At the end of this term, this agreement will automatically renew for a like term.

Whereas, Client maintains and operates a School in the City of Fox Lake, State of Illinois.

Now, for the consideration hereinafter set forth, the following is agreed by and between the parties:

1. That Client engages Per Mar to furnish Security Officer service at the above Client location under the terms as set forth below.
2. Without limiting responsibility of Per Mar for the proper conduct of the Security Officers and the protection of the protected property, the conduct of the Security Officers is to be guided by policy and rules agreed upon between Client and Per Mar; and such other special written instructions applicable to the services as may be agreed upon by the parties from time to time.
3. Per Mar is responsible for the direct supervision of its Security Officers through its designated agent at the premises to which this contract relates and such agent will in turn be available at all reasonable times to report and confer with the designated agent of the Client with respect to the services.
4. Per Mar agrees that the protection services covered by this contract shall be performed by qualified employees in conformity with practices current in the security industry. Per Mar further agrees that, upon request from Client, Per Mar will remove from service hereunder any of its employees who, in Client's opinion, is guilty of improper conduct, as quickly as a qualified replacement can be made available.
5. All personnel required for the performance of this agreement shall be employees of Per Mar, and that Per Mar shall be responsible for the payment of compensation, payroll taxes (federal, state and local), worker's compensation and liability premiums. Where required, Per Mar shall be responsible for the furnishing of uniforms and identification badges.
6. Per Mar shall provide Security Officer service for a minimum of 205 hours per week unless a coverage change is specifically agreed to by both Per Mar and Client. The billing rates and equipment costs are based on this minimum; therefore, any permanent reduction in hours will automatically allow for a pricing re-opener to negotiate an increase in the hourly billing rates to adjust for the diminished hours.
7. For the services hereunder, Client will pay Per Mar as set forth in the following schedule of billing rates. Per Mar's invoices are payable upon presentation to Client, without deduction or offset of any kind or nature whatsoever. Client agrees to pay Per Mar interest at one and one-half percent per month or such maximum amount as permitted by law, whichever is less, on any invoice not paid within thirty days of invoice date. In the event Per Mar incurs costs associated with enforcing this or any other provision of this agreement, the costs, to include attorneys fees will be paid by the Client.

### **SCHEDULE OF BILLING RATES**

<b>Position</b>	<b>Hourly Rate</b>	<b>Overtime &amp; Holiday Rate</b>
Security Supervisor	20.20	30.30
S. O. 5	19.69	29.54
S.O. 3	19.16	28.74
S.O. 2	18.89	28.34
S.O. 1	18.62	27.93

The above billing rates shall apply during the term of this contract; however, if a change in state or federal minimum wage rates, or if any other legislation or regulation, whether federal, state or local, that adversely affects Per Mar's direct labor and/or payroll tax costs, Client agrees to pay the revised billing rates which will reimburse Per Mar for its added costs. Client also agrees to pay revised billing rates to reimburse Per Mar for added costs resulting from increases in Per Mar's insurance premiums. In addition to the schedule of billing rates provided herein, the Client shall pay any sales or service taxes which Per Mar is required to charge under applicable laws. Per Mar shall invoice Client for services weekly.

8. These billing rates are applicable without regard to any overtime pay which may be paid by Per Mar to its employees. It is further agreed that where conditions exist at the protected property that would require the assignment of Security Officers in excess of the number of hours as specified in Paragraph 6, Client shall pay Per Mar the overtime billing rate as incurred for those hours in excess of the minimum hours per week, as set forth in the schedule of billing rates.

9. Client shall pay the holiday billing rate as specified in the schedule of billing rates for service rendered on the ten following holidays: New Year's Day, President's Day, Memorial Day, Independence Day (July 4th), Labor Day, Thanksgiving Day, Day After Thanksgiving, Christmas Eve, Christmas Day and New Year's Eve.

10. It is understood and agreed that Per Mar is not an insurer and that insurance, if any, covering personal injury and property loss or damage on Client's premises shall be obtained by Client; that Per Mar is being paid for security services designed to augment Client's overall security program and the amounts being charged by Per Mar are not sufficient to warrant against loss; and Per Mar does not assume responsibilities for any losses which may occur unless due to Per Mar's sole negligence.

11. Client shall not employ an employee of Per Mar during the term of this contract and from one year after the date of termination thereof, and Per Mar shall not employ any employee of Client during the entire term of this contract or for one year after the termination thereof.

12. Either party may terminate this contract by serving the other party with written notice at least thirty days prior to the termination date. An unsatisfactory payment pattern by the Client shall constitute good cause, and service, at Per Mar's option, may be terminated immediately without penalty.

13. This contract may be reopened, upon the request of either party, one time in each consecutive twelve-month period during the term of this contract for the purpose of negotiating revised billing rates for the Security Officer service herein provided. These billing rate revisions are exclusive of those specified in Paragraph 7.

14. This agreement constitutes the entire agreement and understanding between the parties superseding all prior representations, understandings, discussions, negotiations, commitments, and agreements of any kind. The undersigned representatives have express authority to bind their companies with respect to all matters requiring approval or authorization of the above terms and conditions.

In witness whereof, the parties hereto have executed this agreement as of the day and year first above written.

Per Mar Security & Research Corp.  
P.O. Box 4227  
Davenport, Iowa 52808

Grant Community High School District 124  
285 East Grand Avenue  
Fox Lake, Illinois 60020

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: Brad Duffy

Name: Beth Reich

Title: Division President

Title: Business Manager

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

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

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
LaMotte D Net	10	Twelve inch rim D-Net is fitted with a heavy canvas bag approximately 6-1/2" deep attached to the metal frame with clamp rings. Bottom of bag is a mesh material of approximately 500 micron nylon. Canvas skirt extends three inches below bag bottom to protect mesh. Length: 52"; 84" fully extended.	Ward's Science VWR	\$ 185.70
Student Insect Net	10	This sweep net is 30" deep and features a 12" dia. hoop and 24"L handle.	Thermo Fisher Scientific	\$ 150.00
Transparent Turbidity Tube 120 cm	3	Features a clear polycarbonate tube with numeric centimeter scale on the side and a 4.5 cm standard secchi disc design in the bottom of tube. Secchi disc is screwed to a rubber stopper which can be removed for easy cleaning. Drain hose with finger crimp allows sample to be drawn off until secchi pattern is visible.	Thermo Fisher Scientific	\$ 112.50
Jim Gem Increment Borers 12" 3 Thread 5.15 mm	3	Extract wood cores from trees, freshly treated poles, lumber, or timber to easily determine quality, growth rate, age, tree soundness, and chemical penetration. The steel borer bit is PTFE-coated for reduced friction as well as protection against rust and resin. Back threading allows for easy backing out of wood. The reinforced borer handle is color-coated for added visibility, protection, and a secure grip. The core extractor is constructed of stainless steel. Includes borer bit, handle, and extractor.	Ward's Science VWR	\$ 636.99
Surface Water Test Kit	12	The ideal tool for source water monitoring and wastewater treatment plants, this kit uses drop count titration and color disc methods to provide economical, easy-to-use tests for ammonia (0-2.4 mg/L), chlorine (0-3.4 mg/L), pH (0-14), nitrate (0-40 mg/L), dissolved oxygen (0.2-20 mg/L), phosphorus (0-40 mg/L), and temperature. The rugged, lightweight kit includes the convenient pH Pocket Pro™ Tester and all necessary apparatus and reagents for testing.	Flinn Scientific	\$ 816.00

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
LaMotte Wide Range pH Water Test Kit	12	This LaMotte® water test kit is for analysis of natural waters and aquarium systems through colorimetric protocols. Colorimetric kits require the addition of reagents to the test sample to create a color change. This color change is then compared to an easy-to-use LaMotte® Octet Comparator. The Comparator contains eight color standards with built-in filters to eliminate optical distortion. Method, octet comparator; testing range, 3.0–10.5 pH; resolution, 0.5.	Flinn Scientific	\$ 72.96
Soil Thermometer	10	Taylor, Range, 20 to 180° F.	Ward's Science VWR	\$ 54.30
Tripod Magnifier	10	Stern, 5 1/8". 10×, screw focusing	Thermo Fisher Scientific	\$ 35.00
Air Pollution and Vehicle Emission 8 station kit	1	Students measure atmospheric components to investigate some of the relationships involved in air pollution caused by burning fossil fuels. They record levels of ultraviolet light, temperature, and ozone and learn how environmental factors interact with fossil fuel pollutants to produce smog. Students then test car exhaust for carbon dioxide levels.	Flinn Scientific	\$ 68.02
Pyrex Bottle Glass 500 mL with stopper	24	Wheaton Sampling Bottle. Borosilicate glass. Widemouthed opening speeds collection. Supplied with a PTFE-lined screw cap. Cap and bottle can be autoclaved. Graduated bottle shows approximate volume and has label space for pencil markings. 500 mL.	Ward's Science VWR	\$ 93.64
Population Ecology Lab Activity	1	This kit is designed to approximate the dynamic interaction of a prey population with a predator population. Simulated predators, prey, and environment niches allow students to visualize the concepts of predation and community-population fluctuation. This exercise simulates the opening of a new habitat and the competition between a population of mice and foxes to utilize it. This kit includes habitat boxes, small cups, a bag of yellow beads, a bag of red beads, a measuring cup or beaker, a teacher's guide, and a student's guide.	Ward's Science VWR	\$ 15.46

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
Ethanol from Corn Lab Activity	1	Demonstrate the creation of ethanol and examine its use and effectiveness with this student experiment. By performing germination, fermentation, and distillation procedures, students will produce ethanol and other products. Two methods are offered for germinating the corn seed and acquiring the enzymes required for saccharification of starches in the corn, so that students can compare each process. Applying concepts of volatility of liquids, evaporation, and condensation, students will examine the combustion of both lab-grade ethanol and corn ethanol. Observing the differences and similarities between the ethanol types will establish a complete understanding of this fuel. Students will then discuss the future of this new fuel source and its environmental, economic, and social impacts. Includes materials for five lab setups.	Ward's Science VWR	\$ 63.53
What's up with the Ozone Lab classroom set	1	In this compelling series of activities, students examine both the source and function of stratospheric and ground-level (tropospheric) ozone and how it impacts our health and the environment. They create simple Schoenbein test strips to test various local areas for ground-level ozone pollution and discuss possible health implications. Students also participate as South Pole researchers and collect and analyze actual ozone data and temperatures at various altitudes to examine the relationship between ozone depletion and UV levels. In a guided-inquiry activity, they design and create their own ozone-monitoring garden to detect ground-level ozone pollution. This lab includes a teacher's manual, student copymasters, sampling and testing materials, and a resource CD.	Flinn Scientific	\$ 44.00
Butterfly Kit-large	1	30 Larvae, Food Refill Pack and Habitat. All complete culture kits include a pop-up mesh pavilion, larvae, setup instructions, and enough media to take them from caterpillar to butterfly.	Thermo Fisher Scientific	\$ 25.00



# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
100 mL graduated cylinder	15	Blue graduations, Hexagonal base, Plastic cylinder guard. These Class A Graduated Cylinders are the perfect laboratory companion. Made from high quality borosilicate glass with a hexagonal base. Supplied complete with protective cylinder guard. Cylinders comply with ASTM E1272 standard.	Thermo Fisher Scientific	\$ 75.00
10 mL graduated cylinder	15	Blue graduations, Hexagonal base, Plastic cylinder guard. These Class A Graduated Cylinders are the perfect laboratory companion. Made from high quality borosilicate glass with a hexagonal base. Supplied complete with protective cylinder guard. Cylinders comply with ASTM E1272 standard.	Thermo Fisher Scientific	\$ 33.75
500 mL graduated cylinder	15	Blue graduations, Hexagonal base, Plastic cylinder guard. These Class A Graduated Cylinders are the perfect laboratory companion. Made from high quality borosilicate glass with a hexagonal base. Supplied complete with protective cylinder guard. Cylinders comply with ASTM E1272 standard.	Thermo Fisher Scientific	\$ 165.00
1000 mL graduated cylinder	15	Blue graduations, Hexagonal base, Plastic cylinder guard. These Class A Graduated Cylinders are the perfect laboratory companion. Made from high quality borosilicate glass with a hexagonal base. Supplied complete with protective cylinder guard. Cylinders comply with ASTM E1272 standard.	Thermo Fisher Scientific	\$ 285.00
50 mL graduated cylinder	15	Blue graduations, Hexagonal base, Plastic cylinder guard. These Class A Graduated Cylinders are the perfect laboratory companion. Made from high quality borosilicate glass with a hexagonal base. Supplied complete with protective cylinder guard. Cylinders comply with ASTM E1272 standard.	Thermo Fisher Scientific	\$ 67.50

**Science Supply Bid Results**  
**July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
150 mL beaker case of 48	1	Our high-quality borosilicate beakers meet ASTM standards and are a great value. With uniform wall thickness, white enamel, double-graduated metric scale, and a marking spot. Beakers can be heated and used with acids, salt solutions, and organic solvents.	Ward's Science VWR	\$ 59.48
100 mL beaker case of 48	1	Our high-quality borosilicate beakers meet ASTM standards and are a great value. With uniform wall thickness, white enamel, double-graduated metric scale, and a marking spot. Beakers can be heated and used with acids, salt solutions, and organic solvents.	Ward's Science VWR	\$ 59.48
400 mL beaker case of 48	1	Our high-quality borosilicate beakers meet ASTM standards and are a great value. With uniform wall thickness, white enamel, double-graduated metric scale, and a marking spot. Beakers can be heated and used with acids, salt solutions, and organic solvents.	Ward's Science VWR	\$ 83.23
50 mL beaker case of 48	1	Our high-quality borosilicate beakers meet ASTM standards and are a great value. With uniform wall thickness, white enamel, double-graduated metric scale, and a marking spot. Beakers can be heated and used with acids, salt solutions, and organic solvents.	Ward's Science VWR	\$ 47.55
220g Analytical Balance	3	The flip top also acts as a protective stack cover in addition to providing complete draft protection. The top cover center opening functions as a sample tray when removed and turned upside down. Each balance is designed with a flip-top draft shield to access the chamber through an innovative center opening.	Flinn Scientific	\$ 3,636.00
VWR Electric Balance - 1500g	6		Thermo Fisher Scientific	\$ 960.00

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
LabQuest 2	7	Vernier LabQuest 2 is a standalone interface used to collect sensor data with its built-in graphing and analysis application. The large, high-resolution touch screen makes it easy and intuitive to collect, analyze, and share data from experiments. Its wireless connectivity encourages collaboration and personalized learning. You can also use LabQuest 2 as a USB sensor interface using Logger Pro software or with our Graphical Analysis app for iOS, Android, or Chrome to stream data wirelessly to one or more mobile devices.	Thermo Fisher Scientific	\$ 2,100.00
Go Direct Temperature Probe	7	Unlike a traditional thermometer, Go Direct Temperature allows students to collect real-time temperature measurements of a single instance or over a period of time. Its range and wireless capability make Go Direct Temperature the go-to sensor for real-world applications. Use this sensor in a variety of experiments: Conduct endothermic and exothermic reactions. Investigate the freezing and melting of water. Measure the energy content of foods. Examine the absorption of radiant energy. Monitor environmental conditions.	Ward's Science VWR	\$ 454.30
Go Direct pH Probe	7	The Go Direct pH Sensor is an important and versatile sensor for lab and field activities alike. It gives students the freedom to explore pH without the inconvenience of wires—no more spilled solutions or dangling wires. The Go Direct pH transmits live readings and captures data in real-time. Use this sensor in a variety of experiments: Conduct acid-base titrations. Monitor pH change during chemical reactions. Test the pH and alkalinity of bodies of water. Investigate household acids and bases.	Ward's Science VWR	\$ 583.24

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
Go Direct Conductivity Probe	7	<p>Go Direct Conductivity Probe determines the ionic content of an aqueous solution by measuring its electrical conductivity. It features a built-in temperature sensor to simultaneously read conductivity and temperature. Automatic temperature compensation allows students to calibrate the probe in the lab and then make measurements outdoors without temperature changes affecting data. This temperature compensation can be turned off to perform conductivity studies as a function of temperature.</p> <p>The Go Direct Conductivity Probe has a range of 0 to 20,000 <math>\mu\text{S}/\text{cm}</math> to provide optimal precision in any given range. An alternating current at its electrodes prevents polarization and electrolysis, reducing contamination of solutions. Its ABS-body graphite electrode resists the corrosion typical in metal electrodes.</p> <p>The Go Direct Conductivity Probe can be used in a variety of experiments:</p> <p>Demonstrate diffusion of ions through membranes.</p> <p>Investigate the difference between ionic and molecular compounds, strong and weak acids, or ionic compounds that yield different ratios of ions.</p> <p>Measure Total Dissolved Solids (TDS).</p>	Ward's Science VWR	\$ 648.76
Go Direct DO Probe	7	<p>The Go Direct Optical Dissolved Oxygen Probe combines the power of multiple sensors to measure dissolved oxygen, water temperature, and atmospheric pressure. Ideal for experiments in biology, ecology, and environmental science courses, the Go Direct Optical Dissolved Oxygen Probe uses luminescent technology to provide fast, easy, and accurate results. Perfect for the field or for the laboratory, this probe requires no calibration, no filling solution, no warm-up time, and no stirring.</p> <p>This waterproof probe is ready to sample dissolved oxygen immediately without additional setup or the need to warm it up—so more class time can be spent on the investigation.</p> <p>The Go Direct Optical Dissolved Oxygen Probe can be used in a variety of experiments:</p> <p>Investigate the relationship between temperature and dissolved oxygen in water.</p> <p>Measure primary productivity or biological/biochemical oxygen demand.</p> <p>Explore the interdependence of plants and animals.</p> <p>Monitor watersheds over time.</p>	Ward's Science VWR	\$ 1,952.86
Soil Moisture Sensor	7	<p>The Soil Moisture Sensor uses capacitance to measure the water content of soil (by measuring the dielectric permittivity of the soil, which is a function of the water content). Simply insert this rugged sensor into the soil to be tested, and the volumetric water content of the soil is reported in percent.</p>	Carolina Biological Supply	\$ 616.77
Turbidity Sensor	7	<p>The Soil Moisture Sensor uses capacitance to measure the water content of soil (by measuring the dielectric permittivity of the soil, which is a function of the water content). Simply insert this rugged sensor into the soil to be tested, and the volumetric water content of the soil is reported in percent.</p>	Ward's Science VWR	\$ 711.13

# **Science Supply Bid Results** **July 8, 2019**

<b>Item</b>	<b>Quantity</b>	<b>Description</b>	<b>Awarded To</b>	<b>Total Price</b>
Relative Humidity Sensor	7	The Relative Humidity Sensor contains an integrated circuit that can be used to monitor relative humidity over the range 0 to 95% ( $\pm 5\%$ ).	Ward's Science VWR	\$ 438.13
UVB Sensor	7	The UVB Sensor is an ultraviolet light sensor that responds primarily to UVB radiation (approximately 290 to 320 nm). It is ideal for experiments using sunlight as your UV source and is the sensor recommended for the UV experiments in our lab books. Monitor changes in carbon dioxide, temperature, and relative humidity easily with the Go Direct CO2 Gas Sensor. This sensor includes built-in temperature compensation and humidity protection. A 250 mL Nalgene bottle is included for running controlled experiments with small plants and animals.	Carolina Biological Supply	\$ 697.76
Go Direct CO2 Sensor	7	The Go Direct CO2 Gas Sensor is ideal for the following experiments:  Measure the change in gas concentration during cellular respiration. Measure the change in gas concentration during photosynthesis. Study the effect of temperature on cell respiration or metabolism of organisms. Investigate artificial selection in yeast by comparing respiration rates of different strains. With a range of $\pm 15$ V, this system is ideal for use in "battery and bulb" circuits. Go Direct Voltage is capable of kHz sampling and mV resolution, so you can also use it to capture more difficult electric potentials, such as the electromagnetic field induced in a coil by a moving magnet. This single sensor can take the place of several voltmeters in your classroom.	Ward's Science VWR	\$ 1,304.10
Go Direct Voltage Probe	7	The Go Direct Voltage Probe can be used in a variety of experiments:  Measure potential difference at various places in series and parallel circuits. Investigate Ohm's law in simple circuits. Measure the voltage across a capacitor in RC and RLC circuits. Explore Faraday's law and induced EMFs in a coil of wire.	Ward's Science VWR	\$ 452.20
Go Direct Current Probe	7	Simplify your experimental setup with the Go Direct Current Probe. It connects wirelessly via Bluetooth® or wired via USB to your device. The wireless connection eliminates additional cables that can clutter the lab bench.  Capture small currents like those produced by a magnet falling through a coil. Use in combination with the Go Direct Voltage Probe to investigate Ohm's law or series and parallel circuits. Explore RC and RLC circuits..	Ward's Science VWR	\$ 484.96
Light Sensor	7	The Light Sensor approximates the human eye in spectral response. Use it for inverse square law experiments or for studying polarizers, reflectivity, or solar energy.	Carolina Biological Supply	\$ 355.11

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
Go Direct Spectro Vis Plus Spectrophotometer	7	<p>Introduce your students to spectroscopy with the affordable Go Direct SpectroVis Plus Spectrophotometer. Capable of connecting wirelessly or by USB, this device can easily collect a full wavelength spectrum (absorbance, percent transmission, or intensity) in less than one second. Once the peak wavelength is determined, you can establish the concentration of a solution (Beer's law) or monitor rates of reactions. A low light path allows the Go Direct SpectroVis Plus Spectrophotometer to be used for microscale labs and biochemistry applications with micro and semi-micro cuvettes.</p> <p>The Go Direct SpectroVis Plus Spectrophotometer can be used in a variety of spectroscopy experiments:</p> <p>Determine peak wavelength to collect data on solution concentration for studies of Beer's law or to monitor rates of reaction.</p> <p>Collect a full wavelength spectrum to measure absorbance, percent transmittance, fluorescence (at 405 nm or 500 nm excitation), or emissions.</p> <p>Conduct enzyme kinetics experiments.</p> <p>Engage in equilibrium studies of absorbance vs. time or absorbance vs. concentration.</p> <p>Perform colorimetric or fluorescent bioassays. Use the Vernier Fluorescence/UV-VIS Spectrophotometer for quantitative fluorescence analysis.</p> <p>Use the Spectrophotometer Optical Fiber to measure emissions from flame tests or other light sources. For more detailed emissions analysis, consider the Vernier Emissions Spectrometer.</p>	Ward's Science VWR	\$ 2,614.71
UVA Sensor	7	The UVA Sensor is an ultraviolet light sensor that responds primarily to UVA radiation (approximately 320 to 390 nm)	Ward's Science VWR	\$ 692.09
Water Quality Bottles	7	Box of 8 plastic bottles with stoppers for general water quality use. They could also be used as replacements for the bottles and stoppers in the PPK.	Thermo Fisher Scientific	\$ 182.00
Go Link	7	The GoLink USB sensor interface is a quick and affordable way to get started with data-collection technology. It's a single-channel interface that connects most Vernier sensors to your computer or Chromebook USB port.	Ward's Science VWR	\$ 375.41

# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
100 ft tape measure	12	100Ft/30M length blade polymer coated for long-lasting wear, both SAE and metric scale printing, easy for reading and measuring. Rubber-grip shovel handle for comfortable, rapid reeling. ABS case provides maximum protection from drops or abuse; Easy-wind drum, high-impact case, perfect for all of your long measuring needs. The long tape features a 1 to 4 rewind ratio for fast tape retraction. Graduations are printed on both sides of the tape for user convenience.	Ward's Science VWR	\$ 132.12
Hygrometer	1	5" diameter stainless steel dial Measuring Ranges: Temp 0-120°C Humidity: 0-100% RH ±1% accuracy for temperature readings, ±5% accuracy for relative humidity readings Synthetic hair hygrometer	Thermo Fisher Scientific	\$ 28.75
RamPro 4 piece funnel set	12	Ram-Pro Pack of 4 Funnels with Multiple sizes: 2" (50mm) 2 fl. Oz - 3" (75mm) 3 fl. Oz - 4" (100mm) 7 fl. Oz - 4-3/4" (120mm) 13 fl. Oz. Overall Slender 2" long, spouts have angled tips to reduce dripping: diameters 1/2" - 9/16" - 5/8" & 3/4" narrow stem. Use Funnel for easy fast and clean transferring fluid, liquids, dry goods, spices, powders, small-grained ingredients, or seeds, between bottles, containers, cruets, jars, narrow-necked flasks, tubes, or vials, ends waste and eliminates messes, for residential and commercial use. Lightweight Long Lasting Durable and firm grip comfortable to hold oil resistant Plastic, Completed with handy storage hanging tab, each pourer has his own hanger/holder, easily nests together for compact storage, easy to clean, Safe to use in the dishwasher, but Hand washing recommended.	Thermo Fisher Scientific	\$ 144.00
Luster Leaf 1601 Rapid Test Soil Test Kit - 40 pack	1	pH, Nitrogen (N), Phosphorous (P) and Potash (K) levels in garden soil	Thermo Fisher Scientific	\$ 11.00

# Science Supply Bid Results July 8, 2019

Item	Quantity	Description	Awarded To	Total Price
Tree Finder - A Manual for Tree Identification	12	<p>Guide to identifying native (and some widely introduced) trees of U.S. and Canada east of the Rocky Mountains. Organized as a dichotomous key, the book leads the user through a series of simple questions about the shape or appearance of different parts of a tree. Includes 161 species. Illustrated with line drawings. The small (6" by 4") format fits in pocket or pack to take along on a hike.</p> <p>All Velocity:</p> <p>M/S [Range: 0.40~30.00 m/s; Resolution: 0.01 m/s; Accuracy: <math>\pm(3\% + 0.20 \text{ m/s})</math>]  — Km/H [Range: 1.4~108.0 km/h; Resolution: 0.1 km/h; Accuracy: <math>\pm(3\% + 0.8 \text{ km/h})</math>]  — Ft/Min [Range: 80~5900 ft/min; Resolution: 1 ft/min; Accuracy: <math>\pm(3\% + 40 \text{ ft/min})</math>]  — MPH [Range: 0.9~67.0 mph; Resolution: 0.1 mph; Accuracy: <math>\pm(3\% + 0.4 \text{ MPH})</math>]  — Knots [Range: 0.8~58.0 knots; Resolution: 0.1 knots; Accuracy: <math>\pm(3\% + 0.4 \text{ knots})</math>]</p> <p>Air Flow:</p> <p>CMM (cubic meters/min): [Range: 0~9999 m3/min; Resolution: 1; Area: 0~9.999 m2]  CFM (cubic ft/min): [Range: 0~9999 ft3/min; Resolution: 1; Area: 0~9.999 ft2]</p> <p>Air Temperature:</p> <p>Range: 14~140 °F (-10~60 °C);  Resolution: 0.1°F/°C; Accuracy: 4.0°F (2.0°C)]  Display: Dual function 0.5inch (13 mm) 4-digit LCD  Sampling Rate: 1 reading per second approx  Sensors: Air velocity/ flow sensor: Conventional angled vane arms with low-friction ball bearing;  Temperature sensor: NTC-type precision thermistor  Automatic Power Off: Auto shut off after 15 minutes to preserve battery life  Operating Temperature: 32~122 °F (0~50 °C)  (Suggested Temperature: 44~140 °F (-10~60 °C))</p>	Ward's Science VWR	\$ 51.96
ERAY Digital Anemometer with case	1		Ward's Science VWR	\$ 41.39



# **Science Supply Bid Results** **July 8, 2019**

Item	Quantity	Description	Awarded To	Total Price
Test Tube Rack Plastic 25 mm 24 well	12	Molded of autoclavable polypropylene. Each rack features end plates for labeling. Three-tier design permits convenient insertion and removal of tubes. Rows are numbered and lettered for tube Specification: Plastic Test Tube Rack Detachable White Color Easy to carry and clean 25mm x 24 Wells	Ward's Science VWR	\$ 66.48
Ultimate Bottle and Tube Brush Cleaning Set	12	9pc ProTool Essential cleaning set for home and commercial kitchens 9 brushes - each one unique size and shape for hard-to-clean bottles, dispensers & more Natural boar bristles in 11 x 2-1/2, 8 x 1-1/2, 8 x 3/4 & 8- 1/2 in. 8 x 2 in. soft nylon baby bottle, stiff nylon 12 x 1/2, 8 x 3/4, 6 x 1/4, extra stiff nylon 10 x 3/8 in. Flexible wound-wire handles conform to odd shapes, galvanized steel for rust resistance.	Thermo Fisher Scientific	\$ 468.00
Pinnacle Mercantile Square 1.25 Gallon Plastic Bottles w/Screw-On Lids (2-Pack) Dry Goods and Food Storage Containers   Kitchen, Pantry, Bathroom Use   Food-Grade Safe, Heavy-Duty HDPE	12	Large 1.25 Gallon Jugs - Crafted with food-grade safe plastic, our square gallon canisters with screw-on lids are made for storing cereal, pasta, flour, spices, and dry goods Screw-On Lid - Retain food freshness and quality with a simple screw-on lid with foam liner that helps keep contents in with a reliable airtight and leak-resistant seal Reusable, Heavy-Duty Design - These dry food storage containers are made with FDA-quality HDPE plastic, making them ecofriendly and dishwasher safe for long term use Smart Home and Pantry Use - Along with standard dried goods, these 1-gallon jugs can be used for pet food, popcorn kernels, pickles, storing arts and crafts, and more! Smart, Ergonomic Side Grip - The side of each multipurpose square gallon container also features an easy-to-grip "handle" that makes pouring or moving it far easier!	Thermo Fisher Scientific	\$ 124.00
Hula Hoops - package of 12	1	US Games Standard Hoops, 36-Inch (Pack of 12)	Thermo Fisher Scientific	\$ 12.96
Waterwise 3200 Countertop Distiller	2	All you do is fill the stainless steel boiler with tap water, press the reset button, and soon you will have the purest water possible. After running a one-gallon cycle, keep a carafe ready for use later. As with all Waterwise distillers, the 3200 combines steam distillation with carbon post-filtration, resulting in optimum water purity.	Flinn Scientific	\$ 506.16
Plastic Bottle	1	Polyethylene, Capacity: 1 gallon. Case of 12	Thermo Fisher Scientific	\$ 24.00
Glass Bottles with Screw Cap	2	Bottles come with a plastic screw cap that has a protective inner lining. 950 mL Case of 12	Ward's Science VWR	\$ 38.78
Portable Electronic Balance 300 g. 01 precision	2	These economical balances feature a stackable design with a shipping load cell lock and overload protection for up to 200 pounds. Gram and Newton Measurement Balances Powered by AC Power Adapter (included).	Flinn Scientific	\$ 278.16
		<b>TOTAL</b>	<b>\$ 24,436.38</b>	

**BOE MEETING JULY 18, 2019**  
**FREEDOM OF INFORMATION REQUESTS FULFILLED**

Date of Request	Requestor	Documents Requested	Date of Response
4/16/2019	SmartProcure	Vendor Information	6/18/2019