

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124  
BOARD OF EDUCATION REGULAR MEETING  
THURSDAY, JULY 21, 2022  
7:00 PM - BOARD ROOM  
25700 OLD GRAND AVENUE  
INGLESIDE, IL 60041**

**AGENDA**

**2022/23 BUDGET HEARING - 6:45 P.M.**

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Audience	
V.	Consent Agenda **	2
VI.	Superintendent's Report	
	A. Spring Athletic Accomplishments	58
	B. Hall of Fame 2022 Selections	67
	C. Board of Education Student Representative **	82
	D. College of Lake County – College and Career Navigator	
	E. 2022/23 Fall Play and Spring Musical	
	F. Consolidated District Plan **	83
	G. Overnight Travel **	127
	H. Personnel **	130
	I. Principal's Report	140
VII.	Business Affairs	
	A. Unaudited Summary of Year End 2021/22	143
	B. Final 2022/23 Budget **	144
	C. Treasurer's Bond for 2022/23 **	173
	D. National School Lunch Program	
	E. National School Lunch Program – 2022/23 School Lunch Price **	178
VIII.	Other Business	
	A. FOIA	182
IX.	Closed Session	
	A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **	
X.	Adjourn	

\*\* Indicates potential action item in open session

The next regular Board of Education meeting will be held on Thursday, August 18, 2022

# **GRANT COMMUNITY HIGH SCHOOL DISTRICT 124**

## **MINUTES OF BOARD OF EDUCATION MEETING**

### **JUNE 16, 2022**

#### ***CALL TO ORDER***

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 16, 2022 and called to order at 7:00 p.m. in the Board Room of Grant Community High School District Office, 25700 Old Grand Avenue, Ingleside, Illinois.

#### ***PLEDGE OF ALLEGIANCE***

All those in attendance stood to recite the Pledge of Allegiance.

#### ***ROLL CALL***

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

Kathy Kusiak, Vice President  
John Jared, Secretary  
Shelly Booth, Member  
Ivy Fleming, Member  
Ed Lescher, Member  
Bob Yanik, Member

Members absent:

Steve Hill, President

Administration present:

Dr. Christine A. Sefcik, Superintendent  
Mrs. Beth Reich, Business Manager  
Mr. Jeremy Schmidt, Principal

Kathy Kusiak served as President Pro-Tem in the absence of President Steve Hill

#### ***AUDIENCE***

Jill Schroeder and family; Tom Evans and family.

#### ***CONSENT AGENDA***

Minutes of regular meeting held May 19, 2022

Minutes of closed meeting held May 19, 2022

June Bills Payable

May Treasurer's Report

Destruction of closed meeting audio recording from December 17, 2020

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

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

Aye: Kusiak, Jared, Booth, Fleming, Lescher, Yanik

Nay: None

Absent: Hill

Motion – **Passed**

## ***SUPERINTENDENT'S REPORT***

### Faculty Recognition

Dr. Sefcik introduced Jill Schoeder, School Counselor, as the Outstanding Educator of the Year award winner, in the presence of her family. She noted the numerous ways that Jill supports the needs of students. Dr. Sefcik added that Jill will be able to attend an all-expense paid trip to a state or national conference or convention of her choice in the field of education and/or educational materials and/or services, not to exceed \$2,000. The Board and audience applauded Jill's selection as Outstanding Educator of the Year.

### Excellence in Education Award – 4<sup>th</sup> Quarter

Dr. Sefcik asked Principal Schmidt to introduce Tom Evans in the presence of his wife, as the Excellence in Education award winner for the 4<sup>th</sup> quarter of the 2021/22 school year. Mr. Schmidt read through the reasons Tom was chosen written by his peers. The Board and audience applauded Tom's selection as the 4<sup>th</sup> quarter winner of the Excellence in Education Award.

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

Dr. Sefcik shared the Spring 2022 Student Activities Participation report that included overall participation information, outstanding student participation in activities, and detailed individual club participation.

### Annual School Data Retreat Update

Dr. Sefcik reported on the data retreat that took place on May 24<sup>th</sup> with the administrative team, teacher leaders, DMGroup Guiding Coalition and members of the Equity Team. They analyzed academic data, as well as climate and culture data. Action steps were developed based on the group's evaluation of the data, such as to look for ways to increase student voices and review academics with curriculum audits and standards. This will be a multi-year process.

### Board of Education Student Representative

Dr. Sefcik proposed an opportunity for a Student Representative to the Board of Education. She provided an outline to fill such a position including the purpose, selection, eligibility and term, criteria, responsibilities, and limitations. She added that this would be in line with one of the outcomes of the data retreat, to increase student voices.

### Demographic Study

Dr. Sefcik notified the Board that we are in the final two years of the current demographic study completed in 2013/14. Each of the demographic studies, all by Dr. John Kasarda, have been instrumental in our long-term planning over the past 20+ years. She recommended working with Dr. Kasarda to complete an updated demographic study and enrollment projections through the year 2031/32 at a cost of \$8,800. It will be available within approximately 60 days from formal approval.

\*\* A motion was made by Mr. Lescher, second by Mr. Yanik to approve contracting with Dr. John Kasarda to complete an updated demographic study and enrollment projections at a cost of \$8,800.

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

Aye: Jared, Booth, Fleming, Lescher, Yanik, Kusiak

Nay: None

Absent: Hill

Motion – **Passed**

### Travel and Overnight Trips

Dr. Sefcik reported that there are two travel and overnight trips to present: 1) three members of the Special Olympics Team qualified to compete at the State Special Olympics meet. Competition

will be held at Illinois State University, June 17 – 19 at an estimated cost to the District of \$1,243.62.

2) Two Tech Campus students qualified to compete in the SkillsUSA National Leadership and Skills Conference. This competition will be held in Atlanta, Georgia on June 20 – 24. The projected cost to the District is estimated at \$1,408.00.

\*\* A motion was made by Mrs. Booth, second by Mr. Jared to approve the travel and overnight travel of the Special Olympics team and Tech Campus students, as presented.

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

Aye: Booth, Fleming, Lescher, Yanik, Kusiak, Jared

Nay: None

Absent: Hill

Motion – **Passed**

### Personnel

Dr. Sefcik made the following recommendations:

Recommend the employment of the following individuals:

- Leidys Janneau, Full-time Bilingual Teacher, BA+15 Step 0, 2022/23
- Leslie Gillengerten, Full-time MTSS & Inclusion Coordinator, \$107,179 for 220 days, 2022/23
- Liz Rohrbach, Full-time School Counselor, MA+15 Step 2, 2022/23
- Drew Talbot, Full-time Math Teacher, MA Step 0
- Virginia Voelker, Full-time Substitute, BA Step 1, 2022/23
- Jim Cramer, Asst. Football Coach
- Alex Sullivan, Asst. Girls' Volleyball Coach
- Andrew Hrncar, Temporary Summer Grounds, \$14.00/hr., starting 6/13/22
- Frank Milella, Summer School Teacher, \$51.66/hr., 6/6/2022
- Ekaterina Everhart, Summer School Teacher, \$51.66/hr., 6/6/2022

Recommend accepting the resignation letters from the following:

- Anna Bartels, Math Teacher, effective immediately
- Anna Bartels, Head Girls Basketball Coach, effective 8/1/22
- Dana Oddo, Career Counselor, effective end of 2021/22 year
- James Buss, Freshman Football Coach, effective immediately
- AJ Havenga, JV Softball Coach, effective immediately
- Chris Prostka, Asst. Football Coach, effective immediately

Recommend leave of absence for Michele Keenan, 2022/23 Girls' Volleyball Coach

Notification of Family and Medical Leave Act for the following:

- Jamie Martin, revised dates 7/27/2022 - 10/18/2022
- Michele Keenan, effective dates 4/4/2022 - 9/14/2022
- Linda Jacobs, Transportation, effective 8/10/22 - 11-4-2022

\*\* A motion was made by Mrs. Fleming, second by Mrs. Booth to approve the personnel recommendations as presented.

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

Aye: Fleming, Lescher, Yanik, Kusiak, Jared, Booth

Nay: None

Absent: Hill

Motion – **Passed**

### Principal's Report

Mr. Schmidt presented his monthly report which included information on Summer School, Freshman Placements, and Summer Work.

**BUSINESS AFFAIRS****CLIC – Renewal of Workers’ Compensation and Liability Insurance**

Mrs. Reich presented the renewal for workers’ compensation as well as the liability insurance through the Collective Liability Insurance Cooperative (CLIC). She noted that workers’ compensation shows a slight increase of 4.65%, which is primarily due to rising fixed costs and increasing payrolls. The liability/property/casualty is decreasing 7.01% but does not yet include the Cyber Liability/Identity Theft policy. It is expected the cyber liability will experience a high increase as cyber attacks and cyber thefts are happening across all businesses. She recommended approval of the renewal as presented.

\*\* A motion was made by Mr. Yanik, second by Mr. Lescher to approve the CLIC – Renewal of Workers’ Compensation and Liability Insurance, as presented.

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming

Nay: None

Absent: Hill

Motion – **Passed**

**Medical Rate Renewal**

Mrs. Reich reported that as a member of Lakes Region Benefit Cooperative, we held medical rates steady and our reserves have held steady. There is a slight increase in monthly premiums tied to fixed fees increasing tied to our stop loss policy renewal. She recommended renewal of the medical rates, as presented.

\*\* A motion was made by Mrs. Booth, second by Mr. Jared to approve the renewal of medical rates, as presented.

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

Aye: Yanik, Kusiak, Jared, Booth, Fleming, Lescher

Nay: None

Absent: Hill

Motion – **Passed**

**2022/23 Budget**

Mrs. Reich presented the tentative 2022/23 budget. She noted there are still some unknowns tied to our cyber liability policy, hiring, and federal funding tied to ESSER funds. She will provide an update when those numbers are known. She recommended placing the tentative 2022/23 budget on display for the statutory 30 days.

\*\* A motion was made by Mrs. Booth, second by Mrs. Fleming to authorize the 2022/23 budget be placed on public display for the required 30 days.

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

Aye: Kusiak, Jared, Booth, Fleming, Lescher, Yanik

Nay: None

Absent: Hill

Motion – **Passed**

**Parchment Contract/Services**

Mrs. Reich informed the Board that Parchment is a digital credentialing company. We currently use their Parchment Send service that allows schools/districts to take requests for credentials and then send the credential digitally. The attached quote is for the other core service that they provide for school districts, which is Scan & Index. This is to help schools/districts digitize their legacy records. The quote attached is to begin the process as we are looking to begin with the most recent records and move back to the 60 years of records that we are required to keep. She recommended approval of the Parchment quote for Scan & Index up to \$32,850.

- \*\* A motion was made by Mrs. Fleming, second by Mr. Yanik to approve the contract with Parchment for the Scan and Index service up to \$32,850.00.

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

Aye: Jared, Booth, Fleming, Lescher, Yanik, Kusiak

Nay: None

Absent: Hill

Motion – **Passed**

#### 2021/22 Amended Final Budget

Mrs. Reich requested approval of the amended 2021/22 budget.

- \*\* A motion was made by Mr. Jared, second by Mr. Yakin to approve the amended 2021/22 budget.

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

Aye: Booth, Fleming, Lescher, Yanik, Kusiak, Jared

Nay: None

Absent: Hill

Motion – **Passed**

#### Trade Package 31b Re-Bid – New Parking Lot and Sidewalk Replacement

Mrs. Reich said the bids for the new parking lot and sidewalk replacement were received June 2<sup>nd</sup>. She recommended approval of the contract to the lowest responsible bidder, Superior Paving in the amount of \$352,200.00.

- \*\* A motion was made by Mr. Jared, second by Mr. Yanik to award Trade Package 31b to Superior Paving, as presented.

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

Aye: Fleming, Lescher, Yanik, Kusiak, Jared, Booth

Nay: None

Absent: Hill

Motion – **Passed**

#### Quest Food Management Services Proposal

Mrs. Reich recommended approval of the proposal from Quest Food Management Service to provide consulting services and to have one of their staff onsite every day to work with our staff during the 2022/23 school year. This person will mentor and train our Food Service Supervisor as well as lead the implementation of the changes we would like to incorporate. Mrs. Reich answered questions from the Board regarding the proposal. The cost to the District will be \$147,500.

- \*\* A motion was made by Mr. Lescher, second by Mrs. Booth to approve the Quest Food Management Services proposal in the amount of \$147,500.

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming

Nay: None

Absent: Hill

Motion – **Passed**

#### 5-Year Financial Projections

Mrs. Reich provided the 5-Year Financial Projections and reviewed it with the Board.

### ***OTHER BUSINESS***

Dr. Sefcik reported that the District received and fulfilled three Freedom of Information Act requests.

## **CLOSED SESSION**

- \*\* At 8:20 p.m. a motion was made by Mr. Yanik, second by Mrs. Booth to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1).

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

Aye: Yanik, Kusiak, Jared, Booth, Fleming, Lescher

Nay: None

Absent: Hill

Motion – **Passed**

- \*\* At 8:26 p.m. a motion was made by Mr. Yanik, second by Mrs. Fleming to end closed session and return to open session.

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

Aye: Kusiak, Jared, Booth, Fleming, Lescher, Yanik

Nay: None

Absent: Hill

Motion – **Passed**

## **ACTION CLOSED SESSION**

- \*\* A motion was made by Mrs. Booth, second by Mr. Yanik to approve the salary adjustments, as presented.

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

Aye: Jared, Booth, Fleming, Lescher, Yanik, Kusiak

Nay: None

Absent: Hill

Motion – **Passed**

## **ADJOURN**

- \*\* At 8:30 p.m. a motion was made by Mr. Lescher, second by Mr. Jared to adjourn the meeting.

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Kathy Kusiak, President Pro-Tem

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John Jared, Secretary

Grant Community High School District 124  
AP Invoice Listing Report  
July 21, 2022

Total Invoices:	104	\$1,426,893.08
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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
22VETS L000	22Vets LLC	00220105	3002200051	dk063022	AP	771 MAINTENANCE CARTRIDGE SUPL DESIGNJET	F	H	02/24/2022	06/30/2022	R	\$87.00
							21-22			110319		\$87.00
22VETS L000	22Vets LLC	220187	3002200047	dk063022	AP	Promethean Display Boards and Stands	F	H	06/22/2022	06/30/2022	R	\$25,356.86
							21-22			110319		\$25,356.86
22VETS L000	22Vets LLC	220189	3002200039	dk063022	AP	Firewall	F	H	06/22/2022	06/30/2022	R	\$4,497.00
							21-22			110319		\$4,497.00
NUMBER OF INVOICES: 3												\$29,940.86
ACCURATE001	ACCURATE BIOMETRICS	198662206	0000000000	dk063122	AP	Fingerprinting JUNE 22		H	06/30/2022	06/30/2022	R	\$585.00
							21-22			110514		\$585.00
NUMBER OF INVOICES: 1												\$585.00
ADAMS DE000	Adams Decorating Supply Inc	G0009246	0000000000	dk063122	AP	Hallway Paint		H	06/28/2022	06/30/2022	R	\$2,299.90
							21-22			110515		\$2,299.90
NUMBER OF INVOICES: 1												\$2,299.90
AGPARTS 000	AGParts Worldwide Inc	015186	3002300007	dk070522	AP	Chromebook Replacement Parts	F	H	05/13/2022	07/05/2022	R	\$539.85
							22-23			110439		\$539.85
AGPARTS 000	AGParts Worldwide Inc	018628	3002300007	dk070522	AP	Chromebook Replacement Parts	F	H	06/09/2022	07/05/2022	R	\$359.90
							22-23			110439		\$359.90
AGPARTS 000	AGParts Worldwide Inc	019153	3002300007	dk070522	AP	Chromebook Replacement Parts	F	H	06/16/2022	07/05/2022	R	\$179.95
							22-23			110439		\$179.95
NUMBER OF INVOICES: 3												\$1,079.70
AIRGAS U000	Airgas Usa, Llc	9988629931	0000000000	dk063022	AP	Cylinder Rental		H	05/31/2022	06/30/2022	R	\$102.18
							21-22			110320		\$102.18

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
AIRGAS U000	Airgas Usa, Llc	9989426448	0000000000	dk0722	AP	Cylinder Rental	B	06/30/2022	07/21/2022	R	\$99.62
							22-23				\$99.62
						NUMBER OF INVOICES: 2					\$201.80
ALARM DE000	Alarm Detection Systems, Inc.	160450-1040	0000000000	dk070522	AP	Qtrly - Jul- Sept	H	06/05/2022	07/05/2022	R	\$190.17
							22-23			110440	\$190.17
ALARM DE000	Alarm Detection Systems, Inc.	211637-1021	0000000000	dk070522	AP	Semi Annual Jul- Dec	H	06/05/2022	07/05/2022	R	\$234.78
							22-23			110440	\$234.78
						NUMBER OF INVOICES: 2					\$424.95
ALBERTSO000	Albertsons / Safeway	186151	0000000000	dk071122	AP	Jewel Prchs 061622	H	07/07/2022	07/11/2022	R	\$67.97
							22-23			110553	\$67.97
						NUMBER OF INVOICES: 1					\$67.97
ALEXIAN 000	Alexian Brothers Behavioral Health	8090426-1 (FEB22)	0000000000	dk063022	AP	021022-022822	H	06/14/2022	06/30/2022	R	\$440.00
							21-22			110321	\$440.00
ALEXIAN 000	Alexian Brothers Behavioral Health	8090426-2 (MAR22)	0000000000	dk063022	AP	030122-030422	H	06/14/2022	06/30/2022	R	\$160.00
							21-22			110321	\$160.00
						NUMBER OF INVOICES: 2					\$600.00
ALLENDALE002	Allendale	202207123289	0000000000	dk0722	AP	Tuition June 22	B	06/30/2022	07/21/2022	R	\$4,041.60
							22-23				\$4,041.60
						NUMBER OF INVOICES: 1					\$4,041.60
AMAZON 000	Amazon	6045787810169488	0002300005	dk0722	AP	Amazon purchases 22-23	B	06/10/2022	07/21/2022	R	\$15,420.69
							22-23				\$15,420.69
						NUMBER OF INVOICES: 1					\$15,420.69
ANDERSON003	Anderson Lock	1094157	0212300003	dk070522	AP	PE Locks	F H	06/06/2022	07/05/2022	R	\$4,384.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
ANDERSON003	Anderson Lock	1094157		*****CONTINUED*****			22-23			110441	\$4,384.00
						NUMBER OF INVOICES: 1					\$4,384.00
APPLE IN000	Apple Inc.	AJ07849371	3002300005	dk070522	AP	iPads for Physical Education teachers	F H	06/14/2022	07/05/2022	R	\$598.00
							22-23			110442	\$598.00
APPLE IN000	Apple Inc.	AJ08625649	3002300005	dk0722	AP	iPads for Physical Education teachers	F B	06/17/2022	07/21/2022	R	\$2,940.00
							22-23				\$2,940.00
						NUMBER OF INVOICES: 2					\$3,538.00
ARBOR SC000	Arbor Scientific	458559	0032300013	dk0722	AP	Arbor order for science	F B	06/10/2022	07/21/2022	R	\$715.85
							22-23				\$715.85
						NUMBER OF INVOICES: 1					\$715.85
ASHMOSTE000	Ashmore, Stephanie L.	EDCL5577	0000000000	dk063122	AP	21/22 Tuition Reimbursement	H	06/29/2022	06/30/2022	R	\$600.00
							21-22			110516	\$600.00
						NUMBER OF INVOICES: 1					\$600.00
ASSETWOR000	AssetWorks Risk Management Inc	00000000000753	0000000000	dk063022	AP	Claim Gen Processing	H	06/17/2022	06/30/2022	R	\$587.10
							21-22			110322	\$587.10
						NUMBER OF INVOICES: 1					\$587.10
AT & T 001	AT & T	7509901705 JULY22	0000000000	dk070522	AP	8310011444996 070122-070622	H	06/07/2022	07/05/2022	R	\$119.46
							22-23			110443	\$119.46
AT & T 001	AT & T	7509901705 JUN22	0000000000	dk063022	AP	8310011444996 060722-063022	H	06/07/2022	06/30/2022	R	\$477.86
							21-22			110323	\$477.86

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
AT & T 001	AT & T	8334770703 JULY22	0000000000	dk070522	AP	83100114448940 070122-070622	H	06/07/2022	07/05/2022	R	\$117.67
							22-23			110443	\$117.67
AT & T 001	AT & T	8334770703 JUN22	0000000000	dk063022	AP	8310011444894 060722-063022	H	06/07/2022	06/30/2022	R	\$470.66
							21-22			110323	\$470.66
NUMBER OF INVOICES: 4											\$1,185.65
AT&T 001	At&t	030 488 1620 001	0000000000	dk063022	AP	847-587-2561	H	06/18/2022	06/30/2022	R	\$90.45
							21-22			110324	\$90.45
NUMBER OF INVOICES: 1											\$90.45
AT&T 002	AT&T	847587259706	0000000000	dk063022	AP	84758725975566 052022-061922	H	06/19/2022	06/30/2022	R	\$5,470.28
							21-22			110325	\$5,470.28
AT&T 002	AT&T	847R16282506	0000000000	dk063022	AP	847R1628259407 051722-061622	H	06/16/2022	06/30/2022	R	\$892.46
							21-22			110325	\$892.46
NUMBER OF INVOICES: 2											\$6,362.74
AVALON P000	Avalon Petroleum Co.	471224	0000000000	dk063022	AP	RFG 10% Ethanol	H	05/19/2022	06/30/2022	R	\$3,462.93
							21-22			110326	\$3,462.93
AVALON P000	Avalon Petroleum Co.	471230	0000000000	dk063022	AP	RFG 10% Ethanol	H	05/26/2022	06/30/2022	R	\$1,213.75
							21-22			110326	\$1,213.75
AVALON P000	Avalon Petroleum Co.	471251	0000000000	dk063122	AP	RFG 10% Ethanol	H	06/16/2022	06/30/2022	R	\$2,683.91
							21-22			110517	\$2,683.91
NUMBER OF INVOICES: 3											\$7,360.59
BALANCED000	Balanced Environments Inc	108618	0000000000	dk063122	AP	Lndscp Srv June 22	H	06/30/2022	06/30/2022	R	\$6,121.00
							21-22			110518	\$6,121.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
BALANCED000	Balanced Environments Inc	109606	0000000000	dk0722	AP	Renovation East Soccer Goal	B	06/30/2022	07/21/2022	R	\$5,979.00
							22-23				\$5,979.00
						NUMBER OF INVOICES: 2					\$12,100.00
BARKEALL000	Barker, Allison	EDCL5568	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/14/2022	06/30/2022	R	\$426.00
							21-22			110327	\$426.00
BARKEALL000	Barker, Allison	EDCL5571	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/27/2022	06/30/2022	R	\$450.00
							21-22			110327	\$450.00
BARKEALL000	Barker, Allison	EDCL5588	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/29/2022	06/30/2022	R	\$451.00
							21-22			110327	\$451.00
BARKEALL000	Barker, Allison	EDCL5590	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/24/2022	06/30/2022	R	\$600.00
							21-22			110327	\$600.00
						NUMBER OF INVOICES: 4					13 \$1,927.00
BERG BRI000	Berg, Brian	ID 26493	0000000000	dk063022	AP	Refund Athlectic Fees	H	06/27/2022	06/30/2022	R	\$100.00
							21-22			110328	\$100.00
						NUMBER OF INVOICES: 1					\$100.00
BERGLPAT000	Bergl, Patricia	06092022	0000000000	dk063022	AP	Mileage Reimbursement	H	06/13/2022	06/30/2022	R	\$49.28
							21-22			110329	\$49.28
						NUMBER OF INVOICES: 1					\$49.28
BIO-RAD 001	Bio-Rad Laboratories	905598897	0032300005	dk0722	AP	student textbook for HBT2 (Honors Biotech 2) - new science course	F B	06/10/2022	07/21/2022	R	\$1,090.98
							22-23				\$1,090.98
						NUMBER OF INVOICES: 1					\$1,090.98
BLACKBOA000	Blackboard Inc.	1382609	0000000000	dk0722	AP	Website Virtual Training	B	07/05/2022	07/21/2022	R	\$1,200.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
BLACKBOA000	Blackboard Inc.	1382609		*****CONTINUED*****			22-23				\$1,200.00
						NUMBER OF INVOICES: 1					\$1,200.00
BLUUM OF000	Bluum of Texas LLC	933924	3002300006	dk070522	AP	Desktops for Classrooms/Office	F H	06/17/2022	07/05/2022	R	\$14,181.02
							22-23			110444	\$14,181.02
						NUMBER OF INVOICES: 1					\$14,181.02
BMO	000 Bmo	5550080001721955	0000000000	dk061622	AP	GEIST JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$539.55
							21-22			110284	\$539.55
BMO	000 Bmo	5550080001785679	0000000000	dk061622	AP	SEFCIK JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$1,515.80
							21-22			110284	\$1,515.80
BMO	000 Bmo	5550080001801856	0000000000	dk061622	AP	SCHMIDT JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$911.34
							21-22			110284	\$911.34
BMO	000 Bmo	5569350000572769	0000000000	dk061622	AP	SOENKSEN JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$570.39
							21-22			110284	\$570.39
BMO	000 Bmo	5569350000608563	0000000000	dk061622	AP	Schoell JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$199.00
							21-22			110284	\$199.00
BMO	000 Bmo	5569350000664095	0000000000	dk061622	AP	ROSS JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$1,249.66
							21-22			110284	\$1,249.66
BMO	000 Bmo	5569350143083476	0000000000	dk061622	AP	Staples JUN 22 Stmt	H	06/05/2022	06/16/2022	R	\$2,583.29
							21-22			110284	\$2,583.29
BMO	000 Bmo	5569350153082327	0000000000	dk061622	AP	KOSSAK JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$8,825.05
							21-22			110284	\$8,825.05

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
BMO	000 Bmo	5569350184389972	0000000000	dk061622	AP	MILLER JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$703.97
							21-22			110284	\$703.97
BMO	000 Bmo	5569350192989003	0000000000	dk061622	AP	REICH JUN 22 STMT	H	06/05/2022	06/16/2022	R	\$4,516.63
							21-22			110284	\$4,516.63
NUMBER OF INVOICES: 10											\$21,614.68
BTUCK CH000	BTUCK Choreography LLC	1	0000000000	dk070522	AP	Hip Hop Choreography	H	06/25/2022	07/05/2022	R	\$3,500.00
							22-23			110445	\$3,500.00
NUMBER OF INVOICES: 1											\$3,500.00
CALHOPAT000	Calhoun, Patrice	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/14/2022	06/30/2022	R	\$600.00
							21-22			110330	\$600.00
NUMBER OF INVOICES: 1											\$600.00
CAROLINA000	Carolina Biological Supply Co.	51806598 RI	0032300009	dk0722	AP	Science order - Carolina	F B	06/14/2022	07/21/2022	R	\$372.74
							22-23				\$372.74
CAROLINA000	Carolina Biological Supply Co.	51807460 RI	0032300009	dk0722	AP	Science order - Carolina	F B	06/15/2022	07/21/2022	R	\$1,368.00
							22-23				\$1,368.00
NUMBER OF INVOICES: 2											\$1,740.74
CATARCRI000	Catarino, Cristiana	EDCL5571	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/29/2022	06/30/2022	R	\$450.00
							21-22			110331	\$450.00
CATARCRI000	Catarino, Cristiana	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/21/2022	06/30/2022	R	\$501.00
							21-22			110331	\$501.00
CATARCRI000	Catarino, Cristiana	EDCL5588	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/21/2022	06/30/2022	R	\$475.00
							21-22			110331	\$475.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
CATARCRI000	Catarino, Cristiana	EDUC961J	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/21/2022	06/30/2022	R		\$470.00
							21-22			110331		\$470.00
						NUMBER OF INVOICES: 4						\$1,896.00
CBT NUGG000	CBT NUGGETS LLC	2661388	3002300010	dk070522	AP	CBT Nuggets Annual Renewal	F	H	06/07/2022	07/05/2022	R	\$1,797.00
							22-23			110446		\$1,797.00
						NUMBER OF INVOICES: 1						\$1,797.00
CDW GOVE000	CDW Government, Inc.	X978386	3002300003	dk070522	AP	Microsoft Software Licensing Renewal	F	H	06/01/2022	07/05/2022	R	\$11,949.47
							22-23			110447		\$11,949.47
CDW GOVE000	CDW Government, Inc.	Z447792	3002300011	dk070522	AP	GoGuardian Software Renewal	F	H	06/10/2022	07/05/2022	R	\$18,450.00
							22-23			110447		\$18,450.00
						NUMBER OF INVOICES: 2						16 \$30,399.47
CHICAGO 004	Chicago Tribune	146308153	0000000000	dk070522	AP	Pays thru 07/30/2022	H	06/04/2022	07/05/2022	R		\$139.49
							22-23			110448		\$139.49
						NUMBER OF INVOICES: 1						\$139.49
CLIC 001	CLIC	CLIC 2022-2023	0000000000	dk070522	AP	Prop/Cas/Stud/Accident	H	06/30/2022	07/05/2022	R		\$129,491.00
							22-23			110449		\$129,491.00
CLIC 001	CLIC	CLIC 2022-23	0000000000	dk070522	AP	Workers Comp Prgm	H	06/30/2022	07/05/2022	R		\$126,060.00
							22-23			110449		\$126,060.00
CLIC 001	CLIC	CLIC 22-23	0000000000	dk070522	AP	Foreign Liability	H	06/30/2022	07/05/2022	R		\$1,800.00
							22-23			110449		\$1,800.00
						NUMBER OF INVOICES: 3						\$257,351.00
COMCAST 001	Comcast	147645577	0000000000	dk061622	AP	900023977 JUNE22	H	06/01/2022	06/16/2022	R		\$3,704.02



<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
COMCAST 001	Comcast	147645577		*****CONTINUED*****			21-22			110285	\$3,704.02
COMCAST 001	Comcast	148250489	0000000000	dk061622	AP	Internet JUNE 22	H	06/01/2022	06/16/2022	R	\$151.45
							21-22			110285	\$151.45
NUMBER OF INVOICES: 2											\$3,855.47
COMCAST 002	Comcast Cable	8771 01 001 0005972	0000000000	dk063122	AP	Student Internet	H	06/22/2022	06/30/2022	R	\$1.99
						062522-063022	21-22			110519	\$1.99
COMCAST 002	Comcast Cable	8771 01 001 0005972	0000000000	dk071122	AP	Student Internet	H	06/22/2022	07/11/2022	R	\$7.96
						070122-072422	22-23			110554	\$7.96
COMCAST 002	Comcast Cable	8771100240009348	0000000000	dk071122	AP	CABLE 070822-080722	H	06/28/2022	07/11/2022	R	\$8.99
							22-23			110554	\$8.99
COMCAST 002	Comcast Cable	8771100240060762	0000000000	dk061622	AP	INTERNET 061322-071222	H	06/06/2022	06/16/2022	R	\$199.85
							21-22			110286	\$199.85
COMCAST 002	Comcast Cable	8771100240166759	0000000000	dk070522	AP	Internet 070122-073122	H	06/24/2022	07/05/2022	R	\$399.85
							22-23			110450	\$399.85
COMCAST 002	Comcast Cable	8771101420419695	0000000000	dk061622	AP	Internet 061222-071122	H	06/09/2022	06/16/2022	R	\$435.53
							21-22			110286	\$435.53
NUMBER OF INVOICES: 6											\$1,054.17
COMED 001	Comed	5423102019	0000000000	dk063022	AP	Ingleside 051622-061522	H	06/14/2022	06/30/2022	R	\$707.11
							21-22			110332	\$707.11
NUMBER OF INVOICES: 1											\$707.11
COMMUNIT005	Community Mechanical & Automation	1674	0000000000	dk0722	AP	Condenser Cleaning	B	07/08/2022	07/21/2022	R	\$8,960.00

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COMMUNIT005	Community Mechanical & Automation	1674		*****	CONTINUED*****		22-23				\$8,960.00
COMMUNIT005	Community Mechanical & Automation	1675	0000000000	dk0722	AP	June 22 Srvc Calls	B	07/08/2022	07/21/2022	R	\$3,529.00
							22-23				\$3,529.00
NUMBER OF INVOICES: 2											\$12,489.00
CONNECTI001	Connections Day School South	29904	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$3,991.80
							21-22			110520	\$3,991.80
CONNECTI001	Connections Day School South	30000	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,330.60
							22-23				\$1,330.60
NUMBER OF INVOICES: 2											\$5,322.40
CONNECTI002	Connections Day School	33531	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,327.95
							21-22			110521	\$4,327.95
CONNECTI002	Connections Day School	33532	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,327.95
							21-22			110521	\$4,327.95
CONNECTI002	Connections Day School	33533	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,327.95
							21-22			110521	\$4,327.95
CONNECTI002	Connections Day School	33637	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,442.65
							22-23				\$1,442.65
CONNECTI002	Connections Day School	33638	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,442.65
							22-23				\$1,442.65
CONNECTI002	Connections Day School	33639	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,442.65
							22-23				\$1,442.65
NUMBER OF INVOICES: 6											\$17,311.80
CONNECTI004	Connections Academy East	9840	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,123.50

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
CONNECTI004	Connections Academy East	9840		*****CONTINUED*****			21-22		110522		\$4,123.50
CONNECTI004	Connections Academy East	9841	0000000000	dk063122	AP	Tuition June 22	H 06/30/2022	06/30/2022	R		\$4,123.50
							21-22		110522		\$4,123.50
CONNECTI004	Connections Academy East	9945	0000000000	dk0722	AP	Tuition July 22	B 07/07/2022	07/21/2022	R		\$1,374.50
							22-23				\$1,374.50
CONNECTI004	Connections Academy East	9946	0000000000	dk0722	AP	Tuition July 22	B 07/07/2022	07/21/2022	R		\$1,374.50
							22-23				\$1,374.50
NUMBER OF INVOICES: 4											\$10,996.00
CONSTELL000	Constellation New Energy, Inc	62243942301	0000000000	dk063122	AP	2857041-0 May22	H 06/01/2022	06/30/2022	R		\$170.54
							21-22		110523		\$170.54
CONSTELL000	Constellation New Energy, Inc	62482080001	0000000000	dk063122	AP	764073-46291 May 22	H 05/30/2022	06/30/2022	R		\$43,946.82
							21-22		110523		\$43,946.82
CONSTELL000	Constellation New Energy, Inc	62482109701	0000000000	dk063122	AP	764073-46292 May22	H 05/30/2022	06/30/2022	R		\$406.00
							21-22		110523		\$406.00
CONSTELL000	Constellation New Energy, Inc	62723791501	0000000000	dk063122	AP	2857041-0 June22	H 06/16/2022	06/30/2022	R		\$47.80
							21-22		110523		\$47.80
CONSTELL000	Constellation New Energy, Inc	6273787901	0000000000	dk063122	AP	764073-496292 Jun 22	H 06/30/2022	06/30/2022	R		\$205.26
							21-22		110523		\$205.26
CONSTELL000	Constellation New Energy, Inc	62760313901	0000000000	dk063122	AP	764073-46291 JUN 22	H 06/30/2022	06/30/2022	R		\$23,240.17
							21-22		110523		\$23,240.17
NUMBER OF INVOICES: 6											\$68,016.59
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3492746	0000000000	dk063122	AP	BG-11642 Gas Chrgs	H 06/13/2022	06/30/2022	R		\$523.18
							21-22		110524		\$523.18

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3492747	0000000000	dk063122	AP	BG-5862 Gas Chrgs	H	06/13/2022	06/30/2022	R	\$6,433.60
							21-22			110524	\$6,433.60
						NUMBER OF INVOICES: 2					\$6,956.78
CORPRO S000	CorPro Screentech Services, Inc	46760	0000000000	dk063122	AP	Monument Signs	H	06/21/2022	06/30/2022	R	\$2,278.00
							21-22			110525	\$2,278.00
						NUMBER OF INVOICES: 1					\$2,278.00
CREATIVE003	Creative Solutions, Inc.	1944671063	0122300000	dk070522	AP	Music Order	F H	05/11/2022	07/05/2022	R	\$2,720.00
							22-23			110451	\$2,720.00
						NUMBER OF INVOICES: 1					\$2,720.00
DATA443 000	Data443 Risk Mitigation, Inc.	2958	3002300012	dk070522	AP	Arcmail Email Archival	F H	06/15/2022	07/05/2022	R	\$6,156.00
						Software Renewal					20
							22-23			110452	\$6,156.00
						NUMBER OF INVOICES: 1					\$6,156.00
DEMCO 000	Demco	7145404	0022300000	dk070522	AP	DEMCO library supplies order	F H	06/23/2022	07/05/2022	R	\$240.86
							22-23			110453	\$240.86
						NUMBER OF INVOICES: 1					\$240.86
DOUD REB000	Doud, Rebecca	EDCL5568	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/13/2022	06/30/2022	R	\$525.00
							21-22			110333	\$525.00
DOUD REB000	Doud, Rebecca	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/13/2022	06/30/2022	R	\$600.00
							21-22			110333	\$600.00
DOUD REB000	Doud, Rebecca	OL-717	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/20/2022	06/30/2022	R	\$459.00
							21-22			110333	\$459.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
NUMBER OF INVOICES: 3											\$1,584.00
DRISCAMY000	Driscoll, Amy	ID 27504	0000000000	dk063022	AP	Refund SS 2 PE	H	06/27/2022	06/30/2022	R	\$130.00
							21-22		110334		\$130.00
NUMBER OF INVOICES: 1											\$130.00
DURANNAN000	Duran, Nancy	ID 26700	0000000000	dk063022	AP	Refund Credit Balance	H	06/27/2022	06/30/2022	R	\$315.00
							21-22		110335		\$315.00
NUMBER OF INVOICES: 1											\$315.00
DURHAM S001	Durham School Services	91903572	0000000000	dk063022	AP	SpecEd Trnspt 050122-053122	H	06/02/2022	06/30/2022	R	\$38,225.95
							21-22		110336		\$38,225.95
DURHAM S001	Durham School Services	91910068	0000000000	dk063122	AP	SpecEd Trnspt 060122-063022	H	07/01/2022	06/30/2022	R	\$24,828.16
							21-22		110526		\$24,828.16
NUMBER OF INVOICES: 2											\$63,054.11
DURLAJEF000	Durlak, Jeffrey	EDCL5568	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/27/2022	06/30/2022	R	\$450.00
							21-22		110337		\$450.00
DURLAJEF000	Durlak, Jeffrey	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/13/2022	06/30/2022	R	\$600.00
							21-22		110337		\$600.00
NUMBER OF INVOICES: 2											\$1,050.00
EASTBAY 000	Eastbay	1538461	0502200056	dk063022	AP	GRILS SOCCER COACHES GEAR	F H	04/01/2022	06/30/2022	R	\$976.53
							21-22		110338		\$976.53
NUMBER OF INVOICES: 1											\$976.53
ECS MIDW000	Ecs Midwest. Llc	982476	0000000000	dk063022	AP	CCDD Soil Sampling	H	06/06/2022	06/30/2022	R	\$2,000.00
							21-22		110339		\$2,000.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$2,000.00
ED-RED 000	ED-RED	2022-061	0000000000	dk0722	AP	Mbrshp Fee 2022-2023	B	07/01/2022	07/21/2022	R	\$4,600.00
22-23											\$4,600.00
NUMBER OF INVOICES: 1											\$4,600.00
EDUCATIO000	Educational Innovations, Inc.	855343-1	0032300012	dk0722	AP	e-mail: PO@teachersource.com	F B	06/09/2022	07/21/2022	R	\$317.02
22-23											\$317.02
NUMBER OF INVOICES: 1											\$317.02
EDVOTEK 000	Edvotek	230590	0032300002	dk0722	AP	for new Honors Biotech 2	F B	06/08/2022	07/21/2022	R	\$3,476.00
course											
22-23											\$3,476.00
EDVOTEK 000	Edvotek	230781	0032300008	dk0722	AP	Science order	P B	06/16/2022	07/21/2022	R	\$4,093.00
22-23											\$4,093.00
NUMBER OF INVOICES: 2											\$7,569.00
EL PUERT001	El Puerto Restaurant	07062022	0000000000	dk0722	AP	Institute Day Lunch	B	07/06/2022	07/21/2022	R	\$1,400.00
22-23											\$1,400.00
NUMBER OF INVOICES: 1											\$1,400.00
ENGLER,C000	Engler,Callaway,Baasten & Sraga L	29766	0000000000	dk061622	AP	General Law MAY 2022	H	06/03/2022	06/16/2022	R	\$220.50
21-22											\$220.50
NUMBER OF INVOICES: 1											\$220.50
ENTERTIF000	Enters, Tiffany	ID 28219	0000000000	dk063022	AP	Refund SS 2 PE	H	06/27/2022	06/30/2022	R	\$130.00
21-22											\$130.00
NUMBER OF INVOICES: 1											\$130.00
ERIKSSON000	Eriksson Engineering	25624	0000000000	dk063022	AP	Engineering (Civil) Srvc	H	06/16/2022	06/30/2022	R	\$9,470.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
ERIKSSON000	Eriksson Engineering	25624		*****CONTINUED*****			21-22			110341	\$9,470.00
ERIKSSON000	Eriksson Engineering	25625	0000000000	dk063022	AP	Engineering (Civil) Srvc	H	06/16/2022	06/30/2022	R	\$2,157.50
							21-22			110341	\$2,157.50
						NUMBER OF INVOICES: 2					\$11,627.50
EVANSTRA000	Evans, Tracy	ID 25868	0000000000	dk063022	AP	Refund Credit Balance	H	06/27/2022	06/30/2022	R	\$88.00
							21-22			110342	\$88.00
						NUMBER OF INVOICES: 1					\$88.00
EXPRESS 000	Express Services Inc	27314547	0000000000	dk063022	AP	Receptionist	H	06/08/2022	06/30/2022	R	\$192.00
							21-22			110343	\$192.00
						NUMBER OF INVOICES: 1					\$192.00
FIRELIGH000	Firelight Books LLC	7428	0052300007	dk0722	AP	LOP textbooks	F B	06/28/2022	07/21/2022	R	\$1,738.00
							22-23				\$1,738.00
						NUMBER OF INVOICES: 1					\$1,738.00
FLAKEAND000	Flaker, Andrew	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/15/2022	06/30/2022	R	\$501.00
							21-22			110344	\$501.00
						NUMBER OF INVOICES: 1					\$501.00
FLINN SC000	Flinn Scientific	2715625	0032300006	dk0722	AP	Flinn order for science	P B	06/14/2022	07/21/2022	R	\$932.15
							22-23				\$932.15
FLINN SC000	Flinn Scientific	2717707	0032300003	dk0722	AP	For new science course - HBT2 - not out of 410-13 account	F B	06/17/2022	07/21/2022	R	\$729.96
							22-23				\$729.96

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
FLINN SC000	Flinn Scientific	2718475	0032300003	dk0722	AP	For new science course - HBT2 - not out of 410-13 account	F	B	06/20/2022	07/21/2022	R	\$984.40
												\$984.40
FLINN SC000	Flinn Scientific	2720040	0032300006	dk0722	AP	Flinn order for science	P	B	06/23/2022	07/21/2022	R	\$15.90
												\$15.90
FLINN SC000	Flinn Scientific	2721257	0032300006	dk0722	AP	Flinn order for science	P	B	06/28/2022	07/21/2022	R	\$62.00
												\$62.00
NUMBER OF INVOICES: 5												\$2,724.41
FOLLETT 009	Follett Content Solutions LLC	469805	0000000000	dk063022	AP	Library Supply	H		05/18/2022	06/30/2022	R	\$510.16
							21-22			110345		\$510.16
NUMBER OF INVOICES: 1												\$510.16
FOX LAKE010	Fox Lake Rotary	06292022	0000000000	dk0722	AP	Jul -Sept 2022 dues	B		06/29/2022	07/21/2022	R	\$50.00
							22-23					\$50.00
NUMBER OF INVOICES: 1												\$50.00
FRANCZEK000	Franczek P.C.	213673	0000000000	dk063022	AP	May 22 Legal Srvc	H		06/15/2022	06/30/2022	R	\$96.00
							21-22			110346		\$96.00
NUMBER OF INVOICES: 1												\$96.00
FRANK C0000	Frank Cooney Company	76656	0002300000	dk070522	AP	Furniture	P	H	05/31/2022	07/05/2022	R	\$9,443.57
							22-23			110454		\$9,443.57
FRANK C0000	Frank Cooney Company	76769	0002300000	dk0722	AP	Furniture	P	B	06/14/2022	07/21/2022	R	\$7,410.48
							22-23					\$7,410.48
FRANK C0000	Frank Cooney Company	76825	0002300000	dk0722	AP	Furniture	P	B	06/20/2022	07/21/2022	R	\$45,820.00
							22-23					\$45,820.00



<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ</u>	<u>S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
FRANK CO000	Frank Cooney Company	76897	0002300000	dk0722	AP	Furniture	P	B	06/28/2022	07/21/2022	R	\$27,778.03
							22-23					\$27,778.03
						NUMBER OF INVOICES:		4				\$90,452.08
GALE-CEN000	Gale-CENGAGE Learning	77810173	0000000000	dk0722	AP	Annual Subscription		B	05/24/2022	07/21/2022	R	\$17,751.87
						0822-0823						
							22-23					\$17,751.87
						NUMBER OF INVOICES:		1				\$17,751.87
GFC LEAS000	GFC Leasing	I00744011	0000000000	dk070522	AP	Copier Lease Pymt		H	06/16/2022	07/05/2022	R	\$803.00
						0705-080422						
							22-23			110455		\$803.00
						NUMBER OF INVOICES:		1				\$803.00
												25
GIANT ST000	Giant Steps	124G-0622S	0000000000	dk063122	AP	Tuition June 22		H	06/30/2022	06/30/2022	R	\$4,769.52
							21-22			110527		\$4,769.52
						NUMBER OF INVOICES:		1				\$4,769.52
GILL NIC000	Gill, Nicole	HP counseling	0000000000	dk0722	AP	Mileage Reimbursement		B	07/11/2022	07/21/2022	R	\$32.48
							22-23					\$32.48
						NUMBER OF INVOICES:		1				\$32.48
GLOBAL I003	Global Industrial	119290568	0000000000	dk063122	AP	Cork Board		H	06/24/2022	06/30/2022	R	\$88.94
							21-22			110528		\$88.94
GLOBAL I003	Global Industrial	119317161	0000000000	dk0722	AP	Bulletin Board Cabinet		B	07/01/2022	07/21/2022	R	\$671.07
							22-23					\$671.07
						NUMBER OF INVOICES:		2				\$760.01
GORDON F000	Gordon Flesch Company Inc.	IN13778245	0000000000	dk063022	AP	Per Copy Maint Chrgs		H	06/19/2022	06/30/2022	R	\$381.50

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
GORDON F000	Gordon Flesch Company Inc.	IN13778245		*****CONTINUED*****			21-22			110347	\$381.50
GORDON F000	Gordon Flesch Company Inc.	IN13806959	0000000000	dk063122	AP	Per Copy Maint Chrgs	H	07/05/2022	06/30/2022	R	\$92.67
							21-22			110529	\$92.67
						NUMBER OF INVOICES: 2					\$474.17
GORDON F001	Gordon Food Service, Inc.	218568947	0000000000	dk063122	AP	Food Lab Supply	H	05/03/2022	06/30/2022	R	\$625.02
							21-22			110530	\$625.02
						NUMBER OF INVOICES: 1					\$625.02
GRACEWOR000	Graceworkz, Llc	9328	0000000000	dk063022	AP	Toner	H	04/12/2022	06/30/2022	R	\$504.45
							21-22			110348	\$504.45
						NUMBER OF INVOICES: 1					\$504.45
GRAINGER001	Grainger	9360560198	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/28/2022	06/30/2022	R	\$143.61
							21-22			110531	\$143.61
						NUMBER OF INVOICES: 1					\$143.61
GRANT CH003	Grant Chsd 124 Activity Fund	06132022	0000000000	dk063022	AP	NLCC Track Pizza	H	06/13/2022	06/30/2022	S	\$450.00
						Reimbursement					
							21-22			110349	\$450.00
GRANT CH003	Grant Chsd 124 Activity Fund	06302022	0000000000	dk063022	AP	Fees Pd JUN 2022	H	06/30/2022	06/30/2022	S	\$733.33
							21-22			110350	\$733.33
						NUMBER OF INVOICES: 2					\$1,183.33
GRANT CO001	Grant Community High School Distri	06302022	0000000000	dk063022	AP	Yearbook Fees Pd JUN22	H	06/30/2022	06/30/2022	S	\$50.00
							21-22			110351	\$50.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$50.00
GUARDIAN001	Guardian	00 554362	0000000000	dk070522	AP	Dental/Life JULY 2022	H	06/21/2022	07/05/2022	R	\$4,068.69
							22-23			110456	\$4,068.69
NUMBER OF INVOICES: 1											\$4,068.69
GUNSAAMY000	Gunsaulus, Amy	06212022	0000000000	dk063022	AP	Mileage Reimbursement	H	06/22/2022	06/30/2022	R	\$183.75
							21-22			110352	\$183.75
GUNSAAMY000	Gunsaulus, Amy	ID 27260	0000000000	dk063022	AP	Refund SS PE 2	H	06/27/2022	06/30/2022	R	\$130.00
							21-22			110352	\$130.00
NUMBER OF INVOICES: 2											\$313.75
HAVENAND000	Havenga, Andrew	EDCL5588	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/15/2022	06/30/2022	R	\$475.00
							21-22			110353	\$475.00
HAVENAND000	Havenga, Andrew	EDVC961J	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/15/2022	06/30/2022	R	\$470.00
							21-22			110353	\$470.00
NUMBER OF INVOICES: 2											\$945.00
HEARTLAN006	Heartland Alliance Health	20628	0000000000	dk063022	AP	Telephonic	H	05/31/2022	06/30/2022	R	\$46.50
							21-22			110354	\$46.50
NUMBER OF INVOICES: 1											\$46.50
HEMBRLAU001	Hembrey, Laurie	ID 28246 & 28916	0000000000	dk063022	AP	Refund SS 2 PE & Health	H	06/27/2022	06/30/2022	R	\$260.00
							21-22			110355	\$260.00
NUMBER OF INVOICES: 1											\$260.00
HOME DEP001	Home Depot Commercial Credit	6035322531946634	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/13/2022	06/30/2022	R	\$164.99
							21-22			110532	\$164.99

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$164.99
HOUGHTON001	Houghton Mifflin	710245073	0052300005	dk070522	AP	System 44	F H	05/23/2022	07/05/2022	R	\$868.55
							22-23			110457	\$868.55
						NUMBER OF INVOICES: 1					\$868.55
HUDACANA000	Hudachko-Strine, Anastassia	ID 28338	0000000000	dk063022	AP	Refund SS Driver Ed	H	06/27/2022	06/30/2022	R	\$250.00
							21-22			110356	\$250.00
						NUMBER OF INVOICES: 1					\$250.00
HUEMANN 000	Huemann Water Conditioning	HW-01 428383	0000000000	dk063022	AP	Water Test/Repair	H	05/31/2022	06/30/2022	R	\$286.50
							21-22			110357	\$286.50
						NUMBER OF INVOICES: 1					\$286.50
IASA 000	Iasa	7233-FY22	0000000000	dk0722	AP	IL Ed Job Bank Renewal	B	06/02/2022	07/21/2022	R	\$400.00
							22-23				\$400.00
						NUMBER OF INVOICES: 1					\$400.00
IASB 000	Iasb	366140	0000000000	dk070522	AP	Joint Annual Conference	H	06/21/2022	07/05/2022	R	\$6,591.00
							22-23			110458	\$6,591.00
						NUMBER OF INVOICES: 1					\$6,591.00
ICE ENTE000	Ice Enterprises	L11-504	0000000000	dk063022	AP	Monthly Maintenance	H	11/03/2021	06/30/2022	R	\$3,748.25
							21-22			110358	\$3,748.25
						NUMBER OF INVOICES: 1					\$3,748.25
INFOBASE000	Infobase Learning	INV427261	0000000000	dk070522	AP	Subscription FY22-23	H	05/20/2022	07/05/2022	R	\$3,501.49
							22-23			110459	\$3,501.49

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$3,501.49
INTEGRAT000	Integrated Systems Corp	0725406	0000000000	dk0722	AP	Skyward Aug 22	B	07/01/2022	07/21/2022	R	\$446.04
							22-23				\$446.04
INTEGRAT000	Integrated Systems Corp	0725524	0000000000	dk0722	AP	Skyward Aug 22	B	07/01/2022	07/21/2022	R	\$575.64
							22-23				\$575.64
NUMBER OF INVOICES: 2											\$1,021.68
INTEGRAT001	Integrated Security Specialists	13434	0000000000	dk070522	AP	Monitor 070122-093022	H	06/01/2022	07/05/2022	R	\$280.50
							22-23			110460	\$280.50
INTEGRAT001	Integrated Security Specialists	13435	0000000000	dk070522	AP	Monitor 070122-093022	H	06/01/2022	07/05/2022	R	\$231.00
							22-23			110460	\$231.00
NUMBER OF INVOICES: 2											\$511.25
INTERQUE000	Interquest Detection Canines of Ch	2163	0000000000	dk063122	AP	1/2 Day School Visit	H	05/31/2022	06/30/2022	R	\$355.00
							21-22			110533	\$355.00
NUMBER OF INVOICES: 1											\$355.00
INTERSTA000	Interstate All Battery Center	1903901034408	0000000000	dk063022	AP	Bldg & Grnds Supply	H	06/16/2022	06/30/2022	R	\$259.50
							21-22			110359	\$259.50
INTERSTA000	Interstate All Battery Center	1903901034562	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/30/2022	06/30/2022	R	\$735.80
							21-22			110534	\$735.80
NUMBER OF INVOICES: 2											\$995.30
JANICANN000	Janicki, Anna	ID 27811	0000000000	dk063022	AP	Refund SS PE	H	06/27/2022	06/30/2022	R	\$130.00
							21-22			110360	\$130.00
NUMBER OF INVOICES: 1											\$130.00
JOLCOMAR000	Jolcover, Mark	EDCL5577	0000000000	dk063122	AP	21-22 Tuition Reimbursement	H	07/07/2022	06/30/2022	R	\$525.00

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
JOLCOMAR000	Jolcover, Mark	EDCL5577		*****CONTINUED*****			21-22			110552	\$525.00
						NUMBER OF INVOICES: 1					\$525.00
KNAPHEID000	Knapheide Equipment Co - Chicago	CIJ1552	0000000000	dk063022	AP	Plow Repairs	H	03/05/2022	06/30/2022	R	\$737.55
							21-22			110361	\$737.55
						NUMBER OF INVOICES: 1					\$737.55
KOSMIAND000	Kosmicki, Andrea	SPED6690	0000000000	dk063122	AP	21/22 Tuition Reimbursement	H	07/05/2022	06/30/2022	R	\$1,476.00
							21-22			110535	\$1,476.00
						NUMBER OF INVOICES: 1					\$1,476.00
KRIHA B0000	Kriha Boucek LLC	3663	0000000000	dk061622	AP	MAY 2022 Legal Srvc	H	06/08/2022	06/16/2022	R	\$2,307.50
							21-22			110288	\$2,307.50
						NUMBER OF INVOICES: 1					\$2,307.50
KS STATE000	KS Statebank	57248-7-2022	0000000000	dk070522	AP	3rd Pymt Micro Lift Bus	H	05/10/2022	07/05/2022	R	\$11,770.00
							22-23			110461	\$11,770.00
						NUMBER OF INVOICES: 1					\$11,770.00
LAKE COU012	Lake County Regional Office Of Edu	622100035	0000000000	dk0722	AP	Backgrnd -Firman	B	06/30/2022	07/21/2022	R	\$10.00
							22-23				\$10.00
						NUMBER OF INVOICES: 1					\$10.00
LAKES RE000	Lakes Region Co-Op	JULY 2022	0000000000	dk0722	AP	July 2022 Ins Premiums	B	07/13/2022	07/21/2022	R	\$85,814.30
							22-23				\$85,814.30
						NUMBER OF INVOICES: 1					\$85,814.30
LOPATKAT000	Lopatowski, Kate	ID 27278	0000000000	dk063022	AP	Refund SS PE 2	H	06/27/2022	06/30/2022	R	\$130.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
LOPATKAT000	Lopatowski, Kate	ID 27278		*****CONTINUED*****			21-22			110362	\$130.00
						NUMBER OF INVOICES: 1					\$130.00
MACGILL 000	MacGill & Co	IN0801442	0202300000	dk0722	AP	Nurse office supplies	P B	06/29/2022	07/21/2022	R	\$207.61
							22-23				\$207.61
						NUMBER OF INVOICES: 1					\$207.61
MCGRW-H002	McGraw-Hill	123011669001	0062300000	dk070522	AP	Spanish Workbooks	F H	06/02/2022	07/05/2022	R	\$1,220.10
							22-23			110462	\$1,220.10
						NUMBER OF INVOICES: 1					\$1,220.10
MCHENRY 010	McHenry Specialties	2022-451	0000000000	dk063122	AP	Name Plate	H	06/22/2022	06/30/2022	R	\$32.00
							21-22			110536	\$32.00
						NUMBER OF INVOICES: 1					\$32.00
MCQUEEN 000	McQueen Technology Group LLC	011295	0000000000	dk063122	AP	It Support 060122-063022	H	07/01/2022	06/30/2022	R	\$7,000.00
							21-22			110537	\$7,000.00
						NUMBER OF INVOICES: 1					\$7,000.00
MELENDAN000	Melendez, Daniel	202208	0000000000	dk063022	AP	Spring Choir Concert	H	05/12/2022	06/30/2022	R	\$1,000.00
							21-22			110363	\$1,000.00
						NUMBER OF INVOICES: 1					\$1,000.00
MENARDS 001	Menards	18385	0000000000	dk063122	AP	Bldg & Grnds Supply	H	05/20/2022	06/30/2022	R	\$64.84
							21-22			110538	\$64.84
MENARDS 001	Menards	19366	0000000000	dk063022	AP	Bldg & Grnds Supply	H	06/02/2022	06/30/2022	R	\$97.33
							21-22			110364	\$97.33

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
MENARDS 001	Menards	20273	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/14/2022	06/30/2022	R	\$88.62
							21-22			110538	\$88.62
MENARDS 001	Menards	20280	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/14/2022	06/30/2022	R	\$64.62
							21-22			110538	\$64.62
MENARDS 001	Menards	20363	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/15/2022	06/30/2022	R	\$123.35
							21-22			110538	\$123.35
MENARDS 001	Menards	20761	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/20/2022	06/30/2022	R	\$90.42
							21-22			110538	\$90.42
MENARDS 001	Menards	21019	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/23/2022	06/30/2022	R	\$10.98
							21-22			110538	\$10.98
MENARDS 001	Menards	21977	0000000000	dk0722	AP	Bldg & Grnds Supply	B	07/06/2022	07/21/2022	R	\$95.61
							22-23				\$95.61
MENARDS 001	Menards	22088	0000000000	dk0722	AP	Bldg & Grnds Supply	B	07/07/2022	07/21/2022	R	\$79.95
							22-23				\$79.95
NUMBER OF INVOICES: 9											\$715.72
MENTA AC000	Menta Academy North	SESINV-021568	0000000000	dk063022	AP	Tuition June 22	H	06/15/2022	06/30/2022	R	\$4,198.37
							21-22			110365	\$4,198.37
MENTA AC000	Menta Academy North	SESINV-021821	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$3,053.36
							21-22			110539	\$3,053.36
NUMBER OF INVOICES: 2											\$7,251.73
MERRIKEL000	Merrill, Kelly	ID 26328 - Reissue	0000000000	dk063022	AP	Refund Credit Balance	H	03/23/2022	06/30/2022	R	\$165.00
							21-22			110366	\$165.00
NUMBER OF INVOICES: 1											\$165.00
MHS	000 Mhs	SIP00194366	0052300000	dk070522	AP	Therapist Supplies	F H	05/13/2022	07/05/2022	R	\$425.00



<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
MHS	000 Mhs	SIP00194366	*****CONTINUED*****				22-23			110463	\$425.00
						NUMBER OF INVOICES: 1					\$425.00
MIKE'S B000	Mike's Brass & Woodwind	1222	0000000000	dk063122	AP	Instrument Repairs	H	06/30/2022	06/30/2022	R	\$1,940.00
							21-22			110540	\$1,940.00
						NUMBER OF INVOICES: 1					\$1,940.00
MOHAWK U000	Mohawk USA LLC	9249	3002300000	dk070522	AP	Chromebook Case 2022/2023 Order	F H	05/11/2022	07/05/2022	R	\$9,174.00
							22-23			110464	\$9,174.00
						NUMBER OF INVOICES: 1					\$9,174.00
MPS	000 Mps	87524074	0032300000	dk0722	AP	AP Biology textbooks	P B	06/07/2022	07/21/2022	R	\$3,176.37
							22-23				\$3,176.77
MPS	000 Mps	87629151	0032300000	dk0722	AP	AP Biology textbooks	P B	06/08/2022	07/21/2022	R	\$900.00
							22-23				\$900.00
						NUMBER OF INVOICES: 2					\$4,076.77
MUNARMIC000	Munaretto, Michelle	06302022	0000000000	dk063022	AP	May-Jun22 Mileage Reimbursement	H	06/30/2022	06/30/2022	R	\$43.12
							21-22			110367	\$43.12
						NUMBER OF INVOICES: 1					\$43.12
MYERSMAR001	Myers, Marissa	ID 27131	0000000000	dk063022	AP	Refund SS 1 Com Con	H	06/27/2022	06/30/2022	R	\$130.00
							21-22			110368	\$130.00
						NUMBER OF INVOICES: 1					\$130.00
NAPA AUT000	Napa Auto Supply	048995	0000000000	dk063022	AP	Bldg & Grnds Supply	H	06/16/2022	06/30/2022	R	\$157.48

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NAPA AUT000	Napa Auto Supply	048995		*****CONTINUED*****			21-22			110369	\$157.48
						NUMBER OF INVOICES: 1					\$157.48
NATIONAL025	National Cheerleaders Association	REG-0011074540	0502300002	dk0722	AP	CHEER JV CHOREOGRAPHY	P B	06/01/2022	07/21/2022	R	\$2,760.00
							22-23				\$2,760.00
						NUMBER OF INVOICES: 1					\$2,760.00
NCS PEAR000	Ncs Pearson Inc.	18039662	0052300002	dk070522	AP	Therapist supplies	P H	05/12/2022	07/05/2022	R	\$330.00
							22-23			110465	\$330.00
						NUMBER OF INVOICES: 1					\$330.00
NEHMZCHR000	Nehmzow, Christine	ID 27863	0000000000	dk063022	AP	Refund SS PE 2	H	06/27/2022	06/30/2022	R	\$130.00
							21-22			110370	\$130.00
						NUMBER OF INVOICES: 1					\$130.00
NEW CONN000	NEW CONNECTIONS ACADEMY	13953	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,681.65
							21-22			110541	\$4,681.65
NEW CONN000	NEW CONNECTIONS ACADEMY	14015	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,560.55
							22-23				\$1,560.55
						NUMBER OF INVOICES: 2					\$6,242.20
NEWSBANK000	Newsbank	RN1031879	0000000000	dk070522	AP	Newsbank Renewal 0722-0623	H	03/09/2022	07/05/2022	R	\$3,926.00
							22-23			110466	\$3,926.00
						NUMBER OF INVOICES: 1					\$3,926.00
NICOR 001	Nicor	08-78-68-1000-5	0000000000	dk063022	AP	052322-062222 ES Hawthorne	H	06/22/2022	06/30/2022	R	\$51.78
							21-22			110371	\$51.78

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NICOR	001 Nicor	78900637691	0000000000	dk063022	AP	Ingleside 051622-061522	H	06/15/2022	06/30/2022	R	\$77.55
							21-22			110371	\$77.55
						NUMBER OF INVOICES: 2					\$129.33
NLCC	000 NLCC	0041	0000000000	dk0722	AP	NLCC Bldg Principal Dues	B	06/14/2022	07/21/2022	R	\$6,000.00
							22-23				\$6,000.00
						NUMBER OF INVOICES: 1					\$6,000.00
NOREDINK000	NoRedInk Corp	16823	0072300001	dk070522	AP	No Red Ink program licenses for all English teachers	F H	06/06/2022	07/05/2022	R	\$10,500.00
							22-23			110467	\$10,500.00
						NUMBER OF INVOICES: 1					\$10,500.00
NORTHWES019	Northwest Suburban Special Educati	9054	0000000000	dk063022	AP	Transport MAY 22	H	06/13/2022	06/30/2022	R	\$1,575.02
							21-22			110372	\$1,575.02
						NUMBER OF INVOICES: 1					\$1,575.02
NORTHWES024	Northwestern Med Occ Health	528427	0000000000	dk063022	AP	3 Annual Exams	H	05/31/2022	06/30/2022	R	\$510.00
							21-22			110373	\$510.00
NORTHWES024	Northwestern Med Occ Health	528890	0000000000	dk0722	AP	9 Annual Exams	B	06/30/2022	07/21/2022	R	\$1,530.00
							22-23				\$1,530.00
						NUMBER OF INVOICES: 2					\$2,040.00
NORTHWES030	Northwest Eletrical Supply	17538064	0000000000	dk063022	AP	Bldg & Grnds Supply	H	05/25/2022	06/30/2022	R	\$98.92
							21-22			110374	\$98.92
						NUMBER OF INVOICES: 1					\$98.92
NOTABLE 000	Notable Inc	Invoice-218541	3002300008	dk0722	AP	Kami software renewal	F B	05/20/2022	07/21/2022	R	\$3,000.00
							22-23				\$3,000.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$3,000.00
NOTRIERI000	Notriano, Erin	07052022	0000000000	dk0722	AP	Mileage Reimbursement	B 22-23	07/05/2022	07/21/2022	R	\$309.12 \$309.12
						NUMBER OF INVOICES: 1					\$309.12
NWEA 000	Nwea	73018	0000000000	dk0722	AP	MAP Growth K-12	B 22-23	08/01/2022	07/21/2022	R	\$19,175.00 \$19,175.00
						NUMBER OF INVOICES: 1					\$19,175.00
ORKIN PE000	Orkin Pest Control	228623186	0000000000	dk063022	AP	Pest Control Srvc	H 21-22	06/02/2022	06/30/2022	R	\$147.79 \$147.79
ORKIN PE000	Orkin Pest Control	228624684	0000000000	dk063022	AP	Pest Control Srvc	H 21-22	06/13/2022	06/30/2022	R	\$108.00 \$108.00
ORKIN PE000	Orkin Pest Control	229230239	0000000000	dk063122	AP	Pest Control	H 21-22	06/28/2022	06/30/2022	R	\$130.00 \$130.00
ORKIN PE000	Orkin Pest Control	229954967	0000000000	dk0722	AP	Pest Control	B 22-23	07/05/2022	07/21/2022	R	\$147.79 \$147.79
						NUMBER OF INVOICES: 4					\$533.58
PADDOCK 000	Paddock Publications	221237	0000000000	dk063122	AP	Public Notice	H 21-22	06/26/2022	06/30/2022	R	\$28.75 \$28.75
						NUMBER OF INVOICES: 1					\$28.75
PANORAMA000	Panorama Education	INV8300	0000000000	dk0722	AP	Panorama Platform Lic	B 22-23	07/01/2022	07/21/2022	R	\$15,000.00 \$15,000.00
						NUMBER OF INVOICES: 1					\$15,000.00
PEAR DEC000	PEAR DECK INC	INV36967	0000000000	dk0722	AP	Pear Deck Software Renewal	B	07/06/2022	07/21/2022	R	\$3,201.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
PEAR DEC000	PEAR DECK INC	INV36967		*****CONTINUED*****								
							22-23					\$3,201.00
						NUMBER OF INVOICES: 1						\$3,201.00
PEERLESS001	Peerless Network, Inc	533294 July 22	0000000000	dk070522	AP	070122-071422	H	06/15/2022	07/05/2022	R		\$103.85
							22-23			110468		\$103.85
PEERLESS001	Peerless Network, Inc	533294-JUNE22	0000000000	dk063022	AP	061522-063022	H	06/15/2022	06/30/2022	R		\$118.68
							21-22			110376		\$118.68
						NUMBER OF INVOICES: 2						\$222.53
PER MAR 000	Per Mar Security Services	559583	0000000000	dk063022	AP	Security W/E 5/21/22	H	05/21/2022	06/30/2022	R		\$3,641.08
							21-22			110377		\$3,641.08
PER MAR 000	Per Mar Security Services	560221	0000000000	dk063022	AP	Security W/E 5/28/22	H	05/28/2022	06/30/2022	R		\$321.89
							21-22			110377		\$321.89
						NUMBER OF INVOICES: 2						\$3,962.97
PERSPECT000	Perspectives LTD	102357	0000000000	dk0722	AP	Employee Assist Srvc	B	07/01/2022	07/21/2022	R		\$405.00
							22-23					\$405.00
						NUMBER OF INVOICES: 1						\$405.00
PETROSVE000	Petrova, Svetlana	HP Counseling	0000000000	dk0722	AP	Mileage Reimbursment	B	07/11/2022	07/21/2022	R		\$22.40
							22-23					\$22.40
						NUMBER OF INVOICES: 1						\$22.40
PFV PERF000	PFv Performance LLC	04282022	0000000000	dk063022	AP	Boys Bulldog Invite	H	04/28/2022	06/30/2022	R		\$1,200.00
							21-22			110378		\$1,200.00
						NUMBER OF INVOICES: 1						\$1,200.00
POWERSCH000	PowerSchool	INV298747	0000000000	dk071122	AP	Schoology AMP/LMS Subs	H	04/01/2022	07/11/2022	R		\$31,200.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
POWERSCH000	PowerSchool	INV298747		*****CONTINUED*****			22-23			110555	\$31,200.00
						NUMBER OF INVOICES: 1					\$31,200.00
PROJECT 001	Project Lead the Way	340578	0000000000	dk070522	AP	PLTW Eng Participation 22-23	H	05/20/2022	07/05/2022	R	\$3,200.00
							22-23			110469	\$3,200.00
PROJECT 001	Project Lead the Way	349012	0112200002	dk063022	AP	POE Supply Order	F H	06/12/2022	06/30/2022	R	\$13,116.00
							21-22			110379	\$13,116.00
						NUMBER OF INVOICES: 2					\$16,316.00
PROTOLIG000	PROTOLIGHT INC	77668	0000000000	dk063022	AP	Wireless Vocal System	H	06/09/2022	06/30/2022	R	\$3,778.00
							21-22			110380	\$3,778.00
PROTOLIG000	PROTOLIGHT INC	77703	3002300013	dk0722	AP	QSC ISA 750 - 2 channel class H amplifier, 450 watts/ch at 8ohm, 650 watts/ch at 4ohm - Black	F B	07/07/2022	07/21/2022	R	\$1,080.00
							22-23				\$1,080.00
						NUMBER OF INVOICES: 2					\$4,858.00
PRUNELLA000	Prunella's Flower Shoppe	1902	0000000000	dk063022	AP	Graduation Flowers	H	06/25/2022	06/30/2022	R	\$120.00
							21-22			110381	\$120.00
						NUMBER OF INVOICES: 1					\$120.00
QUADIENT000	Quadient Finance USA Inc	7900044080451309	0000000000	dk061622	AP	Postage JUN2022	H	06/01/2022	06/16/2022	R	\$2,162.53
							21-22			110289	\$2,162.53
QUADIENT000	Quadient Finance USA Inc	7900044081007043	0000000000	dk063122	AP	Postage June 22	H	06/29/2022	06/30/2022	R	\$500.00
							21-22			110544	\$500.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$2,662.53
QUADIENT001	Quadient Inc	59376134	0000000000	dk0722	AP	Stnd Maintenance 0722-0723	B	07/28/2022	07/21/2022	R	\$786.48
							22-23				\$786.48
NUMBER OF INVOICES: 1											\$786.48
QUILL C0002	Quill Corp.	25005818	0262300000	dk070522	AP	Kitchen office supplies SY2022-2023	F H	05/09/2022	07/05/2022	R	\$62.99
							22-23			110470	\$62.99
QUILL C0002	Quill Corp.	25015522	0262300000	dk070522	AP	Kitchen office supplies SY2022-2023	F H	05/09/2022	07/05/2022	R	\$555.69
							22-23			110470	\$555.69
QUILL C0002	Quill Corp.	25432376	0072300000	dk070522	AP	English Dept supplies- Angela Balanag	F H	05/30/2022	07/05/2022	R	\$77.30
							22-23			110470	\$77.30
NUMBER OF INVOICES: 3											\$695.98
R.A. ADA000	R.A. Adams	S048964	0000000000	dk063022	AP	Bldg & Grnds Supply	H	01/10/2022	06/30/2022	R	\$77.96
							21-22			110382	\$77.96
NUMBER OF INVOICES: 1											\$77.96
RABINE M000	Rabine Mechanical Solutions LLC	6133	0000000000	dk0722	AP	JOB WO 7265 JUN 22	B	06/28/2022	07/21/2022	R	\$5,178.42
							22-23				\$5,178.42
NUMBER OF INVOICES: 1											\$5,178.42
READY RE000	READY REFRESH	12E8104637510	0000000000	dk061622	AP	Drinking Water	H	06/02/2022	06/16/2022	R	\$607.53
							21-22			110290	\$607.53
NUMBER OF INVOICES: 1											\$607.53
RENAISSA001	RENAISSANCE LEARNING, INC	INV5253753	0000000000	dk0722	AP	Star Math/Reading	B	07/01/2022	07/21/2022	R	\$3,350.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
RENAISSA001	RENAISSANCE LEARNING, INC	INV5253753		*****CONTINUED*****			22-23				\$3,350.00
						NUMBER OF INVOICES: 1					\$3,350.00
REYNORYA001	Reynolds, Ryan	06212022	0000000000	dk063022	AP	Mileage Reimbursement	H	06/29/2022	06/30/2022	R	\$163.48
							21-22			110383	\$163.48
						NUMBER OF INVOICES: 1					\$163.48
RIDDELL 000	Riddell	60445422	0502200048	dk063022	AP	HELMETS AND SHOULDER PADS	F H	03/29/2022	06/30/2022	R	\$8,140.45
							21-22			110384	\$8,140.45
RIDDELL 000	Riddell	951520252	0000000000	dk063022	AP	Recondition Order	H	12/22/2021	06/30/2022	R	\$9,691.77
							21-22			110384	\$9,691.77
						NUMBER OF INVOICES: 2					\$17,832.40
RIOS BRA000	Rios, Brad	ID 26626	0000000000	dk063022	AP	Refund Credit Refund	H	06/27/2022	06/30/2022	R	\$165.00
							21-22			110385	\$165.00
						NUMBER OF INVOICES: 1					\$165.00
RIVERSID004	Riverside Insights	INV123584	0052300004	dk070522	AP	Therapist Supplies	F H	05/18/2022	07/05/2022	R	\$517.00
							22-23			110471	\$517.00
						NUMBER OF INVOICES: 1					\$517.00
ROGERS A002	Rogers Athletic Company	292095	0502200069	dk063022	AP	EQUIPMENT SPACER CANS	C H	06/01/2022	06/30/2022	R	\$734.00
							21-22			110386	\$734.00
						NUMBER OF INVOICES: 1					\$734.00
ROSS TH0000	Ross, Thomas	06132022	0000000000	dk063022	AP	Mileage Reimbursement	H	06/13/2022	06/30/2022	R	\$277.48
							21-22			110387	\$277.48



VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$277.48
ROWE CAR000	Rowe, Carsen Elyse	473	0000000000	dk0722	AP	Choreography	B	05/13/2022	07/21/2022	R	\$2,500.00
							22-23				\$2,500.00
						NUMBER OF INVOICES: 1					\$2,500.00
SAFEWAY 000	Safeway Transportation Services Co	994	0000000000	dk063122	AP	Spec Ed Trnspt June22	H	06/30/2022	06/30/2022	R	\$22,682.00
							21-22			110545	\$22,682.00
						NUMBER OF INVOICES: 1					\$22,682.00
SCHAAJON001	Schaap, Jon	06162022	0000000000	dk061622	AP	Meals FBLA Nationals 2022	H	06/16/2022	06/16/2022	R	\$1,833.52
							21-22			110291	\$1,833.52
						NUMBER OF INVOICES: 1					\$1,833.52
SCHAEHEA000	Schaefer, Heather	EDCL5577	0000000000	dk063122	AP	21-22 Tuition Reimbursement	H	06/27/2022	06/30/2022	R	\$525.00
							21-22			110546	\$525.00
						NUMBER OF INVOICES: 1					\$525.00
SCHMIROB003	Schmitt, Robert	EDUC40129	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/20/2022	06/30/2022	R	\$255.60
							21-22			110388	\$255.60
						NUMBER OF INVOICES: 1					\$255.60
SCHOOL D000	School Datebooks	C22-0231340	0000000000	dk0722	AP	Custom Datebooks	B	06/28/2022	07/21/2022	R	\$9,929.88
							22-23				\$9,929.88
						NUMBER OF INVOICES: 1					\$9,929.88
SCHROJIL000	Schroeder, Jill	HP Counseling	0000000000	dk0722	AP	Mileage Reimbursement	B	07/11/2022	07/21/2022	R	\$39.20
							22-23				\$39.20

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$39.20
SCHURING000	Schuring & Schuring, Inc.	MAY 22 18192	0000000000	dk063022	AP	Milk Delivery	H	06/09/2022	06/30/2022	R	\$2,377.68
							21-22			110389	\$2,377.68
NUMBER OF INVOICES: 1											\$2,377.68
SECRETAR001	Secretary Of State	06032022- Adamek	0000000000	dk070522	AP	M Adamek renewal	H	06/27/2022	07/05/2022	S	\$4.00
							22-23			110472	\$4.00
SECRETAR001	Secretary Of State	06032022- Brunette	0000000000	dk070522	AP	K Burnette renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110473	\$4.00
SECRETAR001	Secretary Of State	06032022- Florian	0000000000	dk070522	AP	J Florian renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110474	\$4.00
SECRETAR001	Secretary Of State	06032022- Garon	0000000000	dk070522	AP	K Garon renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110475	\$4.00
SECRETAR001	Secretary Of State	06032022- Gilbertsen	0000000000	dk070522	AP	E Gilbertsen renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110476	\$4.00
SECRETAR001	Secretary Of State	06032022- Jacobs	0000000000	dk070522	AP	L Jacobs renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110477	\$4.00
SECRETAR001	Secretary Of State	06032022- Kosar	0000000000	dk070522	AP	A Kosar renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110478	\$4.00
SECRETAR001	Secretary Of State	06032022- Mazzuca	0000000000	dk070522	AP	R Mazzuca renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110479	\$4.00
SECRETAR001	Secretary Of State	06032022- Pearce	0000000000	dk070522	AP	L Pearce renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110480	\$4.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SECRETAR001	Secretary Of State	06032022- Shaw	0000000000	dk070522	AP	J Shaw renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110481	\$4.00
SECRETAR001	Secretary Of State	06032022- Sullivan	0000000000	dk070522	AP	S Sullivan renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110482	\$4.00
SECRETAR001	Secretary Of State	06032022- Zarr	0000000000	dk070522	AP	J Zarr renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110483	\$4.00
SECRETAR001	Secretary Of State	06032022-Carole	0000000000	dk070522	AP	D Carole renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110484	\$4.00
SECRETAR001	Secretary Of State	06032022-Chiappetta	0000000000	dk070522	AP	A Chiappetta renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110485	\$4.00
SECRETAR001	Secretary Of State	06032022-Koske	0000000000	dk070522	AP	R Koske renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110486	\$4.00
SECRETAR001	Secretary Of State	06032022-Singleton	0000000000	dk070522	AP	D Singleton renewal	H	06/03/2022	07/05/2022	S	\$4.00
							22-23			110487	\$4.00
NUMBER OF INVOICES: 16											\$64.00
SEDOL	001 Sedol	06162022	0000000000	dk063022	AP	June Billing	H	06/16/2022	06/30/2022	R	\$48,770.29
							21-22			110390	\$48,770.29
SEDOL	001 Sedol	061722-PT-124	0000000000	dk063022	AP	PT Srvc Apr-Jun 22	H	06/17/2022	06/30/2022	R	\$622.50
							21-22			110390	\$622.50
SEDOL	001 Sedol	2022-06-13-CSE-124	0000000000	dk063022	AP	Case Study Evaluation	H	06/13/2022	06/30/2022	R	\$2,825.00
							21-22			110390	\$2,825.00
SEDOL	001 Sedol	2022-06-13-ITIN-124	0000000000	dk063022	AP	FY22 Itinerant 4th QRT	H	06/10/2022	06/30/2022	R	\$9,728.24
							21-22			110390	\$9,728.24

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SEDOL	001 Sedol	2022-06-17-BB-124	0000000000	dk063022	AP	Best Buddies	H	06/17/2022	06/30/2022	R	\$91.64
							21-22			110390	\$91.64
SEDOL	001 Sedol	2022-06-17-NOB-124	0000000000	dk063022	AP	Nurse on Bus	H	06/16/2022	06/30/2022	R	\$659.47
							21-22			110390	\$659.47
SEDOL	001 Sedol	23IMRF1	0000000000	dk0722	AP	2021 IMRF Levy FY22 Exp 1st Install	B	07/11/2022	07/21/2022	R	\$27,499.00
							22-23				\$27,499.00
SEDOL	001 Sedol	33572	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,773.00
							21-22			110547	\$4,773.00
NUMBER OF INVOICES: 8											\$94,969.14
SEFCICHR000	Sefcik, Christine	JULY 2022	0000000000	dk0722	AP	Reimburse Misc Expense	B	07/13/2022	07/21/2022	R	\$450.00
							22-23				\$450.00
NUMBER OF INVOICES: 1											\$450.00
SHORELIN000	Shoreline Graphics	5909	0002300003	dk070522	AP	Printed GCHS Envelopes	F H	06/09/2022	07/05/2022	R	\$3,817.20
							22-23			110488	\$3,817.20
NUMBER OF INVOICES: 1											\$3,817.20
SKEELPAM000	Skeels, Pamela	HP Counseling	0000000000	dk0722	AP	Mileage Reimbursment	B	07/11/2022	07/21/2022	R	\$24.64
							22-23				\$24.64
NUMBER OF INVOICES: 1											\$24.64
SKYWARD 000	Skyward	0000216339	0000000000	dk070522	AP	Annl Lic 070122-063023	H	07/01/2022	07/05/2022	R	\$26,597.00
							22-23			110489	\$26,597.00
SKYWARD 000	Skyward	000217539	0000000000	dk070522	AP	Cryst Rpts 070122-063023	H	07/01/2022	07/05/2022	R	\$119.00
							22-23			110489	\$119.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SKYWARD 000	Skyward	000219016	0000000000	dk070522	AP	Skylert 062622-062523	H	05/24/2022	07/05/2022	R	\$3,073.00
							22-23			110489	\$3,073.00
						NUMBER OF INVOICES: 3					\$29,789.00
SMARTEST000	Smartest Edu Inc	2021-12528	3002300009	dk070522	AP	Formative District Licensing Annual Renewal	F H	05/26/2022	07/05/2022	R	\$13,326.32
							22-23			110490	\$13,326.32
						NUMBER OF INVOICES: 1					\$13,326.32
SPECTRUM004	Spectrum Center Inc.	06142022	0000000000	dk063022	AP	Tuition MAY22	H	06/14/2022	06/30/2022	R	\$4,754.60
							21-22			110391	\$4,754.60
SPECTRUM004	Spectrum Center Inc.	06302022	0000000000	dk0722	AP	Tuition June 22	B	07/12/2022	07/21/2022	R	\$3,328.22
							22-23				\$3,328.22
						NUMBER OF INVOICES: 2					45 \$8,082.82
SUEHRBET000	Suehr, Beth	ECCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/13/2022	06/30/2022	R	\$525.00
							21-22			110392	\$525.00
						NUMBER OF INVOICES: 1					\$525.00
TELCOM I000	Telcom Innovations Group	A58654M	0000000000	dk070522	AP	Annual Maintenance 080122-073123	H	06/01/2022	07/05/2022	R	\$6,223.79
							22-23			110491	\$6,223.79
						NUMBER OF INVOICES: 1					\$6,223.79
THE HOME001	The Home Depot Pro	687771790	0000000000	dk063022	AP	Bldg & Grnds CREDIT	H	05/26/2022	06/30/2022	R	\$-157.18
							21-22			110393	\$-157.18
THE HOME001	The Home Depot Pro	689017580	0000000000	dk063022	AP	Bldg & Grnds Supply	H	06/03/2022	06/30/2022	R	\$1,180.00
							21-22			110393	\$1,180.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
THE HOME001	The Home Depot Pro	690316252	0000000000	dk063122	AP	Bldg & Grnds Supply	H	06/10/2022	06/30/2022	R	\$2,296.20
							21-22			110548	\$2,296.20
						NUMBER OF INVOICES: 3					\$3,319.02
THE HOPE000	The Hope School	SINV001444	0000000000	dk063022	AP	Group Homes Per Diem	H	02/28/2022	06/30/2022	R	\$14,273.56
							21-22			110394	\$14,273.56
THE HOPE000	The Hope School	SINV002106	0000000000	dk063022	AP	Room & Board MAY22	H	05/31/2022	06/30/2022	R	\$17,465.71
							21-22			110394	\$17,465.71
THE HOPE000	The Hope School	SINV002236	0000000000	dk0722	AP	Tuition/Transport June 22	B	06/30/2022	07/21/2022	R	\$8,488.08
							22-23				\$8,488.08
THE HOPE000	The Hope School	SINV002287	0000000000	dk0722	AP	Room & Board June 22	B	06/30/2022	07/21/2022	R	\$16,902.30
							22-23				\$16,902.30
						NUMBER OF INVOICES: 4					46 \$57,129.65
THE OMNI000	The Omni Group	2207-7100	0000000000	dk0722	AP	Compliance Oversight	B	07/01/2022	07/21/2022	R	\$5.50
							22-23				\$5.50
						NUMBER OF INVOICES: 1					\$5.50
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101961	0000000000	dk063122	AP	Spec Ed Trnspt June 22	H	07/01/2022	06/30/2022	R	\$14,564.00
							21-22			110549	\$14,564.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101963	0000000000	dk063122	AP	Spec Ed Trnspt June 22	H	07/01/2022	06/30/2022	R	\$750.00
							21-22			110549	\$750.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101965	0000000000	dk063122	AP	Homeless Trnspt June 22	H	07/01/2022	06/30/2022	R	\$99.00
							21-22			110549	\$99.00
						NUMBER OF INVOICES: 3					\$15,413.00
TRANSITI000	Transition Curriculum Inc.	1382	0052300006	dk070522	AP	Transitions	F H	05/19/2022	07/05/2022	R	\$3,000.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
TRANSITI000	Transition Curriculum Inc.	1382		*****CONTINUED*****			22-23			110492	\$3,000.00
						NUMBER OF INVOICES: 1					\$3,000.00
TYLER TE000	Tyler Technologies, Inc.	045-378280	0000000000	dk070522	AP	Archive Fee FY 22-23	H 06/01/2022	07/05/2022	R		\$300.00
							22-23			110493	\$300.00
						NUMBER OF INVOICES: 1					\$300.00
ULINE 001	Uline	14922781	0000000000	dk063022	AP	Bldg & Grnds Supply	H 05/25/2022	06/30/2022	R		\$66.00
							21-22			110395	\$66.00
ULINE 001	Uline	149422782	0000000000	dk063022	AP	Bldg & Grnds Supply	H 05/25/2022	06/30/2022	R		\$1,175.00
							21-22			110395	\$1,175.00
						NUMBER OF INVOICES: 2					\$1,241.47
UNITED S006	UNITED STATES TREASURY	Form 720 (2022)	0000000000	dk0722	AP	36-6004900 Q2 Form 720-V	B 07/12/2022	07/21/2022	R		\$768.74
							22-23				\$768.74
						NUMBER OF INVOICES: 1					\$768.74
UPS 001	Ups	0000Y9W214222	0000000000	dk063022	AP	Shipping Cost	H 05/28/2022	06/30/2022	R		\$8.17
							21-22			110396	\$8.17
						NUMBER OF INVOICES: 1					\$8.17
VENDEMIC000	Vendegna, Michelle	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H 06/14/2022	06/30/2022	R		\$501.00
							21-22			110397	\$501.00
						NUMBER OF INVOICES: 1					\$501.00
VERIZON 000	VERIZON WIRELESS	9908133206	0000000000	dk061622	AP	942086720-0001 050622-060522	H 06/05/2022	06/16/2022	R		\$923.50
							21-22			110292	\$923.50

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
NUMBER OF INVOICES: 1											\$923.50
VERNIER 000	Vernier	5430977	0032300010	dk0722	AP	Vernier order for science	F B	06/23/2022	07/21/2022	R	\$1,675.40
							22-23				\$1,675.40
NUMBER OF INVOICES: 1											\$1,675.40
VERSION2000	VERSION2 HOSTING	10665	0000000000	dk0722	AP	Veeam Backup & Replication	B	07/01/2022	07/21/2022	R	\$805.00
							22-23				\$805.00
NUMBER OF INVOICES: 1											\$805.00
VILLAGE 016	Village Of Fox Lake	041622-061522	0000000000	dk063022	AP	Water/Sewer	H	06/22/2022	06/30/2022	R	\$2,972.45
							21-22			110398	\$2,972.45
NUMBER OF INVOICES: 1											\$2,972.45
48											
VIRTUAL 001	Virtual Connections Academy	3987	0000000000	dk063122	AP	Tuition June 22	H	06/30/2022	06/30/2022	R	\$4,495.05
							21-22			110550	\$4,495.05
VIRTUAL 001	Virtual Connections Academy	4037	0000000000	dk0722	AP	Tuition July 22	B	07/12/2022	07/21/2022	R	\$1,498.35
							22-23				\$1,498.35
NUMBER OF INVOICES: 2											\$5,993.40
VISCITIM000	Viscioni, Timothy	Lead 429	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H	06/14/2022	06/30/2022	R	\$30.20
							21-22			110399	\$30.20
NUMBER OF INVOICES: 1											\$30.20
VISION S000	Vision Service Plan IL (VSP)	815375902	0000000000	dk070522	AP	Vision Premium July 22	H	06/17/2022	07/05/2022	R	\$609.44
							22-23			110494	\$609.44
NUMBER OF INVOICES: 1											\$609.44
W.W. NOR000	W.W. Norton & Company Inc	675683	0122300001	dk070522	AP	AP Music Theory Books and	P H	06/21/2022	07/05/2022	R	\$2,804.57



<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
W.W. NOR000	W.W. Norton & Company Inc	675683		*****CONTINUED*****		Workbooks	22-23			110495	\$2,804.57
						NUMBER OF INVOICES: 1					\$2,804.57
WARD'S 001	Ward's	8808782867	0032300004	dk0722	AP	For the new Science course - HBT - not from 410-13	P B	06/14/2022	07/21/2022	R	\$507.55
							22-23				\$507.55
WARD'S 001	Ward's	8808792510	0032300004	dk0722	AP	For the new Science course - HBT - not from 410-13	P B	06/15/2022	07/21/2022	R	\$4,275.59
							22-23				\$4,275.59
WARD'S 001	Ward's	8808837103	0032300004	dk0722	AP	For the new Science course - HBT - not from 410-13	P B	06/21/2022	07/21/2022	R	\$846.60
							22-23				\$846.60
WARD'S 001	Ward's	8808837105	0032300004	dk0722	AP	For the new Science course - HBT - not from 410-13	P B	06/21/2022	07/21/2022	R	\$1,777.32
							22-23				\$1,777.32
WARD'S 001	Ward's	8808857948	0032300004	dk0722	AP	For the new Science course - HBT - not from 410-13	P B	06/22/2022	07/21/2022	R	\$985.15
							22-23				\$985.15
WARD'S 001	Ward's	8808921964	0032300007	dk0722	AP	Science order - Wards	P B	06/28/2022	07/21/2022	R	\$35.44
							22-23				\$35.44
WARD'S 001	Ward's	8808927854	0032300007	dk0722	AP	Science order - Wards	P B	06/29/2022	07/21/2022	R	\$64.99
							22-23				\$64.99
WARD'S 001	Ward's	8808927855	0032300007	dk0722	AP	Science order - Wards	P B	06/29/2022	07/21/2022	R	\$154.06
							22-23				\$154.06

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ</u>	<u>S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
WARD'S 001	Ward's	8808933277	0032300007	dk0722	AP	Science order - Wards	P	B	06/29/2022	07/21/2022	R	\$3,911.33
							22-23					\$3,911.33
WARD'S 001	Ward's	8808938624	0032300007	dk0722	AP	Science order - Wards	P	B	06/29/2022	07/21/2022	R	\$392.58
							22-23					\$392.58
WARD'S 001	Ward's	8810002358	0032300007	dk0722	AP	Science order - Wards	P	B	06/30/2022	07/21/2022	R	\$43.17
							22-23					\$43.17
NUMBER OF INVOICES: 11												\$12,993.78
WASTE MA001	Waste Management	3625651-2354-8	0000000000	dk063122	AP	26-11431-23007	H		06/30/2022	06/30/2022	R	\$781.89
							21-22			110551		\$781.89
WASTE MA001	Waste Management	3625652-2354-6	0000000000	dk063122	AP	26-11431-83004	H		06/30/2022	06/30/2022	R	\$781.89
							21-22			110551		\$781.89
WASTE MA001	Waste Management	7048166-2013-9	0000000000	dk0722	AP	16-86482-33006	B		06/30/2022	07/21/2022	R	\$2,624.15
							22-23					\$2,624.15
WASTE MA001	Waste Management	7048178-2013-4	0000000000	dk0722	AP	16-86682-83003	B		06/30/2022	07/21/2022	R	\$43.69
							22-23					\$43.69
NUMBER OF INVOICES: 4												\$4,231.62
WEAVEAND002	Weaver, Andrea	06172022	0000000000	dk063022	AP	Reimburse -gas	H		06/29/2022	06/30/2022	R	\$99.51
							21-22			110400		\$99.51
NUMBER OF INVOICES: 1												\$99.51
WEX BANK000	WEX BANK	81442306	0000000000	dk063022	AP	Fuel Purchases	H		06/16/2022	06/30/2022	M	\$984.90
							21-22			110293		\$984.90
NUMBER OF INVOICES: 1												\$984.90
WODZIGRE000	Wodzien, Gregory	EDCL5577	0000000000	dk063022	AP	21/22 Tuition Reimbursement	H		06/13/2022	06/30/2022	R	\$600.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
WODZIGRE000	Wodzien, Gregory	EDCL5577		*****CONTINUED*****			21-22			110401	\$600.00
						NUMBER OF INVOICES:	1				\$600.00
WPS	000 WPS	WPS-431710	0052300001	dk070522	AP	Therapist Supplies	F H	05/11/2022	07/05/2022	R	\$267.00
							22-23			110496	\$267.00
						NUMBER OF INVOICES:	1				\$267.00
						TOTAL NUMBER OF BATCH INVOICES:	89				\$416,775.00
						TOTAL NUMBER OF HISTORY INVOICES:	264				\$1,010,118.08
										352 COMPUTER CHECK INVOICES	\$1,425,908.18
										1 MANUAL CHECK INVOICES	\$984.90
						TOTAL INVOICES:	353				\$1,426,893.98
											51
						BANK TOTALS:	BANK			INVOICE AMOUNT	NET AMOUNT
							AP	**A000 1120 0000 00 000000		\$1,426,893.08	\$1,426,893.08

LIQUIDATION STATUS (LQ) CODE LEGEND:

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING

P = PARTIAL LIQUIDATION F = FULL LIQUIDATION

BLANK = NO LIQUIDATION

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

FD	SOURCE	2021-22 ANNUAL BUDGET	June 2021-22 MONTHLY ACTIVITY	2021-22 FYTD ACTIVITY	2021-22 BALANCE	2021-22 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	17,334,261.00	6,799,667.77	17,084,296.67	249,964.33	98.56
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	18,792,426.00	498,930.58	5,781,780.71	13,010,645.29	30.77
10	FEDERAL SOURCES	3,375,947.00	229,350.04	2,536,875.62	839,071.38	75.15
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	39,502,634.00	7,527,948.39	25,402,953.00	14,099,681.00	64.31
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,190,136.00	1,784,165.04	4,092,520.94	97,615.06	97.67
20	STATE SOURCES	50,000.00	0.00	50,000.00	0.00	100.00
20	FEDERAL SOURCES	81,286.00	0.00	0.00	81,286.00	0.00
20	TRANSFERS	0.00	0.00	0.00	0.00	0.00
20	OPERATIONS & MAINTENANCE F	4,321,422.00	1,784,165.04	4,142,520.94	178,901.06	95.86
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	1,166,152.00	485,692.02	1,126,617.01	39,534.99	96.61
40	STATE SOURCES	967,425.00	0.00	966,709.48	715.52	99.93
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	2,133,577.00	485,692.02	2,093,326.49	40,250.51	98.11
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	855,343.00	355,577.66	796,301.17	59,041.83	93.10
50	I.M.R.F./SOCIAL SECURITY F	855,343.00	355,577.66	796,301.17	59,041.83	93.10
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	0.00	0.00	0.00	0.00	0.00
60	CAPITAL PROJECTS FUND	0.00	0.00	0.00	0.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	287,358.00	118,805.83	278,722.07	8,635.93	96.99
70	WORKING CASH FUND	287,358.00	118,805.83	278,722.07	8,635.93	96.99

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Grand Revenue Totals	47,100,334.00	10,272,188.94	32,713,823.67	14,386,510.33	69.46
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FD	OBJ	OBJ	2021-22 ANNUAL BUDGET	June 2021-22 MONTHLY ACTIVITY	2021-22 FYTD ACTIVITY	2021-22 BALANCE	2021-22 FY %
10		EDUCATION FUND					
10	1---	SALARIES	15,742,916.00	1,265,157.44	15,608,889.23	134,026.77	99.15
10	2---	BENEFITS	3,472,959.00	52,997.26	3,157,862.44	315,096.56	90.93
10	3---	PURCHASED SERVICES	2,687,135.00	228,929.91	2,030,517.53	656,617.47	75.56
10	4---	SUPPLIES	1,815,309.00	98,713.39	1,533,833.87	278,319.73	84.49
10	5---	CAPITAL OUTLAY	653,562.00	40,410.88	388,053.72	265,508.28	59.38
10	6---	OTHER OBJECTS	2,057,953.00	87,615.02	1,992,544.67	65,408.33	96.82
10	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	26,429,834.00	1,773,823.90	24,711,701.46	1,714,977.14	93.50
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,102,113.00	86,561.01	1,094,915.42	7,197.58	99.35
20	2---	BENEFITS	191,300.00	15,658.65	189,885.32	1,414.68	99.26
20	3---	PURCHASED SERVICES	1,063,175.00	155,013.36	1,070,118.21	-6,943.21	100.65
20	4---	SUPPLIES	770,835.00	124,992.65	897,326.10	-126,491.10	116.41
20	5---	CAPITAL OUTLAY	1,192,399.00	1,348.00	1,190,145.60	2,253.40	99.81
20	6---	OTHER OBJECTS	1,600.00	0.00	614.00	986.00	38.38
20	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	4,321,422.00	383,573.67	4,443,004.65	-121,582.65	102.81
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
30	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
30	----	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	645,483.00	57,265.66	660,730.99	-15,247.99	102.36
40	2---	BENEFITS	170,236.00	14,515.43	171,222.97	-986.97	100.58
40	3---	PURCHASED SERVICES	1,918,416.00	321,155.59	2,093,976.03	-175,560.03	109.15
40	4---	SUPPLIES	123,820.00	24,081.06	152,158.10	-28,338.10	122.89
40	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
40	6---	OTHER OBJECTS	100.00	0.00	60.00	40.00	60.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	2,858,055.00	417,017.74	3,078,148.09	-220,093.09	107.70
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	855,343.00	62,001.84	873,380.94	-18,037.94	102.11
50	----	I.M.R.F./SOCIAL SECURITY FUND	855,343.00	62,001.84	873,380.94	-18,037.94	102.11
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	530,165.00	0.00	530,165.00	0.00	100.00
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	530,165.00	0.00	530,165.00	0.00	100.00

FD	OBJ	OBJ	2021-22 ANNUAL BUDGET	June 2021-22 MONTHLY ACTIVITY	2021-22 FYTD ACTIVITY	2021-22 BALANCE	2021-22 FY %
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	34,994,819.00	2,636,417.15	33,636,400.14	1,355,263.46	96.12
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Number of Accounts: 1146

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

**GRANT COMM. HIGH SCHOOL DISTRICT #124 PROPERTY TAX DISTRIBUTION 2021**

E.A.V. 988,614,180

TOTAL EXTENSION 23,058,358.08

RATES	1.663	0.425	0.118	0.037	0.044	0.029	0.000	0.006		
% OF TOTAL DISTRIBUTION	71.60%	18.32%	5.10%	1.59%	1.91%	1.24%	0.00%	0.24%		
DATE	AMOUNT	%	EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
05/27/22	801,772.25	3.48%	574,103.02	146,906.12	40,871.67	12,736.66	15,284.06	9,949.64	0.00	1,921.08
06/09/22	6,421,092.11	27.85%	4,597,774.94	1,176,515.80	327,325.80	102,003.12	122,404.30	79,682.94	0.00	15,385.22
06/30/22	3,087,753.19	13.39%	2,210,962.56	565,758.96	157,403.33	49,050.92	58,861.37	38,317.66	0.00	7,398.39
07/14/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
07/29/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08/19/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/01/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/22/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10/20/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11/10/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12/09/22		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 5/25		0.00%	0.00	3,512.77	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 6/9		0.00%	0.00	28,290.06	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 6/30		0.00%	0.00	13,593.60	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.)	10,310,617.55	44.7%	7,382,840.51	1,934,577.32	525,600.79	163,790.70	196,549.73	127,950.24	0.00	24,704.69

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124													
INVESTMENT SCHEDULE AS OF JUNE 30, 2022													
PMA FINANCIAL NETWORK, INC.													
10687-101													
Trans.	Date	Date											
No.	Placed	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
53213	05/27/22	07/28/22	TBILL	US Treasury	2,999,534.87	0.68	2,999,534.87						3,465.13
294020	06/17/22	07/29/22	ISDLAF	Term Series	5,000,000.00	1.50	5,000,000.00						8,630.14
293882	05/11/22	08/01/22	CD	CFG Bank	249,500.00	0.74						249,500.00	416.19
53494	06/09/22	09/13/22	FHLD	Fed Home Loan Discour	598,165.50	1.15	598,165.50						1,834.50
53651	06/14/22	09/13/22	TBILL	US Treasury	1,798,959.07	1.35	1,798,959.07						6,040.93
53652	06/14/22	09/27/22	CMB	US Treasury	498,914.80	1.45	24,557.15			368,153.36	106,204.29		2,085.20
53654	06/14/22	10/13/22	TBILL	US Treasury	699,460.43	1.53		505,137.05			163,501.43	30,821.95	3,539.57
53655	06/14/22	10/20/22	TBILL	US Treasury	1,698,842.08	1.54	1,698,842.08						9,157.92
292126	10/28/21	10/28/22	CD	Servisfirst Bank	249,700.00	0.05		200,000.00				49,700.00	124.85
292127	10/28/21	10/28/22	CD	CIBC Bank USA/Private	249,700.00	0.05	99,400.00			100,000.00		50,300.00	128.53
292128	10/28/21	10/28/22	CD	New Omni Bank, NA	249,800.00	0.05	149,800.00			100,000.00			124.90
49431	11/01/21	11/01/22	DTC	Israel Discount Bk of NY	249,248.88	0.05						249,248.88	248.88
49430	11/01/21	11/03/22	DTC	BankUnited NA	249,248.88	0.05				249,248.88			248.88
49432	11/04/21	11/03/22	DTC	Safra National Bank	249,248.19	0.05				219,416.57	29,831.62		248.19
53658	06/14/22	11/10/22	TBILL	US Treasury	1,699,145.34	1.71	1,699,145.34						11,854.66
54357	06/30/22	01/31/23	TNOTE	US Treasury	1,298,624.69	2.41	1,298,624.69						16,693.68
53660	06/14/22	02/23/23	TBILL	US Treasury	598,789.85	2.20						598,789.85	9,210.15
54420	06/30/22	03/27/23	FHLD	Fed Home Loan Discour	686,749.00	2.57	686,749.00						13,251.00
53459	06/08/22	04/21/23	FHLD	Fed Home Loan Discour	2,099,265.26	1.93	2,099,265.26						35,734.74
53460	06/08/22	05/12/23	FHLD	Fed Home Loan Discour	699,919.38	1.99	699,919.38						13,080.62
52752	05/18/22	05/18/23	DTC	Oceanfirst Bank NA	245,240.55	1.85	245,240.55						4,536.95
53461	06/08/22	05/18/23	TBILL	US Treasury	1,999,460.51	2.04	1,999,460.51						38,539.49
52753	05/20/22	05/19/23	DTC	State Bank of India	220,215.21	1.95					220,215.21		4,294.20
49433	10/28/21	05/31/23	TNOTE	US Treasury	1,499,007.73	0.13	1,499,007.73						769.47
49434	11/01/21	10/31/23	TNOTE	US Treasury	1,499,761.21	0.35						1,499,761.21	15.53
52750	05/18/22	11/20/23	DTC	Sandy Spring Bank	247,182.20	2.30	247,182.20						5,685.19
52751	05/20/22	11/20/23	DTC	Oceanfirst Bank NA	247,181.73	2.20					247,181.73		5,434.00
49435	10/28/21	10/31/24	TNOTE	US Treasury	1,984,269.80	0.61	1,984,269.80						14,261.13
49428	11/03/21	11/04/24	DTC	Goldman Sachs Bank US	249,443.64	0.69				249,443.64			443.64
49429	11/03/21	11/04/24	DTC	UBS Bank USA	249,074.04	0.69	100,000.00				114,559.81	34,514.23	74.04
				Subtotal Investments	30,563,652.84		24,928,123.13	705,137.05	0.00	1,286,262.45	881,494.09	2,762,636.12	
		06/30/22	MMA	ISDLAF	1,367,464.43		235,551.05	879,351.90	0.00	98,330.34	115,771.05	38,460.09	
		06/30/22	MMA	ISDMAX	3,221,893.75		2,047,456.83	2,674.93	0.00	35.91	13.91	1,171,712.17	
				Total	35,153,011.01		27,211,131.01	1,587,163.88	0.00	1,384,628.70	997,279.05	3,972,808.38	



## 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



# 2022 SPRING ATHLETIC ACCOMPLISHMENTS

**JULY 21, 2022**

58



**BOARD OF EDUCATION PRESENTATION**

# **SPRING PARTICIPATION**



**421 ATHLETES REGISTERED FOR SPRING SPORTS**

**25 ATHLETES WERE CUT**

59

**396 ROSTERED SPRING ATHLETES**





## **SPRING SPORTS, LEVELS & PARTICIPANTS**

Badminton – Varsity – 20 participants

Boys Baseball – Varsity, JV and Frosh/Soph – 53 participants

Lacrosse – Varsity and JV – 38 participants

Girls Soccer – Varsity, JV and JV2 – 59 participants

Softball – Varsity, JV and JV2 – 43 participants

Boys Tennis - Varsity and JV - 26 participants

Boys Track – Varsity and JV – 66 participants

Girls Track - Varsity and JV – 50 participants

Boys Volleyball – Varsity, JV and JV2 – 41 participants

Total - 396



# GRADE POINT AVERAGE BY SPORT

Badminton – 3.76

Baseball – 3.46

Lacrosse – 2.98

Girls Soccer – 3.3

Softball – 3.71

Boys Tennis – 3.62

Boys Track – 3.48

Girls Track – 3.84

Boys Volleyball – 3.49

**Average Spring GPA – 3.51**

**Overall Athlete GPA – 3.53**



# ACADEMIC ACCOLADES BY SPORT

## Northern Lake County Conference Academic All – Conference Athletes

Criteria:

- A. Junior or Senior
- B. Varsity Athlete
- C. Cumulative GPA of 3.5 or higher

**79 Student Athletes earned this award**

Badminton – 4

Baseball – 9

Lacrosse – 4

Girls Soccer – 5

Softball – 10

Boys Tennis – 6

Boys Track – 19

Girls Track – 16

Boys Volleyball – 6



# ACADEMIC ACCOLADES CONTINUED

## Grant Community High School Scholar Athlete

Criteria:

A. 3.0 GPA or higher

Badminton – 15

Baseball – 37

Lacrosse – 19

Girls Soccer – 37

Softball – 35

Boys Tennis – 19

Boys Track – 48

Girls Track – 39

Boys Volleyball – 30

63

70.5% of spring athletes earned academic accolades



# **SPRING ATHLETIC ACCOMPLISHMENTS**



- **Spring Grade Point Average – 137 Athletes 4.0 or higher  
Girls Track GPA–4.04 Varsity Boys Volleyball GPA–3.92**
- **Girls Track – Aly Negovetich finished in 2nd place at the IHSA State Girls Track Championship in the 3200 Meter Run earned All-State Honors**
- **Softball – Won the IHSA Regional Championship**
- **Boys Track – Charlie Hamann won the Sectional Championship in the 300 Meter Hurdles and qualified the for the IHSA Boys Track Championship**
- **Cross Country assisted with Bonnie 5K run at the Bulldog Athletic Complex on July 17.**





# 2021 2022 ATHLETIC ACCOMPLISHMENTS



- **Charlie Hamann and Aly Negovetich earned Male and Female Athlete of the Year**
- **Twenty-one Seniors will continue their education and athletic careers at the college level in the fall**
- **1077 Student Athletes participated in the athletic program**





**Questions?**

**Comments?**

66

**GO BULLDOGS!**

**Thank you for your time!**





Name HOWARD "BUD" SCOTT

Year of Graduation 1954

Name while enrolled at Grant DECEASED

Address of Nominee \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone number \_\_\_\_\_

Email \_\_\_\_\_

1. What is the main purpose of the study?  
 2. What are the research objectives?  
 3. What is the significance of the study?  
 4. What are the limitations of the study?  
 5. What are the conclusions of the study?

## **Grant High School Hall of Fame Nomination**

### **Howard 'Bud' Scott**

**Who was Howard "Bud" Scott? He was someone many of you know and who many of you reviewing this nomination do not. That's unlucky for those who do not because Bud really was Grant High School. He lived it, he loved it and his legacy should never be forgotten.**

**Mr. Scott was a lifelong resident of Fox Lake until he passed in January of 2011. He was one of the most well-known figures in our community. He was a village trustee and former President of the Lake Villa Fire Protection District Board and helped preside over the construction and 2008 opening of its substation in the town of Lindenhurst.**

**"Bud" as he was known to all was also a former Lake County Board member and a former member and chairman of the Fox Waterway Agency Board.**

**With all of his civic involvement, his greatest passion was Grant Community High School. Bud was not only a student at Grant High School, graduating in 1954, but eventually became the Dean of Students and Assistant to the Superintendent where he served in that capacity for almost 22 years.**

**Mr. Scott took a no-nonsense approach to most things. He is best remembered not only for all the causes he supported, but mostly by the countless people he positively influenced...to include students, faculty and parents. He was more than just "The Nice Dean", he was a friend who people respected and relied on for guidance.**

**Bud was also highly visible in the local political circuit. He served as Lake Villa Republican precinct committeeman beginning in the 1960s – often-times running unopposed. This is where he met and made many of his political relationships. In fact, after his death, the State of Illinois commemorated him as a "true public servant who loved his community" by establishing a Senate Resolution No. 11 in his honor.**

**He served on the Lake County Board, was a two-term director of the Fox Lake Chamber of Commerce, a Lake Villa Township trustee and was a member of the Lake County Planning Commission, and Commissioner of the Lake County Forest Preserve. He was elected to countless other positions and appointed to many others.**

**One of the titles most near and dear to Bud was the fact that he was a Marine Corps veteran, where he served in active duty from 1954-1957 and in the inactive reserves from 1957-1962. He was honorably discharged in 1962 as Sergeant. He was extremely proud to have served and continued to support the military through his work at the American Legion Post 703. His son-in-law, who was also named to the Grant High School Hall of Fame, credits in part, his admission to the United States Air Force Academy to Bud.**

**Bud was Fox Lake patrolman from 1961 to 1964 and Lake County Sheriff's Office deputy for a time as well. Bud's love for Fox Lake as a community and the Chain of Lakes area was unprecedented. Everyone new Bud and he knew everyone. There wasn't a place anywhere on the Chain that he didn't have personal knowledge about and a corresponding story to share.**

**The community at large and especially Grant Community High School lost one of its best leader's, biggest advocate's, historian and friend when Bud passed.**

**It could be said that Grant Community High School was just better because of Bud Scott.**

**Married for 52 years to Roberta Scott**

**3 Children (who all graduated from Grant Community High School), Tom Scott, Kathy Scott and Kristina 'Scott' Kazlauskis.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

## Geist, Ryan

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**From:** Roy E Lucke <rlucke@northwestern.edu>  
**Sent:** Friday, April 27, 2018 12:26 PM  
**To:** Ro Loffredo; Geist, Ryan  
**Subject:** Roy Lucke Resume  
**Attachments:** Resume 2018.docx

Ryan and Fred,

With apologies for the delay, please find my professional resume attached. I underwent a medical procedure earlier this week that knocked me back more than anticipated. Again, please know even being considered for this Bulldog award is a great honor. I hope the resume mostly speaks for itself – I have spent the last 40 years in academia, so the resume is in academic format with an emphasis on projects and papers. In addition to conducting research writing papers and managing programs, I have also had the opportunity to travel extensively and help developing nations implement traffic safety programs. It also notes that I have been elected or appointed to many state and national committees that are related to the general area of highway safety.

I was a member of the GCHS Class of 1966 and was fortunate to be able to continue my education at Northwestern University. While at Grant, I participated in a wide range of extra-curricular activities including sports, music and other voluntary organizations. I was also a three-year member of the National Honor Society.

One of the most difficult life decisions I had to make was to move from the Fox Lake area. Unfortunately, the commute from Fox Lake to Evanston just seemed to get longer and longer, and with a growing family, I did not want to spend so much time on the road. Before that move, I was very involved in the community.

As seen on my professional resume, I did serve with the Fox Lake Fire Department for 20 years, retiring with the rank of assistant chief. I was also among Fox Lake's first paramedics. When I left the fire department, I was responsible for all fire and emergency medical services training along with overseeing the department budget and related administrative matters. During this time, I was also asked to be the primary author of the 75<sup>th</sup> Anniversary history of the fire department – the last such history written.

In addition to the fire department, I maintained an interest in education and was elected to the Big Hollow board of education and served for a time as the board president. I was also a member of the Village of Fox Lake Plan Commission.

After leaving Fox Lake, I still staying involved in my communities and I was elected to four, six-year terms as a member of the Lake County Regional Board of School Trustees, stepping down from that office in 2016. I have also served as the president of the Libertyville Township Soccer Complex for almost 20 years and have been a soccer official at the club and high school level since the 1990's – knee replacement surgery in 2017 ended that activity.

If you need any additional information, please feel free to contact me at this email address or by telephone at 847/269-0679.

Thank you again for this opportunity.

Roy Lucke

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**From:** Ro Loffredo [mailto:mama-ro@sbcglobal.net]

**Sent:** Thursday, April 26, 2018 9:08 PM

**To:** Roy E Lucke <rlucke@northwestern.edu>; Ro Loffredo <mama-ro@sbcglobal.net>

**Subject:** Your Resume

Roy,

Have you reconsidered sending your resume to Grant for the Hall Of Fame recommendation. I've looked through my email and in the spam file thinking you might have been mistakenly put there. If you are still working on it and finish please send it in to Ryan Geist at:

[rgeist@grantbulldogs.org](mailto:rgeist@grantbulldogs.org)

All the best,  
Fred



## **CURRICULUM VITAE**

### **ROY E. LUCKE**

Northwestern University Center for Public Safety  
1801 Maple Avenue  
Evanston, Illinois 60208  
(847) 491-3469

**POSITIONS:**      **Director, Transportation Safety Programs**  
                         **Director, Research and Development**  
                         **Associate Director, Professional Training Division**  
                         **Associate Director, Management Training**  
                         **Senior Instructor**

Duties: Writes proposals for and conducts funded highway safety and criminal justice research and development, serving national, state and local agencies with responsibilities and interests in police services and transportation safety. Serves as an investigative consultant and technical writer of reports on crash investigation, police services, staffing, or special surveys conducted for law enforcement and transportation safety agencies under contract with the Center. Teaches research skills, computer technology and crash investigation. Administers all highway safety programs and oversees development of all curriculum and program materials.

**EDUCATION**      M. S., Northwestern University (Management)  
                         B. S., Northwestern University, School of Education

**PROFESSIONAL TRAINING**      The Traffic Institute, Northwestern University,  
Police training courses: On-Scene Accident Investigation, Technical  
Accident Investigation, Traffic Law Enforcement, Supervision of Police  
Traffic Law Enforcement, Selective Traffic Enforcement Program,  
Supervision of Police Personnel

Illinois Department of Public Health  
EMT-Paramedic course, 1976 (Illinois Paramedic license)

Illinois Police Training Institute Illinois Benedictine College, 1975  
Operation of Breath Analysis Equipment, Drinking Driver Enforcement

Crescent Regional Criminal Justice Council, 1971-1977 Selected law  
enforcement seminars including Police Budgeting, Law Enforcement Data  
Systems, Arson and Explosive Devices, Narcotics and Dangerous Drugs,  
Police Legal Officer

Northern Illinois University, 1971  
Basic Police Training

**OTHER  
PROFESSIONAL  
EXPERIENCE**

Fox Lake (Illinois) Police Department, 1973-1978

Supervisor, Traffic Division

Chief Crash Investigator

Administrative Assistant

Records Supervisor

Training Officer

Patrol Officer

Lake Forest (Illinois) Police Department, 1970-1973

Patrol Officer

Lake County area public schools, 1975-

Traffic Safety Instructor: provided instruction in bicycle and pedestrian safety, police-community relations, and alcohol and highway safety

Illinois Department of Public Health, 1972-1988

Emergency Medical Services Instructor

Fox Lake Fire Department (1969-1989),

Paramedic/Firefighter

Assistant Chief, (Retired)

**PROFESSIONAL  
MEMBERSHIPS**

International Council on Alcohol Drugs and Traffic Safety

International Association of Chiefs of Police

Highway Safety Committee

National Sheriffs' Association

Traffic Safety Committee

Transportation Research Board

Traffic Law Enforcement Committee (emeritus)

Committee on Alcohol, Other Drugs, and Driving (previous)

Association for the Advancement of Automotive Medicine (AAAM)

Illinois Department of Transportation DUI Advisory Panel

Illinois Traffic Safety Information Systems Council

National Association of Emergency Medical Technicians

Illinois Firefighters Association

**RESEARCH AND  
CONSULTING  
EXPERIENCE**  
(Selected)

Project Manager for the "Police Allocation Manual," a multi-phase, 64-month study sponsored by NHTSA. The purpose of the project was to develop a comprehensive methodology for determining the number and allocation of officers for state-wide, county sheriff and municipal-level law enforcement agencies providing general patrol and police traffic services.

Member, expert panel to develop national "Model Minimum Uniform Crash Criteria" 1995-96, 2002-2006

Project Manager for the "Accident Reconstructionist Training Criteria" project an 18-month study sponsored by NHTSA. Purpose of the project is to develop a comprehensive set of nationally-recognized criteria for training police officers and others who perform accident reconstructions.

Principal Investigator for NCHRP project 17-12 "Improved Safety Information to Support Highway Design." The purpose of this project is to identify crash data elements that are among the more critical for use by engineers in the design and redesign of highways.

"Assessment of Crash Data Elements" was a large-scale project sponsored by the Federal Highway Administration (FHWA) who purpose was to examine how various data elements are collected for police crash reports and to determine if there were more effective methods for collecting those data elements.

Principal Investigator for "Alcohol and Other Drug Involvement in Serious Traffic Crashes," an on-going, privately funded study to determine 1) drug and alcohol presence in crash injured drivers and 2) assess police reporting accuracy for such presence.

Principal Investigator for "Evaluation of the Illinois Secretary of State's Breath Alcohol Ignition Interlock Device Program." This evaluation looked at DUI and general traffic law violation recidivism rates for drivers using the interlock devices compared to those who did not.

Principal Investigator for "Enforcement and Public Information Strategies for the General Deterrence of DWI," a subcontract with the Highway Safety Research Center (University of North Carolina) for an 84-month study sponsored by NHTSA to examine the impact of public information campaigns on the incidence of DWI, especially comparing paid campaigns compared to public service announcements only.

Principal Investigator for "Assessment of State Accident Data Utility," a 30-month study sponsored by NHTSA (subcontract to Mid-America Research Institute). Traffic Institute primary task was to document traffic

accident reporting practices of major law enforcement agencies in selected states.

Co-Principal Investigator for "Analysis of State Accident Data," a 36 month effort for the Federal Highway Administration. The purpose of this study is to examine traffic accident reporting practices on a national basis and to recommend how new technologies and other approaches can make this task for efficient and effective.

Principal Investigator for "Uniformity of Commercial Vehicle Roadside Safety Inspections," an 18 month effort for the Federal Motor Carrier Safety Administration (under subcontract to the Illinois State Police). The goal of this project was to document the roadside commercial vehicle inspection process by observing inspection practices in several states, and report on inspection uniformity and practices that both enhance and hinder the inspection process.

Project administrator "Evaluation of Agency-Involved Crashes" for the Washington State Patrol." The NUCPS Assessment Team reviewed written policies and the operational practices of the WSP including initial trooper and refresher driver training, trooper-involved accident policies and practices used by other state agencies to identify "best practices," and proposed revisions to vehicle accident policies and practices for the WSP.

Principal Investigation for the National Safety Council review program to review commercial vehicle-involved crashes submitted to the National Safety Council. The review program is used to decide fairly and consistently if a vehicle accident was preventable or non-preventable by driver action, not to find fault but to educate and prevent vehicle accidents. These reviews will represent the findings of the Center who will in turn report those finding to the NSC. The reviews done by the Center (on behalf of the NSC) are not intended to be used as tools to suspend or terminate drivers.

Principal investigator and/or project team member on projects to assist law enforcement agencies in determining staffing levels (agency wide or for selected units). Client agencies have included the Massachusetts State Police, Washington State Patrol, Scottsdale (Arizona) Police Department, Walworth County (Wisconsin) Sheriff's Office, Jefferson County (Wisconsin) Sheriff's Office Marathon County (Wisconsin) Sheriff's Office, Fontana (Wisconsin) Police Department, and the Calgary (Canada) Police Service.

Principal Investigator/Project Director for studies involving driver survey data collection, benchmarking assistance, and training for several Illinois

police departments to evaluate their practices relating to racially-biased policing.

Development of Performance Measures for Police Traffic Services,” a two-phase, 5-year study sponsored by the National Highway Traffic Safety Administration (NHTSA), U.S. Department of Transportation. Purpose of the project was to develop a comprehensive methodology for assessing the delivery of traffic services for all sizes and types of law enforcement agencies.

Investigator for the “Assessment of Variable Speed Limit Implementation Issues project for the National Cooperative Highway Research Program.” The goal of this on-going project is to assess the impacts of and the implementation issues associated with deployment of variable speed limits for a limited number of driving situations and develop operational test plans for the most promising applications.

Principal Investigator for the “Evaluation of the Automated Wayside Horn System” in Mundelein, Illinois, project. This two-year study evaluated the effectiveness of replacing train-mounted horns with wayside horns at several highway/railroad crossings. The study found that the wayside horns were as safe as or safer than the train-mounted horns and greatly decreased sound levels in areas adjacent to the train tracks.

Principal Investigator for "Effect of Traffic Enforcement on Crime," a two phase 30-month study sponsored by NHTSA. The purpose of this study is to measure the impact of traffic enforcement strategies on various types of criminal activity.

Principal Investigator for "NHTSA Medical Reporting of Injured, Impaired Drivers to Law Enforcement” The purpose of this project is to evaluate new laws passed in several states that permit medical professionals to report evidence of impairment, discovered through necessary medical evaluations, to law enforcement without violating medical record confidentiality requirements.

**PUBLICATIONS  
AND  
PRESENTATIONS**

(Selected)

Lucke, R.E. and Raub, R. A., "Use of Automated Wayside Horns for Improving Highway-Rail Grade Crossing” *Proceedings of the Institute of Transportation Engineers*; Winner, outstanding professional paper of the year 2005

Lucke, R. E., *Traffic Crash Investigation*, author Chapter 1, “Preparation for Traffic Crash Investigation,” general editor for entire textbook, Northwestern University 2016

Lucke, R. E., "The Roads of Tomorrow Are Here Today: Automated Driving Systems," *The Key*, Northwestern University 2018

Lucke, R. E. and Estabrooke, E. A., *Traffic Collision Investigation – An Independent Study Program*, Northwestern University Center for Public Safety 2013

Cordoba, J.C., and Lucke, R.E., *Driving Under the Influence of Minimal Hepatic Encephalopathy*, Journal of Hepatology, (Summer 2004)

Lucke, R. E., Raub, R.A., and Wark, R.I., "Breath Alcohol Interlock Devices: Controlling the Recidivist," *Traffic Injury Prevention*, vol 4, No. 3, September 2003, p199-205

Neuman, T.R., Lucke, R.E., *et al*, *A Guide for Addressing Aggressive-Driving Collision*, NCHRP Report 500, Transportation Research Board, Washington, DC, 2003

Raub, R.A., Lucke, R.E., and Thunder T., "Improving the Quality-of-Life for Residents Living Near Highway-Rail Crossings." *Transportation Quarterly*, volume 57, No. 4, Fall 2003, p11-22

Frank, J.F., Lucke R.E., Raub R.A., and Wark, R.I.. "Illinois Ignition Interlock Evaluation." 16th International Conference on Alcohol, Drugs and Traffic Safety, Montréal, Québec, Canada, August 2002.

Raub, R.A., Wark, R.I., and Lucke, R.E. "Seeking a Reduction in Aggressive Driving Through Different Strategies." *Transportation Research Record 1803*, Transportation Research Board, Fall 2002.

Raub, R.A. and Lucke, R.E.. "Effects of Incidents on Congested Arterial Roadways." *Proceedings, ITE 2001 Annual Meeting*. Institute of Transportation Engineers, Washington DC, August 2001.

Lucke, R.E., "Medical Reporting of BAC's to the Police," *Proceedings, 27<sup>th</sup> Traffic Records Forum*, National Safety Council, August 2001

Orsay, E.M.; Lucke, R.E.; et al.; "The Impaired Driver," *Annals of Emergency Medicine*; 2001

Buren, R.M.; Lucke, R.E.; and Pfefer, R.C. "Development of Performance Measures for Police Traffic Services," U.S. Department of Transportation,

Lucke, R. E., "Mandatory Occupant Restraint Laws," (presentation)  
Transportation Research Board: January 1999

Lucke, R. E., "DWI Enforcement Training System", U.S. Department of  
Transportation 1996.

Lacey, J.H., Lucke, R.E.; et. al.; "Arrest Drunk Driving: The Clearwater  
and Largo, Florida Experience" U.S. Department of Transportation., DOT  
HS 807066, December 1996

Stenzel, W. W.; and Lucke, R. E.; "Personnel Allocation Modeling,"  
(presentation); State and Provincial Police Planning Officers Association,  
July 1999

Lucke, R.E.; "Alcohol and Other Drug Involvement in Serious Traffic  
Crashes," Proceedings: 11th International Conference on Alcohol, Drugs  
and Traffic Safety, October 1999

Lucke, R.E.; et al. "PTS Performance Measures Vol. 1: Users Manual"  
U.S. Department of Transportation

Lucke, R.E.; et al. "PTS Performance Measures Vol. 2: Background and  
Development" U.S. Department of Transportation

## **OTHER CONSULTING**

Washington State Patrol – Review of Serious Trooper-Involved Crashes  
2004 -

National Safety Council –

Chicagoland Bicycle Federation, study of bicycle crash injury reporting  
2002-2003

Washington State Patrol staffing needs study, 1999-2001

New York State Task Force on DWI, 1998

Chicago Association of Commerce and Industry Traffic Safety Committee,  
1982-1998

Cincinnati (Ohio) Police Department 1997

Illinois Governor's Task Force on DWI, 1983-(present)

Chicago (Illinois) Police Department, 1982-1987, 1992-1996

Calgary Police Service, 1992

National Cooperative Highway Research Program Panel, 1993-2001

**EXPERT  
TESTIMONY**

Acceptance of one or two crash cases per year where expert opinion and/or testimony is called for in vehicular crashes and/or law enforcement operations. Most work in the area of driver performance as well as general crash and damage analysis.





GRANT COMMUNITY HIGH SCHOOL DISTRICT 124  
STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

- I. Purpose
  - a. To provide a positive and productive leadership learning opportunity for students.
  - b. To establish and maintain two-way communication between students and the Board of Education.
- II. Selection, Eligibility and Term
  - a. There will be one School Board Student Representative.
  - b. Term length for the Student Representative is 12 months, beginning on July 1 and ending on June 30.
  - c. The Student Representative must be a full-time, registered student in District 124.
  - d. Students interested in being considered a Student Representative must complete a School Board Student Representative Application Form.
  - e. School Board Student Representative Application Forms will be reviewed each spring by a committee consisting of: Current School Board President or designee, District Superintendent, High School Principal or Assistant Principal, and the current School Board Student Representative.
  - f. The School Board will vote on the committee's recommendation and will request that the School Board Student Representative become an ex-officio member of the Student Council for the duration of their term.
- III. Criteria
  - a. Eagerness to serve the Grant Community High School community and all stakeholders.
  - b. Willingness to devote time to the position.
  - c. Good leadership qualities.
  - d. Ability to communicate ideas.
  - e. Commitment to be well informed on school and student matters.
  - f. Interested in the welfare of the entire student body.
- IV. Responsibilities
  - a. Attend an orientation session with the Principal, Superintendent and the School Board President or designee prior to taking office.
  - b. Prepare for the School Board meetings by becoming familiar with agenda items and related materials received prior to each School Board meeting.
  - c. Attend all School Board meetings to provide student perspective on agenda items (one School Board meeting is held each month – generally on the 3<sup>rd</sup> Thursday).  
[Superintendent or School Board President may excuse the Student Representative from a meeting.]
  - d. Attend the entire School Board meeting unless excused early by the Superintendent or School Board President.
  - e. Communicate with the student body to convey pertinent information from School Board meetings (TEAM Live, newsletter, school newspaper, District social media platforms, Student Council, pep assembly, etc.).
  - f. Communicate on agenda items during Board of Education meetings, as desired, while at all times being respectful of others and following Roberts Rules of Order.
- V. Limitations
  - a. The School Board Student Representative is not a voting member of the School Board.
  - b. The School Board Student Representative will not attend any closed session meetings and is not furnished any materials pertaining to closed session agenda items.

**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: 7/12/2022 11:07:31 AM

Generated By: csefcik5

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

Last Name\*

Miller

Phone\*

847 973 3407

First Name\*

Nathaniel

Middle  
Initial

J

Email\*

nmiller@grantbulldogs.org

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

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

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

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

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

([count] of 2500 maximum characters used)

Grant Community High School will maintain English and Math interventionists, provide engaging and meaningful professional development for all certified staff and paraprofessionals, encourage participation in co-curricular offerings, emphasize quality Tier 1 Instruction for all learners, infuse more equitable practices in all classrooms through out the building, increase staffing in Special Education, and augment other educational 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.

\*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 2022-2023.\* [1]**

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

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

**2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*  
 ([count] of 7500 maximum characters used)

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2023. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. 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 Tier 1 instructional strategies, additional Corwin training in the realm of deep equity, access to virtual professional development opportunities via Solution Tree Global, acquisition of materials for ongoing books studies (particularly in equity, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches. 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 IV funds support a full-time position, a College and Career Counselor, for FY2023. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salary of a Job Coach for the LOP program, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)- placed students to best meet their educational needs for the 2022-2023 school year.

Response from the approved prior year Consolidated District Plan.

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2021. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. 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 social emotional learning strategies and developing classroom equity (rooted in collaboration with Dr. Doug Bolton) to provide Tier 1 supports 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 IV funds support a full-time position, a Career and Community Partnership Specialist for FY 2021. 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 (System 44, Reading Plus, Read 180, System 44, Ascend Math), and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)- placed students to best meet their educational needs for the 2021-2022 school year.

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

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▾ N/A

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

Indicate all that apply.

- ☒ No Hybrid Funding
- ☐ Title II to Title I
- ☐ Title IV to Title I
- ☐ Title II to Title IV
- ☐ Title IV to Title II

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

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

[[count]] of 7500 maximum characters used)

According to feedback received from student surveys (5Essentials, pre-SAT surveys, etc.), parental feedback (5Essentials, Parent University program), and the collaborative partnership with DM Group, the district has identified areas for growth. Students expressed a stronger desire to feel connected with the Grant community, a greater need for a school culture rooted in equity, and a stronger emphasis on student voice in guiding district decisions and initiatives. Parents continue to expect a rigorous academic program with a variety of co-curricular activity offerings, and more opportunities for early college (dual-credit) coursework. DM Group has assisted the district in identifying tangible strategies in the realms of interventions and supports (MTSS). In order to align with the requirements of the College and Career Readiness Indicators, the district will be invested time, energy, and resources into expanding course offerings, honing Tier 1 instruction for all learners, provide a robust intervention program for students who struggle, and beginning to build a curricular program where all students are exposed to curricula taught at grade level. In addition, school leaders will continue to infuse the principles of "Deep Equity" throughout the school climate to ensure that all students feel a sense of belonging within our four walls. There will be a greater emphasis on garnering student voice with the Principal's Advisory Committee, Student Council, and with a student representative to the Board of Education. With a focus on equity, academic alignment to rigorous standards, and active student participation, the district hopes to make significant progress on addressing the findings of the needs assessment.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

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

DM Group consultation

**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**

In order to improve academic outcomes for all learners, the district must identify and remediate learning gaps, provide fluid interventions for students demonstrating signs of struggle, and support whole-student instruction (academics, social-emotional, physical, etc.). With the pandemic as a contributing factor, students are entering the high school setting with a greater prevalence of deficient skills, particularly in English and Mathematics. In order to close those inherent gaps, the district has hired a full-time MTSS Coordinator and maintain a full-time English interventionist and full-time Math interventionist. In addition, two full-time instructional coaches will support an all-encompassing campaign to improve Tier 1 instruction district-wide. With Title 1 grants, the district can provide the timely, targeted, and fluid interventions needed to help students overcome barriers to learning. The district has the ability to meet students where they are and determine an individual's best learning path forward. This is particularly true for our students of color and students with IEP's, as their standardized test scores and local assessment scores continue to lag those of their White and non-IEP peers. The hope is with an established, data-driven MTSS program, students will receive the help and resources that they need to remain on-track and at grade-level in their coursework. Additional programmatic changes may be needed as the district hones its MTSS system throughout its inaugural year. On ongoing needs assessment and feedback loop will track progress toward desired outcomes.

**B. Title I, Part A - School Improvement Part 1003****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

As the district embarked on its journey toward greater equity within the Corwin Deep Equity workshops last school year, it became evident to members of the Professional Development committee that some of the district's current practices do not align with equitable best practice, particularly in the realms of classroom instruction and grading practices. Therefore, it is at the forefront of PD efforts for 2022-2023 to educate, train, and support classroom practitioners toward a more equitable school culture and climate. This will occur through in-person training opportunities at teacher institute days, flex start mornings, ongoing book studies, as well as access to online resources. Thus, the focus for the 2022-2023 school year will be rooted in equitable Tier 1 instructional practices and the successful integration of a new MTSS system at Grant Community High School. In this way, all students- particularly students of color, students with unique learning needs, and EL students will receive comprehensive, quality instruction.



**G. Title III - LIEP**

**H. Title III - ISEP**

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

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

Rebranded for 2022-2023, the district will employ a full-time College and Career Counselor. Knowing that most students are not meeting or exceeding the thresholds for being deemed college and career ready within the ISBE framework, this individual will be tasked with helping students identify and pursue their post-secondary goals. From identifying a career pathway of interest by the Sophomore year, to exploring institutions of higher learning during the Junior year, to garnering relevant work experiences via part-time employment or internships, to successfully submitting the FAFSA by the Senior year, this role will help students unlock their future potential and know specifically what steps to take in order to get there. Title IV-A funds will enable the district to provide this collaborative opportunity for all students.

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

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

In 2022-2023, the district will utilize its IDEA, Part B funds to provide needed curriculum supplies and resources for the in-district Transition program. This program continues to thrive since transitioning back to our campus a few school years ago and needs continue to evolve as the curriculum is honed, including an ongoing commitment to a Job Coach position. To supplement the important work in all Tier 1 classrooms, the district will retain paraprofessionals to serve as classroom aides for students with IEP's. In addition, funds will be set aside to engage paraprofessionals in Tier 1 instructional strategies during flex starts and institute days to ensure that all stakeholders in the classroom (primary teachers, co-teachers, teacher aides) are all implementing the research-based strategies with fidelity. The district intends to allocate IDEA funds to continue its partnerships with contracted itinerants, as well as paying tuition to the Special Education District of Lake County for students placed off-campus in order to best fit their unique learning needs. Data points such as standardized test scores, local assessments, the school report card, DM Group feedback, and STAR testing indicate that these uses of funds are most likely to attain the desired outcomes for our students.

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

**M. Elementary and Secondary School Emergency Relief Grant II**

**N. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

**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 (1,7,8,9,10)
- B. ☒ Principals (1,7,8,9,10)
- C. ☒ Other school leaders (1,8,9,10)
- D. ☐ Paraprofessionals (1)
- E. ☐ Specialized instructional support personnel (1,2,3,4,8,9,10)
- 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 (1,2,3,4,7,8,9,10)
- 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

**Program Footnotes:**

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

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

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

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

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

([count] of 7500 maximum characters used)

On Wednesday, May 4, 2022, a Timely Meaningful Consultation Meeting was held via Zoom at 2:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request. Due to COVID-19 mitigation efforts, an in-person stakeholder meeting for Title Grants was not held in the Spring of 2022. Instead, a presentation was made available to discuss historical uses of Title grant monies as well as proposed allocations for school year 2022-2023. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to provide resources to McKinney-Vento students, and to engage families via the Parent University series. Additional opportunities to provide Consolidated District Plan input occur with drafts of the 2022-2023 budget on May 19, 2022 and June 16, 2022.

Response from the prior year Consolidated District Plan.

On Friday, May 7, 2021, a Timely Meaningful Consultation Meeting was held via Zoom at 2:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request. Due to COVID-19 mitigation efforts, an in-person stakeholder meeting for Title Grants was not held in the Spring of 2021. Instead, a presentation was made available to discuss historical uses of Title grant monies as well as proposed allocations for school year 2021-2022. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to renew contracts with our assessment program, and to invest in Reading software. Additional opportunities to provide Consolidated District Plan input occur with drafts of the 2021-2022 budget on May 20, 2021 and June 17, 2021.

**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]**

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Grant Community High School District 124 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 effective parent and family engagement activities to improve student 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 continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan." Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

Response from the prior year Consolidated District Plan.

Grant Community High School District 124 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 effective parent and family engagement activities to improve student 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 continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and

parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan."Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

The District will use social media, parent universities, the District website, the District newsletter, Back-to-School Night, Parent Teacher Conferences, comprehensive 8th grade enrollment nights and other public meetings to effectively engage parents and families.

Response from the prior year Consolidated District Plan.

The District will use social media, parent universities, the District website, the District newsletter, Back-to-School Night, Parent Teacher Conferences, comprehensive 8th grade enrollment nights and other public meetings to effectively engage parents and families.

**Title I Requirement:**

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

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

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



Private School Participation

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

The application has been locked. 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.

Will Private Schools participate in the Program?  
☐ Yes ☒ No

[Nonpublic School Consultation Form](#)

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

Comments:

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool 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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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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 predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to 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/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on 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 fluid 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 fluid 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) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller 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 provides a comprehensive ELL program with two full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To 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 18 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.M. 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-to-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 reaching their potentials within academic coursework and the Grant community.

Response from the prior year Consolidated District Plan.

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 predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to 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/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on 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 fluid 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 fluid 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) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller 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 provides a comprehensive ELL program with two full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To 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 18 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.M. 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-to-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 reaching their potentials within academic coursework and the Grant community.

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

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([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.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., 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 as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: 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 assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, 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 preregistration 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 this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Deans, 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 prior year Consolidated District Plan.

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., 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 as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: 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 assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, 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 preregistration 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 this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Deans, 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.

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

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([count] of 7500 maximum characters used)

Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. 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 prior year Consolidated District Plan.

Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. 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.

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

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([count] of 7500 maximum characters used)

The district invests resources into articulation 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 measured 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 building a positive learning environment by ensuring that students are Keeping it R.E.D. (respectful, engaged, dependable). 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, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. 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 rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

Response from the prior year Consolidated District Plan.

The district invests resources into articulation 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 measured 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 building a positive learning environment by ensuring that students are Keeping it R.E.D. (respectful, engaged, dependable). 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, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. 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 rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

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

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

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([count] of 7500 maximum characters used)

According to Grant Community High School District 124's School Board Policy 5:190, "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. Have 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 any 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 1 teachers, paid with Title 1 funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "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 technical 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 rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they

demonstrate proficiency and readiness. Read180 and System 44 are 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 STAR testing, for members of our student body. In addition to ensuring proper credentialing 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 "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected 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 credentials, logging professional development hours, and maintaining active professional educator licenses.

Response from the prior year Consolidated District Plan.

According to Grant Community High School District 124's School Board Policy 5:190, "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. Have 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 any 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 1 teachers, paid with Title 1 funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "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 technical 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 rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return 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 STAR testing, for members of our student body. In addition to ensuring proper credentialing 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 "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected 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 credentials, logging professional development hours, and maintaining active professional educator licenses.

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

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

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((count) of 7500 maximum characters used)

As a one-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 pulls resources to support academic 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 Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.

Response from the prior year Consolidated District Plan.

As a one-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 pulls resources to support academic 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 Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.

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

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

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((count) of 7500 maximum characters used)

While a good amount of focus 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 2022-2023, Grant Community High School will offer 18 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2022-2023, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student enrollment 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 financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

Response from the prior year Consolidated District Plan.

While a good amount of focus 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 2021-2022, Grant Community High School will offer 18 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2021-2022, GCHS will offer 29 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student enrollment 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 financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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*[[count] 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 spiral 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 Freshmen 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 CLC 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 develop 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 math 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 2022-2023, 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 proficiency 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 identify their post-secondary interests, peruse career options, and to support them in securing part-time and summer job opportunities.

Response from the approved prior year Consolidated 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 spiral 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 Freshmen 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 CLC 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 develop 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 math 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 2021-2022, 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 proficiency 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 identify their post-secondary interests, peruse 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.**

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

[[count] of 7500 maximum characters used)

(A) Grant Community High School facilitates a myriad of course offerings on 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 softwares, including Revit 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 softwares. All of these CTE programs provide students with tactical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community 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. New in 2022-2023, students will have the opportunity to serve as student internships within the surrounding business community. In this way, students will earn high school credits but also garner relevant, hands-on workplace experience to align with their future goals. To prepare students for this learning opportunity, academic credit will also be offered for students serving as student aides, peer mentors, and academic tutors in the 2022-2023 school year. This new department, Service Learning, is designed to provide students with tangible, real-world learning opportunities in a variety of workplace settings to build the skills and employability competencies necessary to be successful in the 21st century workforce.

Response from the approved prior year Consolidated District Plan.

(A) Grant Community High School facilitates a myriad of course offerings on 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 softwares, including Revit 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 softwares. All of these CTE programs provide students with tactical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community 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.

**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2022-2023 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

NOT PROVIDING

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Professional development activities utilizing 2022-2023 Title II-A funds will include: Tier 1 instructional strategies, a guest speaker for members of the district's Science Department, registration fees for additional delegates to the Corwin Deep Equity training, virtual PD opportunities via Solution Tree Global, materials for quarterly book studies (equity, grading practices, Tier 1 strategies), and membership in the North America Instructional Coaching Collaborative for the district's two full-time instructional coaches. There are no participating private schools within the district's boundaries.

G. Title III - LIEP

H. Title III - ISEP

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

NOT PROVIDING

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

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

Professional development activities utilizing 2022-2023 IDEA, Part B funds will include: Professional development via flex start and institute day programming for paraprofessionals and Special Education teachers on Tier 1 instructional strategies and classroom equity, STAR testing training/re-training, and a particular focus on effective co-teaching practices to ensure equity, progress-monitoring, and academic rigor for all students.

L. IDEA, Part B - Preschool

M. Elementary and Secondary School Emergency Relief Grant II

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

**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; IDEA, Part B Preschool; ESSER II; and/or ESSER III



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

**ISBE Goals:**

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

**District Goal(s):**

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

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

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

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

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

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

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

*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 7:20, "No 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, military 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 martial 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 whether 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 Deans 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 PBIS team and Discipline Committee continually 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 Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." 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 incidences of bullying and harassment on the school campus.

Response from the prior year Consolidated District Plan.

Per School Board Policy 7:20, "No 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, military 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 martial 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 whether 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 Deans 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 PBIS team and Discipline Committee continually 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 Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." 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 incidences of bullying and harassment on the school campus.

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

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

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

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

[(count] of 7500 maximum characters used)

Per School Board Policy 6:140, "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 youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. 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 youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, 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 ensuring the enrollment and attendance of homeless children and youths 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 ombudsperson 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 another person 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 prior year Consolidated District Plan.

Per School Board Policy 6:140, "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 youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. 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 youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, 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 ensuring the enrollment and attendance of homeless children and youths 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 ombudsperson 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 another person 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.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

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**Attendance Center Designation**[Instructions](#)

**The application has been locked. 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"/>	6/16/2022

**Describe anticipated Reorganizations:**

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

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

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

☐ \_\_\_\_\_

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

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

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

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 prior year Consolidated 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.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 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 as students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR and Ascend 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 prior year Consolidated District Plan.

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 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 as students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR and Ascend 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.

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

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

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

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

*([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 or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. 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 students' 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. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

Re-display of the approved response from the prior year Consolidated District Plan.

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 or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. 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 students' 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. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

**Title I Requirement:**

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

\*Required Field

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

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

**ISBE Goals:**

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

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

☐

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

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

([count] of 7500 maximum characters used)

Using STAR, SAT, and other academic metrics, the district seeks to improve academic performance, while supporting the socio-emotional needs, of its students with active Individualized Education Plans. To best support students and meet the needs dictated by their IEP's, the district will invest IDEA-Part B funds to staff and train paraprofessionals who serve as 1:1 aides for students throughout the school day. In addition, IDEA funds will be used to provide supports for students from the Special Education District of Lake County, such as hearing itinerants and pre-vocational services.

Response from the approved prior year Consolidated District Plan.

Using STAR, SAT, and other academic metrics, the district seeks to improve academic performance, while supporting the socio-emotional needs, of its students with active Individualized Education Plans. To best support students and meet the needs dictated by their IEP's, the district will invest IDEA-Part B funds to staff and train paraprofessionals who serve as 1:1 aides for students throughout the school day. In addition, IDEA funds will be used to provide supports for students from the Special Education District of Lake County, such as hearing itinerants and pre-vocational services.

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

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

([count] of 7500 maximum characters used)

For FY 2023, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

Response from the approved prior year Consolidated District Plan.

For FY 2022, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

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

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

([count] of 7500 maximum characters used)

Since no new programming will be adopted in FY2023, the scope of services will remain the same as provided in school year 2021-2022.

Response from the approved prior year Consolidated District Plan.

Since no new programming will be adopted in FY2022, the scope of services will remain the same as provided in school year 2020-2021.

\*Required Field

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## Overview

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

<b>PROGRAM:</b>	Foster Care Transportation Plan
<b>PURPOSE:</b>	To comply with ESSA requirements for educational stability for students in foster care
<b>REQUIRED FOR:</b>	All Illinois school districts and state-authorized charter schools
<b>RESOURCES:</b>	<a href="#">ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014</a> <a href="#">US Department of Education (USDE) web page for Students in Foster Care</a> <a href="#">The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)</a> <a href="#">Educational Stability Requirements (Effective October 7, 2008)</a> <a href="#">Public Act 099-0781 (effective 8/12/2016)</a> <a href="#">USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)</a> <a href="#">Finance, Budgets &amp; Funding Transportation Programs (scroll to Foster Care Transportation section)</a> <a href="#">ESEA of 1965 as Amended, Section 6312(c)</a>

### **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.

### **DEFINITION AND REFERENCES**

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

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

Vehicle Usage:

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

Transportation Programs:

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

### **REQUIREMENTS**

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

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**Contact Information**

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

As part of the 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 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

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

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Miller"/>	<input type="text" value="Nathaniel"/>	<input type="text" value="Assistant Principal"/>	<input type="text" value="nmiller@grantbulldogs.org"/>

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Carole"/>	<input type="text" value="Deb"/>	<input type="text" value="Transportation Director"/>	<input type="text" value="dcarole@grantbulldogs.org"/>

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

\*Required field



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

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

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

**1. Describe the process for determining the best interest of the affected 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 prior year 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.*

Instructional continuity 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 co-curricular 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 prior year Consolidated District Plan.

Instructional continuity 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 co-curricular 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.

**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 prior year 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 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 continuation 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 prior year Consolidated District 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 continuation 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.

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

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

**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 prior year 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 prior year Consolidated District 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.

\*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 prior year 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 students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file 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 neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

Response from the approved prior year Consolidated District 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 students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file 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 neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

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

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

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

- ☐ h. Other - describe \_\_\_\_\_
- ☐ i. Other - describe \_\_\_\_\_
- ☐ j. Other - describe \_\_\_\_\_

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

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

For your convenience, the prior year 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. cab 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 prior year Consolidated District 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. cab 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.

### 4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

**5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\***

*NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the 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 placement of a student in foster care, the school of origin will be responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

In the event that disputes arise regarding the placement of a student in foster care, the school of origin will be responsible for transportation while all disputes are being resolved.

**6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.\***

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the 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 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE 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 registrar, 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 prior year Consolidated District Plan.

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE 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 registrar, 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.

\*Required field

**Board Approval, Certification, and Assurances**

Instructions

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

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

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v01.2021

**Grant Application Certifications and Assurances**

Instructions

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

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly

authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

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

#### **DEFINITIONS**

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

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

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

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

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

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

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

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

[http://www.ecfr.gov/cgi-bin/text-idx?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=3559&ChapterID=7>

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

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

#### **NO BINDING OBLIGATION**

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

#### **PROJECT**

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

#### **FUNDING**

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

#### **INVOLUNTARY TERMINATION**

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

#### GENERAL CERTIFICATIONS AND ASSURANCES

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

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

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

#### DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
  - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - 3) Notifying the employee that, as a condition of employment on such contract or grant, 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.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.



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

Instructions

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

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

**CERTIFICATION**

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

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

**Instructions for Certification**

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

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v1.2019

**Certification Regarding Lobbying**

Instructions

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

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

v1.2021

**GEPA 442 Assurances**

Instructions

- ☐ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

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

"LEA" means the local educational agency.

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

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.2021

**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 IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

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

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

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

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

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

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

[Lock Application](#) [Unlock Application](#)

Application was created on:

6/7/2022

Assurances

Consistency Check was run on:

6/22/2022

District Data Entry submitted for district review on:

6/22/2022

Business Manager forwarded for Administrator Review on:

6/23/2022

District Administrator

[Disapprove](#)

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Application History(Read Only)			Instructions
Status Change	UserId	Action Date	
Forwarded to District Admin	breich124	06-23-2022 6:52 AM	
Submitted for Review	crdogg30	06-22-2022 8:07 AM	
Consistency Check	crdogg30	06-22-2022 8:06 AM	

☒ Expand All

**Consolidated District Plan**

Page Status

Open Page  
for editing

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
<a href="#">Plan Specifics</a>				
Needs Assessment Impact		OPEN	<input type="checkbox"/>	
Stakeholders		OPEN	<input type="checkbox"/>	
Private Schools Participation		OPEN	<input type="checkbox"/>	
Preschool Coordination		OPEN	<input type="checkbox"/>	
Student Achievement		OPEN	<input type="checkbox"/>	
College and Career		OPEN	<input type="checkbox"/>	
Professional Development		OPEN	<input type="checkbox"/>	
Safe Learning Environment		OPEN	<input type="checkbox"/>	
<a href="#">Title I Specific Pages</a>				
Title I Specific - Part One	OPEN	<input type="checkbox"/>		
Title I Specific - Part Two	OPEN	<input type="checkbox"/>		
IDEA Specific Requirements			OPEN	<input type="checkbox"/>
<a href="#">Foster Care Transportation</a>				
Foster Care Plan Contacts	OPEN	<input type="checkbox"/>		
BID - School Stability	OPEN	<input type="checkbox"/>		
Foster Care Transportation Plan	OPEN	<input type="checkbox"/>		
<a href="#">Assurance Pages</a>				
Plan Assurances		OPEN	<input type="checkbox"/>	
State Assurances		OPEN	<input type="checkbox"/>	
Debarment		OPEN	<input type="checkbox"/>	
Lobbying		OPEN	<input type="checkbox"/>	
GEPA 442		OPEN	<input type="checkbox"/>	
AssurancesText		OPEN	<input type="checkbox"/>	
Assurances		OPEN	<input type="checkbox"/>	

Save

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**Selectable Application Print**

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

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**Request Print Job**

☐ [Consolidated District Plan](#)

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**Requested Print Jobs**

[Requested by csefcik5 on 7/12/2022](#)

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**Completed Print Jobs**

[Completed - csefcik5 on 7/12/2022 11:01:18 AM](#)

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## Out of State or Overnight Athletics Trip Request

<b>Name of Event</b>	Peoria Notre Dame Cross Country Invite
<b>Coach in Charge</b>	Jeff Durlak
<b>Sport</b>	Boys and Girls Cross Country
<b>Destination (City and State)</b>	Peoria, IL
<b>Destination (Location of Event)</b>	Detweiller Park
<b>Dates of Event</b>	September 16, 2022 - September 17, 2022
<b>Description of the Event</b>	Our Cross Country team will be competing at the Peoria Notre Dame Cross Country on Saturday, September 17 at 9:00am at Detweiller Park in Peoria, Illinois. This is the same course that the Illinois State Cross Country State Finals are held at. The Cross Country team has traveled to compete at Detweiller Park in the regular season since 2011. Since 2013, our team has left on the Friday before the meet to travel as an overnight trip. Due to the Covid-19 pandemic, the program is prepared to make adjustments to this trip. As the date of this trip approaches, the program will adhere to current guidance in regards to transportation, lodging, and meals. The program will also heed the advice of administration in developing any other contingency plans that may be necessary.
<b>Number of student-athletes attending</b>	Between 40 - 50 student athletes
<b>Total cost of the trip</b>	\$2,000 estimated based on the number of student athletes attending
<b>How will You Fund the Event</b>	The cost for hotel rooms for Friday night as well as dinner for our athletes on Friday night will be paid for out of our Cross Country activity fund. Athletes will be able to eat breakfast at the hotel Saturday morning or bring any personal food desired for breakfast. After the conclusion of the meet, we will stop for lunch and our athletes will need bring money to pay for lunch. This is the only expense our athletes will pay for on the entire trip.
<b>Value to the Athletes</b>	The reasoning behind taking an overnight trip to Peoria is twofold. First, it is about a three and a half hour drive to Peoria and with the meet beginning at 9:00am, it means leaving very early in the morning on Saturday. We need to arrive well before 9:00am to check-in and allow our athletes the proper amount of time to warm-up. Second, the overnight experience prepares our athletes for what it is like when you qualify for the state meet. If we are fortunate enough to have athletes qualify for the state meet, they travel down to Peoria on Friday and compete on Saturday. This trip simulates that experience for our athletes.
<b>Names of Chaperones</b>	Jeff Durlak, Jeff Harvey, At Least One Female Chaperone
<b>Date and Time Leaving for the Event</b>	September 16, 2022 around 12:00 PM
<b>Date and Time Returning from the Event</b>	September 17, 2022 at the conclusion of the meet
<b>Approval from Athletic Director</b>	<i>Thomas P. Davis</i>
<b>Approval from Principal</b>	<i>7/16/22</i>

## **GRANT CROSS COUNTRY OVERNIGHT NIGHT TRIP 2022**

CHAPERONES:        Jeff Durlak  
                         Jeff Harvey  
                         Female Parent Chaperone TBD

### **September 16, 2022**

12:00pm – Depart Grant High School

3:30pm – Arrive at Detweiller Park in Peoria

3:30pm-5:30pm – Practice at Detweiller Park

5:30pm-5:45pm – Depart Detweiller Park for Hotel

5:45pm-6:00pm – Check-In to Hotel

6:00pm-7:00pm – In Rooms

7:00pm – Dinner at Hotel

9:00pm – Room Check

9:30pm – Lights Out



September 17, 2022

6:00am - Wake-Up, Breakfast at Hotel

7:15am – Depart Hotel for Detweiller Park

7:30am – Arrive at Detweiller Park

7:30am-9:00am – Set-Up, Check-In, Warm-Up for Peoria Notre Dame Invite

9:00am-1:15pm - Peoria Notre Dame Invite

Girls Open at 9:00am, Girls Frosh/Soph at 9:30am, Girls Varsity at 10:00am, Boys Varsity at 11:15am, Boys Frosh/Soph at 11:50am, Boys Open at 12:25pm

1:15pm – Depart Detweiller Park for Lunch

1:30pm-2:15pm – Stop for Lunch (Bring Money for Lunch)

2:15pm – Depart for Grant

5:45pm – Arrive back at Grant

<b>AM Lobby (2)</b>	<b>AM Commons (3)</b>	<b>Detention (1)</b>	<b>Detention Sub (1)</b>	<b>Math Lab</b>	<b>Credit Recovery</b>
Michelle Vendegna	Mike Anderson	Erin Notriano	Kristen Arndt	Carrie Joray - AM	Tim Viscioni
Walter Alvarenga	Anthony Johnson			Kathy Zielinski - PM	Tracy Highley

**From:** Frank Gurgone <[fgurgone722@gmail.com](mailto:fgurgone722@gmail.com)>

**Sent:** Thursday, July 7, 2022 9:26 AM

**To:** Sefcik, Christine <[csefcik@grantbulldogs.org](mailto:csefcik@grantbulldogs.org)>; Schoell, Blair <[BSchoell@grantbulldogs.org](mailto:BSchoell@grantbulldogs.org)>; Schmidt, Jeremy <[JSchmidt@grantbulldogs.org](mailto:JSchmidt@grantbulldogs.org)>

**Subject:** Gurgone status of next year

Hi everyone,

This email brings some bad news. About half way through last school year, I decided that I didn't fit well with what I was doing and decided to pursue an engineering role. The process was very slow going and I started to think I was not going to find a company who would take a chance on someone who has been out of the field for as long as I have. After several sets of interviews that did not go anywhere I finally had one that led to an offer. I think it helped that there were some Motorola connections to fill in some of my background experience.

The offer isn't perfect so I spent some time processing it and speaking with trusted sources to sort it all out. After all the thought and discussion, I have decided to take the offer and leave education. It was a difficult decision to make, and I still have some doubts, but I think the decision to accept the role is the correct one.

Thank you for the opportunity to join the Grant team last year. I believe I experienced a good amount of personal growth by working through all of the challenges the year provided.

I will get to the building to collect some personal stuff and leave my computer, fob and key. I'll try to do that tomorrow but it might be next Friday.

Sincerely,

Frank Gurgone

June 20th, 2022

Dear Dr.Sefcik, Grant Administration, and Members of the Board of Education,

Please accept this letter of resignation from Grant Community High School as a Health and Wellness teacher.

I want to thank you for everything Grant has given me throughout the first three years as a teacher. A huge shoutout to Blair Schoell for being an amazing divisional for supporting me to the best of his abilities every step of the way. He shows so much support for the Health and Wellness department and truly made it very enjoyable to work with someone who pushes us to be great and supports what we do.

With all that said, please accept this letter of resignation from Grant Community High School.

All the best,

Maddie Lyon

**From:** rpurchatzke <[rpurchatzke@grantbulldogs.org](mailto:rpurchatzke@grantbulldogs.org)>

**Date:** July 5, 2022 at 11:23:15 AM EDT

**To:** "Schoell, Blair" <[bschoell@grantbulldogs.org](mailto:bschoell@grantbulldogs.org)>, "Schmidt, Jeremy" <[JSchmidt@grantbulldogs.org](mailto:JSchmidt@grantbulldogs.org)>, "Sefcik, Christine" <[csefcik@grantbulldogs.org](mailto:csefcik@grantbulldogs.org)>

**Subject:** Letter of Resignation

Good Morning,

The purpose of this email is to officially resign from my position as a PE and Health teacher as I have accepted a new position. I want to thank you for all of the experiences and opportunities that were provided to me here at Grant. Please let me know if there is anything else I need to do.

Best,

**Ross Purchatzke**

*Physical Education/Health/Driver Education*

*Freshman Football*

*Sophomore Basketball*

**Grant Community High School**

285 East Grand Avenue, Fox Lake, IL, 60020

847.587.2561 ext. 3740

[www.grantbulldogs.org](http://www.grantbulldogs.org)

**From:** Buss, James <[JBuss@grantbulldogs.org](mailto:JBuss@grantbulldogs.org)>  
**Sent:** Thursday, July 7, 2022 11:40 AM  
**To:** Geist, Ryan <[rgeist@grantbulldogs.org](mailto:rgeist@grantbulldogs.org)>  
**Cc:** Williams, Geoffrey <[GWilliams@grantbulldogs.org](mailto:GWilliams@grantbulldogs.org)>  
**Subject:** New position

Good morning, I am sending this email to inform you that I have taken a position at Mchenry High school. I am sorry that this is so late in the summer. I am very thankful for the both of you taking your time to help me become a better instructor every single day. I will be coming in on Monday to drop off my work related items. And would like the opportunity to talk with you Ryan if you are around. I hope you guys are having a great summer and hope that it continues.

James Buss

B.D.I.P.S. Aide

Grant Community High School,

Fox Lake, Illinois

-----Original Message-----

From: sherly Kizhakkadathu <[25sherly@gmail.com](mailto:25sherly@gmail.com)>

Sent: Thursday, June 30, 2022 8:00 PM

To: Geist, Ryan <[rgeist@grantbulldogs.org](mailto:rgeist@grantbulldogs.org)>

Subject: Resignation

Hello Ryan,

I want to inform you that I am resigning from the job. I will not be back for the 2022 school year. Thank you for the opportunity to serve the Grand High School students and faculty members. It was a pleasure working for you.

Thank you,

Sherly Kizhakkadathu.

Sent from my iPhone

**From:** Dart, Jessica <[JDart@grantbulldogs.org](mailto:JDart@grantbulldogs.org)>  
**Sent:** Tuesday, June 14, 2022 11:41 AM  
**To:** Ross, Tom <[TRoss@grantbulldogs.org](mailto:TRoss@grantbulldogs.org)>  
**Subject:** Resignation

Good Morning

I am sending this email to notify you that I am resigning from my assistant coaching position on the softball staff. Please let me know if you need anything else from me.

Thank you for your support.

Jessica Dart

Jessica Dart

PE Teacher

Assistant Varsity Softball Coach

Grant Community High School Bulldogs



resigning from Asst. Speech Coach  
Diana, Emmy <ediana@grantbulldogs.org>  
Tue 7/5/2022 4:38 PM  
To:

- Geist, Kevin <KGeist@grantbulldogs.org>

Hi Kevin,

It is with a heavy heart that I am emailing you today to resign from coaching Speech. Trish and I have already addressed this and have worked out a plan so that I can judge or chaperone when needed. Please let me know if there is any documentation or information you need from me.

Thank you,  
Emmy

**Ross, Tom**

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**From:** Frett, Nicole  
**Sent:** Thursday, July 14, 2022 9:04 AM  
**To:** Ross, Tom  
**Subject:** Softball resignation

Good morning, Tom.

I am emailing to let you know that I am resigning from coaching JV2 softball. While it has been a great experience, I need to be more available to my family in the spring. Please let me know if there is anything else you need from me.

Thank you for your support,



**Nikki Frett**  
*English 10 Teacher and Senior Class Co-Sponsor*  
**Grant Community High School**  
285 East Grand Avenue, Fox Lake, IL, 60020  
847.587.2561 ext. 0000  
[www.grantbulldogs.org](http://www.grantbulldogs.org)

**From:** rpurchatzke <[rpurchatzke@grantbulldogs.org](mailto:rpurchatzke@grantbulldogs.org)>  
**Sent:** Tuesday, July 5, 2022 10:54 AM  
**To:** Ross, Tom <[TRoss@grantbulldogs.org](mailto:TRoss@grantbulldogs.org)>  
**Subject:** Re: Letter of Resignation

Tom,

The purpose of this email is to officially resign from my position as assistant football coach and assistant boys basketball coach. Please let me know if there is anything you need from me. Thanks.

Ross

### **Schedule Change Requests**

An updated schedule change request process is being implemented this year. The goal of this change is to be as accommodating as possible for students as well as to have written procedures more closely reflect our actual practice.

Annually each spring, a new master schedule is created based on students' course requests. Many decisions are made on the basis of those requests including: section numbers, staffing, instructional resources, class sizes, and room assignments. Historically, the vast majority of schedule changes had to be made by Spring Break the prior year. With this new process, schedule changes, with the exception of approved level changes or the dropping of an AP Course, can be made within the first five school days of student attendance each semester. Schedule change requests are not approved based on the preference of a lunch period or classroom teacher, and all changes are contingent upon available seats.

Students may request schedule changes through their School Counselor, space permitting, according to the following guidelines:

#### **Level Changes**

On occasion, it may be in a student's best interest to change the level of the class in which they are enrolled. If a level change is determined to be appropriate, parent/guardian approve, and the Administration approves, a level change may be made.

#### **Adding a Course**

A new course may be added up through the first five school days after the start of an academic semester, if approved by the appropriate school official and if space is available in the course. Students must consult with the teacher regarding make-up requirements for any missed content. In addition, if a course is being added, it can only be added for a class period that is available or for the period of the course that was dropped.

#### **Dropping a Course**

Students may drop a course within five school days of the start of each semester and no grade will be assigned or noted on the transcript. Students may not drop a core course if the course is needed to meet graduation requirements. Students are not able to drop an 11th-period class for an early release or study hall.

If a student drops a course, including an AP course, after the first five school days as described above, the transcript will be noted with a "W" code (withdrawal). The "W" will not impact a student's cumulative GPA.

### **Summer Instructional Work**

As usual over the course of summer months, teachers, teacher leaders, and administrators have been working to improve our curriculum, instruction, and assessment practices.

This work will be ongoing for the next several weeks, but we are pleased with the progress that has already been made. Many faculty members representing multiple departments have been on campus and at trainings including: English, Math, Social Studies, Science, and Technology Education.

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

The summer months are always busy with preparations for the upcoming school year, and this year is no exception. The following activities highlight several of the most significant back to school programming:

### **Material Pickup Days**

Material pickup days allow students to be fully prepared to engage in school from the first day of attendance. These days are designed to be convenient, productive, and efficient. Students are expected to attend an on-site material pickup day where they receive their student ID, class schedule, bus schedule, student planner, physical education uniform, physical education lock, textbooks, and parking passes. Parents are allowed, but are not required, to attend with their students. Sophomores through seniors get to choose from three (3) windows of time to participate in this process:

Monday, August 1	2:00 PM to 7:00 PM
Tuesday, August 2	9:00 AM to 2:00 PM
Wednesday, August 3	12:30 PM to 3:30 PM

Students unable to attend on any of these dates and times will report to the bookstore on their first day of school to obtain their materials. The bookstore will have extended hours from 7:00 AM to 3:10 PM the first week of school.

### **Freshman Orientation**

Freshman Orientation will be delivered in its traditional form this year. It will take place on the morning of Wednesday, August 3 from 9:00 AM to 12:00 PM. Transportation will be provided to all freshmen students to and from school following their normal bus routes. While at Orientation, freshmen will be led by Big Dawg mentors and TEAM teachers, spending time with fellow students from their respective TEAMS. Students will receive their class schedules, go through the materials pickup process, find their lockers, locate their classes, and sample the new cafeteria options. Additionally, they will have meetings with the principal, RED Teams, and student leaders. The goal of the day's activities is to reduce students' anxiety about starting high school and help ensure a smooth transition into Grant.

### **Freshman Five**

This year we are returning to running our alternative first day of school schedule, "The Freshman Five". Recognizing the significance of the transition for freshmen, we will run an alternative schedule the first day of school to allow freshman time to become comfortable with the building, following their class schedule with only freshmen in the building.

On August 10, 2022, our first day of school, freshmen will arrive on campus at their normal time for a regular start at 7:40 A.M. Sophomores through seniors will not arrive on campus until the Flex Start time of 9:40 A.M. Bussing will be provided for all students for both the regular and Flex Start times.

From 7:40 A.M. – 8:55 A.M., freshmen will follow "The Freshman Five" abbreviated bell schedule. At 9:00 A.M., freshmen will return to their TEAM room for an activity with their Big Dawg Mentors. At the conclusion of the mentoring activity, freshmen will join sophomores, juniors, and seniors to follow a regular 9:25 A.M. Flex Start schedule with all students present.

This alternative first day schedule is designed to provide the smoothest transition possible for all and make it possible for all students to be fully engaged from their first day of high school.

**New Teacher Orientation**

This year's New Teacher Orientation will be held over three and a half days from August 2-5. Faculty Mentors, Instructional Coaches, and Curriculum Administrators will be integral to the program. This year, an additional day of CPI training has been added to the orientation in an effort to expand our staff's understanding of strategies to de-escalate students while safely and effectively responding to anxious or hostile behaviors. The goal for the entire orientation is to instill core instructional values in our new staff from their first days as Bulldogs. The program provides new faculty all the tools they will need to be effective from day as well as providing an opportunity to introduce new teachers to the climate and culture of Grant.

**Big Dawg Mentor Training**

On August 2, we are holding our annual Big Dawg Mentor training. Students who met the selection criteria were vetted, selected, then communicated with this spring. This training prepares Big Dawg Mentors to be leaders in their TEAM rooms and be strong mentors for our freshmen. At the training, mentors learn about expectations, plan with their TEAM teachers and other Big Dawgs, role play difficult conversations, and plan for Freshman Orientation and the first weeks of school.

**Grant Community High School District #124 - 2021-2022 Unaudited Year End by the Numbers**

	<u>Education Fund</u>	<u>O&amp;M</u>	<u>Bond &amp; Interest</u>	<u>Transportation</u>	<u>IMRF/SS</u>	<u>Capital Projects</u>	<u>Working Cash</u>
Revenues	\$ 25,402,953.00	\$ 4,142,520.91	\$ -	\$ 2,093,326.49	\$ 796,301.17	\$ -	\$ 278,722.07
Expenses	\$ 24,711,701.46	\$ 4,443,004.65	\$ -	\$ 3,078,148.09	\$ 873,380.94	\$ 530,165.00	\$ -
Difference	\$ 691,251.54	\$ (300,483.74)	\$ -	\$ (984,821.60)	\$ (77,079.77)	\$ (530,165.00)	\$ 278,722.07

Total Operating Funds Deficit \$ (392,411.50)

Operating Funds includes: Ed, O&M, Transportation, IMRF/SS and Working Cash

								2022-23	2021-22	2021-22	
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	1130	1110	00	000000	REG INSTRUCT	SALARIES			375,000.00	330,328.00	341,861.77
10E000	1130	1110	01	000000	REG INSTRUCT	SALARIES	ART		296,148.00	307,267.00	307,862.76
10E000	1130	1110	05	000000	REG INSTRUCT	SALARIES	ENGLISH		1,283,557.00	1,208,089.00	1,209,213.20
10E000	1130	1110	06	000000	REG INSTRUCT	SALARIES	FOREIGN		689,171.00	650,188.00	649,597.44
10E000	1130	1110	07	000000	REG INSTRUCT	SALARIES	ESL		203,766.00	156,526.00	141,532.93
10E000	1130	1110	11	000000	REG INSTRUCT	SALARIES	MATH		1,198,911.00	1,192,629.00	1,193,673.55
10E000	1130	1110	12	000000	REG INSTRUCT	SALARIES	MUSIC		211,458.00	202,821.00	201,885.21
10E000	1130	1110	13	000000	REG INSTRUCT	SALARIES	NATURAL		1,138,489.00	1,112,407.00	1,112,648.34
10E000	1130	1110	15	000000	REG INSTRUCT	SALARIES	SOCIAL S		999,699.00	965,469.00	964,571.81
10E000	1130	1110	50	000000	REG INSTRUCT	SALARIES	PHYS ED		1,013,802.00	886,914.00	856,385.80
10E000	1130	1110	70	000000	REG INSTRUCT	SALARIES	COCURRIC		182,000.00	190,550.00	174,988.37
10E000	1130	1150	00	000000	REG INSTRUCT	SALARIES OFC			187,248.00	194,145.00	158,926.88
10E000	1130	2110	00	000000	REG INSTRUCT	TRS EXPENSE			75,000.00	65,000.00	78,612.02
10E000	1130	2110	01	000000	REG INSTRUCT	TRS EXPENSE	ART		34,175.00	34,610.00	34,764.18
10E000	1130	2110	05	000000	REG INSTRUCT	TRS EXPENSE	ENGLISH		148,122.00	136,076.00	136,581.16
10E000	1130	2110	06	000000	REG INSTRUCT	TRS EXPENSE	FOREIGN		79,530.00	73,236.00	73,369.07
10E000	1130	2110	07	000000	REG INSTRUCT	TRS EXPENSE	ESL		23,515.00	17,631.00	17,627.39
10E000	1130	2110	11	000000	REG INSTRUCT	TRS EXPENSE	MATH		138,354.00	135,600.00	135,473.46
10E000	1130	2110	12	000000	REG INSTRUCT	TRS EXPENSE	MUSIC		24,402.00	22,845.00	22,804.14
10E000	1130	2110	13	000000	REG INSTRUCT	TRS EXPENSE	NATURAL		131,382.00	128,899.00	128,995.91
10E000	1130	2110	15	000000	REG INSTRUCT	TRS EXPENSE	SOCIAL S		115,173.00	108,750.00	108,956.76
10E000	1130	2110	50	000000	REG INSTRUCT	TRS EXPENSE	PHYS ED		116,993.00	99,900.00	98,115.63
10E000	1130	2110	70	000000	REG INSTRUCT	TRS EXPENSE	COCURRIC		20,772.00	19,712.00	15,953.27
10E000	1130	2220	00	000000	REG INSTRUCT	HEALTH INS			34,250.00	27,000.00	20,172.01
10E000	1130	2300	01	000000	REG INSTRUCT	TUITION REIMBUR	ART		5,412.00	0.00	0.00
10E000	1130	2300	05	000000	REG INSTRUCT	TUITION REIMBUR	ENGLISH		24,354.00	8,554.00	11,879.00
10E000	1130	2300	06	000000	REG INSTRUCT	TUITION REIMBUR	FOREIGN		10,824.00	0.00	2,841.00
10E000	1130	2300	11	000000	REG INSTRUCT	TUITION REIMBUR	MATH		24,354.00	20,457.00	18,932.00
10E000	1130	2300	12	000000	REG INSTRUCT	TUITION REIMBUR	MUSIC		2,706.00	0.00	0.00
10E000	1130	2300	13	000000	REG INSTRUCT	TUITION REIMBUR	NATURAL		21,648.00	5,254.00	3,227.00
10E000	1130	2300	15	000000	REG INSTRUCT	TUITION REIMBUR	SOCIAL S		16,236.00	7,881.00	8,027.00
10E000	1130	2300	50	000000	REG INSTRUCT	TUITION REIMBUR	PHYS ED		16,236.00	5,254.00	5,779.00
10E000	1130	2320	00	000000	REG INSTRUCT	UNEMPLOYMENT			10,000.00	10,000.00	6,919.45
10E000	1130	3100	00	000000	REG INSTRUCT	PROF SVC			4,000.00	4,000.00	299.00
10E000	1130	3100	05	000000	REG INSTRUCT	PROF SVC	ENGLISH		11,000.00	10,000.00	10,000.00
10E000	1130	3100	17	000000	REG INSTRUCT	PROF SVC	MUSICAL		3,000.00	3,000.00	14,091.80
10E000	1130	3230	00	000000	REG INSTRUCT	SERVICE			3,000.00	0.00	0.00
10E000	1130	3230	12	000000	REG INSTRUCT	SERVICE	MUSIC		6,220.00	6,220.00	10,910.00
10E000	1130	3250	17	000000	REG INSTRUCT	RENTALS	MUSICAL		5,500.00	5,500.00	4,364.72
10E000	1130	3320	12	000000	REG INSTRUCT	TRAVEL	MUSIC		200.00	200.00	37.04



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FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 Budget	2021-22 Budget	2021-22 Activity
10E	1400	----	--	000000	VOCATIONAL P		*VOCATIO	883,957.00	840,332.00	783,440.19
10E000	1500	1110	00	000000	INTERSCHOLAS		SALARIES	307,884.00	331,736.00	323,627.13
10E000	1500	1120	00	000000	INTERSCHOLAS		SALARIES	7,500.00	7,500.00	120.00
10E000	1500	1150	00	000000	INTERSCHOLAS		SALARIES OFC	46,619.00	43,500.00	39,128.41
10E000	1500	1200	00	000000	INTERSCHOLAS		SALARIES	1,500.00	1,500.00	1,500.00
10E000	1500	1210	00	000000	INTERSCHOLAS		SALARIES	88,215.00	80,000.00	88,879.78
10E000	1500	2110	00	000000	INTERSCHOLAS		TRS EXPENSE	37,711.00	38,160.00	32,485.32
10E000	1500	2220	00	000000	INTERSCHOLAS		HEALTH INS	39,500.00	39,500.00	20,080.12
10E000	1500	2300	00	000000	INTERSCHOLAS		TUITION REIMBUR	2,706.00	0.00	0.00
10E000	1500	3100	00	000000	INTERSCHOLAS		PROF SVC	48,000.00	48,000.00	47,224.34
10E000	1500	3101	00	000000	INTERSCHOLAS		PROF SVC - WKSH	5,000.00	5,000.00	1,173.72
10E000	1500	3230	00	000000	INTERSCHOLAS		SERVICE	12,000.00	12,000.00	16,401.20
10E000	1500	3320	00	000000	INTERSCHOLAS		TRAVEL	30,000.00	30,000.00	25,253.52
10E000	1500	4100	00	000000	INTERSCHOLAS		SUPPLIES	10,000.00	10,000.00	11,275.26
10E000	1500	4980	00	000000	INTERSCHOLAS		UNIFORMS	31,000.00	31,000.00	28,735.63
10E000	1500	5400	00	000000	INTERSCHOLAS		SITE IMPROVE	32,500.00	32,500.00	25,468.50
10E000	1500	5450	00	000000	INTERSCHOLAS		EQUIPMENT-REPLA	20,000.00	20,000.00	18,322.82
10E000	1500	6400	00	000000	INTERSCHOLAS		DUES & FEES	30,000.00	30,000.00	28,627.62
10E000	1500	6900	00	000000	INTERSCHOLAS		MISC. EXPENSES	5,000.00	5,000.00	565.80
10E	1500	----	--	000000	INTERSCHOLAS		*INTERSC	755,135.00	765,396.00	708,869.17
10E000	1501	1200	00	000000	FOOTBALL		SALARIES	91,140.00	93,027.00	90,875.21
10E000	1501	2110	00	000000	FOOTBALL		TRS EXPENSE	10,518.00	10,478.00	8,423.76
10E000	1501	4100	00	000000	FOOTBALL		SUPPLIES	4,500.00	4,500.00	4,500.00
10E	1501	----	--	000000	FOOTBALL		*FOOTBAL	106,158.00	108,005.00	103,798.97
10E000	1502	1200	00	000000	GIRLS VOLLEY		SALARIES	31,322.00	30,804.00	28,718.44
10E000	1502	2110	00	000000	GIRLS VOLLEY		TRS EXPENSE	3,615.00	3,470.00	2,962.51
10E000	1502	4100	00	000000	GIRLS VOLLEY		SUPPLIES	2,500.00	2,500.00	793.14
10E	1502	----	--	000000	GIRLS VOLLEY		*GIRLS V	37,437.00	36,774.00	32,474.09
10E000	1503	1200	00	000000	CROSS COUNTR		SALARIES	17,972.00	17,672.00	17,282.00
10E000	1503	2110	00	000000	CROSS COUNTR		TRS EXPENSE	2,074.00	1,991.00	1,946.55
10E000	1503	4100	00	000000	CROSS COUNTR		SUPPLIES	1,500.00	1,500.00	675.38
10E	1503	----	--	000000	CROSS COUNTR		*CROSS C	21,546.00	21,163.00	19,903.93
10E000	1504	1200	00	000000	GIRLS TENNIS		SALARIES	17,972.00	16,842.00	17,672.00
10E000	1504	2110	00	000000	GIRLS TENNIS		TRS EXPENSE	2,074.00	1,897.00	1,990.51
10E000	1504	4100	00	000000	GIRLS TENNIS		SUPPLIES	1,500.00	1,500.00	1,341.43

							2022-23	2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E	1504	----	--	000000	GIRLS TENNIS	*GIRLS T	21,546.00	20,239.00	21,003.94
10E000	1505	1200	00	000000	BOYS TENNIS	SALARIES	17,125.00	16,841.00	16,061.36
10E000	1505	2110	00	000000	BOYS TENNIS	TRS EXPENSE	1,976.00	1,897.00	1,809.09
10E000	1505	4100	00	000000	BOYS TENNIS	SUPPLIES	1,500.00	1,500.00	780.56
10E	1505	----	--	000000	BOYS TENNIS	*BOYS TE	20,601.00	20,238.00	18,651.01
10E000	1506	1200	00	000000	GOLF	SALARIES	17,019.00	16,738.00	14,008.00
10E000	1506	2110	00	000000	GOLF	TRS EXPENSE	1,964.00	1,885.00	1,577.80
10E000	1506	4100	00	000000	GOLF	SUPPLIES	1,000.00	1,000.00	841.00
10E000	1506	6400	00	000000	GOLF	DUES & FEES	4,500.00	4,500.00	2,782.00
10E	1506	----	--	000000	GOLF	*GOLF	24,483.00	24,123.00	19,208.80
10E000	1507	1200	00	000000	BOYS BASKETB	SALARIES	47,518.00	38,782.00	37,103.20
10E000	1507	2110	00	000000	BOYS BASKETB	TRS EXPENSE	5,484.00	5,495.00	3,451.83
10E000	1507	4100	00	000000	BOYS BASKETB	SUPPLIES	3,000.00	3,000.00	3,487.66
10E	1507	----	--	000000	BOYS BASKETB	*BOYS BA	56,002.00	47,277.00	44,042.69
10E000	1508	1200	00	000000	GIRLS BASKET	SALARIES	55,075.00	44,147.00	40,479.00
10E000	1508	2110	00	000000	GIRLS BASKET	TRS EXPENSE	6,356.00	6,099.00	2,714.73
10E000	1508	4100	00	000000	GIRLS BASKET	SUPPLIES	3,000.00	3,000.00	3,000.00
10E	1508	----	--	000000	GIRLS BASKET	*GIRLS B	64,431.00	53,246.00	46,193.73
10E000	1509	1200	00	000000	BOWLING GIRL	SALARIES	17,971.00	17,671.00	14,941.44
10E000	1509	2110	00	000000	BOWLING GIRL	TRS EXPENSE	2,074.00	1,990.00	934.97
10E000	1509	4100	00	000000	BOWLING GIRL	SUPPLIES	1,000.00	1,000.00	0.00
10E000	1509	6400	00	000000	BOWLING GIRL	DUES & FEES	3,500.00	3,500.00	3,960.00
10E	1509	----	--	000000	BOWLING GIRL	*BOWLING	24,545.00	24,161.00	19,836.41
10E000	1510	1200	00	000000	WRESTLING	SALARIES	48,576.00	47,744.00	47,354.00
10E000	1510	2110	00	000000	WRESTLING	TRS EXPENSE	5,606.00	5,378.00	4,266.98
10E000	1510	4100	00	000000	WRESTLING	SUPPLIES	2,500.00	2,500.00	2,500.00
10E	1510	----	--	000000	WRESTLING	*WRESTLI	56,682.00	55,622.00	54,120.98
10E000	1511	1200	00	000000	BOYS SOCCER	SALARIES	33,014.00	32,464.00	28,954.00
10E000	1511	2110	00	000000	BOYS SOCCER	TRS EXPENSE	3,810.00	3,657.00	3,261.25
10E000	1511	4100	00	000000	BOYS SOCCER	SUPPLIES	1,750.00	1,750.00	759.77
10E	1511	----	--	000000	BOYS SOCCER	*BOYS SO	38,574.00	37,871.00	32,975.02
10E000	1512	1200	00	000000	BASEBALL	SALARIES	48,576.00	47,744.00	45,664.00

								2022-23	2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	1512	2110	00	000000	BASEBALL	TRS EXPENSE		5,606.00	5,378.00	4,337.98
10E000	1512	4100	00	000000	BASEBALL	SUPPLIES		4,000.00	4,000.00	4,417.85
10E	1512	----	--	000000	BASEBALL		*BASEBAL	58,182.00	57,122.00	54,419.83
10E000	1513	1200	00	000000	GIRLS TRACK	SALARIES		38,939.00	38,273.00	33,203.20
10E000	1513	2110	00	000000	GIRLS TRACK	TRS EXPENSE		4,494.00	4,311.00	2,921.80
10E000	1513	4100	00	000000	GIRLS TRACK	SUPPLIES		3,000.00	3,000.00	2,940.67
10E	1513	----	--	000000	GIRLS TRACK		*GIRLS T	46,433.00	45,584.00	39,065.67
10E000	1514	1200	00	000000	BOYS TRACK	SALARIES		41,056.00	40,348.00	30,257.32
10E000	1514	2110	00	000000	BOYS TRACK	TRS EXPENSE		4,738.00	4,545.00	3,080.84
10E000	1514	4100	00	000000	BOYS TRACK	SUPPLIES		3,000.00	3,000.00	2,948.32
10E	1514	----	--	000000	BOYS TRACK		*BOYS TR	48,794.00	47,893.00	36,286.48
10E000	1515	1200	00	000000	SOFTBALL	SALARIES		48,576.00	47,744.00	42,541.60
10E000	1515	2110	00	000000	SOFTBALL	TRS EXPENSE		5,606.00	5,378.00	4,791.74
10E000	1515	4100	00	000000	SOFTBALL	SUPPLIES		3,500.00	3,500.00	1,874.82
10E	1515	----	--	000000	SOFTBALL		*SOFTBAL	57,682.00	56,622.00	49,208.16
10E000	1516	1200	00	000000	BOYS VOLLEYB	SALARIES		37,246.00	36,613.00	27,830.04
10E000	1516	2110	00	000000	BOYS VOLLEYB	TRS EXPENSE		4,298.00	4,124.00	1,691.95
10E000	1516	4100	00	000000	BOYS VOLLEYB	SUPPLIES		2,500.00	2,500.00	299.70
10E	1516	----	--	000000	BOYS VOLLEYB		*BOYS VO	44,044.00	43,237.00	29,821.69
10E000	1517	1200	00	000000	GIRLS SOCCER	SALARIES		32,166.00	31,633.00	26,562.56
10E000	1517	2110	00	000000	GIRLS SOCCER	TRS EXPENSE		3,712.00	3,563.00	2,337.42
10E000	1517	4100	00	000000	GIRLS SOCCER	SUPPLIES		1,750.00	1,750.00	1,303.03
10E	1517	----	--	000000	GIRLS SOCCER		*GIRLS S	37,628.00	36,946.00	30,203.01
10E000	1518	1110	00	000000	CHEERLEADING	SALARIES		38,932.00	38,764.00	34,947.47
10E000	1518	2110	00	000000	CHEERLEADING	TRS EXPENSE		4,493.00	4,366.00	410.54
10E000	1518	3100	00	000000	CHEERLEADING	PROF SVC		4,200.00	4,200.00	5,650.00
10E000	1518	4100	00	000000	CHEERLEADING	SUPPLIES		3,500.00	3,500.00	0.00
10E	1518	----	--	000000	CHEERLEADING		*CHEERLE	51,125.00	50,830.00	41,008.01
10E000	1519	1110	00	000000	DANCE	SALARIES		24,322.00	23,897.00	25,067.44
10E000	1519	2110	00	000000	DANCE	TRS EXPENSE		2,807.00	2,692.00	2,119.04
10E000	1519	3100	00	000000	DANCE	PROF SVC		7,700.00	4,200.00	3,920.00
10E000	1519	4100	00	000000	DANCE	SUPPLIES		0.00	3,500.00	1,459.45
10E	1519	----	--	000000	DANCE		*DANCE	34,829.00	34,289.00	32,565.93

							2022-23	2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	1520	1110	00	000000	GIRLS GOLF	SALARIES	16,277.00	16,011.00	13,282.00
10E000	1520	2110	00	000000	GIRLS GOLF	TRS EXPENSE	1,878.00	1,803.00	1,496.06
10E000	1520	4100	00	000000	GIRLS GOLF	SUPPLIES	1,000.00	1,000.00	2,740.00
10E000	1520	6400	00	000000	GIRLS GOLF	DUES & FEES	2,500.00	2,500.00	2,652.00
10E	1520	----	--	000000	GIRLS GOLF	*GIRLS G	21,655.00	21,314.00	20,170.06
10E000	1521	1110	00	000000	BOWLING BOYS	SALARIES	17,971.00	17,671.00	17,151.44
10E000	1521	2110	00	000000	BOWLING BOYS	TRS EXPENSE	2,074.00	1,990.00	1,052.12
10E000	1521	4100	00	000000	BOWLING BOYS	SUPPLIES	1,000.00	1,000.00	0.00
10E000	1521	6400	00	000000	BOWLING BOYS	DUES & FEES	3,500.00	3,500.00	3,750.00
10E	1521	----	--	000000	BOWLING BOYS	*BOWLING	24,545.00	24,161.00	21,953.56
10E000	1522	1110	00	000000	BOYS LACROSS	SALARIES	24,223.00	23,822.00	20,434.64
10E000	1522	2110	00	000000	BOYS LACROSS	TRS EXPENSE	2,795.00	2,683.00	1,589.44
10E000	1522	4100	00	000000	BOYS LACROSS	SUPPLIES	2,500.00	2,500.00	3,313.94
10E	1522	----	--	000000	BOYS LACROSS	*BOYS LA	29,518.00	29,005.00	25,338.02
10E000	1523	1200	00	000000	BADMINTON GI	SALARIES	7,911.00	7,786.00	6,225.60
10E000	1523	2110	00	000000	BADMINTON GI	TRS EXPENSE	913.00	877.00	701.24
10E000	1523	4100	00	000000	BADMINTON GI	SUPPLIES	2,500.00	2,500.00	0.00
10E	1523	----	--	000000	BADMINTON GI	*BADMINT	11,324.00	11,163.00	6,926.84
10E000	1599	3100	00	000000	ATHLETIC TRA	PROF SVC	45,000.00	45,000.00	28,246.66
10E000	1599	4100	00	000000	ATHLETIC TRA	SUPPLIES	10,000.00	10,000.00	5,646.12
10E	1599	----	--	000000	ATHLETIC TRA	*ATHLETI	55,000.00	55,000.00	33,892.78
10E000	1600	1110	00	000000	SUMMER SCHOO	SALARIES	0.00	0.00	8,388.64
10E000	1600	2110	00	000000	SUMMER SCHOO	TRS EXPENSE	0.00	23,886.00	1,509.85
10E	1600	----	--	000000	SUMMER SCHOO	*SUMMER	0.00	23,886.00	9,898.49
10E000	2110	1150	00	000000	ATTENDANCE/S	SALARIES OFC	93,410.00	45,783.00	40,122.97
10E000	2110	2220	00	000000	ATTENDANCE/S	HEALTH INS	18,426.00	9,000.00	12,194.46
10E000	2110	3100	00	000000	ATTENDANCE/S	PROF SVC	12,000.00	0.00	0.00
10E000	2110	4100	00	000000	ATTENDANCE/S	SUPPLIES	5,000.00	5,000.00	3,018.06
10E	2110	----	--	000000	ATTENDANCE/S	*ATTENDA	128,836.00	59,783.00	55,335.49
10E000	2113	1110	00	000000	SOCIAL WORK	SALARIES	283,561.00	232,258.00	227,083.83
10E000	2113	2110	00	000000	SOCIAL WORK	TRS EXPENSE	32,723.00	26,161.00	25,652.30
10E	2113	----	--	000000	SOCIAL WORK	*SOCIAL	316,284.00	258,419.00	252,736.13

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23	2021-22	2021-22
								2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	2120	1110	00	000000	GUIDANCE		SALARIES	859,560.00	838,121.00	848,915.51
10E000	2120	1150	00	000000	GUIDANCE		SALARIES OFC	41,520.00	40,000.00	46,305.51
10E000	2120	2110	00	000000	GUIDANCE		TRS EXPENSE	99,193.00	94,500.00	100,622.99
10E000	2120	2220	00	000000	GUIDANCE		HEALTH INS	0.00	1,000.00	749.44
10E000	2120	2300	00	000000	GUIDANCE		TUITION REIMBUR	10,824.00	0.00	1,600.00
10E000	2120	3320	00	000000	GUIDANCE		TRAVEL	1,000.00	1,000.00	146.17
10E000	2120	3600	00	000000	GUIDANCE		PRINTING & BIND	1,500.00	1,500.00	0.00
10E000	2120	4100	00	000000	GUIDANCE		SUPPLIES	3,000.00	1,000.00	2,439.90
10E000	2120	6400	00	000000	GUIDANCE		DUES & FEES	3,000.00	3,000.00	903.00
10E	2120	----	--	000000	GUIDANCE		*GUIDANC	1,019,597.00	980,121.00	1,001,682.52
10E000	2130	1110	00	000000	HEALTH SERVI		SALARIES	63,131.00	70,058.00	67,834.49
10E000	2130	1150	00	000000	HEALTH SERVI		SALARIES OFC	27,867.00	17,000.00	13,574.69
10E000	2130	3100	00	000000	HEALTH SERVI		PROF SVC	6,500.00	6,500.00	5,538.64
10E000	2130	4100	00	000000	HEALTH SERVI		SUPPLIES	3,000.00	2,500.00	2,468.24
10E	2130	----	--	000000	HEALTH SERVI		*HEALTH	100,498.00	96,058.00	89,416.06
10E000	2140	1110	00	000000	PSYCH SVCS		SALARIES	231,992.00	222,103.00	219,043.34
10E000	2140	2110	00	000000	PSYCH SVCS		TRS EXPENSE	26,772.00	25,017.00	24,744.05
10E	2140	----	--	000000	PSYCH SVCS		*PSYCH S	258,764.00	247,120.00	243,787.39
10E000	2150	1110	00	000000	Speech Pathl		SALARIES	100,015.00	93,011.00	93,919.05
10E000	2150	2110	00	000000	Speech Pathl		TRS EXPENSE	11,542.00	9,087.00	10,609.39
10E000	2150	4100	00	000000	Speech Pathl		SUPPLIES	1,000.00	1,000.00	648.83
10E	2150	----	--	000000	Speech Pathl		*Speech	112,557.00	103,098.00	105,177.27
10E000	2190	3320	00	000000	OTHER STUD S		TRAVEL	25,000.00	25,000.00	23,722.47
10E000	2190	4100	00	000000	OTHER STUD S		SUPPLIES	25,000.00	25,000.00	16,798.59
10E000	2190	6400	00	000000	OTHER STUD S		DUES & FEES	11,000.00	11,000.00	10,643.00
10E	2190	----	--	000000	OTHER STUD S		*OTHER S	61,000.00	61,000.00	51,164.06
10E000	2210	1110	00	000000	IMP INSTRUCT		SALARIES	343,608.00	265,000.00	341,115.29
10E000	2210	1120	00	000000	IMP INSTRUCT		SALARIES	599,010.00	472,914.00	470,728.22
10E000	2210	1150	00	000000	IMP INSTRUCT		SALARIES OFC	43,828.00	39,710.00	38,839.40
10E000	2210	2110	00	000000	IMP INSTRUCT		TRS EXPENSE	106,712.00	90,000.00	94,391.69
10E000	2210	2220	00	000000	IMP INSTRUCT		HEALTH INS	135,000.00	135,000.00	132,761.68
10E000	2210	3100	00	000000	IMP INSTRUCT		PROF SVC	80,000.00	75,000.00	83,190.79
10E000	2210	3101	00	000000	IMP INSTRUCT		PROF SVC - WKSH	21,218.00	21,218.00	3,184.61
10E000	2210	3320	00	000000	IMP INSTRUCT		TRAVEL	2,000.00	2,000.00	488.67
10E000	2210	3600	00	000000	IMP INSTRUCT		PRINTING & BIND	250.00	250.00	0.00

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23	2021-22	2021-22
								2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	2210	4100	00	000000	IMP INSTRUCT		SUPPLIES	40,000.00	40,000.00	20,251.62
10E000	2210	4700	00	000000	IMP INSTRUCT		COMPUTER SOFTWA	160,000.00	110,000.00	83,555.73
10E000	2210	6400	00	000000	IMP INSTRUCT		DUES & FEES	2,500.00	2,500.00	1,639.02
10E	2210	----	--	000000	IMP INSTRUCT		*IMP INS	1,534,126.00	1,253,592.00	1,270,146.72
10E000	2220	1110	00	000000	EDUC MEDIA		SALARIES	68,264.00	65,164.00	65,163.38
10E000	2220	1150	00	000000	EDUC MEDIA		SALARIES OFC	44,559.00	42,000.00	41,423.50
10E000	2220	2110	00	000000	EDUC MEDIA		TRS EXPENSE	7,878.00	7,340.00	7,360.89
10E000	2220	2220	00	000000	EDUC MEDIA		HEALTH INS	9,213.00	9,000.00	9,138.58
10E000	2220	2300	00	000000	EDUC MEDIA		TUITION REIMBUR	2,706.00	2,627.00	2,550.00
10E000	2220	4100	00	000000	EDUC MEDIA		SUPPLIES	20,425.00	20,425.00	11,527.37
10E000	2220	4400	00	000000	EDUC MEDIA		PERIODICALS	4,000.00	4,000.00	3,647.95
10E000	2220	4700	00	000000	EDUC MEDIA		COMPUTER SOFTWA	35,000.00	35,000.00	29,761.90
10E000	2220	4800	00	000000	EDUC MEDIA			1,000.00	1,000.00	92.69
10E000	2220	6400	00	000000	EDUC MEDIA		DUES & FEES	200.00	200.00	0.00
10E	2220	----	--	000000	EDUC MEDIA		*EDUC ME	193,245.00	186,756.00	170,666.26
10E000	2225	1110	00	000000	COMP ASSIST		SALARIES	0.00	24,955.00	12,324.15
10E000	2225	2110	00	000000	COMP ASSIST		TRS EXPENSE	11,979.00	12,953.00	8,287.83
10E	2225	----	--	000000	COMP ASSIST		*COMP AS	11,979.00	37,908.00	20,611.98
10E000	2310	2220	00	000000	BOE SERVICES		HEALTH INS	950,000.00	1,111,909.00	899,344.63
10E000	2310	3100	00	000000	BOE SERVICES		PROF SVC	32,000.00	30,000.00	35,581.27
10E000	2310	3170	00	000000	BOE SERVICES		AUDIT	17,000.00	11,500.00	11,500.00
10E000	2310	3180	00	000000	BOE SERVICES		LEGAL FEES	100,000.00	80,000.00	66,870.43
10E000	2310	3320	00	000000	BOE SERVICES		TRAVEL	10,000.00	10,000.00	2,784.31
10E000	2310	3500	00	000000	BOE SERVICES		ADVERTISING	3,000.00	3,000.00	1,463.89
10E000	2310	3800	00	000000	BOE SERVICES		INSURANCE	258,000.00	205,000.00	203,986.00
10E000	2310	4100	00	000000	BOE SERVICES		SUPPLIES	13,000.00	12,000.00	13,974.57
10E000	2310	6400	00	000000	BOE SERVICES		DUES & FEES	16,000.00	16,000.00	17,227.73
10E	2310	----	--	000000	BOE SERVICES		*BOE SER	1,399,000.00	1,479,409.00	1,252,732.83
10E000	2313	1110	00	000000	BOE TREASURE		SALARIES	9,400.00	9,400.00	9,399.00
10E000	2313	2110	00	000000	BOE TREASURE		TRS EXPENSE	1,152.00	1,152.00	1,151.74
10E000	2313	3800	00	000000	BOE TREASURE		INSURANCE	8,000.00	9,975.00	9,975.00
10E	2313	----	--	000000	BOE TREASURE		*BOE TRE	18,552.00	20,527.00	20,525.74
10E000	2320	1120	00	000000	EXEC ADMIN		SALARIES	245,928.00	236,469.00	241,016.50
10E000	2320	1150	00	000000	EXEC ADMIN		SALARIES OFC	86,384.00	89,202.00	87,706.16
10E000	2320	2110	00	000000	EXEC ADMIN		TRS EXPENSE	30,126.00	28,974.00	29,530.46

							2022-23	2021-22	2021-22		
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	2320	2220	00	000000	EXEC ADMIN	HEALTH INS			10,500.00	10,500.00	9,138.58
10E000	2320	3320	00	000000	EXEC ADMIN	TRAVEL			1,000.00	1,000.00	131.47
10E000	2320	4100	00	000000	EXEC ADMIN	SUPPLIES			4,000.00	4,000.00	776.37
10E000	2320	6400	00	000000	EXEC ADMIN	DUES & FEES			6,500.00	5,000.00	5,707.64
10E	2320	----	--	000000	EXEC ADMIN		*EXEC AD		384,438.00	375,145.00	374,007.18
10E000	2410	1120	00	000000	PRINCIPAL	SALARIES			480,349.00	447,610.00	450,641.89
10E000	2410	1150	00	000000	PRINCIPAL	SALARIES OFC			164,045.00	113,000.00	111,353.02
10E000	2410	2110	00	000000	PRINCIPAL	TRS EXPENSE			58,843.00	54,771.00	57,551.29
10E000	2410	2220	00	000000	PRINCIPAL	HEALTH INS			107,213.00	98,000.00	98,633.16
10E000	2410	2300	00	000000	PRINCIPAL	TUITION REIMBUR			9,000.00	20,000.00	8,040.00
10E000	2410	3100	00	000000	PRINCIPAL	PROF SVC			2,000.00	2,000.00	42.97
10E000	2410	3320	00	000000	PRINCIPAL	TRAVEL			2,000.00	2,000.00	130.00
10E000	2410	4100	00	000000	PRINCIPAL	SUPPLIES			14,000.00	14,000.00	10,539.31
10E000	2410	4106	00	000000	PRINCIPAL	SUPPLIES			4,000.00	4,000.00	2,292.52
10E000	2410	4107	00	000000	PRINCIPAL	SUPPLIES			3,000.00	1,500.00	651.00
10E000	2410	4108	00	000000	PRINCIPAL	PBIS			15,000.00	10,000.00	7,650.09
10E000	2410	5400	00	000000	PRINCIPAL	SITE IMPROVE			0.00	5,000.00	4,915.00
10E000	2410	6400	00	000000	PRINCIPAL	DUES & FEES			16,000.00	16,000.00	11,023.99
10E000	2410	6900	00	000000	PRINCIPAL	MISC. EXPENSES			1,500.00	1,500.00	0.00
10E	2410	----	--	000000	PRINCIPAL		*PRINCIP		876,950.00	789,381.00	763,464.24
10E000	2510	1110	00	000000	BUSINESS OFC	SALARIES			30,628.00	30,572.00	30,571.92
10E000	2510	1120	00	000000	BUSINESS OFC	SALARIES			87,800.00	75,526.00	77,069.30
10E000	2510	2110	00	000000	BUSINESS OFC	TRS EXPENSE			14,508.00	12,981.00	13,188.87
10E000	2510	2220	00	000000	BUSINESS OFC	HEALTH INS			75,158.00	69,070.00	70,710.40
10E000	2510	3100	00	000000	BUSINESS OFC	PROF SVC			55,000.00	45,000.00	56,382.87
10E000	2510	3320	00	000000	BUSINESS OFC	TRAVEL			1,000.00	600.00	516.37
10E000	2510	3500	00	000000	BUSINESS OFC	ADVERTISING			0.00	0.00	28.75
10E000	2510	4100	00	000000	BUSINESS OFC	SUPPLIES			5,000.00	3,500.00	4,689.38
10E000	2510	4700	00	000000	BUSINESS OFC	COMPUTER SOFTWA			30,000.00	4,000.00	3,034.50
10E000	2510	6400	00	000000	BUSINESS OFC	DUES & FEES			2,500.00	2,300.00	2,485.99
10E	2510	----	--	000000	BUSINESS OFC		*BUSINES		301,594.00	243,549.00	258,678.35
10E000	2520	1150	00	000000	FISCAL SERVI	SALARIES OFC			140,429.00	127,063.00	126,063.00
10E	2520	----	--	000000	FISCAL SERVI		*FISCAL		140,429.00	127,063.00	126,063.00
10E000	2546	1150	00	000000	SECURITY SVC	SALARIES OFC			0.00	42,000.00	48,010.44
10E	2546	----	--	000000	SECURITY SVC		*SECURIT		0.00	42,000.00	48,010.44



								2022-23	2021-22	2021-22	
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	2560	1110	00	000000	FOOD SERVICE	SALARIES			345,000.00	335,000.00	327,575.97
10E000	2560	1300	00	000000	FOOD SERVICE	SALARIES - OT			10,000.00	10,000.00	4,091.86
10E000	2560	2220	00	000000	FOOD SERVICE	HEALTH INS			73,704.00	75,030.00	74,607.52
10E000	2560	3230	00	000000	FOOD SERVICE	SERVICE			152,300.00	2,500.00	14,889.01
10E000	2560	3320	00	000000	FOOD SERVICE	TRAVEL			2,000.00	2,000.00	61.83
10E000	2560	4010	00	000000	FOOD SERVICE	FOOD			400,000.00	375,000.00	413,909.40
10E000	2560	4030	00	000000	FOOD SERVICE	SUPPLIES			35,000.00	3,200.00	32,773.03
10E000	2560	4040	00	000000	FOOD SERVICE	POP			42,000.00	22,000.00	40,799.52
10E000	2560	4700	00	000000	FOOD SERVICE	COMPUTER SOFTWA			1,500.00	1,500.00	307.50
10E000	2560	4980	00	000000	FOOD SERVICE	UNIFORMS			4,000.00	0.00	3,202.04
10E000	2560	6400	00	000000	FOOD SERVICE	DUES & FEES			1,500.00	1,200.00	1,408.50
10E000	2560	6900	00	000000	FOOD SERVICE	MISC. EXPENSES			500.00	500.00	0.00
10E	2560	----	--	000000	FOOD SERVICE		*FOOD SE		1,067,504.00	827,930.00	913,626.18
10E000	2630	1110	00	000000	IT SERVICES	SALARIES			325,000.00	295,000.00	302,876.45
10E000	2630	2110	00	000000	IT SERVICES	TRS EXPENSE			14,468.00	15,500.00	14,668.54
10E000	2630	2220	00	000000	IT SERVICES	HEALTH INS			49,100.00	49,000.00	48,830.70
10E000	2630	3100	00	000000	IT SERVICES	PROF SVC			125,000.00	125,000.00	120,106.55
10E000	2630	3230	00	000000	IT SERVICES	SERVICE			5,000.00	5,000.00	1,671.40
10E000	2630	3320	00	000000	IT SERVICES	TRAVEL			2,000.00	2,000.00	1,042.47
10E000	2630	4100	00	000000	IT SERVICES	SUPPLIES			50,000.00	50,000.00	47,367.42
10E000	2630	4700	00	000000	IT SERVICES	COMPUTER SOFTWA			135,000.00	135,000.00	135,712.03
10E000	2630	5400	00	000000	IT SERVICES	SITE IMPROVE			105,000.00	105,000.00	124,466.30
10E	2630	----	--	000000	IT SERVICES		*IT SERV		810,568.00	781,500.00	796,741.86
10E000	2660	3000	00	000000	DATA PROC SV	PURCHASED SVCS			12,500.00	12,000.00	11,579.04
10E	2660	----	--	000000	DATA PROC SV		*DATA PR		12,500.00	12,000.00	11,579.04
10E000	3100	1100	00	000000	COMMUNITY SV	SALARIES			0.00	0.00	14,316.00
10E000	3100	3100	00	000000	COMMUNITY SV	PROF SVC			70,000.00	70,000.00	34,107.82
10E	3100	----	--	000000	COMMUNITY SV		*COMMUNI		70,000.00	70,000.00	48,423.82
10E000	4100	3100	00	000000	PYMT GOVT UN	PROF SVC			53,135.00	50,876.00	50,876.00
10E	4100	----	--	000000	PYMT GOVT UN		*PYMT GO		53,135.00	50,876.00	50,876.00
10E000	4110	6700	00	000000	PYMT REG PRO	TUITION			5,000.00	5,000.00	2,154.04
10E	4110	----	--	000000	PYMT REG PRO		*PYMT RE		5,000.00	5,000.00	2,154.04
10E000	4120	6700	00	000000	PYMT SPEC ED	TUITION			1,400,000.00	1,500,000.00	1,416,293.32
10E	4120	----	--	000000	PYMT SPEC ED		*PYMT SP		1,400,000.00	1,500,000.00	1,416,293.32

FD	TLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 Budget	2021-22 Budget	2021-22 Activity
10E000	4140	6700	00	000000	PYMT VOC ED	TUITION			517,434.00	336,411.00	374,247.02
10E	4140	----	--	000000	PYMT VOC ED		*PYMT VO		517,434.00	336,411.00	374,247.02
10E000	4180	0000	00	000000		CASH IN BANK ED			13,693,758.00	13,072,800.00	0.00
10E	4180	----	--	000000	*				13,693,758.00	13,072,800.00	0.00
10E	----	----	--	0-----	*				36,350,320.00	34,332,885.00	20,617,767.01
10E000	1205	1110	00	311000	LEARNING DIS	SALARIES		SPED PERSONNEL	1,045,165.00	953,334.00	958,658.42
10E000	1205	1120	00	311000	LEARNING DIS	SALARIES		SPED PERSONNEL	140,813.00	135,397.00	137,480.00
10E000	1205	1130	00	311000	LEARNING DIS	SALARIES		SPED PERSONNEL	0.00	0.00	14,592.26
10E000	1205	1150	00	311000	LEARNING DIS	SALARIES OFC		SPED PERSONNEL	40,000.00	40,000.00	41,701.06
10E000	1205	2110	00	311000	LEARNING DIS	TRS EXPENSE		SPED PERSONNEL	120,612.00	121,943.00	120,109.55
10E000	1205	2220	00	311000	LEARNING DIS	HEALTH INS		SPED PERSONNEL	96,000.00	96,000.00	75,071.49
10E000	1205	2300	00	311000	LEARNING DIS	TUITION REIMBUR		SPED PERSONNEL	21,648.00	15,762.00	13,115.00
10E000	1205	3100	00	311000	LEARNING DIS	PROF SVC		SPED PERSONNEL	5,000.00	5,000.00	5.30
10E000	1205	3100	01	311000	LEARNING DIS	PROF SVC	ART	SPED PERSONNEL	10,000.00	10,000.00	0.00
10E000	1205	3230	00	311000	LEARNING DIS	SERVICE		SPED PERSONNEL	40,000.00	40,000.00	31,742.68
10E000	1205	3320	00	311000	LEARNING DIS	TRAVEL		SPED PERSONNEL	4,000.00	2,500.00	4,673.28
10E000	1205	4100	00	311000	LEARNING DIS	SUPPLIES		SPED PERSONNEL	15,000.00	15,000.00	13,609.95
10E000	1205	6400	00	311000	LEARNING DIS	DUES & FEES		SPED PERSONNEL	600.00	600.00	0.00
10E	1205	----	--	311000	LEARNING DIS		*LEARNIN	SPED PERSONNEL	1,538,838.00	1,435,536.00	1,410,758.99
10E000	1212	2110	02	311000	BEHAVIOR DIS	TRS EXPENSE	-	SPED PERSONNEL	3,100.00	3,000.00	3,009.15
10E000	1212	3100	01	311000	BEHAVIOR DIS	PROF SVC	ART	SPED PERSONNEL	1,081,900.00	1,350,000.00	923,811.43
10E000	1212	3100	02	311000	BEHAVIOR DIS	PROF SVC	-	SPED PERSONNEL	43,000.00	20,000.00	43,534.34
10E	1212	----	--	311000	BEHAVIOR DIS		*BEHAVIO	SPED PERSONNEL	1,128,000.00	1,373,000.00	970,354.92
10E000	1400	4100	00	322000	VOCATIONAL P	SUPPLIES		VOC ED PROGRAM	278.00	278.00	278.00
10E000	1400	5500	00	322000	VOCATIONAL P	CAP EQUIPMENT		VOC ED PROGRAM	22,217.00	22,217.00	22,217.00
10E	1400	----	--	322000	VOCATIONAL P		*VOCATIO	VOC ED PROGRAM	22,495.00	22,495.00	22,495.00
10E000	1700	1110	00	337000	DRIVER ED	SALARIES		DRIVER EDUCATIO	105,500.00	102,336.00	104,472.54
10E000	1700	1120	00	337000	DRIVER ED	SALARIES		DRIVER EDUCATIO	75,000.00	90,000.00	80,804.40
10E000	1700	2110	00	337000	DRIVER ED	TRS EXPENSE		DRIVER EDUCATIO	8,655.00	21,665.00	20,908.97
10E000	1700	2300	00	337000	DRIVER ED	TUITION REIMBUR		DRIVER EDUCATIO	2,706.00	2,627.00	0.00
10E000	1700	3230	00	337000	DRIVER ED	SERVICE		DRIVER EDUCATIO	4,500.00	4,500.00	295.00
10E000	1700	3250	00	337000	DRIVER ED	RENTALS		DRIVER EDUCATIO	3,600.00	3,600.00	0.00
10E000	1700	3320	00	337000	DRIVER ED	TRAVEL		DRIVER EDUCATIO	300.00	300.00	0.00
10E000	1700	4100	00	337000	DRIVER ED	SUPPLIES		DRIVER EDUCATIO	2,600.00	2,600.00	0.00

								2022-23	2021-22	2021-22	
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	1700	4640	00	337000	DRIVER ED	GASOLINE		DRIVER EDUCATIO	3,500.00	3,000.00	4,050.73
10E	1700	----	--	337000	DRIVER ED		*DRIVER	DRIVER EDUCATIO	206,361.00	230,628.00	210,531.64
10E000	2220	4100	00	380000	EDUC MEDIA	SUPPLIES		STATE LIBRARY	1,320.00	1,320.00	0.00
10E	2220	----	--	380000	EDUC MEDIA		*EDUC ME	STATE LIBRARY	1,320.00	1,320.00	0.00
10E	----	----	--	3-----	*STATE SOURC				2,897,014.00	3,062,979.00	2,614,140.55
10E000	1130	1110	00	430000	REG INSTRUCT	SALARIES		TITLE I	172,917.00	157,583.00	152,642.76
10E000	1130	2110	00	430000	REG INSTRUCT	TRS EXPENSE		TITLE I	38,042.00	13,818.00	13,818.00
10E000	1130	4100	00	430000	REG INSTRUCT	SUPPLIES		TITLE I	2,000.00	2,000.00	624.90
10E	1130	----	--	430000	REG INSTRUCT		*REG INS	TITLE I	212,959.00	173,401.00	167,085.66
10E000	2120	1110	00	440000	GUIDANCE	SALARIES		TITLE IV	11,528.00	10,593.00	10,593.00
10E000	2120	2110	00	440000	GUIDANCE	TRS EXPENSE		TITLE IV	0.00	935.00	935.00
10E	2120	----	--	440000	GUIDANCE		*GUIDANC	TITLE IV	11,528.00	11,528.00	11,528.00
10E000	1205	1130	00	462000	LEARNING DIS	SALARIES		SPECIAL ED IDEA	369,390.00	271,510.00	261,117.37
10E000	1205	4100	00	462000	LEARNING DIS	SUPPLIES		SPECIAL ED IDEA	4,000.00	4,000.00	3,984.94
10E	1205	----	--	462000	LEARNING DIS		*LEARNIN	SPECIAL ED IDEA	373,390.00	275,510.00	265,102.31
10E000	2210	3100	00	462000	IMP INSTRUCT	PROF SVC		SPECIAL ED IDEA	5,000.00	5,000.00	85.00
10E	2210	----	--	462000	IMP INSTRUCT		*IMP INS	SPECIAL ED IDEA	5,000.00	5,000.00	85.00
10E000	4120	6700	00	462000	PYMT SPEC ED	TUITION		SPECIAL ED IDEA	100,887.00	100,887.00	100,887.00
10E	4120	----	--	462000	PYMT SPEC ED		*PYMT SP	SPECIAL ED IDEA	100,887.00	100,887.00	100,887.00
10E000	1400	4140	00	474500	VOCATIONAL P	SUPPLIES		VOC ED PERKINS	598.00	598.00	598.00
10E000	1400	5500	00	474500	VOCATIONAL P	CAP EQUIPMENT		VOC ED PERKINS	20,998.00	20,998.00	20,998.00
10E	1400	----	--	474500	VOCATIONAL P		*VOCATIO	VOC ED PERKINS	21,596.00	21,596.00	21,596.00
10E000	2210	3100	00	493200	IMP INSTRUCT	PROF SVC		TITLE II	34,773.00	34,773.00	8,000.00
10E	2210	----	--	493200	IMP INSTRUCT		*IMP INS	TITLE II	34,773.00	34,773.00	8,000.00
10E000	2210	3100	00	499100	IMP INSTRUCT	PROF SVC		MEDICAID MATCHI	20,000.00	20,000.00	1,861.05
10E000	2210	4100	00	499100	IMP INSTRUCT	SUPPLIES		MEDICAID MATCHI	60,000.00	60,000.00	7,799.53
10E000	2210	5400	00	499100	IMP INSTRUCT	SITE IMPROVE		MEDICAID MATCHI	20,000.00	20,000.00	0.00
10E	2210	----	--	499100	IMP INSTRUCT		*IMP INS	MEDICAID MATCHI	100,000.00	100,000.00	9,660.58
10E000	2130	1150	00	499800	HEALTH SERVI	SALARIES OFC		Elem/Sec School	24,250.00	19,656.00	19,656.00

							2022-23	2021-22	2021-22	
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
10E000	2130	4100 00	499800	HEALTH SERVI	SUPPLIES		Elem/Sec School	0.00	21,807.00	2,090.55
10E	2130	---- --	499800	HEALTH SERVI		*HEALTH	Elem/Sec School	24,250.00	41,463.00	21,746.55
10E000	2225	1110 00	499800	COMP ASSIST	SALARIES		Elem/Sec School	103,805.00	0.00	0.00
10E	2225	---- --	499800	COMP ASSIST		*COMP AS	Elem/Sec School	103,805.00	0.00	0.00
10E000	2546	1110 00	499800	SECURITY SVC	SALARIES		Elem/Sec School	245,750.00	19,656.00	19,656.00
10E	2546	---- --	499800	SECURITY SVC		*SECURIT	Elem/Sec School	245,750.00	19,656.00	19,656.00
10E000	1130	1110 00	499830	REG INSTRUCT	SALARIES		ARP-ESSERIII	0.00	196,356.00	156,505.87
10E000	1130	2110 00	499830	REG INSTRUCT	TRS EXPENSE		ARP-ESSERIII	0.00	20,244.00	19,983.17
10E000	1130	3100 00	499830	REG INSTRUCT	PROF SVC		ARP-ESSERIII	0.00	81,005.00	81,005.00
10E000	1130	5400 00	499830	REG INSTRUCT	SITE IMPROVE		ARP-ESSERIII	208,408.00	0.00	0.00
10E	1130	---- --	499830	REG INSTRUCT		*REG INS	ARP-ESSERIII	208,408.00	297,605.00	257,494.04
10E000	1200	6700 00	499830	SPECIAL ED	TUITION		ARP-ESSERIII	87,776.00	0.00	0.00
10E	1200	---- --	499830	SPECIAL ED		*SPECIAL	ARP-ESSERIII	87,776.00	0.00	0.00
10E000	1600	1110 00	499830	SUMMER SCHOO	SALARIES		ARP-ESSERIII	150,000.00	145,682.00	145,682.00
10E000	1600	2110 00	499830	SUMMER SCHOO	TRS EXPENSE		ARP-ESSERIII	20,250.00	15,019.00	15,019.00
10E	1600	---- --	499830	SUMMER SCHOO		*SUMMER	ARP-ESSERIII	170,250.00	160,701.00	160,701.00
10E000	2110	1150 00	499830	ATTENDANCE/S	SALARIES OFC		ARP-ESSERIII	0.00	42,047.00	38,927.69
10E000	2110	3100 00	499830	ATTENDANCE/S	PROF SVC		ARP-ESSERIII	0.00	12,000.00	12,000.00
10E	2110	---- --	499830	ATTENDANCE/S		*ATTENDA	ARP-ESSERIII	0.00	54,047.00	50,927.69
10E000	2130	1150 00	499830	HEALTH SERVI	SALARIES OFC		ARP-ESSERIII	0.00	37,261.00	19,162.92
10E	2130	---- --	499830	HEALTH SERVI		*HEALTH	ARP-ESSERIII	0.00	37,261.00	19,162.92
10E000	2210	3100 00	499830	IMP INSTRUCT	PROF SVC		ARP-ESSERIII	0.00	97,280.00	13,317.07
10E	2210	---- --	499830	IMP INSTRUCT		*IMP INS	ARP-ESSERIII	0.00	97,280.00	13,317.07
10E000	2220	4100 00	499830	EDUC MEDIA	SUPPLIES		ARP-ESSERIII	103,600.00	340,000.00	236,400.00
10E000	2220	5400 00	499830	EDUC MEDIA	SITE IMPROVE		ARP-ESSERIII	0.00	203,995.00	15,661.40
10E	2220	---- --	499830	EDUC MEDIA		*EDUC ME	ARP-ESSERIII	103,600.00	543,995.00	252,061.40
10E000	2230	3100 00	499830	ASSESSMENT/T	PROF SVC		ARP-ESSERIII	18,438.00	18,438.00	0.00
10E	2230	---- --	499830	ASSESSMENT/T		*ASSESSM	ARP-ESSERIII	18,438.00	18,438.00	0.00
10E000	3000	1100 00	499830	Community Se	SALARIES		ARP-ESSERIII	0.00	4,608.00	4,608.00

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 2022/23 Budget	2021-22 2021/22 Budget	2021-22 2021/22 Activity
10E	3000	----	--	499830	Community Se		*Communi ARP-ESSERIII	0.00	4,608.00	4,608.00
10E000	1130	5400	00	499831	REG INSTRUCT SITE IMPROVE		ELEM AND SECOND	0.00	109,021.00	96,174.68
10E	1130	----	--	499831	REG INSTRUCT		*REG INS ELEM AND SECOND	0.00	109,021.00	96,174.68
10E	----	----	--	4-----	*FEDERAL SOU			1,822,410.00	2,106,770.00	1,479,793.90
1--	----	----	--	-----	*EDUCATION F			41,069,744.00	39,502,634.00	24,711,701.46

									2022-23	2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
20E000	2540	1110	00	000000	OPER MAINT	SALARIES			1,036,392.00	951,587.00	947,847.52
20E000	2540	1120	00	000000	OPER MAINT	SALARIES			83,100.00	75,526.00	77,069.30
20E000	2540	1150	00	000000	OPER MAINT	SALARIES OFC			0.00	0.00	2,178.85
20E000	2540	1300	00	000000	OPER MAINT	SALARIES - OT			100,000.00	75,000.00	67,819.75
20E000	2540	2110	00	000000	OPER MAINT	TRS EXPENSE			10,450.00	9,500.00	9,442.94
20E000	2540	2220	00	000000	OPER MAINT	HEALTH INS			199,500.00	181,800.00	180,442.38
20E000	2540	3100	00	000000	OPER MAINT	PROF SVC			5,000.00	5,000.00	371.00
20E000	2540	3220	00	000000	OPER MAINT	LANDSCAPE MAINT			90,000.00	90,000.00	51,894.50
20E000	2540	3230	00	000000	OPER MAINT	SERVICE			492,897.00	460,000.00	486,173.95
20E000	2540	3250	00	000000	OPER MAINT	RENTALS			35,000.00	33,084.00	27,718.99
20E000	2540	3251	00	000000	OPER MAINT	COPIER LEASE			90,000.00	69,205.00	79,462.00
20E000	2540	3320	00	000000	OPER MAINT	TRAVEL			500.00	500.00	0.00
20E000	2540	3400	00	000000	OPER MAINT	COMMUNICATIONS			139,000.00	139,000.00	146,448.25
20E000	2540	3700	00	000000	OPER MAINT	WATER & SEWER			33,000.00	32,000.00	31,297.32
20E000	2540	4100	00	000000	OPER MAINT	SUPPLIES			267,103.00	267,103.00	272,653.92
20E000	2540	4640	00	000000	OPER MAINT	GASOLINE			3,000.00	2,500.00	2,554.22
20E000	2540	4650	00	000000	OPER MAINT	NATURAL GAS			110,500.00	74,520.00	106,819.05
20E000	2540	4660	00	000000	OPER MAINT	ELECTRICITY			480,000.00	422,712.00	513,725.11
20E000	2540	4980	00	000000	OPER MAINT	UNIFORMS			4,000.00	4,000.00	1,573.80
20E000	2540	5000	00	000000	OPER MAINT	CAPITAL OUTLAY			1,217,031.00	420,613.00	418,567.91
20E000	2540	5300	00	000000	OPER MAINT	BLDG IMPROVE			0.00	676,675.00	676,675.00
20E000	2540	5400	00	000000	OPER MAINT	SITE IMPROVE			0.00	95,111.00	94,902.69
20E000	2540	6400	00	000000	OPER MAINT	DUES & FEES			1,600.00	1,600.00	614.00
20E	2540	----	--	000000	OPER MAINT		*OPER MA		4,398,073.00	4,087,036.00	4,196,252.45
20E000	2546	3100	00	000000	SECURITY SVC	PROF SVC			0.00	110,000.00	122,892.20
20E	2546	----	--	000000	SECURITY SVC		*SECURIT		0.00	110,000.00	122,892.20
20E000	4120	3230	00	000000	PYMT SPEC ED	SERVICE			106,608.00	104,420.00	104,294.00
20E	4120	----	--	000000	PYMT SPEC ED		*PYMT SP		106,608.00	104,420.00	104,294.00
20E000	4140	3230	00	000000	PYMT VOC ED	SERVICE			13,000.00	13,000.00	12,600.00
20E	4140	----	--	000000	PYMT VOC ED		*PYMT VO		13,000.00	13,000.00	12,600.00
20E	----	----	--	0-----	*				4,517,681.00	4,314,456.00	4,436,038.65
20E000	2540	3250	00	499800	OPER MAINT	RENTALS		Elem/Sec School	0.00	6,966.00	6,966.00
20E	2540	----	--	499800	OPER MAINT		*OPER MA	Elem/Sec School	0.00	6,966.00	6,966.00
20E	----	----	--	4-----	*FEDERAL SOU				0.00	6,966.00	6,966.00

								2022-23	2021-22	2021-22
<u>FDTLOC</u>	<u>FUNC</u>	<u>OBJ</u>	<u>SJ</u>	<u>FUNC</u>	<u>OBJ</u>	<u>SJ</u>	<u>SOURCE</u>	<u>2022/23 Budget</u>	<u>2021/22 Budget</u>	<u>2021/22 Activity</u>
2--	----	----	--	-----	*O & M			4,517,681.00	4,321,422.00	4,443,004.65

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23	2021-22	2021-22
								2022/23 Budget	2021/22 Budget	2021/22 Activity
40E000	2550	1100	00	000000	PUPIL TRANSP		SALARIES	0.00	16,700.00	16,687.94
40E000	2550	1110	00	000000	PUPIL TRANSP		SALARIES	560,000.00	515,000.00	525,869.57
40E000	2550	1130	00	000000	PUPIL TRANSP		SALARIES	35,000.00	33,033.00	35,193.10
40E000	2550	1300	00	000000	PUPIL TRANSP		SALARIES - OT	78,000.00	80,750.00	82,980.38
40E000	2550	2220	00	000000	PUPIL TRANSP		HEALTH INS	180,000.00	170,236.00	171,222.97
40E000	2550	3100	00	000000	PUPIL TRANSP		PROF SVC	1,000.00	1,000.00	659.56
40E000	2550	3230	00	000000	PUPIL TRANSP		SERVICE	16,000.00	16,400.00	15,574.44
40E000	2550	3310	00	000000	PUPIL TRANSP		SPED TRANS	1,400,000.00	1,400,000.00	1,560,734.03
40E000	2550	3330	00	000000	PUPIL TRANSP			75,000.00	126,016.00	144,230.00
40E000	2550	3390	00	000000	PUPIL TRANSP		OTHER TRANS SVC	533,881.00	375,000.00	372,778.00
40E000	2550	4100	00	000000	PUPIL TRANSP		SUPPLIES	15,000.00	15,000.00	15,741.28
40E000	2550	4640	00	000000	PUPIL TRANSP		GASOLINE	115,000.00	102,479.00	130,075.87
40E000	2550	4700	00	000000	PUPIL TRANSP		COMPUTER SOFTWA	6,350.00	6,341.00	6,340.95
40E000	2550	6400	00	000000	PUPIL TRANSP		DUES & FEES	100.00	100.00	60.00
40E	2550	----	--	000000	PUPIL TRANSP		*PUPIL T	3,015,331.00	2,858,055.00	3,078,148.09
40E	----	----	--	0-----	*			3,015,331.00	2,858,055.00	3,078,148.09
4--	----	----	--	-----	*TRANSPORTAT			3,015,331.00	2,858,055.00	3,078,148.09



FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 Budget	2021-22 Budget	2021-22 Activity
50E000	1130	2120	00	000000	REG INSTRUCT	IMRF		16,540.00	17,692.00	15,701.17
50E000	1130	2120	70	000000	REG INSTRUCT	IMRF	COCURRIC	1,296.00	972.00	1,149.83
50E000	1130	2130	00	000000	REG INSTRUCT	FICA		10,160.00	10,663.00	9,747.38
50E000	1130	2130	70	000000	REG INSTRUCT	FICA	COCURRIC	2,029.00	1,542.00	1,800.04
50E000	1130	2140	00	000000	REG INSTRUCT	MEDICARE		7,929.00	6,481.00	8,797.95
50E000	1130	2140	01	000000	REG INSTRUCT	MEDICARE	ART	4,419.00	4,031.00	4,280.10
50E000	1130	2140	05	000000	REG INSTRUCT	MEDICARE	ENGLISH	16,494.00	15,251.00	15,995.65
50E000	1130	2140	06	000000	REG INSTRUCT	MEDICARE	FOREIGN	9,515.00	9,125.00	9,210.80
50E000	1130	2140	07	000000	REG INSTRUCT	MEDICARE	ESL	1,948.00	1,658.00	1,894.62
50E000	1130	2140	11	000000	REG INSTRUCT	MEDICARE	MATH	16,334.00	15,463.00	15,803.80
50E000	1130	2140	12	000000	REG INSTRUCT	MEDICARE	MUSIC	2,769.00	2,677.00	2,676.58
50E000	1130	2140	13	000000	REG INSTRUCT	MEDICARE	NATURAL	15,991.00	15,872.00	15,466.82
50E000	1130	2140	15	000000	REG INSTRUCT	MEDICARE	SOCIAL S	13,928.00	13,408.00	13,483.10
50E000	1130	2140	50	000000	REG INSTRUCT	MEDICARE	PHYS ED	12,283.00	11,656.00	11,854.07
50E000	1130	2140	70	000000	REG INSTRUCT	MEDICARE	COCURRIC	2,752.00	2,103.00	2,440.87
50E	1130	----	--	000000	REG INSTRUCT		*REG INS	134,387.00	128,594.00	130,302.78
50E000	1400	2140	00	000000	VOCATIONAL P	MEDICARE		8,654.00	8,634.00	8,371.11
50E	1400	----	--	000000	VOCATIONAL P		*VOCATIO	8,654.00	8,634.00	8,371.11
50E000	1500	2120	00	000000	INTERSCHOLAS	IMRF		14,641.00	14,615.00	13,928.02
50E000	1500	2130	00	000000	INTERSCHOLAS	FICA		9,388.00	8,775.00	9,002.08
50E000	1500	2140	00	000000	INTERSCHOLAS	MEDICARE		6,881.00	6,178.00	6,481.26
50E	1500	----	--	000000	INTERSCHOLAS		*INTERSC	30,910.00	29,568.00	29,411.36
50E000	1501	2120	00	000000	FOOTBALL	IMRF		1,867.00	0.00	1,656.13
50E000	1501	2130	00	000000	FOOTBALL	FICA		1,117.00	534.00	990.60
50E000	1501	2140	00	000000	FOOTBALL	MEDICARE		1,452.00	1,540.00	1,287.71
50E	1501	----	--	000000	FOOTBALL		*FOOTBAL	4,436.00	2,074.00	3,934.44
50E000	1502	2120	00	000000	GIRLS VOLLEY	IMRF		94.00	0.00	83.60
50E000	1502	2130	00	000000	GIRLS VOLLEY	FICA		118.00	0.00	104.55
50E000	1502	2140	00	000000	GIRLS VOLLEY	MEDICARE		440.00	381.00	389.94
50E	1502	----	--	000000	GIRLS VOLLEY		*GIRLS V	652.00	381.00	578.09
50E000	1503	2140	00	000000	CROSS COUNTR	MEDICARE		272.00	139.00	240.85
50E	1503	----	--	000000	CROSS COUNTR		*CROSS C	272.00	139.00	240.85
50E000	1504	2140	00	000000	GIRLS TENNIS	MEDICARE		281.00	132.00	249.19
50E	1504	----	--	000000	GIRLS TENNIS		*GIRLS T	281.00	132.00	249.19

FD	TLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23	2021-22	2021-22
									Budget	Budget	Activity
50E000	1505	2140	00	000000	BOYS TENNIS	MEDICARE			260.00	289.00	230.32
50E	1505	----	--	000000	BOYS TENNIS		*BOYS TE		260.00	289.00	230.32
50E000	1506	2140	00	000000	GOLF	MEDICARE			229.00	104.00	203.12
50E	1506	----	--	000000	GOLF		*GOLF		229.00	104.00	203.12
50E000	1507	2130	00	000000	BOYS BASKETB	FICA			0.00	308.00	0.00
50E000	1507	2140	00	000000	BOYS BASKETB	MEDICARE			602.00	527.00	534.44
50E	1507	----	--	000000	BOYS BASKETB		*BOYS BA		602.00	835.00	534.44
50E000	1508	2120	00	000000	GIRLS BASKET	IMRF			784.00	0.00	695.81
50E000	1508	2130	00	000000	GIRLS BASKET	FICA			508.00	0.00	450.32
50E000	1508	2140	00	000000	GIRLS BASKET	MEDICARE			653.00	554.00	579.34
50E	1508	----	--	000000	GIRLS BASKET		*GIRLS B		1,945.00	554.00	1,725.47
50E000	1509	2140	00	000000	BOWLING GIRL	MEDICARE			244.00	221.00	216.65
50E	1509	----	--	000000	BOWLING GIRL		*BOWLING		244.00	221.00	216.65
50E000	1510	2140	00	000000	WRESTLING	MEDICARE			760.00	677.00	673.83
50E	1510	----	--	000000	WRESTLING		*WRESTLI		760.00	677.00	673.83
50E000	1511	2140	00	000000	BOYS SOCCER	MEDICARE			459.00	397.00	407.52
50E	1511	----	--	000000	BOYS SOCCER		*BOYS SO		459.00	397.00	407.52
50E000	1512	2140	00	000000	BASEBALL	MEDICARE			712.00	666.00	631.54
50E	1512	----	--	000000	BASEBALL		*BASEBAL		712.00	666.00	631.54
50E000	1513	2130	00	000000	GIRLS TRACK	FICA			508.00	459.00	450.32
50E000	1513	2140	00	000000	GIRLS TRACK	MEDICARE			530.00	397.00	470.21
50E	1513	----	--	000000	GIRLS TRACK		*GIRLS T		1,038.00	856.00	920.53
50E000	1514	2130	00	000000	BOYS TRACK	FICA			203.00	0.00	180.13
50E000	1514	2140	00	000000	BOYS TRACK	MEDICARE			490.00	428.00	434.99
50E	1514	----	--	000000	BOYS TRACK		*BOYS TR		693.00	428.00	615.12
50E000	1515	2140	00	000000	SOFTBALL	MEDICARE			684.00	604.00	607.17
50E	1515	----	--	000000	SOFTBALL		*SOFTBAL		684.00	604.00	607.17
50E000	1516	2120	00	000000	BOYS VOLLEYB	IMRF			564.00	624.00	500.30
50E000	1516	2130	00	000000	BOYS VOLLEYB	FICA			893.00	705.00	791.75

								2022-23	2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
50E000	1516	2140	00	000000	BOYS VOLLEYB		MEDICARE	436.00	362.00	386.83
50E	1516	----	--	000000	BOYS VOLLEYB		*BOYS VO	1,893.00	1,691.00	1,678.88
50E000	1517	2120	00	000000	GIRLS SOCCER		IMRF	564.00	624.00	500.28
50E000	1517	2130	00	000000	GIRLS SOCCER		FICA	401.00	362.00	355.40
50E000	1517	2140	00	000000	GIRLS SOCCER		MEDICARE	425.00	403.00	377.26
50E	1517	----	--	000000	GIRLS SOCCER		*GIRLS S	1,390.00	1,389.00	1,232.94
50E000	1518	2120	00	000000	CHEERLEADING		IMRF	1,822.00	1,720.00	1,616.66
50E000	1518	2130	00	000000	CHEERLEADING		FICA	1,579.00	1,250.00	1,400.55
50E000	1518	2140	00	000000	CHEERLEADING		MEDICARE	570.00	408.00	505.88
50E	1518	----	--	000000	CHEERLEADING		*CHEERLE	3,971.00	3,378.00	3,523.09
50E000	1519	2130	00	000000	DANCE		FICA	437.00	396.00	387.76
50E000	1519	2140	00	000000	DANCE		MEDICARE	400.00	362.00	354.97
50E	1519	----	--	000000	DANCE		*DANCE	837.00	758.00	742.73
50E000	1520	2140	00	000000	GIRLS GOLF		MEDICARE	209.00	136.00	185.31
50E	1520	----	--	000000	GIRLS GOLF		*GIRLS G	209.00	136.00	185.31
50E000	1521	2130	00	000000	BOWLING BOYS		FICA	546.00	495.00	484.26
50E000	1521	2140	00	000000	BOWLING BOYS		MEDICARE	280.00	254.00	248.69
50E	1521	----	--	000000	BOWLING BOYS		*BOWLING	826.00	749.00	732.95
50E000	1522	2130	00	000000	BOYS LACROSS		FICA	442.00	656.00	392.05
50E000	1522	2140	00	000000	BOYS LACROSS		MEDICARE	327.00	272.00	289.74
50E	1522	----	--	000000	BOYS LACROSS		*BOYS LA	769.00	928.00	681.79
50E000	1523	2140	00	000000	BADMINTON GI		MEDICARE	102.00	0.00	90.27
50E	1523	----	--	000000	BADMINTON GI		*BADMINT	102.00	0.00	90.27
50E000	1600	2140	00	000000	SUMMER SCHOO		MEDICARE	1,499.00	2,501.00	2,213.24
50E	1600	----	--	000000	SUMMER SCHOO		*SUMMER	1,499.00	2,501.00	2,213.24
50E000	2110	2120	00	000000	ATTENDANCE/S		IMRF	7,013.00	3,917.00	3,697.50
50E000	2110	2130	00	000000	ATTENDANCE/S		FICA	5,515.00	2,539.00	2,751.75
50E000	2110	2140	00	000000	ATTENDANCE/S		MEDICARE	435.00	594.00	666.23
50E	2110	----	--	000000	ATTENDANCE/S		*ATTENDA	12,963.00	7,050.00	7,115.48
50E000	2113	2140	00	000000	SOCIAL WORK		MEDICARE	2,961.00	2,865.00	2,871.48

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23	2021-22	2021-22
								2022/23 Budget	2021/22 Budget	2021/22 Activity
50E	2113	----	--	000000	SOCIAL WORK		*SOCIAL	2,961.00	2,865.00	2,871.48
50E000	2120	2120 00	000000	GUIDANCE	IMRF			4,561.00	4,362.00	4,393.18
50E000	2120	2130 00	000000	GUIDANCE	FICA			3,563.00	3,202.00	3,514.64
50E000	2120	2140 00	000000	GUIDANCE	MEDICARE			12,654.00	12,457.00	12,316.81
50E	2120	----	--	000000	GUIDANCE		*GUIDANC	20,778.00	20,021.00	20,224.63
50E000	2130	2120 00	000000	HEALTH SERVI	IMRF			9,927.00	8,404.00	9,719.95
50E000	2130	2130 00	000000	HEALTH SERVI	FICA			6,321.00	5,270.00	7,449.44
50E000	2130	2140 00	000000	HEALTH SERVI	MEDICARE			1,478.00	1,232.00	1,742.07
50E	2130	----	--	000000	HEALTH SERVI		*HEALTH	17,726.00	14,906.00	18,911.46
50E000	2140	2130 00	000000	PSYCH SVCS	FICA			0.00	969.00	0.00
50E000	2140	2140 00	000000	PSYCH SVCS	MEDICARE			2,719.00	2,797.00	2,629.47
50E	2140	----	--	000000	PSYCH SVCS		*PSYCH S	2,719.00	3,766.00	2,629.47
50E000	2150	2140 00	000000	Speech Pathl	MEDICARE			1,402.00	1,333.00	1,361.77
50E	2150	----	--	000000	Speech Pathl		*Speech	1,402.00	1,333.00	1,361.77
50E000	2210	2120 00	000000	IMP INSTRUCT	IMRF			11,812.00	7,245.00	11,099.18
50E000	2210	2130 00	000000	IMP INSTRUCT	FICA			5,649.00	4,197.00	5,442.93
50E000	2210	2140 00	000000	IMP INSTRUCT	MEDICARE			12,676.00	11,605.00	12,290.12
50E	2210	----	--	000000	IMP INSTRUCT		*IMP INS	30,137.00	23,047.00	28,832.23
50E000	2220	2120 00	000000	EDUC MEDIA	IMRF			4,173.00	4,416.00	3,999.26
50E000	2220	2130 00	000000	EDUC MEDIA	FICA			2,571.00	2,539.00	2,488.57
50E000	2220	2140 00	000000	EDUC MEDIA	MEDICARE			1,504.00	1,435.00	1,455.87
50E	2220	----	--	000000	EDUC MEDIA		*EDUC ME	8,248.00	8,390.00	7,943.70
50E000	2225	2140 00	000000	COMP ASSIST	MEDICARE			766.00	990.00	679.26
50E	2225	----	--	000000	COMP ASSIST		*COMP AS	766.00	990.00	679.26
50E000	2313	2140 00	000000	BOE TREASURE	MEDICARE			138.00	139.00	133.95
50E	2313	----	--	000000	BOE TREASURE		*BOE TRE	138.00	139.00	133.95
50E000	2320	2120 00	000000	EXEC ADMIN	IMRF			8,915.00	8,686.00	8,498.40
50E000	2320	2130 00	000000	EXEC ADMIN	FICA			5,419.00	4,924.00	5,214.10
50E000	2320	2140 00	000000	EXEC ADMIN	MEDICARE			4,811.00	4,572.00	4,714.21
50E	2320	----	--	000000	EXEC ADMIN		*EXEC AD	19,145.00	18,182.00	18,426.71

							2022-23	2021-22	2021-22		
FDTLOC	FUNC	OBJ	SJ		FUNC	OBJ	SJ	SOURCE	2022/23 Budget	2021/22 Budget	2021/22 Activity
50E000	2410	2120	00	000000	PRINCIPAL	IMRF			11,228.00	11,536.00	10,752.23
50E000	2410	2130	00	000000	PRINCIPAL	FICA			6,876.00	6,605.00	6,646.61
50E000	2410	2140	00	000000	PRINCIPAL	MEDICARE			8,447.00	8,224.00	8,216.41
50E	2410	----	--	000000	PRINCIPAL			*PRINCIP	26,551.00	26,365.00	25,615.25
50E000	2510	2140	00	000000	BUSINESS OFC	MEDICARE			1,570.00	1,566.00	1,542.04
50E	2510	----	--	000000	BUSINESS OFC			*BUSINES	1,570.00	1,566.00	1,542.04
50E000	2520	2120	00	000000	FISCAL SERVI	IMRF			12,709.00	12,621.00	12,178.69
50E000	2520	2130	00	000000	FISCAL SERVI	FICA			6,861.00	6,677.00	6,626.24
50E000	2520	2140	00	000000	FISCAL SERVI	MEDICARE			1,605.00	1,562.00	1,549.64
50E	2520	----	--	000000	FISCAL SERVI			*FISCAL	21,175.00	20,860.00	20,354.57
50E000	2540	2120	00	000000	OPER MAINT	IMRF			113,202.00	102,400.00	98,231.37
50E000	2540	2130	00	000000	OPER MAINT	FICA			69,660.00	61,554.00	62,169.81
50E000	2540	2140	00	000000	OPER MAINT	MEDICARE			18,235.00	15,467.00	15,638.52
50E	2540	----	--	000000	OPER MAINT			*OPER MA	201,097.00	179,421.00	176,039.70
50E000	2546	2120	00	000000	SECURITY SVC	IMRF			6,892.00	3,871.00	6,465.15
50E000	2546	2130	00	000000	SECURITY SVC	FICA			4,986.00	2,380.00	4,182.65
50E000	2546	2140	00	000000	SECURITY SVC	MEDICARE			963.00	816.00	1,969.26
50E	2546	----	--	000000	SECURITY SVC			*SECURIT	12,841.00	7,067.00	12,617.06
50E000	2550	2120	00	000000	PUPIL TRANSP	IMRF			68,759.00	63,317.00	61,301.14
50E000	2550	2130	00	000000	PUPIL TRANSP	FICA			46,307.00	40,805.00	40,123.09
50E000	2550	2140	00	000000	PUPIL TRANSP	MEDICARE			11,573.00	11,170.00	9,383.70
50E	2550	----	--	000000	PUPIL TRANSP			*PUPIL T	126,639.00	115,292.00	110,807.93
50E000	2560	2120	00	000000	FOOD SERVICE	IMRF			32,392.00	30,255.00	30,669.43
50E000	2560	2130	00	000000	FOOD SERVICE	FICA			21,125.00	18,540.00	20,102.37
50E000	2560	2140	00	000000	FOOD SERVICE	MEDICARE			4,940.00	4,336.00	4,701.39
50E	2560	----	--	000000	FOOD SERVICE			*FOOD SE	58,457.00	53,131.00	55,473.19
50E000	2630	2120	00	000000	IT SERVICES	IMRF			18,481.00	18,934.00	17,697.87
50E000	2630	2130	00	000000	IT SERVICES	FICA			11,649.00	11,135.00	11,264.69
50E000	2630	2140	00	000000	IT SERVICES	MEDICARE			4,507.00	4,332.00	4,357.24
50E	2630	----	--	000000	IT SERVICES			*IT SERV	34,637.00	34,401.00	33,319.80
50E000	3100	2120	00	000000	COMMUNITY SV	IMRF			0.00	0.00	1,271.91
50E000	3100	2130	00	000000	COMMUNITY SV	FICA			0.00	0.00	1,126.88

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 2022/23 Budget	2021-22 2021/22 Budget	2021-22 2021/22 Activity
50E000	3100	2140	00	000000	COMMUNITY SV		MEDICARE	0.00	0.00	263.55
50E	3100	----	--	000000	COMMUNITY SV		*COMMUNI	0.00	0.00	2,662.34
50E000	4120	2120	00	000000	PYMT SPEC ED		IMRF	54,998.00	54,082.00	54,082.00
50E	4120	----	--	000000	PYMT SPEC ED		*PYMT SP	54,998.00	54,082.00	54,082.00
50E	----	----	--	0-----	*			853,662.00	779,557.00	792,578.75
50E000	1205	2120	00	311000	LEARNING DIS		IMRF	6,062.00	4,073.00	6,103.03
50E000	1205	2130	00	311000	LEARNING DIS		FICA	4,043.00	2,416.00	4,103.60
50E000	1205	2140	00	311000	LEARNING DIS		MEDICARE	15,264.00	14,082.00	14,920.65
50E	1205	----	--	311000	LEARNING DIS		*LEARNIN	25,369.00	20,571.00	25,127.28
50E000	1212	2140	02	311000	BEHAVIOR DIS		MEDICARE	401.00	0.00	356.14
50E	1212	----	--	311000	BEHAVIOR DIS		*BEHAVIO	401.00	0.00	356.14
50E000	1700	2140	00	337000	DRIVER ED		MEDICARE	2,679.00	2,340.00	2,585.56
50E	1700	----	--	337000	DRIVER ED		*DRIVER	2,679.00	2,340.00	2,585.56
50E	----	----	--	3-----	*STATE SOURC			28,449.00	22,911.00	28,068.98
50E000	1130	2140	00	430000	REG INSTRUCT		MEDICARE	1,848.00	1,848.00	2,018.38
50E	1130	----	--	430000	REG INSTRUCT		*REG INS	1,848.00	1,848.00	2,018.38
50E000	1205	2120	00	462000	LEARNING DIS		IMRF	26,472.00	28,644.00	25,250.05
50E000	1205	2130	00	462000	LEARNING DIS		FICA	16,441.00	11,553.00	15,827.68
50E000	1205	2140	00	462000	LEARNING DIS		MEDICARE	3,845.00	2,702.00	3,701.71
50E	1205	----	--	462000	LEARNING DIS		*LEARNIN	46,758.00	42,899.00	44,779.44
50E000	2130	2120	00	499800	HEALTH SERVI		IMRF	363.00	0.00	0.00
50E000	2130	2130	00	499800	HEALTH SERVI		FICA	262.00	0.00	0.00
50E000	2130	2140	00	499800	HEALTH SERVI		MEDICARE	61.00	0.00	0.00
50E	2130	----	--	499800	HEALTH SERVI		*HEALTH	686.00	0.00	0.00
50E000	2546	2140	00	499800	SECURITY SVC		MEDICARE	0.00	0.00	-991.06
50E	2546	----	--	499800	SECURITY SVC		*SECURIT	0.00	0.00	-991.06
50E000	3100	2120	00	499800	COMMUNITY SV		IMRF	1,199.00	0.00	0.00
50E000	3100	2130	00	499800	COMMUNITY SV		FICA	1,108.00	0.00	0.00
50E000	3100	2140	00	499800	COMMUNITY SV		MEDICARE	259.00	0.00	0.00

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2022-23 2022/23 Budget	2021-22 2021/22 Budget	2021-22 2021/22 Activity
50E	3100	----	--	499800	COMMUNITY SV		*COMMUNI Elem/Sec School	2,566.00	0.00	0.00
50E000	2110	2120	00	499830	ATTENDANCE/S		IMRF ARP-ESSERIII	0.00	4,436.00	2,823.62
50E000	2110	2130	00	499830	ATTENDANCE/S		FICA ARP-ESSERIII	0.00	2,607.00	1,441.09
50E000	2110	2140	00	499830	ATTENDANCE/S		MEDICARE ARP-ESSERIII	0.00	610.00	457.08
50E	2110	----	--	499830	ATTENDANCE/S		*ATTENDA ARP-ESSERIII	0.00	7,653.00	4,721.79
50E000	2130	2120	00	499830	HEALTH SERVI		IMRF ARP-ESSERIII	1,684.00	0.00	1,729.66
50E000	2130	2130	00	499830	HEALTH SERVI		FICA ARP-ESSERIII	1,144.00	0.00	0.00
50E000	2130	2140	00	499830	HEALTH SERVI		MEDICARE ARP-ESSERIII	267.00	0.00	0.00
50E	2130	----	--	499830	HEALTH SERVI		*HEALTH ARP-ESSERIII	3,095.00	0.00	1,729.66
50E000	3000	2120	00	499830	Community Se		IMRF ARP-ESSERIII	535.00	475.00	475.00
50E	3000	----	--	499830	Community Se		*Communi ARP-ESSERIII	535.00	475.00	475.00
50E	----	----	--	4-----	*FEDERAL SOU			55,488.00	52,875.00	52,733.21
5--	----	----	--	-----	*I.M.R.F./SS			937,599.00	855,343.00	873,380.94

									2022-23	2021-22	2021-22
<u>FDTLOC</u>	<u>FUNC</u>	<u>OBJ</u>	<u>SJ</u>		<u>FUNC</u>	<u>OBJ</u>	<u>SJ</u>	<u>SOURCE</u>	<u>2022/23 Budget</u>	<u>2021/22 Budget</u>	<u>2021/22 Activity</u>
60E000	2530	5400	00	000000	CONSTRUCTION	SITE IMPROVE			0.00	530,165.00	530,165.00
60E	2530	----	--	000000	CONSTRUCTION		*CONSTRU		0.00	530,165.00	530,165.00
60E	----	----	--	0-----	*				0.00	530,165.00	530,165.00
6--	----	----	--	-----	*CAPITAL PRO				0.00	530,165.00	530,165.00



				2022-23		2021-22	2021-22
FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE
				2022/23 Budget		2021/22 Budget	2021/22 Activity
Grand Expense Totals				49,540,355.00		48,067,619.00	33,636,400.14

Number of Accounts: 539

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

				2022-23		2021-22		2021-22	
FDTLOC	FUNC	OBJ	SJ	FUNC	2022/23 Budget	2021/22 Budget		2021/22 Activity	
10R000	1111	0000	00	100000	CURRENT YR LEVY GENERAL	8,273,670.00	7,879,686.00	7,383,024.54	
10R000	1112	0000	00	100000	PRIOR YR LEVY GENERAL	9,055,500.00	8,444,075.00	8,369,920.98	
10R000	1230	0000	00	100000	CORP PERS PROP REPLACEMENT TAX	638,916.00	455,000.00	851,887.40	
10R000	1321	0000	00	100000	SUMMER TUITION	50,000.00	50,000.00	54,260.00	
10R000	1510	0000	00	100000	INTEREST	160,000.00	50,000.00	64,849.05	
10R000	1613	0000	00	100000	PUPIL ALA CARTE	400,000.00	40,000.00	56,002.29	
10R000	1711	0000	00	100000	ADMISSIONS ATHLETIC	40,000.00	40,000.00	39,310.85	
10R000	1719	0000	00	100000	ADMISSIONS OTHER	3,000.00	0.00	4,168.83	
10R000	1790	0000	00	100000	OTHER PUPIL ACTIVITY REVENUE	347,000.00	350,000.00	226,913.06	
10R000	1791	0000	00	100000	DRIVER ED FEES	25,000.00	25,000.00	29,518.00	
10R000	1999	0000	00	100000	OTHER	500.00	500.00	4,441.67	
10R---	----		1-----	*REVENUE FROM LOCAL SOURCES	18,993,586.00	17,334,261.00		17,084,296.67	
10R000	3001	0000	00	300000	GENERAL STATE AID	5,600,000.00	5,323,561.00	5,390,814.34	
10R000	3100	0000	00	300000	SPECIAL ED PRIVATE FACILITY	325,000.00	320,070.00	320,070.10	
10R000	3120	0000	00	300000	SPECIAL ED ORPHANAGE INDIVIDUA	10,000.00	15,000.00	8,989.41	
10R000	3220	0000	00	300000	VOC ED PROGRAM IMPROVEMENT	22,495.00	22,495.00	10,472.00	
10R000	3360	0000	00	300000	STATE FREE LUNCH	10,000.00	8,500.00	11,901.16	
10R000	3370	0000	00	300000	DRIVER EDUCATION	35,000.00	30,000.00	37,787.49	
10R000	3999	0000	00	300000	OTHER STATE REV	0.00	0.00	1,746.21	
10R000	3998	0000	00	399800	TRS ON-BEHALF PAYMENTS	13,693,758.00	13,072,800.00	0.00	
10R---	----		3-----	*STATE SOURCES	19,696,253.00	18,792,426.00		5,781,780.71	
10R000	4210	0000	00	400000	NATIONAL SCHOOL LUNCH	400,000.00	795,000.00	909,619.61	
10R000	4220	0000	00	400000	SCHOOL BREAKFAST PROGRAM	70,000.00	75,000.00	100,545.67	
10R000	4300	0000	00	400000	TITLE I	209,421.00	173,401.00	166,800.00	
10R000	4400	0000	00	400000	TITLE IV	11,528.00	11,528.00	11,528.00	
10R000	4620	0000	00	400000	SPECIAL ED IDEA	479,277.00	367,021.00	374,162.00	
10R000	4625	0000	00	400000	SPECIAL ED IDEA ROOM & BOARD	170,540.00	160,000.00	178,567.79	
10R000	4770	0000	00	400000	VOC ED PERKINS TECH PREP	21,596.00	21,596.00	21,596.00	
10R000	4932	0000	00	400000	TITLE II	34,773.00	34,773.00	9,675.00	
10R000	4991	0000	00	400000	MEDICAID MATCHING FUNDS	100,000.00	150,000.00	83,479.55	
10R000	4998	0000	00	400000	FED ELEM/SEC RELIEF ACT	882,770.00	1,587,628.00	213,894.00	
10R000	4998	0000	00	499800	FED ELEM/SEC RELIEF ACT	0.00	0.00	467,008.00	
10R---	----		4-----	*FEDERAL SOURCES	2,379,905.00	3,375,947.00		2,536,875.62	
1-----	----		-----	*EDUCATION FUND	41,069,744.00	39,502,634.00		25,402,953.00	
20R000	1111	0000	00	100000	CURRENT YR LEVY GENERAL	2,117,134.00	2,016,318.00	1,934,466.14	
20R000	1112	0000	00	100000	PRIOR YR LEVY GENERAL	2,327,547.00	2,151,818.00	2,132,921.58	
20R000	1510	0000	00	100000	INTEREST	2,000.00	1,000.00	900.95	
20R000	1930	0000	00	100000	IMPACT FEES	20,000.00	20,000.00	20,645.65	
20R000	1999	0000	00	100000	OTHER	1,000.00	1,000.00	3,586.62	
20R---	----		1-----	*REVENUE FROM LOCAL SOURCES	4,467,681.00	4,190,136.00		4,092,520.94	
20R000	3999	0000	00	300000	OTHER STATE REV	50,000.00	50,000.00	50,000.00	
20R---	----		3-----	*STATE SOURCES	50,000.00	50,000.00		50,000.00	
20R000	4998	0000	00	400000	FED ELEM/SEC RELIEF ACT	0.00	81,286.00	0.00	
20R---	----		4-----	*FEDERAL SOURCES	0.00	81,286.00		0.00	
2-----	----		-----	*OPERATIONS & MAINTENANCE FUND	4,517,681.00	4,321,422.00		4,142,520.94	
40R000	1111	0000	00	100000	CURRENT YR LEVY GENERAL	589,021.00	560,972.00	525,557.62	
40R000	1112	0000	00	100000	PRIOR YR LEVY GENERAL	644,681.00	604,180.00	598,874.19	
40R000	1510	0000	00	100000	INTEREST	2,500.00	1,000.00	2,185.20	
40R---	----		1-----	*REVENUE FROM LOCAL SOURCES	1,236,202.00	1,166,152.00		1,126,617.00	

FDTLOC	FUNC	OBJ	SJ	FUNC	2022-23 2022/23 Budget	2021-22 2021/22 Budget	2021-22 2021/22 Activity	
40R000	3500	0000	00	300000	TRANSPORTATION REGULAR	125,000.00	122,425.00	122,423.45
40R000	3510	0000	00	300000	TRANSPORTATION SPECIAL ED	1,450,000.00	845,000.00	844,286.03
40R---	----			3-----	*STATE SOURCES	1,575,000.00	967,425.00	966,709.48
4-----	----			-----	*TRANSPORTATION FUND	2,811,202.00	2,133,577.00	2,093,326.49
50R000	1151	0000	00	100000	CURRENT YR LEVY SS/MED	403,819.00	384,590.00	360,306.19
50R000	1152	0000	00	100000	PRIOR YR LEVY SS/MED	441,979.00	385,105.00	381,723.40
50R000	1153	0000	00	100000	PRIOR YR LEVY SEDOL	30,302.00	28,281.00	28,033.14
50R000	1154	0000	00	100000	CURRENT YR LEVY SEDOL	27,499.00	26,367.00	24,704.88
50R000	1230	0000	00	100000	CORP PERS PROP REPLACEMENT TAX	30,000.00	30,000.00	0.00
50R000	1510	0000	00	100000	INTEREST	4,000.00	1,000.00	1,533.56
50R---	----			1-----	*REVENUE FROM LOCAL SOURCES	937,599.00	855,343.00	796,301.17
5-----	----			-----	*I.M.R.F./SOCIAL SECURITY FUND	937,599.00	855,343.00	796,301.17
70R000	1111	0000	00	100000	CURRENT YR LEVY GENERAL	143,389.00	136,561.00	127,954.61
70R000	1112	0000	00	100000	PRIOR YR LEVY GENERAL	156,939.00	149,297.00	147,985.59
70R000	1510	0000	00	100000	INTEREST	10,000.00	1,500.00	2,781.87
70R---	----			1-----	*REVENUE FROM LOCAL SOURCES	310,328.00	287,358.00	278,722.07
7-----	----			-----	*WORKING CASH FUND	310,328.00	287,358.00	278,722.07
Grand Revenue Totals					49,646,554.00	47,100,334.00	32,713,823.67	

Number of Accounts: 51

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

# **Grant Community High School District #124 - 2022-2023 Final Budget by the Numbers**

	<u>Education Fund</u>	<u>O&amp;M</u>	<u>Bond &amp; Interest</u>	<u>Transportation</u>	<u>IMRF/SS</u>	<u>Capital Projects</u>	<u>Working Cash</u>
Budget Summary							
Estimated Beginning Fund Balance	\$ 26,899,149.00	\$ 1,988,565.00	\$ -	\$ 1,647,115.00	\$ 1,101,348.00	\$ -	\$ 4,573,493.00
Revenues	\$ 27,375,986.00	\$ 4,517,681.00	\$ -	\$ 2,811,202.00	\$ 937,599.00	\$ -	\$ 310,328.00
Expenses	\$ 27,375,986.00	\$ 4,517,681.00	\$ -	\$ 3,015,331.00	\$ 937,599.00	\$ -	\$ -
Difference	\$ -	\$ -		\$ (204,129.00)	\$ -	\$ -	\$ 310,328.00
Estimated Ending Fund Balance	\$ 26,899,149.00	\$ 1,988,565.00	\$ -	\$ 1,442,986.00	\$ 1,101,348.00	\$ -	\$ 4,883,821.00

**RESOLUTION APPROVING SURETY BOND OF TREASURER**

**WHEREAS**, the attached School Treasurer's Surety Bond ("Surety Bond") was executed by the authorized agent of \_\_\_\_\_, as surety on or about \_\_\_\_\_, 2022;

**WHEREAS**, the Surety Bond was executed under oath by \_\_\_\_\_ as Principal on \_\_\_\_\_, 2022;

**WHEREAS**, the Surety Bond was fully executed at the time this Board passed a resolution on \_\_\_\_\_, confirming \_\_\_\_\_ appointment as District Treasurer, effective \_\_\_\_\_;

**NOW, THEREFORE**, Be It Resolved by the Board of Education of \_\_\_\_\_, Lake County, Illinois, as follows:

Section 1: This Board adopts as findings of fact all of the recitals above and incorporates them herein by reference.

Section 2: A majority of the members of this Board hereby expressly approves the Surety Bond.

Adopted this \_\_\_\_\_, by the following roll call vote:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSTAIN/ABSENT: \_\_\_\_\_

BOARD OF EDUCATION OF \_\_\_\_\_  
SCHOOL DISTRICT NO. \_\_\_\_\_  
LAKE COUNTY, ILLINOIS

By: \_\_\_\_\_ (Board President)

Attest: \_\_\_\_\_ (Board Secretary)

**Lake County Regional Office of Education****Treasurer Bond Calculation Form**

Date: 7/12/2022

**District Name:** Grant CHSD 124  
**Address** 285 E Grand Ave, Fox Lake, IL 60020

**Treasurer's Name:** Beth A. Reich

**Treasurer's date of election or appointment** 4/29/2021  
**Treasurer's date of expiration (if applicable)**

**School Treasurer's Bond (105 ILCS 5/8-2)**

Projected Highest Fund Balance: \$ 36,040,266.00 Enter highest projected fund balance

Mulipied by 25% x 25%  
Anticipated Surety Bond Issue Amount = \$ 9,010,066.50

The amount of the Bond listed on State of Illinois School  
Treasurer's Bond - Surety Bond Form. \$ 9,700,000.00 Enter treasurer's surety bond amount  
\$689,933.50 Properly Funded

**Surety Company:** Liberty Mutual Insurance Company

**Issuance Date:** 7/1/22

**Expiration Date:** 6/30/23

**Treasurer's Bond For General Oligation Bond Issuance  
(105 ILCS 5/19-6 and 105 ILCS5/8-2)**

Anticipate Bond Proceeds: \$ - Enter anticipated bond proceeds

Mulipied by 25% x 25%  
Anticipated Special Surety Bond Amount = \$ -

The amount of the Bond listed on State of Illinois  
School Treasurer's Bond Covering Special Bond Issue Form. 0 Enter special surety bond amount  
\$0.00 Properly Funded

**Surety Company:**

**Issuance Date:**

**Expiration Date:**

An original of the Bond must be on file in the Regional Superintendent's Office, as well as an original Rider when applicable.

We affirm that the above information is accurate and current.

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
School Board Secretary

Return completed form by June 12th to:

**Lake County Regional Office of Education**  
**Lisa Wolf, Financial Officer**  
**300 Center Street Suite 100**  
**Vernon Hills, IL 60061**  
**847-665-0594**



This Power of Attorney limits the acts of those named herein, and they have no authority to bind the Company except in the manner and to the extent herein stated. Not valid for mortgage, note, loan, letter of credit, bank deposit, currency rate, interest rate or residual value guarantees. For bond and/or Power of Attorney (POA) verification inquiries, please call 610-832-8240 or email HOSUR@libertymutual.com.



Liberty Mutual Insurance Company  
The Ohio Casualty Insurance Company  
West American Insurance Company

## POWER OF ATTORNEY

KNOWN ALL PERSONS BY THESE PRESENTS: That The Ohio Casualty Insurance Company is a corporation duly organized under the laws of the State of New Hampshire, that Liberty Mutual Insurance Company is a corporation duly organized under the laws of the State of Massachusetts, and West American Insurance Company is a corporation duly organized under the laws of the State of Indiana (herein collectively called the "Companies"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint William T. Krumm of the city of Rolling Meadows, state of IL its true and lawful attorney-in-fact, with full power and authority hereby conferred to sign, execute and acknowledge the following surety bond:

Principal Name: Beth A Reich

Obligee Name: Grant Community High School District 124

Surety Bond Number: 404008076

Bond Amount: See Bond Form

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Companies and the corporate seals of the Companies have been affixed thereto this 12<sup>th</sup> day of March, 2021.



The Ohio Casualty Insurance Company  
Liberty Mutual Insurance Company  
West American Insurance Company

By: David M. Carey

David M. Carey, Assistant Secretary

STATE OF PENNSYLVANIA  
COUNTY OF MONTGOMERY

ss

On this 12<sup>th</sup> day of March, 2021, before me personally appeared David M. Carey, who acknowledged himself to be the Assistant Secretary of Liberty Mutual Insurance Company, The Ohio Casualty Company, and West American Insurance Company, and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at King of Prussia, Pennsylvania, on the day and year first above written.



Commonwealth of Pennsylvania - Notary Seal  
Teresa Pastella, Notary Public  
Montgomery County  
My commission expires March 28, 2025  
Commission number 1126044  
Member, Pennsylvania Association of Notaries

By: Teresa Pastella

Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-laws and Authorizations of Liberty Mutual Insurance Company, The Ohio Casualty Insurance Company, and West American Insurance Company which resolutions are now in full force and effect reading as follows:

**ARTICLE IV – OFFICERS** – Section 12. Power of Attorney. Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and execution of any such instruments and to attach thereto the seal of the Corporation. When so executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

**ARTICLE XIII – Execution of Contracts – SECTION 5. Surety Bonds and Undertakings.** Any officer of the Company authorized for that purpose in writing by the chairman or the president, and subject to such limitations as the chairman or the president may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Company by their signature and execution of any such instruments and to attach thereto the seal of the Company. When so executed such instruments shall be as binding as if signed by the president and attested by the secretary.

**Certificate of Designation** – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes David M. Carey, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

**Authorization** – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature of any assistant secretary of the Company, wherever appearing upon a certified copy of any power of attorney issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of Liberty Mutual Insurance Company, The Ohio Casualty Insurance Company, and West American Insurance Company do hereby certify that this power of attorney executed by said Companies is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 29<sup>th</sup> day of June, 2022.



By: Renee C. Llewellyn

Renee C. Llewellyn, Assistant Secretary



Arthur J. Gallagher Risk Management Services, Inc.  
2850 Golf Road  
Rolling Meadows, IL 60008

SELJO1

Phone: (630)773-3800 Fax: (630)285-4006

<b>Invoice # 4323127</b>		1 of 1
ACCOUNT NUMBER		DATE
GRANCOM-05		6/29/2022
BALANCE DUE ON		AMOUNT DUE
7/1/2022		\$9,215.00

Grant Community Hs Dist. 124  
Christine A. Sefcik  
285 E. Grand Ave.  
Fox Lake, IL 60020



Insurance | Risk Management | Consulting

Public Officials Bond		PolicyNumber: 404008076	Company: Liberty Mutual Insurance Company		Effective: 7/1/2022 to 6/30/2023
Item #	Trans Eff Date	Due Date	Trans	Description	Amount
27764832	7/1/2022	7/1/2022	RENB	Renewal Premium	\$9,215.00
\$9,700,000 treasurer, Beth Reich					
Rate: \$.95/1000 @ 35% comm, split 50/50					
Refer to bond form for cancellation provisions					
Questions, contact Jodie Sellers at 6302854084					
Total Invoice Balance:					\$9,215.00

Please return this portion with your payment. Include your invoice number on your remittance to expedite processing.

SELJO1

Grant Community Hs Dist. 124  
Christine A. Sefcik  
285 E. Grand Ave.  
Fox Lake, IL 60020

<b>Invoice # 4323127</b>	
ACCOUNT NUMBER	DATE
GRANCOM-05	6/29/2022
BALANCE DUE ON	AMOUNT DUE
7/1/2022	\$9,215.00
AMOUNT PAID	

Please send your remittance to:

Arthur J. Gallagher Risk Management Services, Inc.  
39735 Treasury Center  
Chicago, IL 60694-9700



Insurance | Risk Management | Consulting

<u>Meal</u>	<u>Meal</u> <u>Prices</u>	<u>Meal</u> <u>Prices</u>	<u>Meal</u> <u>Prices</u>	<u>Meal</u> <u>Prices</u>	<u>Meal</u> <u>Prices</u>	<u>Recommended</u> <u>Meal Prices</u>	<u>All lunches</u> <u>free during</u>	<u>MEAL</u>	<u>Recommended</u> <u>Meal Prices</u>
<u>Meal</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>		<u>2022-23</u>
Main Meal	\$ 2.50	\$ 2.60	\$ 2.75	\$ 2.85	\$ 2.95	\$ 3.00	\$ -	Main Meal	\$ 3.50
Hot Dog Meal	\$ 2.60	\$ 2.60	\$ 2.75	\$ 2.75	\$ 3.00	\$ 3.00	\$ -	Hot Sandwiches	\$ 3.50
Hamburger Meal	\$ 2.60	\$ 2.60	\$ 2.75	\$ 2.75	\$ 3.00	\$ 3.00	\$ -	Pizza	\$ 3.50
Peanut Butter & Jelly Meal	\$ 2.75	\$ 2.75	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ -	Picante Station	\$ 3.50
Pizza Meal	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.15	\$ -	Salads, Wraps & Sandwiches	\$ 3.50
Veggie Wrap Meal	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ -		
Deli Sandwich Meal	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ -		
Cobb Salad Meal	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ -		
Garden Salad Meal	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ 3.50	\$ -		
Breakfast						\$ 1.25	\$ -	Breakfast	\$ 1.50

## Available Daily

### Hot Sandwiches

Grilled Chicken Sandwich  
Spicy Chicken Sandwich

Cheeseburger

### Sandwich Toppings Bar

Sliced Tomatoes

Lettuce, Pickles, Onion

Mustard, Ketchup & Mayonnaise

### Pizza

Cheese or Pepperoni Pizza

### Picante Station

Chicken or Beef Tacos

Bean & Cheese Burritos

Bean & Beef Burritos

Beef & Cheese Nachos

Cheese Nachos

Chicken or Beef Taco Salad

### Picante Toppings Bar

Lettuce, Tomatoes, Onions,

Jalapeno Peppers

Olives, Salsa & Sour Cream

### Salads, Wraps & Sandwiches

Veggie & Cheese Wrap

Turkey & Cheese Sub

Vegetarian Shaker Salad

### Snacks & Sides

Chips

Cookies

Yogurt Parfaits

French Fries

Fresh Fruits & Vegetables

### Beverages

Choice of Milk

100% Fruit Juices

Diet Sodas & Teas

# Grant High School Lunch Menu

### August 10

Chicken & Waffles

Tater Tots

Vegetable Juice Blend

Fresh Orange

Red Grapes

### August 11

Mac & Cheese

Steamed Broccoli

& Carrots

Fresh Pear

Applesauce

### August 12

Corndog

Sweet Potato Fries

Black Beans

Pineapple Tidbits

Fresh Banana

### August 15

Orange Chicken Bowl

Garbanzo Beans

Green Peppers

Fresh Banana

Strawberries

### August 16

Cheesy Rotini

Marinara

Steamed Broccoli

Fresh Apple

Diced Peaches

### August 17

Beef Sliders

French Fries

Pickles

Fresh Watermelon

& Cantaloupe

### August 18

Bosco Sticks

Marinara Sauce

Steamed Carrots

Red & Green

Grapes

### August 19

Boneless Chicken

Wings & Breadsticks

Celery Sticks

w/Ranch Dressing

Potato Salad

Applesauce

Fresh Orange

### August 22

Cheese Ravioli

w/Marinara

Garlic Breadstick

Steamed Broccoli

Diced Pears

Fresh Apple

### August 23

BBQ Ribette

Sandwich

Pickles

Baked Beans

Fresh Orange

Diced Peaches

### August 24

Sweet Thai Meatball

Rice Bowl

Sweet Potato Fries

Green Peppers

Fresh Cantaloupe

Pineapple Tidbits

### August 25

Cheesy

Meatball Sub

Jalapeno Peppers

Potato Salad

Fresh Banana

Strawberries

### August 26

Scratch Made

Meat loaf

Mashed Potatoes

& Gravy

Fresh Corn

Red & Green Grapes

179

Featuring  
"Vegetarian Shaker Salads"  
this Month!





# Grant High School Breakfast Menu

## Available Daily

Assorted Cereals

Pop Tarts (Waiting for  
category change)

Muffins (Waiting for  
category change)

Yogurt Parfaits

Assorted Goldfish  
Crackers & Cheese Sticks

Choice of Milk

### August 10

WG French Toast  
Breakfast Bites Topped  
w/Cinnamon Sugar  
Fresh Banana  
Apple Juice

### August 11

WG Mini Waffles  
Apple Slices  
Very Berry Juice

### August 12

Sausage  
& Cheese Biscuit  
Pineapple Tidbits  
Grape Juice

### August 15

Egg & Cheese Muffin  
Raisins  
Fruit Punch Juice

### August 16

Turkey Sausage  
Breakfast Pizza  
Fresh Banana  
Apple Juice

### August 17

WG Jumbo Whole  
Grain Cinnamon Roll  
Applesauce  
Orange-Tangerine  
Juice

### August 18

WG Mini  
Pancakes  
Crisp Apple  
Grape Juice

### August 19

Ham & Cheese  
Biscuit  
Fresh Orange  
Very Berry Juice

### August 22

WG French Toast  
Breakfast Bites Topped  
w/Cinnamon Sugar  
Fresh Banana  
Apple Juice

### August 23

Bacon & Egg  
Biscuit  
Apple Slices  
Orange-Tangerine  
Juice

### August 24

WG Mini Waffles  
Pineapple Tidbits  
Very Berry Juice

### August 25

Sausage  
& Cheese Biscuit  
Raisins  
Fruit Punch

### August 26

WG Mini Pancakes  
Fresh Banana  
Apple Juice

### August 29

Ham & Cheese Biscuit  
Apple Slices  
Grape Juice

### August 30

WG Jumbo Whole  
Grain Cinnamon Roll  
Fresh Banana  
Apple Juice

### August 31

WG Mini French Toast  
Pineapple Tidbits  
Orange-Tangerine  
Juice

SFA NAME:	0
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## SY 2022-23 Price Adjustment Calculator

[Go to Instructions](#)

SY 2022-23 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.28	\$ 3.25
Note: Above prices are based on adjusting SY 2021-22 price requirement by the 2% rate increase plus the Consumer Price Index (4.04%)	

SY 2021-22 Weighted Average Price Calculator			
Enter the paid prices and number of paid lunches sold at each price for <b>October 2021.</b>			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2021-22 Weighted Average Price
1. 174	\$ 3.50	\$ 609.00	
2. 183	\$ 3.00	\$ 549.00	
3. 5,570	\$ 3.00	\$ 16,710.00	
4. 13	\$ 3.50	\$ 45.50	
5. 180	\$ 3.00	\$ 540.00	
6. 1,949	\$ 3.15	\$ 6,139.35	
7. 152	\$ 3.00	\$ 456.00	
8. 2	\$ 3.50	\$ 7.00	
9. 9	\$ 3.00	\$ 27.00	
10. -		\$ -	
<b>TOTAL</b>	<b>8,232</b>	<b>\$ 25,082.85</b>	<b>\$ 3.05</b>
Note: SY 2021-22 Weighted Average Price equal to or above the target price of <b>\$3.31</b> are compliant for SY 2022-23. <b>\$3.31</b> is the difference between the Free and Paid reimbursement rates for SY 2021-22.			

Total Price Increase for SY 2022-23
\$ 0.20

Required price increase for SY 2022-23 (with 10 cent cap)
\$ 3.15

Remaining increase carried forward to SY 2023-24
\$ 0.10

Remaining credit carried forward to SY 2023-24
\$ -

[Go to SY 2022-23 Report](#)

## Step 3 (Optional)

Pricing Estimation Calculator			
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1. 174	\$ 3.50	\$ 609.00	
2. 183	\$ 3.50	\$ 640.50	
3. 5,570	\$ 3.50	\$ 19,495.00	
4. 13	\$ 3.50	\$ 45.50	
5. 180	\$ 3.50	\$ 630.00	
6. 1,949	\$ 3.50	\$ 6,821.50	
7. 152	\$ 3.50	\$ 532.00	
8. 2	\$ 3.50	\$ 7.00	
9. 9	\$ 3.50	\$ 31.50	
10. -		\$ -	
<b>TOTAL</b>	<b>8,232</b>	<b>\$ 28,812.00</b>	<b>\$ 3.50</b>

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.  
February 2022

**BOE MEETING JULY 21, 2022**  
**FREEDOM OF INFORMATION REQUESTS FULFILLED**

Date of Request	Requestor	Documents Requested	Date of Response
7/5/2022	SmartProcure	Purchasing records from 2/25/2022 to current	7/5/2022