

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION REGULAR MEETING
THURSDAY, JUNE 17, 2021
7:00 PM - LIBRARY
285 E. GRAND AVENUE
FOX LAKE, ILLINOIS 60020**

AGENDA

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Audience	
V.	Consent Agenda **	2
VI.	Superintendent's Report	
	A. Faculty Recognition	
	B. School Board Policy 6:185 Remote Educational Programs **	60
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	F. Deep Equity Partnership	
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	D. Information Technology Managed Services Agreement **	144
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	G. Daily Substitute Rate for 2021/22 **	187
	H. Treasurer's Bond for 2021/22 **	189
VIII.	Other Business	
	A. FOIA	193
IX.	Closed Session	
	A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **	
X.	Action Items from Closed Session Discussion	
	A. Potential Board action regarding personnel **	
XI.	Adjourn	

** Indicates potential action item in open session

The next regular Board of Education meeting will be held on Thursday, July 15, 2021

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124 MINUTES OF BOARD OF EDUCATION MEETING MAY 20, 2021

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, May 20, 2021 and called to order at 7:00 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake.

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

Mrs. Kusiak served as President Pro Tem in the absence of President, Steve Hill

AUDIENCE

Audrey Sampson, Tim & Gretchen Sampson, Jeremy Anderson, Stacy Collins, Katherine Sagritalo

CONSENT AGENDA

Minutes of special meeting held April 29, 2021

Minutes of regular meeting held April 29, 2021

May Bills Payable

April Treasurer's Report

Destruction of closed meeting audio recording from November 14, 2019

** A motion was made by Mr. Yanik, second by Mr. Jared 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

Student of the Month

Dr. Sefcik introduced Audrey Sampson, in the presence of her parents, Tim and Gretchen Sampson, as the May Student of the Month. She read Audrey's profile of accomplishments, which included academic achievements, extracurricular activities, service to the community, what she enjoys in her spare time, and future plans. Dr. Sefcik offered Audrey the opportunity to speak to the Board and she thanked the Board for the honor. The Board and audience applauded Audrey and Dr. Sefcik presented her with a certificate to commemorate being chosen as the May Student of the Month.

Excellence in Education Award – 4th Quarter

Dr. Sefcik welcomed Stacy Collins in the audience, congratulated her as this quarter's recipient of the Excellence in Education Award, and asked Jeremy Schmidt to introduce her to the Board. He read the narrative from the peers that nominated her on the reasons why she deserves the honor. The Board applauded and thanked Stacy for her substantial contribution to the students and staff of Grant. Ms. Collins said how surprised and pleased she was when Mr. Schmidt came to her classroom to tell her that she was given this honor.

Equity

Dr. Sefcik introduced Jeremy Anderson, Dean of Students and Equity Lead, who provided a brief description of a proposed *Equity, Diversity and Inclusion Statement* the Equity Committee has developed. Committee member, Katherine Sagritalo, provided an update to the Board on book studies completed this school year and shared some things they are working on, including a community survey, where the proposed policy should appear in printed and digital form so the community is aware, and train peers through professional development. Mr. Anderson said they are looking at policies through the Equity lens and setting actionable goals. Mrs. Kusiak asked Mr. Anderson to consider adding language to the *Statement* to include students who need specialized education for learning or physical disabilities. Mr. Anderson thanked her and welcomed the suggestion. A final *Statement* will be shared with the Board in the very near future.

Equity Personnel

Dr. Sefcik provided the Board with the job description of the Equity Lead and a proposed personnel structure to add three stipend positions for equity facilitators to support equity efforts in the school and community. Mr. Anderson has spent approximately 131 hours this school year in leading the staff book studies and staff presentations, Community Equity Committee and Student Voices United meetings, and planning for 2021/22 professional development. Mr. Anderson has been leading discussions with feeder districts to potentially partner on Deep Equity training for students and staff beginning in 21/22. To continue to move the process forward, which will require time and personnel, she recommended the proposed personnel of Mr. Anderson as Equity Director and three equity facilitators at the compensation presented.

** A motion was made by Mr. Lescher, second by Mrs. Booth to approve the proposed equity personnel structure 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**

Future Business Leaders of America National Competition

Dr. Sefcik was happy to report that several Future Business Leaders of America (FBLA) students have qualified for national competition. Seven students claimed state championships and automatically qualified for nationals and six others earned their spot to compete at nationals. She noted that when students qualify for national competitions, the District has contributed half of the student costs to attend. No travel will be required this school year so the estimated Board paid costs for the competition will be \$422.50.

** A motion was made by Mr. Jared, second by Mr. Yanik to approve the FBLA National Competition cost of \$422.50.

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

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

Nay: None

Absent: Hill

Motion – **Passed**

Summer Curriculum Work

Dr. Sefcik reported that certified staff members have applied to work a designated number of hours, as an individual or as a member of a Professional Learning Team for curriculum improvement aligned with District goals. The focus this summer will be new courses, gap work related to the pandemic, and incorporating evidence-based grading practices. Staff are compensated at the summer curriculum rate of \$30.23 per hour.

** A motion was made by Mrs. Fleming, second by Mr. Lescher to approve the summer curriculum work by staff at a rate of \$30.23 per hour 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**

2021/22 School Year Family Learning Preferences

Dr. Sefcik reported that information went home to families regarding learning preferences. Since sending to families, the Illinois State Board of Education now directs districts to begin planning for fully in-person learning for all student attendance days. Remote learning options will only be available for students who are not eligible for a COVID-19 vaccine and are under a quarantine order by a local health department or the Illinois Department of Public Health.

Assessment Plan 2021/22

Dr. Sefcik provided the assessment plans for next school year since testing has not taken place as typically scheduled during the pandemic. There are advantages to providing both a fall and spring administration, identifying areas for growth and having time to work with students on those areas, and practice opportunities for the college entrance exams. The implementation dates are as follows:

October 13, 2021

Grade 9 – PSAT 8/9

Grade 10 – PSAT/NMSQT

Grade 11 – PSAT/NMSQT

April (ISBE required)

Grade 9 – PSAT 8/9

Grade 10 – PSAT 10

Grade 11 - SAT

The cost to the District for the fall administration is approximately \$15,000.

Community Youth Network Counseling Support

Dr. Sefcik recommended entering into a one-year agreement with the Community Youth Network (CYN) Counseling Center, a Lake County nonprofit community counselling agency. They bring individual and group counseling services directly into schools and are currently partnered with eleven school districts in Lake County. They will provide a social worker to be on campus one day per week to run social-emotional groups, provide additional support for struggling students and students in crisis and assist with student reengagement efforts.

** A motion was made by Mr. Jared, second by Mrs. Fleming to approve the one-year agreement for CYN to provide one day of counseling services per week at a cost of \$13,000. Votes were taken by roll call. Votes were cast as follows:

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming
Nay: None
Absent: Hill

Motion – **Passed**

Student Vaccination Clinic

Dr. Sefcik informed the Board that the District is partnering with our feeder districts and Passport Health to offer a local vaccination clinic for students ages 12+. Dates for the event will be June 3rd for the first shot and June 24th for the second. Students younger than 18 must be accompanied by a parent. There is no cost to the students or school districts. Our goal is to provide a local opportunity for our students to receive the vaccine knowing that fully vaccinated students do not need to quarantine when in close contact with a COVID-19 positive individual.

Lake County Health Department Classroom Quarantine Pilot Project

Dr. Sefcik reported that our District was to be a participant in the Lake County Health Department Quarantine Pilot Program but it has been delayed as details are worked out. Our contact tracing team is in place for summer when the program becomes available.

Honors Night

Dr. Sefcik announced that Honors Night took place in person in the fieldhouse on May 5th where 43 students were recognized. Through generous donations we were able to distribute \$26,750 in scholarships that evening.

Co-Curricular Sponsors 2021/22

Dr. Sefcik recommended the co-curricular sponsors for 2021/22.

** A motion was made by Mr. Yanik, second by Mrs. Booth to approve the co-curricular sponsors for 2021/22 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**

Personnel

Dr. Sefcik made the following personnel recommendations/notifications:

Recommend the employment of the following individuals:

- Nick Pelaez, Full-time Special Education Teacher, MA Step 0, 2021/22
- Andrea Kosmicki, Full-time Special Education Teacher, MA Step 10, 2021/22
- Janet Contreras, 12-month Administrative Assistant for Student Services, \$40,500, starting 7/1/2021.
- Cassi Reid, Teacher Aide, \$16.17/hr. starting 8/9/2021

Recommend approval of the summer school teachers as presented, conditional upon adequate student enrollment and summer school courses taking place.

Recommend accepting the resignation letter from the following:

- Drew Talbot, Freshmen Boys' Basketball Assistant Coach, immediately

Notification of FMLA request from Stephen Liddle, September 22, 2021 – January 5, 2022

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

Principal's Report

Mr. Schmidt presented his monthly report which included information on End of Semester Academic Update: Bridge Week, Summer School, Operations: End of Year Material Return, Senior Activities, and Seal of Biliteracy.

BUSINESS AFFAIRS

2020/21 Amended Budget

Mrs. Reich provided the 2020/21 amended budget that has been on display for the statutory 30 days. She recommended approval of the 2020/21 amended budget.

** A motion was made by Mr. Lescher, second by Mr., Yanik to approve the 2020/21 Amended Budget 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**

2021/22 Budget

Mrs. Reich released the tentative 2021/22 budget. She is adjusting to the changes in the property taxes and state funding. There are a few unknowns tied to property/casualty and liability insurance that will be updated when final numbers are available. Per statute, the tentative budget must be on public display for 30 days. She will bring it to the July Board meeting for hearing and approval.

** A motion was made by Mr. Jared, second by Mrs. Booth to place the 2021/22 tentative budget on public display for 30 days.

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

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

Nay: None

Absent: Hill

Motion – **Passed**

Medical Rate Renewal

Mrs. Reich presented the monthly medical rates for 2021/22 as shown:

<u>Plan B</u>	<u>Current 20/21</u>	<u>Proposed 21/22</u>
Employee	\$ 749.44	\$ 763.07
Employee+Child	\$1,992.88	\$2,006.51
Employee+Spouse	\$2,157.04	\$2,170.67
Family	\$2,534.02	\$2,547.65

<u>Plan C</u>	<u>Current 20/21</u>	<u>Proposed 21/22</u>
Employee	\$ 675.84	\$ 689.47
Employee+Child	\$1,801.69	\$1,815.32
Employee+Spouse	\$1,948.20	\$1,961.83
Family	\$2,093.24	\$2,106.87

<u>High Deductible Plan</u>	<u>Current 20/21</u>	<u>Proposed 21/22</u>
Employee	\$ 406.13	\$ 419.76
Employee+Child	\$1,082.67	\$1,096.30
Employee+Spouse	\$1,170.71	\$1,184.34
Family	\$1,257.88	\$1,271.51

The slight increase in monthly premiums is tied to fixed fees increasing, which is tied primarily to our stop loss policy renewal.

** A motion was made by Mrs. Booth, second by Mr. Yanik to approve the Medical Rate renewal 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**

OTHER BUSINESS

Dr. Sefcik shared a graduation plan layout for both indoor and outdoor ceremonies, in case of inclement weather.

Mrs. Reich provided a field turf update.

Dr. Sefcik reported that there is discussion for a potential change for the first few days of next year. She asked Mr. Schmidt to provide a bit more information. Mr. Schmidt said the change is being done in an effort to create a culture of what it is to be a Bulldog and to Keep It RED. We think it would build connectivity among students to run an alternate schedule for the first few days of next year, such as a grade-a-day schedule to re-orient students, many of whom have not had much time in the building, if at all. This will be a fun way to reacquaint them with Grant.

CLOSED SESSION

** At 8:35 p.m. a motion was made by Mrs. Fleming, second by Mr. Jared to go into closed session for the purpose of discussing student disciplinary cases 5 ILCS 120/2 (c)(9); the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1).

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming
Nay: None
Absent: Hill

Motion – **Passed**

** At 8:50 p.m. a motion was made by Mr. Lescher, second by Mr. Yanik to end closed session and return to open session.

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming
Nay: None
Absent: Hill

Motion – **Passed**

ACTION CLOSED SESSION

** A motion was made by Mrs. Fleming, second by Mr. Yanik to authorize the termination of Teacher Aide, Emma Macniak, effective immediately.

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

Aye: Yanik, Kusiak, Jared, Booth, Fleming, Lescher
Nay: None
Absent: Hill

Motion – **Passed**

** A motion was made by Mr. Lescher, second by Mrs. Fleming to approve the additional 2020/21 compensation for Equity Leader, Jeremy Anderson, in the amount of \$1,240.

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

Aye: Kusiak, Jared, Booth, Fleming, Lescher, Yanik
Nay: None
Absent: Hill

Motion – **Passed**

ADJOURN

** At 8:52 p.m. a motion was made by Mrs. Booth, second by Mrs. Fleming to adjourn the meeting.

Kathy Kusiak, President Pro Tem

John Jared, Secretary

Grant Community High School District 124
AP Invoice Listing Report
June 17, 2021

Total Invoices:	360	\$574,547.03
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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
2080 MED000	2080 Media Inc	1431	0000000000	dk0621	AP	School Broadcast Program	O	02/28/2021	06/17/2021	R	\$1,500.00
							20-21				\$1,500.00
						NUMBER OF INVOICES: 1					\$1,500.00
ACCURATE001	ACCURATE BIOMETRICS	198662105	0000000000	dk0621	AP	Fingerprinting May2021	O	05/31/2021	06/17/2021	R	\$468.00
							20-21				\$468.00
						NUMBER OF INVOICES: 1					\$468.00
AFFORDAB002	Affordable Window Cleaning	1239	0000000000	dk0621	AP	Bleacher/Window Cleaning	O	05/27/2021	06/17/2021	R	\$1,855.00
							20-21				\$1,855.00
						NUMBER OF INVOICES: 1					\$1,855.00
AIR FILT000	Air Filter Engineers Inc	146139	0000000000	dk0621	AP	Air Filters	O	06/01/2021	06/17/2021	R	\$11,132.50
							20-21				\$11,132.50
						NUMBER OF INVOICES: 1					\$11,132.50
AIRGAS U000	Airgas Usa, Llc	9979110770	0000000000	dk0621	AP	Cylinder Rental	O	04/30/2021	06/17/2021	R	\$78.57
							20-21				\$78.57
						NUMBER OF INVOICES: 1					\$78.57
AKERSNIC000	Akers, Nicole	ID # 26381	0000000000	dk0621	AP	Refund - SS2 PE	O	06/01/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
						NUMBER OF INVOICES: 1					\$130.00
ALBERTSO000	Albertsons / Safeway	186151	0000000000	dk060721	AP	Jewel Prchs 050521-051121	H	05/29/2021	06/07/2021	R	\$386.38
							20-21			106606	\$386.38
						NUMBER OF INVOICES: 1					\$386.38
ALEXIAN 000	Alexian Brothers Behavioral Health	8058217 (NOV2020)	0000000000	dk0621	AP	110220-111720	O	05/06/2021	06/17/2021	R	\$400.00

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
ALEXIAN 000	Alexian Brothers Behavioral Health	8058217 (NOV2020)		*****CONTINUED*****			20-21				\$400.00
ALEXIAN 000	Alexian Brothers Behavioral Health	8070277(APR2021)	0000000000	dk0621	AP	041421-042821	O	05/20/2021	06/17/2021	R	\$400.00
							20-21				\$400.00
						NUMBER OF INVOICES: 2					\$800.00
ALLENDALE002	Allendale	202105123149	0000000000	dk0621	AP	Tuition APR2021	O	04/30/2021	06/17/2021	R	\$5,544.00
							20-21				\$5,544.00
						NUMBER OF INVOICES: 1					\$5,544.00
ALPHA BA000	Alpha Baking Co., Inc.	May 2021	0000000000	dk0621	AP	050621-051821	O	05/25/2021	06/17/2021	R	\$195.14
							20-21				\$195.14
						NUMBER OF INVOICES: 1					\$195.14
ALVARNAT001	Alvarado, Nathan	05282021	0000000000	dk0621	AP	Volleyball Boys JV	O	05/28/2021	06/17/2021	R	\$124.00
							20-21				\$124.00
						NUMBER OF INVOICES: 1					\$124.00
AMAZON 000	Amazon	6045787810169488	0002100042	dk0621	AP	Amazon purchases 2020-21	O	06/10/2021	06/17/2021	R	\$5,707.69
							20-21				\$5,707.69
						NUMBER OF INVOICES: 1					\$5,707.69
ANTIOCH 005	Antioch Community High School	06082021	0000000000	dk0621	AP	Girls Track Meet Fees	O	06/08/2021	06/17/2021	R	\$129.41
							20-21				\$129.41
						NUMBER OF INVOICES: 1					\$129.41
ARDELDAR000	Ardelean, Darius	05242021	0000000000	dk0621	AP	Baseball V	O	05/24/2021	06/17/2021	R	\$65.00
							20-21				\$65.00

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											\$65.00
AT&T	001 At&t	0304881620001	0000000000	dk052721	AP	847-587-2561	H	05/18/2021	05/27/2021	R	\$104.97
							20-21			106588	\$104.97
NUMBER OF INVOICES: 1											\$104.97
AT&T	002 AT&T	847587259705	0000000000	dk052721	AP	84758725975566 051921-061821	H	05/19/2021	05/27/2021	R	\$3,431.73
							20-21			106589	\$3,431.73
AT&T	002 AT&T	847R07038905	0000000000	dk060721	AP	847R07-03894235	H	05/28/2021	06/07/2021	R	\$26.96
						052821-062721	20-21			106607	\$26.96
AT&T	002 AT&T	847R16282505	0000000000	dk052721	AP	847R1628259407 051621-061521	H	05/16/2021	05/27/2021	R	\$996.97
							20-21			106589	\$996.97
NUMBER OF INVOICES: 3											12 \$4,455.66
ATTERANG000	Atterberry, Angela	ID # 26027	0000000000	dk0621	AP	Refund-Lunch Balance	O	05/18/2021	06/17/2021	R	\$21.75
							20-21				\$21.75
NUMBER OF INVOICES: 1											\$21.75
AUSTITIN000	Austin, Tina	ID # 27215	0000000000	dk0621	AP	Refund - SS2-PE	O	05/14/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
NUMBER OF INVOICES: 1											\$130.00
AVALON P000	Avalon Petroleum Co.	470518	0000000000	dk0621	AP	RFG 10% Ethanol	O	05/04/2021	06/17/2021	R	\$3,375.06
							20-21				\$3,375.06
AVALON P000	Avalon Petroleum Co.	470551	0000000000	dk0621	AP	RFG 10% Ethanol	O	05/18/2021	06/17/2021	R	\$3,404.40
							20-21				\$3,404.40

<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: 2											\$6,779.46
BAISDSHI000	Baisden, Shirley	ID # 26487	0000000000	dk0621	AP	Refund - SS1 & SS2 PE	O	05/25/2021	06/17/2021	R	\$260.00
							20-21				\$260.00
NUMBER OF INVOICES: 1											\$260.00
BAKERROB002	Baker, Robert	05132021	0000000000	dk0621	AP	Softball JV 2	O	05/13/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
BAKERROB002	Baker, Robert	05242021	0000000000	dk0621	AP	Softball JV 2	O	05/24/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
NUMBER OF INVOICES: 2											\$124.00
BALABNIC000	Balaban, Nick	05262021	0000000000	dk0621	AP	Softball V	O	05/26/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
BALABNIC000	Balaban, Nick	06022021	0000000000	dk0621	AP	Softball V	O	06/02/2021	06/17/2021	R	\$63.00
							20-21				\$63.00
NUMBER OF INVOICES: 2											\$128.00
BARRON P000	Barron Paint	B0004928	0000000000	dk0621	AP	Paint	O	05/27/2021	06/17/2021	R	\$2,299.90
							20-21				\$2,299.90
NUMBER OF INVOICES: 1											\$2,299.90
BARTEANN000	Bartels, Anna	BE5023	0000000000	dk0621	AP	20-21 Tuition Reimbursement	O	05/19/2021	06/17/2021	R	\$705.00
							20-21				\$705.00
NUMBER OF INVOICES: 1											\$705.00
BATTELLE000	Battelle for Kids	209971	0000000000	dk052721	AP	EDLeader21	H	12/02/2020	05/27/2021	R	\$4,000.00
							20-21			106590	\$4,000.00

<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>
NUMBER OF INVOICES: 1											\$4,000.00
BECKECHE000	Becker, Cheryl	05122021	0000000000	dk0621	AP	Mileage Reimbursement	O	05/13/2021	06/17/2021	R	\$2.94
							20-21				\$2.94
NUMBER OF INVOICES: 1											\$2.94
BELL ROB001	Bell, Robert	05192021	0000000000	dk0621	AP	Softball JV	O	05/18/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
BELL ROB001	Bell, Robert	05262021	0000000000	dk0621	AP	Softball V	O	05/26/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 2											\$127.00
BELNICK 000	Belnick Retail LLC	INV-10888444	0002100036	dk0621	AP	Quote# SOQ-487416 Tables and stools for lunches	F O	04/02/2021	06/17/2021	R	\$4,087.45
							20-21				14 \$4,087.45
BELNICK 000	Belnick Retail LLC	INV-10973943	0002100037	dk0621	AP	Quote# SOQ-491781 Tables and stools for lunches	F O	04/13/2021	06/17/2021	R	\$4,832.45
							20-21				\$4,832.45
NUMBER OF INVOICES: 2											\$8,919.90
BENDUJAM000	Benduha, James	05172021	0000000000	dk0621	AP	Softball JV	O	05/17/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
NUMBER OF INVOICES: 1											\$62.00
BEVISRAN000	Bevis, Randy	04192021	0000000000	dk0621	AP	Soccer Girls V	O	04/19/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 1											\$65.00
BIG HOLL005	BIG HOLLOW SCHOOL DISTRICT 38	060121	0000000000	dk0621	AP	Hearing Equipment	O	06/01/2021	06/17/2021	R	\$2,508.28

<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>
BIG HOLL005	BIG HOLLOW SCHOOL DISTRICT 38	060121		*****CONTINUED*****			20-21				\$2,508.28
						NUMBER OF INVOICES: 1					\$2,508.28
BLANKDAV000	Blanke, David	05192021	0000000000	dk051721	AP	State Fishing Food Reimbursement	H	05/17/2021	05/17/2021	R	\$687.65
							20-21			106549	\$687.65
BLANKDAV000	Blanke, David	05242021	0000000000	dk0621	AP	Bass Fishing Fuel Reimbursement	O	05/24/2021	06/17/2021	R	\$179.24
							20-21				\$179.24
						NUMBER OF INVOICES: 2					\$866.89
BLUM GER000	Blum, Gerard	05252021	0000000000	dk0621	AP	Baseball V	O	05/25/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES: 1					\$65.00
BMO	000 Bmo	5550080001721955	0000000000	dk051721	AP	GEIST MAY21 STMT	H	05/05/2021	05/17/2021	R	\$1,153.73
							20-21			106552	\$1,153.73
BMO	000 Bmo	5550080001785679	0000000000	dk051721	AP	SEFCIK MAY21 STMT	H	05/05/2021	05/17/2021	R	\$2,490.46
							20-21			106552	\$2,490.46
BMO	000 Bmo	5550080001801856	0000000000	dk051721	AP	SCHMIDT MAY21 STMT	H	05/05/2021	05/17/2021	R	\$576.40
							20-21			106552	\$576.40
BMO	000 Bmo	5550080001950034	0000000000	dk051721	AP	MILLER MAY21 STMT	H	05/05/2021	05/17/2021	R	\$549.05
							20-21			106552	\$549.05
BMO	000 Bmo	5550080002009749	0000000000	dk051721	AP	REICH MAY21 STMT	H	05/05/2021	05/17/2021	R	\$1,693.66
							20-21			106552	\$1,693.66

<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>
BMO	000 Bmo	5569350000572751	0000000000	dk051721	AP	STAPLES MAY21 STMT	H	05/05/2021	05/17/2021	R		\$2,500.18
							20-21			106552		\$2,500.18
BMO	000 Bmo	5569350000572769	0000000000	dk051721	AP	SOENKSEN MAY21 STMT	H	05/05/2021	05/17/2021	R		\$1,501.49
							20-21			106552		\$1,501.49
BMO	000 Bmo	5569350000607425	0000000000	dk051721	AP	DUVAL MAY21 STMT	H	05/05/2021	05/17/2021	R		\$1,476.75
							20-21			106552		\$1,476.75
BMO	000 Bmo	5569350000664095	0000000000	dk051721	AP	ROSS MAY21 STMT	H	05/05/2021	05/17/2021	R		\$80.00
							20-21			106552		\$80.00
NUMBER OF INVOICES: 9												\$12,021.72
BOYD SAN001	Boyd, Sandra	850	0000000000	dk0621	AP	Sign Language Interpreting	O	05/25/2021	06/17/2021	R		\$115.00
							20-21					\$115.00
NUMBER OF INVOICES: 1												16 \$115.00
BOYD-DOR000	Boyd-Harmon, Dorian	ID # 27041	0000000000	dk0621	AP	Refund-SS1 & SS2 PE	O	06/08/2021	06/17/2021	R		\$260.00
							20-21					\$260.00
NUMBER OF INVOICES: 1												\$260.00
BUCK MIC000	Buck, Michael	05252021	0000000000	dk0621	AP	Softball V	O	05/25/2021	06/17/2021	R		\$65.00
							20-21					\$65.00
NUMBER OF INVOICES: 1												\$65.00
BURRIS E001	Burris Equipment	PS2002526-1	0000000000	dk0621	AP	Bldg & Grnds Supply	O	04/26/2021	06/17/2021	R		\$23.96
							20-21					\$23.96
BURRIS E001	Burris Equipment	RC2001245-1	0000000000	dk0621	AP	Rental Drum Roller	O	05/11/2021	06/17/2021	R		\$358.00
							20-21					\$358.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
BURRIS E001	Burris Equipment	RC2001304-1	0000000000	dk0621	AP	Rental Boom Lift	O	05/13/2021	06/17/2021	R	\$336.00
							20-21				\$336.00
						NUMBER OF INVOICES: 3					\$717.96
CALL ONE000	Call One	408453	0000000000	dk0621	AP	051521-061421	O	05/15/2021	06/17/2021	R	\$200.71
							20-21				\$200.71
						NUMBER OF INVOICES: 1					\$200.71
CANON FI000	CANON FINANCIAL SERVICES	26498859	0000000000	dk060721	AP	Copier Lease Pymt	H	03/31/2021	06/07/2021	R	\$6,488.00
							20-21			106608	\$6,488.00
CANON FI000	CANON FINANCIAL SERVICES	26835097	0000000000	dk0621	AP	Copier lease Pymt	O	05/29/2021	06/17/2021	R	\$6,488.00
							20-21				\$6,488.00
						NUMBER OF INVOICES: 2					\$12,976.00
CARLSLES000	Carlson, Lesliann	ID # 25842	0000000000	dk0621	AP	Refund - AP Exam	O	05/19/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
CARLSLES000	Carlson, Lesliann	ID# 27223	0000000000	dk0621	AP	Refund-SS1 & SS2 PE	O	06/03/2021	06/17/2021	R	\$260.00
							20-21				\$260.00
						NUMBER OF INVOICES: 2					\$355.00
CENTRAL 006	Central Distributing Company, Inc.	3097	0000000000	dk0621	AP	Bldg & Grnds Supply	O	04/30/2021	06/17/2021	R	\$403.65
							20-21				\$403.65
CENTRAL 006	Central Distributing Company, Inc.	3103	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/31/2021	06/17/2021	R	\$459.84
							20-21				\$459.84
						NUMBER OF INVOICES: 2					\$863.49
CFRB LLC000	Cfrb Llc DbA Dominos Pizza #2832	MAY 2021-G052021	0000000000	dk0621	AP	05032021-05212021	O	05/27/2021	06/17/2021	R	\$2,240.00
							20-21				\$2,240.00

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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: 1											\$2,240.00
CHAIN O'001	Chain O' Lakes Transportation	4950	0000000000	dk0621	AP	Spec Ed Transport	O	05/07/2021	06/17/2021	R	\$2,880.00
							20-21				\$2,880.00
CHAIN O'001	Chain O' Lakes Transportation	4958	0000000000	dk0621	AP	Spec Ed Transport	O	05/31/2021	06/17/2021	R	\$4,800.00
							20-21				\$4,800.00
NUMBER OF INVOICES: 2											\$7,680.00
CHANHKIM000	Chanhmourack, Kim	ID # 27199	0000000000	dk0621	AP	Refund - SS2 PE	O	06/09/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
NUMBER OF INVOICES: 1											\$130.00
CHICAGO 004	Chicago Tribune	146308153	0000000000	dk0621	AP	Pays thru 08/18/2021	O	05/26/2021	06/17/2021	R	\$91.50
							20-21				\$91.50
NUMBER OF INVOICES: 1											\$91.50
CHUPIJAS000	Chupich, Jason	05252021	0000000000	dk0621	AP	Vball Boys V & JV	O	05/25/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
NUMBER OF INVOICES: 1											\$89.00
CLARKPAU000	Clark, Paul	05142021	0000000000	dk0621	AP	Wrestling V, JV2, JV	O	05/14/2021	06/17/2021	R	\$139.00
							20-21				\$139.00
CLARKPAU000	Clark, Paul	05222021	0000000000	dk0621	AP	Wrestling JV & V	O	05/22/2021	06/17/2021	R	\$151.00
							20-21				\$151.00
NUMBER OF INVOICES: 2											\$290.00
CLASSIC 001	Classic Printery, Inc.	100518	0000000000	dk0621	AP	Signature Stamp	O	05/03/2021	06/17/2021	R	\$23.50
							20-21				\$23.50

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
CLASSIC 001	Classic Printery, Inc.	100546	0000000000	dk0621	AP	2021 Grad Program	O	05/21/2021	06/17/2021	R	\$1,838.00
							20-21				\$1,838.00
CLASSIC 001	Classic Printery, Inc.	100583	0000000000	dk0621	AP	Signature Stamps	O	05/24/2021	06/17/2021	R	\$59.00
							20-21				\$59.00
NUMBER OF INVOICES: 3											\$1,920.50
COMCAST 001	Comcast	121772500	0000000000	dk051721	AP	900023977 May 2021	H	05/01/2021	05/17/2021	R	\$3,767.62
							20-21			106553	\$3,767.62
NUMBER OF INVOICES: 1											\$3,767.62
COMCAST 002	Comcast Cable	8771100240009348	0000000000	dk060721	AP	CABLE 060821-070721	H	05/28/2021	06/07/2021	R	\$7.92
							20-21			106609	\$7.92
COMCAST 002	Comcast Cable	8771100240060762	0000000000	dk051721	AP	INTERNET 05132021-06122021	H	05/06/2021	05/17/2021	R	\$188.35
							20-21			106554	\$188.35
COMCAST 002	Comcast Cable	8771100240166759	0000000000	dk060721	AP	Internet 06012021-06302021	H	05/24/2021	06/07/2021	R	\$438.35
							20-21			106609	\$438.35
COMCAST 002	Comcast Cable	8771100430290583	0000000000	dk052721	AP	Service from	H	05/17/2021	05/27/2021	R	\$148.35
						05212021-06202021	20-21			106591	\$148.35
NUMBER OF INVOICES: 4											\$782.97
COMMUNIT005	Community Mechanical & Automation	1509	0000000000	dk0621	AP	April 2021 Srv Calls	O	04/30/2021	06/17/2021	R	\$3,080.00
							20-21				\$3,080.00
COMMUNIT005	Community Mechanical & Automation	1536	0000000000	dk0621	AP	May 2021 Srv Calls	O	05/26/2021	06/17/2021	R	\$482.00
							20-21				\$482.00
NUMBER OF INVOICES: 2											\$3,562.00
CONNECTI001	Connections Day School South	28520	0000000000	dk0621	AP	May 2021 Tuition 19 Days	O	05/28/2021	06/17/2021	R	\$4,874.26

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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>
CONSTELL000	Constellation New Energy, Inc	20191534701	0000000000	dk0621	AP	764073-46292 May 2021	O	05/30/2021	06/17/2021	R	\$372.17
							20-21				\$372.17
CONSTELL000	Constellation New Energy, Inc	20191553201	0000000000	dk0621	AP	2857041-0 May2021	O	05/17/2021	06/17/2021	R	\$101.69
							20-21				\$101.69
NUMBER OF INVOICES: 3											\$36,697.50
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3187053	0000000000	dk0621	AP	BG-5862 Gas Chrgs	O	05/13/2021	06/17/2021	R	\$9,406.41
							20-21				\$9,406.41
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3187056	0000000000	dk0621	AP	BG-11642 Gas Chrgs	O	05/13/2021	06/17/2021	R	\$650.21
							20-21				\$650.21
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3203208	0000000000	dk0621	AP	BG-11642 Gas Chrgs	O	05/25/2021	06/17/2021	R	\$447.16
							20-21				\$447.16
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	3203210	0000000000	dk0621	AP	BG-5862 Gas Chrgs	O	05/25/2021	06/17/2021	R	\$6,533.42
							20-21				\$6,533.42
NUMBER OF INVOICES: 4											\$17,037.20
CONTICHA000	Conti, Charles	05212021	0000000000	dk0621	AP	Baseball Fresh	O	05/21/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
NUMBER OF INVOICES: 1											\$62.00
CONWABEC001	Conway, Beckie	ID # 26651	0000000000	dk0621	AP	Refund - AP Exam	O	05/24/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
NUMBER OF INVOICES: 1											\$95.00
CORD LES000	Cord, Leslie	05132021	0000000000	dk0621	AP	Vball boys V, JV	O	05/13/2021	06/17/2021	R	\$89.00
							20-21				\$89.00

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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>
CORD LES000	Cord, Leslie	05282021	0000000000	dk0621	AP	Volleyball Boys JV	O	05/28/2021	06/17/2021	R	\$124.00
							20-21				\$124.00
						NUMBER OF INVOICES: 2					\$213.00
CREATIVE003	Creative Solutions, Inc.	1819072901	0000000000	dk0621	AP	Guard Choreography	O	05/17/2021	06/17/2021	R	\$695.00
							20-21				\$695.00
CREATIVE003	Creative Solutions, Inc.	1820598305	0000000000	dk0621	AP	Drill Design	O	05/20/2021	06/17/2021	R	\$1,690.00
							20-21				\$1,690.00
						NUMBER OF INVOICES: 2					\$2,385.00
CUNNIKAY000	Cunningham, Kay	Id # 28398	0000000000	dk0621	AP	Refund - SS1 Health	O	06/08/2021	06/17/2021	R	\$70.00
							20-21				\$70.00
						NUMBER OF INVOICES: 1					\$70.00
DEATHMAR000	Deatherage, Marina	ID #26316	0000000000	dk0621	AP	Refund - AP Exam	O	05/24/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
						NUMBER OF INVOICES: 1					\$95.00
DILESCAR000	Diles, Carl	ID # 26038	0000000000	dk0621	AP	Refund - AP Exam	O	05/25/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
						NUMBER OF INVOICES: 1					\$95.00
DURHAM S001	Durham School Services	91846982	0000000000	dk0621	AP	SpecEd Trnsprt MAY2021	O	05/31/2021	06/17/2021	R	\$11,095.80
							20-21				\$11,095.80
DURHAM S001	Durham School Services	91847654	0000000000	dk0621	AP	May21- 50% not running	O	06/02/2021	06/17/2021	R	\$1,922.24
							20-21				\$1,922.24
						NUMBER OF INVOICES: 2					\$13,018.04
EDWARJAN000	Edwards, Janice	ID #25864	0000000000	dk0621	AP	Refund - AP Exam	O	05/24/2021	06/17/2021	R	\$95.00

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EDWARJAN000	Edwards, Janice	ID #25864		*****CONTINUED*****								
							20-21					\$95.00
						NUMBER OF INVOICES: 1						\$95.00
EI US LL000	EI US LLC	INV73111	0000000000	dk0621	AP	Hospital Tutoring	O	05/07/2021	06/17/2021	R		\$665.00
							20-21					\$665.00
EI US LL000	EI US LLC	INV73611	0000000000	dk0621	AP	Hospital Tutoring	O	05/14/2021	06/17/2021	R		\$133.00
							20-21					\$133.00
EI US LL000	EI US LLC	INV73612	0000000000	dk0621	AP	Hospital Tutoring	O	05/14/2021	06/17/2021	R		\$266.00
							20-21					\$266.00
EI US LL000	EI US LLC	INV74155	0000000000	dk0621	AP	Hospital Tutoring	O	05/21/2021	06/17/2021	R		\$665.00
							20-21					\$665.00
						NUMBER OF INVOICES: 4						23 \$1,729.00
ENGLER,C000	Engler,Callaway,Baasten & Srage L	28037	0000000000	dk0621	AP	Telephone conference	O	06/03/2021	06/17/2021	R		\$115.00
							20-21					\$115.00
						NUMBER OF INVOICES: 1						\$115.00
FINLASHE000	Finlayson, Sherri	ID# 26008	0000000000	dk0621	AP	Refund - AP Exam	O	05/13/2021	06/17/2021	R		\$95.00
							20-21					\$95.00
						NUMBER OF INVOICES: 1						\$95.00
FIORILIS000	Fiorito, Lisa	ID # 26947	0000000000	dk0621	AP	Refund - SS Drivers Ed	O	05/26/2021	06/17/2021	R		\$250.00
							20-21					\$250.00
						NUMBER OF INVOICES: 1						\$250.00
FISCHSCO000	Fischer, Scott	05212021	0000000000	dk0621	AP	Lacrosse Boys V	O	05/21/2021	06/17/2021	R		\$68.00
							20-21					\$68.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
FISCHSCO000	Fischer, Scott	05282021	0000000000	dk0621	AP	Lacrosse Boys JV & V	O	05/28/2021	06/17/2021	R	\$126.00
							20-21				\$126.00
						NUMBER OF INVOICES: 2					\$194.00
FLAKEAND000	Flaker, Andrew	05252021	0000000000	dk0621	AP	Bass Fish Mileage	O	06/07/2021	06/17/2021	R	\$374.90
						Reimbursement	20-21				\$374.90
						NUMBER OF INVOICES: 1					\$374.90
FOLLETT 006	Follett School Solutions, Inc.	842079F	0000000000	dk0621	AP	Library Supply	O	04/30/2021	06/17/2021	R	\$115.29
							20-21				\$115.29
FOLLETT 006	Follett School Solutions, Inc.	866711	0000000000	dk0621	AP	Library Supply	O	05/03/2021	06/17/2021	R	\$201.49
							20-21				\$201.49
						NUMBER OF INVOICES: 2					24 \$316.78
FOUNTUA000	Fountain, Duane	05182021	0000000000	dk0621	AP	Vball Boys V, JV	O	05/18/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
						NUMBER OF INVOICES: 1					\$89.00
FOY AMA000	Foy, Amanda	ID# 28135	0000000000	dk0621	AP	Refund-SS1 Bulldog Sem	O	06/03/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
						NUMBER OF INVOICES: 1					\$130.00
FRANCZEK000	Franczek P.C.	203859	0000000000	dk052721	AP	APR 2021 Legal Srvc	H	05/19/2021	05/27/2021	R	\$285.00
							20-21			106592	\$285.00
						NUMBER OF INVOICES: 1					\$285.00
FRITZSAR000	Fritz, Sara	ID# 27107	0000000000	dk0621	AP	Refund - SS1 PE	O	06/03/2021	06/17/2021	R	\$130.00
							20-21				\$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
						NUMBER OF INVOICES: 1					\$130.00
FSS TECH000	FSS TECHNOLOGIES	429246	0000000000	dk0621	AP	Cntrl Stn	O	05/15/2021	06/17/2021	R	\$180.00
						Mntr-Transportation					
							20-21				\$180.00
						NUMBER OF INVOICES: 1					\$180.00
GAMBLSTE000	Gamble, Steve	05142021	0000000000	dk0621	AP	Softball V	O	05/14/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES: 1					\$65.00
GARLOCLA000	Garlock, Clark	05182021	0000000000	dk0621	AP	Soccer Girls JV, V	O	05/18/2021	06/17/2021	R	\$120.00
							20-21				\$120.00
						NUMBER OF INVOICES: 1					\$120.00
GARONKAT000	Garon, Katherine	05172021	0000000000	dk0621	AP	Mileage Reimbursement	O	05/17/2021	06/17/2021	R	\$9.49
							20-21				\$9.49
						NUMBER OF INVOICES: 1					\$9.49
GAUSETIM000	Gause, Tim	05282021	0000000000	dk0621	AP	Lacrosse Boys JV & V	O	05/28/2021	06/17/2021	R	\$126.00
							20-21				\$126.00
						NUMBER OF INVOICES: 1					\$126.00
GBJ SALE000	GBJ Sales, LLC	3607	0000000000	dk0621	AP	D-Lime	O	02/24/2021	06/17/2021	R	\$109.50
							20-21				\$109.50
GBJ SALE000	GBJ Sales, LLC	3619	0000000000	dk0621	AP	Vehicle Wash	O	03/04/2021	06/17/2021	R	\$137.50
							20-21				\$137.50
						NUMBER OF INVOICES: 2					\$247.00
GERAGBRI000	Geraghty, Brian	05212021	0000000000	dk0621	AP	Baseball V	O	05/21/2021	06/17/2021	R	\$65.00

<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>
GERAGBRI000	Geraghty, Brian	05212021				*****CONTINUED*****					
							20-21				\$65.00
						NUMBER OF INVOICES: 1					\$65.00
GIANT ST000	Giant Steps	124G-0521S	0000000000	dk0621	AP	May 2021 Tuition 20 Days	O	05/28/2021	06/17/2021	R	\$6,708.00
							20-21				\$6,708.00
						NUMBER OF INVOICES: 1					\$6,708.00
GIGLIPEG000	Gigliotti, Peggy	May 2021	0000000000	dk0621	AP	Job coaching-mileage reimbursement	O	05/24/2021	06/17/2021	R	\$74.75
							20-21				\$74.75
						NUMBER OF INVOICES: 1					\$74.75
GO SOLUT000	Go Solutions Group, Inc	46393	0000000000	dk0621	AP	Claim Generation & Pro	O	05/18/2021	06/17/2021	R	\$93.10
							20-21				\$93.10
						NUMBER OF INVOICES: 1					\$93.10
GORDON F001	Gordon Food Service, Inc.	209936708	0000000000	dk0621	AP	Food Lab Supply	O	05/11/2021	06/17/2021	R	\$142.64
							20-21				\$142.64
GORDON F001	Gordon Food Service, Inc.	May 2021 100217416	0000000000	dk0621	AP	Food May 2021	O	05/25/2021	06/17/2021	R	\$4,344.17
							20-21				\$4,344.17
						NUMBER OF INVOICES: 2					\$4,486.81
GRANT CH003	Grant Chsd 124 Activity Fund	06012021	0000000000	dk0621	AP	Fees Pd MAY2021	O	06/01/2021	06/17/2021	S	\$5,985.33
							20-21				\$5,985.33
						NUMBER OF INVOICES: 1					\$5,985.33
GRANT CO001	Grant Community High School Distri	06012021	0000000000	dk0621	AP	Fees Pd MAY2021	O	06/01/2021	06/17/2021	S	\$83.00
							20-21				\$83.00

<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>
						NUMBER OF INVOICES:	1					\$83.00
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	17128204402	0000000000	dk0621	AP	Beverages-Vending	O	05/14/2021	06/17/2021	R		\$451.32
							20-21					\$451.32
						NUMBER OF INVOICES:	1					\$451.32
GRUENCHA000	Gruenberg, Charles	05212021	0000000000	dk0621	AP	Lacrosse Boys V	O	05/21/2021	06/17/2021	R		\$68.00
							20-21					\$68.00
						NUMBER OF INVOICES:	1					\$68.00
GUARDIAN001	Guardian	00 554362	0000000000	dk052721	AP	Dental/Life MAY2021	H	05/20/2021	05/27/2021	R		\$4,548.07
							20-21			106593		\$4,548.07
						NUMBER OF INVOICES:	1					\$4,548.07
HANIKKEV000	Hanik, Kevin	05272021	0000000000	dk0621	AP	Mileage Reimbursement	O	06/03/2021	06/17/2021	R		\$55.25
							20-21					\$55.25
						NUMBER OF INVOICES:	1					\$55.25
HARANKEV000	Harang, Kevin	05142021	0000000000	dk0621	AP	Baseball Fresh	O	05/14/2021	06/17/2021	R		\$62.00
							20-21					\$62.00
						NUMBER OF INVOICES:	1					\$62.00
HAYESJEN001	Hayes, Jennifer	ID # 26123	0000000000	dk0621	AP	Refund - AP Exam	O	05/13/2021	06/17/2021	R		\$95.00
							20-21					\$95.00
						NUMBER OF INVOICES:	1					\$95.00
HEARTLAN006	Heartland Alliance Health	18420	0000000000	dk0621	AP	Telephonic	O	04/30/2021	06/17/2021	R		\$80.60
							20-21					\$80.60

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											\$80.60
HERBSCHR000	Herbst, Christal	ID # 27068	0000000000	dk0621	AP	Refund - SS1 & SS2 PE	O	05/24/2021	06/17/2021	R	\$260.00
							20-21				\$260.00
HERBSCHR000	Herbst, Christal	ID# 26056	0000000000	dk0621	AP	Refund - AP Exam	O	05/25/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
NUMBER OF INVOICES: 2											\$355.00
HERFF JO000	Herff Jones	1067113	0000000000	dk0621	AP	Diplomas	O	04/20/2021	06/17/2021	R	\$116.75
							20-21				\$116.75
HERFF JO000	Herff Jones	1067475	0000000000	dk0621	AP	Diplomas	O	04/21/2021	06/17/2021	R	\$1,645.97
							20-21				\$1,645.97
HERFF JO000	Herff Jones	2719187	0000000000	dk0621	AP	Gown/Cap	O	05/20/2021	06/17/2021	R	\$25.63
							20-21				\$25.63
HERFF JO000	Herff Jones	2723286	0000000000	dk0621	AP	Gown/Cap	O	05/25/2021	06/17/2021	R	\$51.32
							20-21				\$51.32
HERFF JO000	Herff Jones	2724613	0000000000	dk0621	AP	Gown/Cap	O	05/27/2021	06/17/2021	R	\$25.64
							20-21				\$25.64
NUMBER OF INVOICES: 5											\$1,865.31
HILL KEV000	Hill, Kevin	ID # 27265	0000000000	dk0621	AP	Refund - SS1 & SS2 PE	O	06/01/2021	06/17/2021	R	\$260.00
							20-21				\$260.00
NUMBER OF INVOICES: 1											\$260.00
HINESCLA000	Hinestrosa, Claudia	04262021	0000000000	dk051721	AP	Covid Test Mileage Reimbursement	H	04/26/2021	05/17/2021	R	\$40.25
							20-21			106555	\$40.25

<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>
HINESCLA000	Hinestrosa, Claudia	05122021	0000000000	dk051721	AP	Covid Test Mileage Reimbursement	H	05/14/2021	05/17/2021	R	\$40.25
							20-21			106555	\$40.25
HINESCLA000	Hinestrosa, Claudia	05132021	0000000000	dk051721	AP	Covid Test Mileage Reimbursement	H	05/14/2021	05/17/2021	R	\$40.25
							20-21			106555	\$40.25
HINESCLA000	Hinestrosa, Claudia	05182021	0000000000	dk052721	AP	Covid test-Mileage Reimbursement	H	05/18/2021	05/27/2021	R	\$40.25
							20-21			106594	\$40.25
HINESCLA000	Hinestrosa, Claudia	05242021	0000000000	dk052721	AP	Covid test-Mileage Reimbursement	H	05/24/2021	05/27/2021	R	\$40.25
							20-21			106594	\$40.25
						NUMBER OF INVOICES:	5				\$201.25
HOEHNLAR000	Hoehne, Larry	05222021	0000000000	dk0621	AP	Baseball Soph	O	05/22/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
						NUMBER OF INVOICES:	1				\$62.00
HOME DEP001	Home Depot Commercial Credit	6035322531946634	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/13/2021	06/17/2021	R	\$713.60
							20-21				\$713.60
						NUMBER OF INVOICES:	1				\$713.60
HYERDJAS000	Hyerdall, Jason	05142021	0000000000	dk0621	AP	Wrestling V,JV2,JV	O	05/14/2021	06/17/2021	R	\$151.00
							20-21				\$151.00
						NUMBER OF INVOICES:	1				\$151.00
IADA	002 IADA	05182021	0000000000	dk052721	AP	IADA Conf Registration	H	05/18/2021	05/27/2021	R	\$160.00
							20-21			106595	\$160.00

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											\$160.00
IASA	000 Iasa	MMBRSH 2021-22	0000000000	dk0621	AP	Sefcik MMBRSH 21-22	O	05/25/2021	06/17/2021	R	\$1,592.00
							20-21				\$1,592.00
NUMBER OF INVOICES: 1											\$1,592.00
ICE ENTE000	Ice Enterprises	L11-347	0000000000	dk0621	AP	Fertilizer/Weed Control	O	05/20/2021	06/17/2021	R	\$6,084.00
							20-21				\$6,084.00
NUMBER OF INVOICES: 1											\$6,084.00
ILSNA	000 ILSNA	0021501	0000000000	dk052721	AP	2021 ILSNA Conf-Wright	H	05/24/2021	05/27/2021	R	\$50.00
							20-21			106596	\$50.00
ILSNA	000 ILSNA	0021502	0000000000	dk052721	AP	2021 ILSNA Conf-Hege	H	05/24/2021	05/27/2021	R	\$50.00
							20-21			106596	\$50.00
ILSNA	000 ILSNA	0021503	0000000000	dk052721	AP	2021 ILSNA Conf-Schlaf	H	05/24/2021	05/27/2021	R	\$50.00
							20-21			106596	\$50.00
NUMBER OF INVOICES: 3											\$150.00
INTEGRAT000	Integrated Systems Corp	0715884	0000000000	dk0621	AP	Skyward July 2021	O	06/01/2021	06/17/2021	R	\$413.00
							20-21				\$413.00
INTEGRAT000	Integrated Systems Corp	0715970	0000000000	dk0621	AP	Skyward July 2021	O	06/01/2021	06/17/2021	R	\$533.00
							20-21				\$533.00
NUMBER OF INVOICES: 2											\$946.00
IPSENELL000	Ipsen, Ellen	05112021	0000000000	dk0621	AP	Vball Boy V, JV	O	05/11/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
IPSENELL000	Ipsen, Ellen	05242021	0000000000	dk0621	AP	Vball Boys V & JV	O	05/24/2021	06/17/2021	R	\$89.00
							20-21				\$89.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION					FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
						NUMBER OF INVOICES:	2				\$178.00
JEFFRLIN000	Jeffrey, Linda	05242021	0000000000	dk0621	AP	Vball Boys V & JV	O 20-21	05/24/2021	06/17/2021	R	\$89.00 \$89.00
						NUMBER OF INVOICES:	1				\$89.00
JENKIJEF000	Jenkins, Jeffrey	05192021	0000000000	dk0621	AP	Lacrosse Boys JV, V	O 20-21	05/19/2021	06/17/2021	R	\$126.00 \$126.00
						NUMBER OF INVOICES:	1				\$126.00
JERIKJAY000	Jerik, Jay	05122021	0000000000	dk0621	AP	Baseball V	O 20-21	05/12/2021	06/17/2021	R	\$65.00 \$65.00
						NUMBER OF INVOICES:	1				\$65.00
JOHNSTON000	Johnstone Supply	165046GU	0000000000	dk0621	AP	Bldg & Grnds Supply	O 20-21	05/14/2021	06/17/2021	R	\$161.95 \$161.95
JOHNSTON000	Johnstone Supply	165069GU	0000000000	dk0621	AP	Bldg & Grnds Supply	O 20-21	05/18/2021	06/17/2021	R	\$121.49 \$121.49
JOHNSTON000	Johnstone Supply	165124GU	0000000000	dk0621	AP	Bldg & Grnds Supply	O 20-21	05/27/2021	06/17/2021	R	\$204.99 \$204.99
						NUMBER OF INVOICES:	3				\$488.43
JONESDAR000	Jones, Darnell	05252021	0000000000	dk0621	AP	Vball Boys V & JV	O 20-21	05/25/2021	06/17/2021	R	\$89.00 \$89.00
						NUMBER OF INVOICES:	1				\$89.00
JONESVER000	Jones, Vernon	05/19/2021	0000000000	dk0621	AP	Sr Soiree Mileage Reimbursement	O 20-21	05/19/2021	06/17/2021	R	\$49.45 \$49.45

<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>
JONESVER000	Jones, Vernon	06/01/2021	0000000000	dk0621	AP	Mileage Reimbursement	O	06/01/2021	06/17/2021	R	\$59.80
							20-21				\$59.80
JONESVER000	Jones, Vernon	06022021	0000000000	dk0621	AP	Mileage Reimbursement	O	06/02/2021	06/17/2021	R	\$24.15
							20-21				\$24.15
NUMBER OF INVOICES: 3											\$133.40
JORDAPAY000	Jordan, Payton	EDT6010	0000000000	dk0621	AP	20/21 Tuition Reimbursement	O	06/07/2021	06/17/2021	R	\$505.00
							20-21				\$505.00
JORDAPAY000	Jordan, Payton	EDT6030	0000000000	dk0621	AP	20/21 Tuition Reimbursement	O	06/07/2021	06/17/2021	R	\$505.00
							20-21				\$505.00
NUMBER OF INVOICES: 2											\$1,010.00
KELLESCO000	Kelley, Scott	05212021	0000000000	dk0621	AP	Baseball V	O	05/21/2021	06/17/2021	R	\$62.00
							20-21				\$65.00
NUMBER OF INVOICES: 1											\$65.00
KLIPSMIK000	Klipstein, Mike	05182021	0000000000	dk0621	AP	Baseball Soph	O	05/18/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
KLIPSMIK000	Klipstein, Mike	05192021	0000000000	dk0621	AP	Baseball V	O	05/19/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 2											\$127.00
KNAPPGAR000	Knapper, Gary	05172021	0000000000	dk0621	AP	Track & Field Boys V	O	05/17/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
NUMBER OF INVOICES: 1											\$89.00
KODERDAV000	Koder, David	05112021	0000000000	dk0621	AP	Soccer Girls V, JV	O	05/11/2021	06/17/2021	R	\$120.00
							20-21				\$120.00

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					\$120.00
KORDADON000	Korda, Donna	05242021	0000000000	dk0621	AP	Softball JV	O	05/24/2021	06/17/2021	R		\$62.00
							20-21					\$62.00
						NUMBER OF INVOICES:	1					\$62.00
KOSARANN000	Kosar, Anna	ID # 25761	0000000000	dk0621	AP	Refund-Credit/Lunch Balance	O	05/18/2021	06/17/2021	R		\$41.45
							20-21					\$41.45
						NUMBER OF INVOICES:	1					\$41.45
KRIHA BO000	Kriha Boucek LLC	2177	0000000000	dk052721	AP	APR 2021 Legal Srvc	H	05/11/2021	05/27/2021	R		\$220.00
							20-21			106597		\$220.00
						NUMBER OF INVOICES:	1					\$220.00
KUVSHALE000	Kuvshinikov, Alex	05182021	0000000000	dk0621	AP	Soccer Girls JV, V	O	05/18/2021	06/17/2021	R		\$120.00
							20-21					\$120.00
						NUMBER OF INVOICES:	1					\$120.00
LAKES RE000	Lakes Region Co-Op	June 2021	0000000000	dk0621	AP	June 2021 Ins Premiums	O	06/08/2021	06/17/2021	R		\$74,487.36
							20-21					\$74,487.36
						NUMBER OF INVOICES:	1					\$74,487.36
LESSESIM000	Lesser, Simon	05112021	0000000000	dk0621	AP	Soccer Girls JV	O	05/11/2021	06/17/2021	R		\$55.00
							20-21					\$55.00
						NUMBER OF INVOICES:	1					\$55.00
LEVY KEI000	Levy, Keith	ID # 27807	0000000000	dk0621	AP	Refund - SS Drivers Ed	O	05/26/2021	06/17/2021	R		\$250.00
							20-21					\$250.00

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				\$250.00
LEWANMAR001	Lewandowski, Marissa	06032021	0000000000	dk0621	AP	Interpreting Services	O 20-21	06/03/2021	06/17/2021	R	\$175.01 \$175.01
						NUMBER OF INVOICES:	1				\$175.01
LYONSSUZ000	Lyons, Suzanne	ID # 27280	0000000000	dk0621	AP	Refund - SS1 PE	O 20-21	05/18/2021	06/17/2021	R	\$130.00 \$130.00
						NUMBER OF INVOICES:	1				\$130.00
MADDANIC000	Maddaleni, Nicole	ID# 28723	0000000000	dk0621	AP	Refund - SS1 ComCon	O 20-21	06/03/2021	06/17/2021	R	\$130.00 \$130.00
						NUMBER OF INVOICES:	1				\$130.00
MAINASUS000	Maina, Susan	ID # 26726	0000000000	dk0621	AP	Refund - SS1 PE	O 20-21	05/26/2021	06/17/2021	R	\$130.00 \$130.00
						NUMBER OF INVOICES:	1				\$130.00
MARINER'000	Mariner's Village At The Lake	IHSA State Fishing	0000000000	dk051721	AP	2021 Fishing Tourn Lodging	H 20-21	05/11/2021	05/17/2021	R	\$902.43 \$902.43
						NUMBER OF INVOICES:	1				\$902.43
MAYHEWIL000	Mayhew, William	05212021	0000000000	dk0621	AP	Trip voucher Refund	O 20-21	05/21/2021	06/17/2021	R	\$600.00 \$600.00
						NUMBER OF INVOICES:	1				\$600.00
MAZURJOH001	Mazur, John	ID# 26593	0000000000	dk0621	AP	Refund - SS2 PE	O 20-21	06/02/2021	06/17/2021	R	\$130.00 \$130.00

<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>
						NUMBER OF INVOICES:	1				\$130.00
MCCABNAT000	McCabe, Nathan	05272021	0000000000	dk0621	AP	Wrestling V, JV2, JV	O	05/27/2021	06/17/2021	R	\$139.00
							20-21				\$139.00
						NUMBER OF INVOICES:	1				\$139.00
MCCLESCO000	McClellan, Scott	05252021	0000000000	dk0621	AP	Baseball V	O	05/25/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES:	1				\$65.00
MCGUIJOH000	McGuinnis, John	05292021	0000000000	dk0621	AP	Softball V & JV	O	05/29/2021	06/17/2021	R	\$110.00
							20-21				\$110.00
						NUMBER OF INVOICES:	1				\$110.00
MCINTBIL000	McIntee, Bill	05112021	0000000000	dk0621	AP	Vball Boys V, JV	O	05/11/2021	06/17/2021	R	35 \$89.00
							20-21				\$89.00
						NUMBER OF INVOICES:	1				\$89.00
MCMAHPAU000	McMahon, Paul	05182021	0000000000	dk0621	AP	Soccer Girls V	O	05/18/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES:	1				\$65.00
MCQUEEN 000	McQueen Technology Group LLC	011222	0000000000	dk0621	AP	IT Support 050121-053121	O	06/01/2021	06/17/2021	R	\$7,000.00
							20-21				\$7,000.00
						NUMBER OF INVOICES:	1				\$7,000.00
MCRAEKIM000	McRae, Kimi	ID# 27284	0000000000	dk0621	AP	Refund - SS1 PE	O	05/13/2021	06/17/2021	R	\$130.00
							20-21				\$130.00

<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>
NUMBER OF INVOICES: 1											\$130.00
MELEIMAR000	Meleiso, Maria	ID # 27286	0000000000	dk0621	AP	Refund - SS1 PE	O	05/18/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
NUMBER OF INVOICES: 1											\$130.00
MENARDS 001	Menards	92710	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/05/2021	06/17/2021	R	\$56.72
							20-21				\$56.72
MENARDS 001	Menards	92873	0000000000	dk0621	AP	Tech Ed Supply	O	05/07/2021	06/17/2021	R	\$44.28
							20-21				\$44.28
MENARDS 001	Menards	93110	0000000000	dk0621	AP	Tech Ed Supply	O	05/10/2021	06/17/2021	R	\$13.94
							20-21				\$13.94
MENARDS 001	Menards	93175	0000000000	dk0621	AP	Transportation Supply	O	05/11/2021	06/17/2021	R	\$236.99
							20-21				\$21.99
MENARDS 001	Menards	93185	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/11/2021	06/17/2021	R	\$9.99
							20-21				\$9.99
MENARDS 001	Menards	93698	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/18/2021	06/17/2021	R	\$167.64
							20-21				\$167.64
MENARDS 001	Menards	93925	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/21/2021	06/17/2021	R	\$42.07
							20-21				\$42.07
MENARDS 001	Menards	94006	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/22/2021	06/17/2021	R	\$56.52
							20-21				\$56.52
NUMBER OF INVOICES: 8											\$413.15
MENDOTIM000	Mendoza, Tim	ID # 26140	0000000000	dk0621	AP	Refund - AP Exam	O	05/18/2021	06/17/2021	R	\$95.00
							20-21				\$95.00

<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>
NUMBER OF INVOICES: 1											\$95.00
MENTA AC000	Menta Academy North	SESINV-016100	0000000000	dk0621	AP	May 2021 Tuition 20 Days	O	05/28/2021	06/17/2021	R	\$3,890.80
							20-21				\$3,890.80
NUMBER OF INVOICES: 1											\$3,890.80
METRO PR000	Metro Prep	MP 65402	0000000000	dk0621	AP	Tuition MAR2021	O	03/31/2021	06/17/2021	R	\$1,650.46
							20-21				\$1,650.46
NUMBER OF INVOICES: 1											\$1,650.46
MIKE'S B000	Mike's Brass & Woodwind	1188	0000000000	dk0621	AP	Instrument Repairs	O	05/18/2021	06/17/2021	R	\$25.00
							20-21				\$25.00
NUMBER OF INVOICES: 1											\$25.00
MING JER000	Ming, Jerry	05182021	0000000000	dk0621	AP	Vball Boys V, JV	O	05/18/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
NUMBER OF INVOICES: 1											\$89.00
MIROCDAN000	Mirocha, Danielle	Id # 27690	0000000000	dk0621	AP	Refund - SS2 PE	O	06/08/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
NUMBER OF INVOICES: 1											\$130.00
MOYA NOR001	Moya, Norma	ID # 26095	0000000000	dk0621	AP	Refund - AP Test	O	05/13/2021	06/17/2021	R	\$15.00
							20-21				\$15.00
NUMBER OF INVOICES: 1											\$15.00
MUSKY TA000	Musky Tales Inc	100	0000000000	dk0621	AP	Boat Launch/Parking	O	05/12/2021	06/17/2021	R	\$230.00
							20-21				\$230.00

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											\$230.00
NAPA AUT000	Napa Auto Supply	024884	0000000000	dk051721	AP	Bldg&Grnds Supply	H	04/28/2021	05/17/2021	R	\$17.94
							20-21			106557	\$17.94
NAPA AUT000	Napa Auto Supply	024951	0000000000	dk051721	AP	Bldg&Grnds Supply	H	04/29/2021	05/17/2021	R	\$19.29
							20-21			106557	\$19.29
NUMBER OF INVOICES: 2											\$37.23
NEGOVMER000	Negovetich, Meriann	ID # 27375	0000000000	dk0621	AP	Refund - AP Exam	O	05/19/2021	06/17/2021	R	\$95.00
							20-21				\$95.00
NUMBER OF INVOICES: 1											\$95.00
NELCO	000 Nelco	7564386	0000000000	dk0621	AP	ACTIV CKS	O	05/13/2021	06/17/2021	R	\$187.20
							20-21				\$187.20
NELCO	000 Nelco	7570151	0000000000	dk0621	AP	AP Checks	O	05/27/2021	06/17/2021	R	\$380.20
							20-21				\$380.20
NUMBER OF INVOICES: 2											\$567.40
NICOR	001 Nicor	08-78-68-1000 5	0000000000	dk0621	AP	042221-052121 ES Hawthorne	O	05/21/2021	06/17/2021	R	\$83.46
							20-21				\$83.46
NUMBER OF INVOICES: 1											\$83.46
NORTHWES019	Northwest Suburban Special Educati	7322	0000000000	dk0621	AP	Transport FY 20-21	O	05/14/2021	06/17/2021	R	\$5,064.80
							20-21				\$5,064.80
NUMBER OF INVOICES: 1											\$5,064.80
NYBERBRE000	Nyberg, Brent	05182021	0000000000	dk0621	AP	Baseball Fresh	O	05/18/2021	06/17/2021	R	\$62.00
							20-21				\$62.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$62.00
ON-TARGE000	On-Target Sales	06082021	0502100026	dk0621	AP	TENNIS COACHES GEAR	F O	06/08/2021	06/17/2021	R	\$287.00
							20-21				\$287.00
						NUMBER OF INVOICES: 1					\$287.00
ORKIN PE000	Orkin Pest Control	211885508	0000000000	dk0621	AP	Pest Control Srvc	O	05/10/2021	06/17/2021	R	\$100.00
							20-21				\$100.00
ORKIN PE000	Orkin Pest Control	213128480	0000000000	dk0621	AP	Pest Control Srvc	O	06/01/2021	06/17/2021	R	\$137.79
							20-21				\$137.79
						NUMBER OF INVOICES: 2					\$237.79
ORLANJES002	Orlando, Jessica	ID # 28279	0000000000	dk0621	AP	Refund - SS1 Health	O	05/18/2021	06/17/2021	R	\$130.00
							20-21				\$130.00
						NUMBER OF INVOICES: 1					\$130.00
OVERHEAD000	Overhead Door	356543	0000000000	dk0621	AP	Bus Garage Srvc	O	05/25/2021	06/17/2021	R	\$150.40
							20-21				\$150.40
						NUMBER OF INVOICES: 1					\$150.40
PADDOCK 000	Paddock Publications	180370	0000000000	dk0621	AP	Bid Notice BOE	O	05/19/2021	06/17/2021	R	\$21.00
							20-21				\$21.00
PADDOCK 000	Paddock Publications	181894	0000000000	dk0621	AP	Public Hearing & Notices	O	05/31/2021	06/17/2021	R	\$28.75
							20-21				\$28.75
						NUMBER OF INVOICES: 2					\$49.75
PALMBJOH000	Palmberg, John	Entry Fee	0000000000	dk0621	AP	Bulldog Coed Invite	O	04/23/2021	06/17/2021	R	\$1,300.00
							20-21				\$1,300.00

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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:	1				\$1,300.00
PALMEJAS000	Palmer, Jason	05132021	0000000000	dk0621	AP	Vball boys V , JV	O	05/13/2021	06/17/2021	R	\$89.00
							20-21				\$89.00
						NUMBER OF INVOICES:	1				\$89.00
PARTS TO000	Parts Town, Llc	26990809	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/19/2021	06/17/2021	R	\$324.58
							20-21				\$324.58
						NUMBER OF INVOICES:	1				\$324.58
PARTY PL000	Party Plus	44255F	0000000000	dk0621	AP	Tent Rental	O	05/05/2021	06/17/2021	R	\$3,217.50
							20-21				\$3,217.50
PARTY PL000	Party Plus	44767	0000000000	dk0621	AP	Chair Rntl-Graduation	O	05/20/2021	06/17/2021	R	\$1,260.00
							20-21				\$1,260.00
						NUMBER OF INVOICES:	2				\$4,477.50
PAUL LAN000	Paul Langford Music, Inc	1283	0000000000	dk0621	AP	Audio/Video Production	O	05/05/2021	06/17/2021	R	\$3,400.00
							20-21				\$3,400.00
						NUMBER OF INVOICES:	1				\$3,400.00
PECORJEA000	Pecora, Jeannine	ID # 25941	0000000000	dk0621	AP	Refund - Chromebook	O	05/13/2021	06/17/2021	R	\$20.00
							20-21				\$20.00
						NUMBER OF INVOICES:	1				\$20.00
PEETOBY000	Peetoom, Bryan	05142021	0000000000	dk0621	AP	Baseball Soph	O	05/14/2021	06/17/2021	R	\$62.00
							20-21				\$62.00
						NUMBER OF INVOICES:	1				\$62.00
PEPPER E000	Pepper Environmental Technologies	2100090001	0000000000	dk052721	AP	3 Year Inspection	H	03/30/2021	05/27/2021	R	\$2,300.00

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PEPPER E000	Pepper Environmental Technologies	2100090001		*****	CONTINUED*****		20-21			106598	\$2,300.00
						NUMBER OF INVOICES: 1					\$2,300.00
PER MAR 000	Per Mar Security Services	528559	0000000000	dk0621	AP	Security WE050821	O	05/08/2021	06/17/2021	R	\$3,148.74
							20-21				\$3,148.74
PER MAR 000	Per Mar Security Services	529924	0000000000	dk0621	AP	Security WE052221	O	05/22/2021	06/17/2021	R	\$2,431.61
							20-21				\$2,431.61
PER MAR 000	Per Mar Security Services	530334	0000000000	dk0621	AP	Security WE052921	O	05/29/2021	06/17/2021	R	\$985.34
							20-21				\$985.34
						NUMBER OF INVOICES: 3					\$6,565.69
PEROV DAN001	Perovich, Danielle	05142021	0000000000	dk0621	AP	Trip Voucher Refund	O	05/14/2021	06/17/2021	R	\$600.00
							20-21				\$600.00
						NUMBER OF INVOICES: 1					\$600.00
PETER SN000	Peter Snelton & Sons Inc.	000593550000	0000000000	dk0621	AP	Water Well Sys Srvc	O	05/14/2021	06/17/2021	R	\$365.00
							20-21				\$365.00
						NUMBER OF INVOICES: 1					\$365.00
PETERRIC001	Petersen, Richard	05202021	0000000000	dk0621	AP	Softball V	O	05/20/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES: 1					\$65.00
PROTOLIG000	PROTOLIGHT INC	77044	0232100014	dk0621	AP	Stadium Audio Upgrades	F O	05/13/2021	06/17/2021	R	\$24,808.00
							20-21				\$24,808.00
						NUMBER OF INVOICES: 1					\$24,808.00
PROUTROY000	Prouty, Roy	05052021	0000000000	dk0621	AP	Mileage Reimbursement	O	05/05/2021	06/17/2021	R	\$8.28

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
PROUTROY000	Prouty, Roy	05052021		*****CONTINUED*****			20-21				\$8.28
						NUMBER OF INVOICES: 1					\$8.28
PRUNELLA000	Prunella's Flower Shoppe	1828	0000000000	dk0621	AP	2021 Graduation Flowers	O 20-21	05/24/2021	06/17/2021	R	\$120.00
											\$120.00
PRUNELLA000	Prunella's Flower Shoppe	1829	0000000000	dk0621	AP	Sympathy Flowers	O 20-21	05/24/2021	06/17/2021	R	\$68.00
											\$68.00
						NUMBER OF INVOICES: 2					\$188.00
QUADIENT000	Quadient Finance USA Inc	7900044080451309	0000000000	dk051721	AP	Postage APR2021	H 20-21	05/02/2021	05/17/2021	R	\$2,500.00
									106558		\$2,500.00
						NUMBER OF INVOICES: 1					\$2,500.00
QUADIENT001	Quadient Inc	58448143	0000000000	dk052721	AP	Meter Rental 061221-091121	H 20-21	05/13/2021	05/27/2021	R	\$300.00
									106599		\$300.00
						NUMBER OF INVOICES: 1					\$300.00
READY RE000	READY REFRESH	11D8104637510	0000000000	dk051721	AP	Drinking Water	H 20-21	05/04/2021	05/17/2021	R	\$534.45
									106559		\$534.45
READY RE000	READY REFRESH	11E8104637510	0000000000	dk060721	AP	Drinking Water	H 20-21	06/02/2021	06/07/2021	R	\$502.47
									106610		\$502.47
						NUMBER OF INVOICES: 2					\$1,036.92
REES WAY000	Rees, Wayne	05132021	0000000000	dk0621	AP	Softball V	O 20-21	05/13/2021	06/17/2021	R	\$65.00
											\$65.00
						NUMBER OF INVOICES: 1					\$65.00
ROBINCHR000	Robinson, Christopher	HIS665	0000000000	dk0621	AP	20-21 Tuition Reimbursement	O	05/19/2021	06/17/2021	R	\$750.00

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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>
ROBINCHR000	Robinson, Christopher	HIS665		*****CONTINUED*****			20-21				\$750.00
						NUMBER OF INVOICES: 1					\$750.00
ROGOWSCO000	Rogowski, Scott	05242021	0000000000	dk0621	AP	Lacrosse Boys V	O 20-21	05/24/2021	06/17/2021	R	\$68.00
											\$68.00
						NUMBER OF INVOICES: 1					\$68.00
ROMIGLAU000	Romig, Laura	ID # 26061	0000000000	dk0621	AP	Refund-Lunch Balance	O 20-21	05/18/2021	06/17/2021	R	\$59.40
											\$59.40
						NUMBER OF INVOICES: 1					\$59.40
RSCHOOL 000	rSchool Today	58049	0000000000	dk0621	AP	Act/Equip/Fac Renewal	O 20-21	03/10/2021	06/17/2021	R	\$5,094.00
											\$5,094.00
						NUMBER OF INVOICES: 1					\$5,094.00
SCHMIMIC000	Schmickley, Michael	05112021	0000000000	dk0621	AP	Soccer Girls V	O 20-21	05/11/2021	06/17/2021	R	\$65.00
											\$65.00
						NUMBER OF INVOICES: 1					\$65.00
SCHURING000	Schuring & Schuring, Inc.	May 21-18192	0000000000	dk0621	AP	Milk Delivery	O 20-21	06/07/2021	06/17/2021	R	\$538.02
											\$538.02
						NUMBER OF INVOICES: 1					\$538.02
SCHWEJUL000	Schweiss, Julie	ID # 25960	0000000000	dk0621	AP	Refund - AP Exam	O 20-21	05/27/2021	06/17/2021	R	\$95.00
											\$95.00
						NUMBER OF INVOICES: 1					\$95.00
SECRETAR001	Secretary Of State	05132021 Barberini	0000000000	dk0621	AP	C Barberini - renewal	O	05/13/2021	06/17/2021	S	\$4.00

<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>
SECRETAR001	Secretary Of State	05132021 Barberini	*****CONTINUED*****				20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Brunette	0000000000	dk0621	AP	K Brunette - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Carole	0000000000	dk0621	AP	D Carole- renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Chiappetta	0000000000	dk0621	AP	A Chiappetta- renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Dayment	0000000000	dk0621	AP	S Dayment - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Florian	0000000000	dk0621	AP	J Florian - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Garon	0000000000	dk0621	AP	K Garon - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Gilbertsen	0000000000	dk0621	AP	E Gilbertsen - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Jacobs	0000000000	dk0621	AP	L Jacobs - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Kosar	0000000000	dk0621	AP	A Kosar - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Koske	0000000000	dk0621	AP	R Koske- renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00
SECRETAR001	Secretary Of State	05132021 Mazzuca	0000000000	dk0621	AP	R Mazzuca - renewal	O	05/13/2021	06/17/2021	S		\$4.00
							20-21					\$4.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<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>
SECRETAR001	Secretary Of State	05132021 Pearce	0000000000	dk0621	AP	L Pearce - renewal	O	05/13/2021	06/17/2021	S	\$4.00
							20-21				\$4.00
SECRETAR001	Secretary Of State	05132021 Shaw	0000000000	dk0621	AP	J Shaw - renewal	O	05/13/2021	06/17/2021	S	\$4.00
							20-21				\$4.00
SECRETAR001	Secretary Of State	05132021 Singleton	0000000000	dk0621	AP	D Singleton - renewal	O	05/13/2021	06/17/2021	S	\$4.00
							20-21				\$4.00
SECRETAR001	Secretary Of State	05132021 Sullivan	0000000000	dk0621	AP	S Sullivan- renewal	O	05/13/2021	06/17/2021	S	\$4.00
							20-21				\$4.00
SECRETAR001	Secretary Of State	05132021 Zarr	0000000000	dk0621	AP	J Zarr - renewal	O	05/13/2021	06/17/2021	S	\$4.00
							20-21				\$4.00
NUMBER OF INVOICES: 17											\$68.00
45											
SEDOL 001	Sedol	32052	0000000000	dk0621	AP	May2021 Tuition 19 days	O	05/28/2021	06/17/2021	R	\$5,952.32
							20-21				\$5,952.32
NUMBER OF INVOICES: 1											\$5,952.32
SEFCICHR000	Sefcik, Christine	June 2021	0000000000	dk0621	AP	Misc Expense Reimbursement	O	06/01/2021	06/17/2021	R	\$450.00
							20-21				\$450.00
NUMBER OF INVOICES: 1											\$450.00
SHAH NIR000	Shah, Niralia	ID # 26912	0000000000	dk0621	AP	Refund - AP Exams	O	05/14/2021	06/17/2021	R	\$190.00
							20-21				\$190.00
NUMBER OF INVOICES: 1											\$190.00
SHAW JEF000	Shaw, Jeffrey	ID # 27547	0000000000	dk0621	AP	Refund - SS2 PE	O	06/08/2021	06/17/2021	R	\$130.00
							20-21				\$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
NUMBER OF INVOICES: 1											\$130.00
SHERWIN-000	Sherwin-Williams	6464-6	0000000000	dk0621	AP	Paint	O	05/19/2021	06/17/2021	R	\$397.59
							20-21				\$397.59
SHERWIN-000	Sherwin-Williams	6465-3	0000000000	dk0621	AP	Paint	O	05/19/2021	06/17/2021	R	\$107.82
							20-21				\$107.82
NUMBER OF INVOICES: 2											\$505.41
SHIFLVIC000	Shifley, Victoria	05272021	0000000000	dk0621	AP	Dance Music Reimbursement	O	05/27/2021	06/17/2021	R	\$400.00
							20-21				\$400.00
NUMBER OF INVOICES: 1											\$400.00
SHMAGLE0000	Shmagin, Leo	ID # 25963	0000000000	dk0621	AP	Refund - Lunch balance	O	05/27/2021	06/17/2021	R	\$35.90
							20-21				\$35.90
NUMBER OF INVOICES: 1											\$35.90
SHORELIN000	Shoreline Graphics	5710	0000000000	dk0621	AP	Business Cards	O	05/14/2021	06/17/2021	R	\$142.32
							20-21				\$142.32
SHORELIN000	Shoreline Graphics	5721	0000000000	dk0621	AP	NHS Induction Cermony	O	06/04/2021	06/17/2021	R	\$126.54
							20-21				\$126.54
NUMBER OF INVOICES: 2											\$268.86
SIWEKTED000	Siwek, Ted	05242021	0000000000	dk0621	AP	Baseball V	O	05/24/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 1											\$65.00
SMIGIAL 000	Smigiel, Al	05142021	0000000000	dk0621	AP	Softball V	O	05/14/2021	06/17/2021	R	\$65.00
							20-21				\$65.00

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
SMIGIAL 000	Smigiel, Al	05202021	0000000000	dk0621	AP	Softball V	O	05/20/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
						NUMBER OF INVOICES: 2					\$130.00
SOEDETAM000	Soeder, Tamara	ID # 26062	0000000000	dk0621	AP	Refund - Chromebook	O	05/13/2021	06/17/2021	R	\$20.00
							20-21				\$20.00
						NUMBER OF INVOICES: 1					\$20.00
SPECTRUM004	Spectrum Center Inc.	3496905	0000000000	dk0621	AP	Tuition APR2021	O	05/11/2021	06/17/2021	R	\$5,604.94
							20-21				\$5,604.94
SPECTRUM004	Spectrum Center Inc.	3496906	0000000000	dk0621	AP	Tuition APR2021	O	05/11/2021	06/17/2021	R	\$5,604.94
							20-21				\$5,604.94
						NUMBER OF INVOICES: 2					\$11,209.88
SPLITRAN000	Splitt, Randyll	APR 2021	0000000000	dk052721	AP	Covid test Mileage Reimbursement	H	05/21/2021	05/27/2021	R	\$243.00
							20-21			106600	\$243.00
						NUMBER OF INVOICES: 1					\$243.00
STERICYC002	Stericycle, Inc	4010135197	0000000000	dk0621	AP	Ster-Safe Select Qrtl	O	06/01/2021	06/17/2021	R	\$562.47
							20-21				\$562.47
						NUMBER OF INVOICES: 1					\$562.47
STEVENS0000	Stevenson High School	2483	0000000000	dk0621	AP	Covid Vaccine Reimbursement	O	05/26/2021	06/17/2021	S	\$10,065.68
							20-21				\$10,065.68
STEVENS0000	Stevenson High School	WR 4 STEVENSON	0000000000	dk0621	AP	GRANT WRESTLING ENTRY FEE	O	05/19/2021	06/17/2021	S	\$150.00
						STEVENSON TRI 5 29 21	20-21				\$150.00

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											\$10,215.68
STUDZURS000	Studzinska, Ursula	05122021	0000000000	dk0621	AP	Mileage Reimbursement	O	05/12/2021	06/17/2021	R	\$5.98
							20-21				\$5.98
NUMBER OF INVOICES: 1											\$5.98
STUMPCAR000	Stump, Carrie	LIS 901	0000000000	dk0621	AP	20/21 Tuition Reimbursement	O	06/07/2021	06/17/2021	R	\$1.00
							20-21				\$1.00
STUMPCAR000	Stump, Carrie	LIS955	0000000000	dk0621	AP	20-21 Tuition Reimbursement	O	05/19/2021	06/17/2021	R	\$2,550.00
							20-21				\$2,550.00
NUMBER OF INVOICES: 2											\$2,551.00
SWANSDON000	Swanson, Donald	05122021	0000000000	dk0621	AP	Baseball V	O	05/12/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 1											\$65.00
SWEDERSK000	Swederski Concrete Const. Inc.	0430012210113	0000000000	dk0621	AP	Fieldhouse Rprs 2021	O	04/30/2021	06/17/2021	R	\$2,085.00
							20-21				\$2,085.00
NUMBER OF INVOICES: 1											\$2,085.00
TAMMIJEN000	Tamminga, Jennifer	ID# 28263	0000000000	dk0621	AP	Refund-SS1 ComCon/SS2 Health	O	06/04/2021	06/17/2021	R	\$260.00
							20-21				\$260.00
NUMBER OF INVOICES: 1											\$260.00
THE BANC000	The Bancroft School Inc	6629	0000000000	dk0621	AP	May2021 Tuition 18 Days	O	05/28/2021	06/17/2021	R	\$4,946.40
							20-21				\$4,946.40
NUMBER OF INVOICES: 1											\$4,946.40
THE HOME001	The Home Depot Pro	6159166632	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/07/2021	06/17/2021	R	\$749.50

<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>
THE HOME001	The Home Depot Pro	6159166632		*****CONTINUED*****			20-21				\$749.50
THE HOME001	The Home Depot Pro	617582226	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/17/2021	06/17/2021	R	\$1,901.10
							20-21				\$1,901.10
THE HOME001	The Home Depot Pro	618399737	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/20/2021	06/17/2021	R	\$567.40
							20-21				\$567.40
THE HOME001	The Home Depot Pro	619479918	0000000000	dk0621	AP	Bldg & Grnds Supply	O	05/26/2021	06/17/2021	R	\$1,658.75
							20-21				\$1,658.75
NUMBER OF INVOICES: 4											\$4,876.75
THE HOPE000	The Hope School	06/07/2021	0000000000	dk0621	AP	Comm Based Srv MAY21	O	06/07/2021	06/17/2021	R	\$15,366.39
							20-21				\$15,366.39
THE HOPE000	The Hope School	37429	0000000000	dk0621	AP	May 2021 Tuition	O	06/07/2021	06/17/2021	R	\$5,723.40
							20-21				\$5,723.40
NUMBER OF INVOICES: 2											\$21,089.79
THE LEAR000	The Learning House	14162	0000000000	dk0621	AP	May2021 Tuition 19 days	O	05/28/2021	06/17/2021	R	\$4,487.80
							20-21				\$4,487.80
NUMBER OF INVOICES: 1											\$4,487.80
THE OMNI000	The Omni Group	2106-7100	0000000000	dk0621	AP	Compliance Oversight	O	06/01/2021	06/17/2021	R	\$5.00
							20-21				\$5.00
NUMBER OF INVOICES: 1											\$5.00
THE PAUL000	The Paul Revere Life Ins. Co	010290283003	0000000000	dk052721	AP	ANNL PREM-C. SEFCIK	H	05/25/2021	05/27/2021	R	\$1,021.60
							20-21			106601	\$1,021.60

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											\$1,021.60
TK ELEV000	TK Elevator Corporation	3005969305	0000000000	dk0621	AP	Elevator Service	O 20-21	06/01/2021	06/17/2021	R	\$1,128.36
											\$1,128.36
NUMBER OF INVOICES: 1											\$1,128.36
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101294	0000000000	dk0621	AP	Stdnt Trnsprt MAY2021	O 20-21	05/31/2021	06/17/2021	R	\$26,100.00
											\$26,100.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101295	0000000000	dk0621	AP	SpecEd Trnsprt MAY2021	O 20-21	05/31/2021	06/17/2021	R	\$9,085.00
											\$9,085.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	101296	0000000000	dk0621	AP	Homeless Trnsprt May21	O 20-21	05/31/2021	06/17/2021	R	\$3,240.00
											\$3,240.00
NUMBER OF INVOICES: 3											\$38,425.00
UNITED S006	UNITED STATES TREASURY	Form 720 (2021)	0000000000	dk0621	AP	36-60004900 Q2 Form 720	O 20-21	06/07/2021	06/17/2021	R	\$688.34
											\$688.34
NUMBER OF INVOICES: 1											\$688.34
UPS 001	Ups	0000Y9W214221	0000000000	dk0621	AP	Shipping Cost	O 20-21	05/29/2021	06/17/2021	R	\$23.85
											\$23.85
NUMBER OF INVOICES: 1											\$23.85
VANATCHR000	Vanata, Christine	ID # 26666	0000000000	dk0621	AP	Refund - AP Exam	O 20-21	05/18/2021	06/17/2021	R	\$95.00
											\$95.00
NUMBER OF INVOICES: 1											\$95.00
VASS JAM000	Vass, James	ID # 25786	0000000000	dk0621	AP	Refund-Lunch Balance	O 20-21	05/19/2021	06/17/2021	R	\$66.85
											\$66.85

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					\$66.85
VERIZON 000	VERIZON WIRELESS	9879138265	0000000000	dk051721	AP	942086720-00001 040621-050521	H	05/05/2021	05/17/2021	R	\$482.63
							20-21			106560	\$482.63
						NUMBER OF INVOICES: 1					\$482.63
VERSION2000	VERSION2 HOSTING	9561	0000000000	dk0621	AP	Veeam Backup	O	06/01/2021	06/17/2021	R	\$705.00
							20-21				\$705.00
						NUMBER OF INVOICES: 1					\$705.00
VEST MIC000	Vest, Michael	05222021	0000000000	dk0621	AP	Wrestling JV & V	O	05/22/2021	06/17/2021	R	\$151.00
							20-21				\$151.00
						NUMBER OF INVOICES: 1					\$151.00
VERTEJOH000	Vetter, John	05202021	0000000000	dk0621	AP	Lacrosse Boys JV2	O	05/20/2021	06/17/2021	R	\$73.00
							20-21				\$73.00
VERTEJOH000	Vetter, John	05242021	0000000000	dk0621	AP	Lacrosse Boys V	O	05/24/2021	06/17/2021	R	\$68.00
							20-21				\$68.00
						NUMBER OF INVOICES: 2					\$141.00
VILLAGE 016	Village Of Fox Lake	189	0000000000	dk0621	AP	SRO FY 20/21 1st installment	O	05/25/2021	06/17/2021	R	\$33,114.39
							20-21				\$33,114.39
						NUMBER OF INVOICES: 1					\$33,114.39
VISION S000	Vision Service Plan IL (VSP)	812342403	0000000000	dk052721	AP	Vision Premium JUN2021	H	05/17/2021	05/27/2021	R	\$564.38
							20-21			106602	\$564.38
						NUMBER OF INVOICES: 1					\$564.38
VRUGTADR000	Vrugt, Adriaan	05192021	0000000000	dk0621	AP	Lacrosse Boys JV, V	O	05/19/2021	06/17/2021	R	\$126.00

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: 5											\$3,849.49
WAUCONDA007	Wauconda High School	NLCC Dance 1	0000000000	dk0621	AP	NLCC DANCE ENTRY FEES FOR GRANT COMMUNITY HIGH SCHOOL	O	05/04/2021	06/17/2021	R	\$72.00
							20-21				\$72.00
NUMBER OF INVOICES: 1											\$72.00
WAUKEGAN007	Waukegan Safe & Lock Ltd.	224353	0000000000	dk0621	AP	20 keys	O	05/31/2021	06/17/2021	R	\$66.75
							20-21				\$66.75
NUMBER OF INVOICES: 1											\$66.75
WEIS JAY000	Weis, Jay	051112021	0000000000	dk0621	AP	Soccer Girls V	O	05/11/2021	06/17/2021	R	\$65.00
							20-21				\$65.00
NUMBER OF INVOICES: 1											\$65.00
WEX BANK000	WEX BANK	71760792	0000000000	dk0621	AP	Fuel Purchases	O	05/16/2021	06/17/2021	M	\$629.03
							20-21			106561	\$629.03
NUMBER OF INVOICES: 1											\$629.03
WILDSREB000	Wilds, Rebecca	05112021	0000000000	dk0621	AP	French class Reimbursement	O	05/11/2021	06/17/2021	R	\$15.61
							20-21				\$15.61
NUMBER OF INVOICES: 1											\$15.61
WODZIGRE000	Wodzien, Gregory	06072021	0000000000	dk060721	AP	Meals-IHSA State Girls Track/Field	H	06/07/2021	06/07/2021	R	\$785.88
							20-21			106611	\$785.88
NUMBER OF INVOICES: 1											\$785.88
WOOD RAN000	Wood, Randy	05192021	0000000000	dk0621	AP	Baseball V	O	05/19/2021	06/17/2021	R	\$65.00
							20-21				\$65.00

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					\$65.00	
ZEMANDAV000	Zeman, David	05292021	0000000000	dk0621	AP	Softball V & JV	O	05/29/2021	06/17/2021	R		\$110.00	
							20-21					\$110.00	
						NUMBER OF INVOICES:	1					\$110.00	
						TOTAL NUMBER OF OPEN INVOICES:	313					\$526,113.67	
						TOTAL NUMBER OF HISTORY INVOICES:	47					\$48,433.36	
							359	COMPUTER CHECK INVOICES				\$573,918.00	
							1	MANUAL CHECK INVOICES				\$629.03	
						TOTAL INVOICES:	360					\$574,547.03	
						BANK TOTALS:	BANK					INVOICE AMOUNT	NET AMOUNT
					AP	**A000 1120 0000 00 000000						\$574,547.03	\$574,547.03

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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	2020-21 ANNUAL BUDGET	May 2020-21 MONTHLY ACTIVITY	2020-21 FYTD ACTIVITY	2020-21 BALANCE	2020-21 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	16,564,379.00	851,806.95	10,058,426.34	6,505,952.66	60.72
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	17,577,994.00	430,531.25	4,726,621.61	12,851,372.39	26.89
10	FEDERAL SOURCES	1,790,307.00	77,499.96	1,555,804.89	234,502.11	86.90
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	35,932,680.00	1,359,838.16	16,340,852.84	19,591,827.16	45.48
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,223,191.00	191,407.00	2,526,914.14	1,696,276.86	59.83
20	STATE SOURCES	0.00	0.00	0.00	0.00	0.00
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	4,304,477.00	191,407.00	2,526,914.14	1,777,562.86	58.70
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	1,121,491.00	50,210.16	642,245.90	479,245.10	57.27
40	STATE SOURCES	1,260,000.00	0.00	1,259,797.75	202.25	99.98
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	2,381,491.00	50,210.16	1,902,043.65	479,447.35	79.87
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	867,488.00	34,350.84	510,239.19	357,248.81	58.82
50	I.M.R.F./SOCIAL SECURITY F	867,488.00	34,350.84	510,239.19	357,248.81	58.82
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	530,165.00	530,165.00	-530,165.00	0.00
60	TRANSFERS	0.00	0.00	0.00	0.00	0.00
60	CAPITAL PROJECTS FUND	0.00	530,165.00	530,165.00	-530,165.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	351,980.00	12,446.14	231,915.41	120,064.59	65.89
70	WORKING CASH FUND	351,980.00	12,446.14	231,915.41	120,064.59	65.89

Grand Revenue Totals	43,838,116.00	2,178,417.30	22,042,130.23	21,795,985.77	50.28
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FD	OBJ	OBJ	2020-21 ANNUAL BUDGET	May 2020-21 MONTHLY ACTIVITY	2020-21 FYTD ACTIVITY	2020-21 BALANCE	2020-21 FY %
10		EDUCATION FUND					
10	1---	SALARIES	14,819,414.00	1,450,897.18	13,247,699.56	1,571,714.44	89.39
10	2---	BENEFITS	3,389,869.00	258,755.44	2,958,823.84	431,045.16	87.28
10	3---	PURCHASED SERVICES	2,731,535.00	132,403.12	2,039,078.80	692,456.20	74.65
10	4---	SUPPLIES	1,980,592.00	64,254.27	1,439,365.41	528,376.13	72.67
10	5---	CAPITAL OUTLAY	349,087.00	-1,723.16	489,042.96	-164,029.96	140.09
10	6---	OTHER OBJECTS	2,197,931.00	103,668.97	1,980,377.74	217,553.26	90.10
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	25,468,428.00	2,008,255.82	22,154,388.31	3,277,115.23	86.99
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,096,941.00	93,480.88	968,065.26	128,875.74	88.25
20	2---	BENEFITS	195,500.00	15,979.70	168,816.42	26,683.58	86.35
20	3---	PURCHASED SERVICES	1,084,900.00	37,790.42	839,762.93	220,329.07	77.40
20	4---	SUPPLIES	889,572.00	42,750.64	709,705.93	170,334.88	79.78
20	5---	CAPITAL OUTLAY	1,035,964.00	0.00	863,122.65	157,201.35	83.32
20	6---	OTHER OBJECTS	1,600.00	250.00	1,395.00	205.00	87.19
20	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	4,304,477.00	190,251.64	3,550,868.19	703,629.62	82.49
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	755,866.00	46,044.45	409,336.73	346,529.27	54.15
40	2---	BENEFITS	161,147.00	13,416.32	147,050.88	14,096.12	91.25
40	3---	PURCHASED SERVICES	1,334,378.00	114,613.30	681,784.99	652,593.01	51.09
40	4---	SUPPLIES	129,100.00	3,526.47	52,090.70	77,009.30	40.35
40	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
40	6---	OTHER OBJECTS	1,000.00	100.00	100.00	900.00	10.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	2,381,491.00	177,700.54	1,290,363.30	1,091,127.70	54.18
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	867,488.00	71,859.72	730,373.65	137,114.35	84.19
50	----	I.M.R.F./SOCIAL SECURITY FUND	867,488.00	71,859.72	730,373.65	137,114.35	84.19
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	0.00	0.00	0.00	0.00	0.00

FD	OBJ	OBJ	2020-21 ANNUAL BUDGET	May 2020-21 MONTHLY ACTIVITY	2020-21 FYTD ACTIVITY	2020-21 BALANCE	2020-21 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
Grand Expense Totals			33,021,884.00	2,448,067.72	27,725,993.45	5,208,986.90	83.96

Number of Accounts: 1094

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

GRANT COMM. HIGH SCHOOL DISTRICT #124 PROPERTY TAX DISTRIBUTION 2020

E.A.V. 951,966,797

TOTAL EXTENSION 22,497,260.17

RATES			1.696	0.432	0.121	0.035	0.043	0.030	0.000	0.006
% OF TOTAL DISTRIBUTION			71.79%	18.29%	5.14%	1.47%	1.80%	1.27%	0.00%	0.24%
DATE	AMOUNT	%	EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
=====										
05/20/21	977,182.14	4.34%	701,485.15	178,760.69	50,191.79	14,400.71	17,591.63	12,402.71	0.00	2,349.46
06/03/21	1,960,770.02	8.72%	1,407,568.77	358,693.21	100,712.61	28,895.81	35,298.57	24,886.72	0.00	4,714.33
06/17/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06/30/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
07/08/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
07/29/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08/26/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/09/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09/23/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10/21/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11/18/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12/16/21		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS (without int.)	2,937,952.16	13.1%	2,109,053.92	537,453.89	150,904.40	43,296.52	52,890.20	37,289.43	0.00	7,063.80

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124													
INVESTMENT SCHEDULE AS OF MAY 31, 2021													
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.
283771	06/24/20	06/14/21	CD	Pacific Western Bank	249,600.00	0.16		6,100.00				243,500.00	377.71
283772	06/24/20	06/14/21	CD	Fieldpoint Private Bank	249,700.00	0.10		5,800.00				243,900.00	242.86
284027	07/02/20	07/01/21	CDARS	Multiple	3,500,000.00	0.23	2,500,000.00	250,000.00		250,000.00	250,000.00	250,000.00	8,027.95
44885	09/18/19	09/20/21	DTC	Goldman Sachs Bank, U	247,242.51	1.80	247,242.51						4,450.36
44884	09/19/19	09/20/21	DTC	Ally Bank	247,000.00	1.80	247,000.00						4,446.00
286714	12/03/20	08/30/21	CD	Texas Capital Bank	249,800.00	0.10	249,800.00						184.78
286715	12/03/20	08/30/21	CD	Bank 7	249,800.00	0.08	249,800.00						153.37
286716	12/03/20	08/30/21	CD	ServisFirst Bank	249,800.00	0.08	249,800.00						147.83
286717	12/03/20	08/12/21	CD	CIBC Bank USA/Private	249,800.00	0.08	249,800.00						142.29
287177	01/13/21	01/13/22	CD	Veritex Community Bank	249,800.00	0.05				249,800.00			126.15
287178	01/13/21	01/13/22	CD	GBC International Bank	249,800.00	0.05						249,800.00	126.15
287179	01/13/21	01/13/22	CD	Customers Bank	2,000,000.00	0.05	2,000,000.00						1,014.93
289266	04/15/21	04/18/22	CD	Western Alliance Bank/T	249,700.00	0.10				249,700.00			266.49
289267	04/15/21	04/18/22	CD	Royal Business Bank	249,800.00	0.05	249,800.00						127.19
289268	04/15/21	04/18/22	CD	First Internet Bank of Ind	249,800.00	0.05	249,800.00						122.59
				Subtotal Investments	8,741,642.51		6,493,042.51	261,900.00	0.00	749,500.00	250,000.00	987,200.00	
		05/31/21	MMA	ISDLAF	1,247,083.21		1,059,488.71	0.00	0.00	175,191.79	(0.00)	12,402.71	
		05/31/21	MMA	ISDMAX	17,869,272.11		13,660,223.89	9,682.67	0.00	1,082,576.65	532,871.93	2,583,916.97	
				Total	27,857,997.83		21,212,755.11	271,582.67	0.00	2,007,268.44	782,871.93	3,583,519.68	



SCHOOL BOARD POLICY

Grant Community High School District 124

Section: Instruction
S.B.P. File: 6:185

REMOTE EDUCATIONAL PROGRAM

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with 105 ILCS 5/10-29. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.

The remote educational program shall:

1. Align its curriculum with the Ill. Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications*. Instructors are responsible for the following elements of the program:
 - a. Planning instruction,
 - b. Diagnosing learning needs,
 - c. Prescribing content delivery through class activities,
 - d. Assessing learning,
 - e. Reporting outcomes to administrators and parents/guardians, and
 - f. Evaluating the effects of instruction.
4. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the District's calendar or any other provision of law restricting⁶⁰ instruction on that day. The District's regular



SCHOOL BOARD POLICY

Grant Community High School District 124

Section: Instruction
S.B.P. File: 6:185

school term is established by Board policies 2:20, *Powers and Duties of the School Board; Indemnification*, and 6:20, *School Year Calendar and Day*. The remote educational program may be offered outside of the regular school term as part of any authorized summer school program.

5. Establish a system to determine student participation in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
 - a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment and Intra-District Transfer*.
 - b. Prior approval from their individualized educational program (IEP) team, if applicable.
 - c. How the remote educational program best serves the student's individual learning needs.
 - d. A consistent, appropriate attendance record, no major disciplinary record, and a minimum grade point average.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program.
9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
11. Align with the requirements of Board policy 7:340, *Student Records*.
12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to



SCHOOL BOARD POLICY

Grant Community High School District 124

Section: Instruction
S.B.P. File: 6:185

the Ill. State Board of Education along with any amendments to it and any data on student participation.

13. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development*, and included as a topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

Legal Reference: 105 ILCS 5/10-29
23 Ill.Admin.Code §226.360
Original Policy Adopted: Month 00,0000
Policy Reviewed and Adopted:

Click [here](#) to view this email in your browser.

May 2021



RUNDOWN

Report Card information for schools and districts, including **data system openings and closings, deadline reminders, and key information regarding changes and updates to the 2021 Report Card.**

Changes for 2021

The 2021 Report Card will have three releases of data. Having both spring and fall testing windows for the 2021 school year means assessment data and College and Career Ready data will be released during the second release or the third release (as applicable by district). The various release dates are listed below, as well as when you can expect to start seeing assessment data and College and Career Ready data on the Report Card:

The initial release of the Report Card will take place on October 29, 2021. This release will include all metrics that do not rely on assessment data. These data will be reported at the school, district, and state levels.

On December 2, 2021, the following data will be released to the Report Card for districts that completed spring assessment testing. These data will only be reported at the school and district levels. No state-level data will be released.

- Illinois Assessment of Readiness (IAR)
- SAT
- College and Career Ready

On April 27, 2022, the following data will be released to the Report Card for those who completed spring and/or fall assessment testing. These data will be reported at the school, district, and state levels.

- IAR
- SAT

High-level Report Card Timeline

May: Data submissions and data quality checks begin.

July: Data verification begins via the Data Review and Verification Tool.

- Note: Assessments data and College and Career Ready data will NOT be made available within this tool due to timing of the spring and fall assessment testing windows for 2021 school year reporting. We will provide districts with the ability to review their data prior to it being published on the Report Card at a later time.

MyIRC Educator Preview

- October 2021: Superintendents and principals preview the 2021 Report Card via MyIRC for data that will be included in the initial release (all metrics not related to assessments).
- November 2021: Superintendents and principals preview the 2021 Report Card via MyIRC for Assessments (IAR and SAT spring testing only) and College and Career Ready data related to spring Assessments testing.
- Late March 2022 through late April 2022: Superintendents and principals preview the 2021 Report Card via MyIRC for IAR (fall testing only), SAT (fall testing only), College and Career Ready (related to fall Assessments testing only) as well as

- ACCESS
- Dynamic Learning Maps Alternate Assessment (DLM-AA)
- Illinois Science Assessment (ISA)
- College and Career Ready

ACCESS, DLM-AA, and ISA data related to spring and/or fall assessment testing.

Report Card Releases:

- October: The 2021 Report Card, which will contain all metrics that do not utilize assessment data, will be released on October 29, 2021.
- December: The IAR, SAT, and College and Career Ready data will be released to the Report Card on December 2, 2021. This will only be for districts that completed the spring assessment testing. These data will only be reported at the school and district levels.
- April: All remaining assessment data and College and Career Ready data will be released to the Report Card on April 27, 2022. These data will be reported at the school, district, and state levels.

Summative Designations

Assessments for the 2019-20 school year were canceled; therefore, summative designations will not be calculated for 2021. Schools that have been previously identified for support will maintain that support status, but no 2021 annual summative designations will be reported.

New Metrics

What's Being Added for 2021?

Advanced Academic Program – This is a course of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers. The curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace. This new metric will include:

- Students who are enrolled in Accelerated Placement, which is the number and percentage of all students who have been enrolled in Accelerated Placement. This is the sum of the students who have a code of 01 (student is accelerated for English language arts [ELA] only), 02 (student is accelerated for math only), 03 (student is accelerated for single subject other than ELA or Math), 04 (student is accelerated for multiple subjects, but not whole grade), and 05 (whole grade acceleration).
- Students who are enrolled in Advanced Placement (AP) coursework, which is the number and percentage of all students who have been enrolled in Advanced Placement coursework. This is the sum of the students enrolled in a course denoted as being an AP course in the course catalog.
- Students who are enrolled in International Baccalaureate (IB) coursework, which is the number and percentage of all students who have been enrolled in IB coursework. This is the sum of the students enrolled in a course denoted as being an IB course in the course catalog.
- Students who are enrolled in any course designated as Enriched or Honors, which is the number and percentage of all students who have been enrolled in any course designated as Enriched or Honors. This is the sum of the students enrolled in a course with a course level code of 03 (Enriched) or 04 (Honors).
- Students who are enrolled in any dual-credit course in which college credit was earned, which is the number and percentage of all students who have been enrolled in any dual-credit course in which college credit was earned. This is the sum of the students who have a dual-credit course code of "yes"; the student earned college credit.

College and Career Ready– This is the number of students who have an exit code of graduated during the current academic year and meet either the Distinguished Scholar definition and/or College and Career Scholar definition. This new metric will include:

- **Distinguished Scholar**, which is defined as the percentage of students with a grade 12 designation, or a junior if he/she graduated early, that meet the criteria for Distinguished Scholar.
- **College and Career Scholar**, which is defined as the percentage of students with a grade 12 designation, or a junior if he/she graduated early, that meet the criteria for College and Career Scholar.
- View [2021 College and Career Ready Indicator Guidance](#) and additional details outlining the process.

Reminders

Data Accuracy - It is imperative that districts ensure their data is accurate and complete in a timely manner to ensure the accuracy and timely completion and distribution of the 2021 Report Card.

Administrator Contact Info in EPS and EIS - We ask that all district and school administrators ensure their contact information in ISBE's Entity Profile System (EPS) and Employment Information System (EIS) is accurate and current, in light of any staff or administration changes. This will help to ensure all administrators are receiving any direct communications sent by ISBE. Any updates to contact information in EPS and EIS should be made via IWAS and before July 1.

Openings and Closings

- Year End Collection
 - 2021 Year End Collection (YEC) – Opened May 17 – Closes July 31
 - The 2021 YEC is now available for data entry in IWAS.
 - [View 2021 YEC Guidance](#) and [additional details](#).
- Student Information System
 - Important Student Information System (SIS) data collection dates can be found [here](#).
- Site-Based Expenditure Reporting
 - FY 2021 ESSA Site-Based Expenditure Reporting (SBER) – Opens July 1 – Closes August 16
 - Edits to submitted data or SBER narratives may be made until August 31.
 - An update to the FY 2021 SBER Reporting Guidance will be released once it becomes available. There will be no major changes to the FY 2020-FY 2021 guidance released in May 2020.

Dive Deeper

- Upcoming Webinars
 - SIS End of Year Report Card and Accountability Verification Webinar – June 2
 - Join us for a webinar from 1:30-3:30 p.m. on June 2 to learn more about the Student Information System – End of Year Report Card and Accountability Verification. [Register Now!](#)
 - Report Card Kickoff Webinar – June 17
 - Join us for an overview of the 2021 Report Card Process and Timeline. [Register Now!](#)

isbe.net/ReportCard



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ISBE College and Career Ready Indicator (May 2021)

Distinguished Scholar

1. Cumulative GPA: 3.75 or based on the 4.0 scale
2. 95% attendance junior and senior year (average of the two years must be 95% or better)
3. ACT Composite Score: 30 or SAT Composite Score: 1400
4. At least one academic indicator in each English language arts (ELA) **and** mathematics during or before high school junior or senior year unless otherwise specified
5. Three career ready indicators during or before high school junior or senior year unless otherwise specified

College and Career Scholar

1. Cumulative GPA: 2.8 or higher based on the 4.0 scale
2. 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA **and** math during or before high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before high school junior or senior year unless otherwise specified

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Ready Indicators
<ul style="list-style-type: none"> • Career Development Experience during high school career • Industry Credential at any point in time before graduation • Military Service or an ASVAB Score of 31 or Higher during high school career • Dual Credit Career Pathway Course (College Credit Earned) • Completion of Program of Study before graduation • Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during high school • Consecutive Summer Employment during high school career • 25 Hours of Community Service during high school career • Two or More Organized Co-Curricular Activities during high school career

**ISBE Accountability College and Career Ready Indicator
Implementation Guidance
October 2018
Revised May 2021**

College and Career Ready Indicator Data Points

The College and Career Ready Indicator (CCRI) is composed of multiple points of data. Many data points are currently collected (e.g., SAT composite score and course assignments entered into the Student Information System [SIS]), while others will require additional collection efforts by districts. SIS has been updated to include the new data points. The indicator recognizes cumulative achievements, so data may be added to SIS at any time.

Except where specifically required (e.g., “95 percent attendance junior and senior year”), districts may include *all years of high school* to recognize data points, such as community service, “career development experience,” “dual credit,” and “consistent employment.”

Information gathered for CCRI should be used to guide students, families, schools, and communities.¹ Districts may want to consider adding recognition of CCRI achievement on student records and transcripts. Additional information regarding Report Card Metrics may be found [here](#).

The guidance provided in this document follows the format of the ISBE College and Career Ready Indicator by section and terminology. Additional questions may be sent to Heather Strom, school counselor principal consultant for CTE & Innovation at hstrom@isbe.net.

General Readiness Indicators

Grade Point Average (GPA)

Grade point average will be determined by districts. The district will enter one of three codes into a new indicator file in SIS that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “college and career scholar” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.

Implementation Guidance: Districts will continue to determine their own system for calculating GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA. *The district will collect and compile the initial data prior to submitting aggregate data (3.75 or Above, 2.8 – 3.74, Below 2.8, and None) to ISBE through the College and Career Ready Indicator Report in SIS.*

¹ CCRI should not be used as the sole basis to advise individual students on postsecondary opportunities. Rather, CCRI should serve as one part of a comprehensive approach to identifying next steps for a student in terms of identifying interests and experiences upon which a student can build.

95% Attendance Junior and Senior Years

As specified in 105 ILCS 5/19.05, “a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day.” Activities outlined in 105 ILCS 5/19.05 (k), including dual credit, Supervised Career Development Experience, youth apprenticeship, and blended learning, count toward the calculation of clock hours of school work per day.

Implementation Guidance: Local school boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05. For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a) “... as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.” *ISBE uses attendance data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.*

Identify a career area of interest by the end of the sophomore year

A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the [College and Career Pathway Endorsement](#) program, or engaging in activities as part of [Career Pathways Dictionary](#) (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).

Implementation Guidance: The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the [Postsecondary and Career Expectations framework](#). *Students who were sophomores in spring of 2020 have until the end of 2020 to identify a career area of interest. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.*

College and Career Pathway Endorsement

The Postsecondary and Workforce Readiness Act includes a voluntary opportunity for school districts to award [College and Career Pathway Endorsements](#) to high school graduates. Students earn endorsements by completing an individualized learning plan, a career-focused instructional sequence, and professional learning opportunities. Students earning a College and Career Pathway Endorsement will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.

Implementation Guidance: The eligible school district shall complete an application for awarding pathway endorsements to students within their school or district. (Contact hstrom@isbe.net for more information.) The eligible school district shall certify:

1. An individualized planning process spans grades 9-12 and includes an annual process for updating the plan
2. The career-focused instructional sequence is articulated to a certificate or degree program with labor market value, with opportunities for ongoing student advancement.
3. Completion of a minimum of two career exploration activities or one intensive career exploration experience, a minimum of two team-based challenges, and at least 60 cumulative hours of participation in one or more supervised career development experience.
4. Readiness for non-remedial coursework in reading and mathematics by high school graduation through criteria certified by the eligible school district and a local community college.

After completion and approval of the application to ISBE, districts will provide ISBE's CTE & Innovation Department the list of students that have been awarded a pathway endorsement. The names of students will then be shared with the SIS team.

Academic Indicators

ELA Advanced Placement (AP) Exam

- An official AP Exam score of 3, 4, or 5 in any AP LEA course, as reported by the College Board to ISBE or to the district

Math AP Exam

- An official AP Exam score of 3, 4, or 5 in any AP math or AP computer science course, as reported by the College Board to ISBE or to the district

ELA AP Course

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any AP ELA course as reported in SIS
- The AP courses that apply are:
 - 01005A000 AP English Language Composition
 - 01006A000 AP English Literature and Composition
- Must accumulate 1.0 or greater credit course credits

Math AP Course

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any AP math or AP computer science course as reported in SIS
 - The AP courses that apply are:
 - 02124A000 AP Calculus AB
 - 02125A000 AP Calculus BC
 - 02203A000 AP Statistics
 - 10157A000 AP Computer Science A
- Must accumulate 1.0 or greater credit course credits

Dual Credit English Course

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any dual credit designated ELA course as reported in SIS

Dual Credit Math Course

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any dual credit designated math course as reported in SIS

International Baccalaureate (IB) ELA Course

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any IB designated ELA course as reported in SIS
- The IB courses that apply are:
 - 01007A000 IB Language A (English)
 - 01011A000 IB Language A: Language and Literature – English
 - 01012A000 ISB Literature and Performance

IB Math Course in High School

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any IB designated math course as reported in SIS
- The IB courses that apply are:
 - 02131A000 IB Mathematical Studies
 - 02132A000 IB Mathematics
 - 02133A000 IB Mathematics and Computing-SL
 - 02134A000 IB Further Mathematics

IB ELA Exam in High School

- An official IB Exam score of 4, 5, 6, or 7 in any IB ELA course, as reported by the IB to the student, school or district

IB Math Exam in High School

- An official IB Exam score of 4, 5, 6, or 7 in any IB Math course, as reported by the IB to the student, school or district

Transitional English

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any course designated as Transitional ELA² as reported in SIS
- Additional information may be found on the [College and Career Academics](#) webpage. Districts may want to pursue partnerships with their local community college to explore options for early college opportunities.
- Must accumulate 1.0 or greater course credits

² A statewide panel is currently working on “Transitional English” criteria

Transitional Math

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any course designated as Transitional Math as reported in SIS
- Additional information may be found on the [ISBE Transitional Math webpage](#). Districts may want to pursue partnerships with their local community college to explore options for early college opportunities.
- Transitional Math courses that apply are:
 - 02055A001 High School Transitional Math 4 – STEM
 - 02153A001 High School Transitional Math 4 – Technical Math
 - 02201A001 High School Transitional Math 4 – Quantitative Literacy
- Must accumulate 1.0 or greater course credits

Algebra II

- Acceptable values are: A+ A, A-, B+ B, B-, C+, C, C-, Exceeds Standards, and Meets Standards for any course designated as Algebra II, Integrated Math III or High School Math III as reported in SIS
- Algebra II courses that apply are:
 - 02056A000 Algebra II
 - 02057A000 Algebra III
 - 02303A000 High School Math 3
 - 02064A000 Integrated Mathematics III
- Must accumulate 1.0 or greater course credits

Minimum ACT Subject Scores of English: 18 and Reading: 22

- An official ACT score as reported to the student, school, or district, with an English subscore of 18 and reading subscore of 22 as reported in the College and Career Ready Indicator Report in SIS.

Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year

- Requires a combination of 2 criteria:
 - Official ACT score as reported to the student, school, or district, with a math subscore of 22 as reported in the College and Career Ready Indicator Report in SIS.
 - An earned math course credit during the student's senior year, as reported by district grade data in SIS.

Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540

- An official SAT Evidence-Based Reading and Writing score of 540 as reported by the College Board either:
 - To ISBE as part of its state required SAT administration in grade 11³, or

³ Due to the suspension of grade 11 state required spring testing for FY20, ISBE will use data from the fall 2020 SAT School Day administration for FY21 as applicable to fulfill this indicator

- As reported to the student, school, or district from an optional national administration day as reported in the College and Career Ready Indicator Report in SIS.

Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

- Requires a combination of 2 criteria:
 - An official SAT Math score of 540 as reported by the College Board to either:
 - ISBE as part of its state required SAT administration in grade 11⁴, or
 - The student, school, or district from an optional national administration day as reported in the College and Career Ready Indicator Report.
 - An earned math course credit during the student's senior year, as reported by district grade data in SIS.

Implementation Guidance: ISBE uses academic data currently entered into SIS by districts to determine whether a student has met the indicators in English and math. However, districts will submit aggregate “yes” or “no” to ISBE through the College and Career Ready Indicator Report in SIS if a student has met the criteria via ACT scores (which are not collected) and a retake of the SAT that shows a higher subject score.

Career Ready Indicators

Career Development Experience during high school career

This is a supervised work experience relating to an individual's career area of interest that meets all the following:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois [Essential Employability Skills Framework and Self-Assessment](#);
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6. Takes place for a minimum of 60 total hours.
7. Career Development Experience may not consist solely of technical training by an education provider.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth

⁴ Due to the suspension of grade 11 state required spring testing for FY20, ISBE will use data from the fall 2020 SAT School Day administration for FY21 as applicable to fulfill this indicator

apprenticeship⁵. The Illinois [Essential Employability Skills and Self-Assessment framework](#), developed by a collaborative of state agencies and organizations, includes personal ethic, work ethic, teamwork, and communication. A Professional Skills Assessment is a tool-based observational assessment of a participant's performance in a [Career Development Experience](#) administered by an adult supervisor addressing foundational professional skills, including, at a minimum, those outlined in the Illinois [Essential Employability Skills](#) and Self-Assessment framework. The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination. [Illinois WorkNet's Observational Assessment and Worksite Evaluation tools](#) may be used as a Professional Skills Assessment.

Students whose experience was interrupted in March, April or May of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through the College and Career Ready Indicator Report in SIS.

Industry Credential at any point in time before graduation

This is a work-related credential, certification, or license that:

1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or be eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an "industry credential"; however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an industry

⁵ A youth apprenticeship is a program for youth (ages 16 to 24) currently enrolled in a secondary school or pursuing a high school equivalency, including those with disabilities, that includes at minimum the following:

1. 450 hours of paid-on-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field;
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills); and
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2-4 year programs).

Programs must include a documented partnership with an employer. For any industry area where an industry credential does not yet exist, a group of employers that are representative of the industry in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies. (Illinois Career Pathways Dictionary, 2018)

credential examination. *The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Indicator Report in SIS. A multi code will be available to enter credentials Endorsement area.*

Military Service or an ASVAB Score of 31 or Higher during high school career

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

Implementation Guidance: There are four ways to meet this indicator:

1. Achieving an ASVAB score of 31 or higher.
2. Making a commitment to serve in the Armed Services.
3. Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year.
4. Participating in Junior Reserve Officer Training Corps.

Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.

Dual Credit Career Pathway Course (college credit earned)

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level. **A course that is used to fulfill an ELA or Math dual-credit academic indicator cannot also be used to fulfill this Dual Credit Career Pathway Course indicator.**

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education (CTE), or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the [Postsecondary and Workforce Readiness Act](#). *This information is currently captured in the student course assignment record in SIS, which is entered annually by the district.*

Completion of a Program of Study before graduation

This is completion of coursework that is necessary to qualify a student as a CTE Concentrator.

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), “CTE Concentrator” means:

- (A) at the **secondary school level**, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
- (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Districts make the determination of whether programs, courses, applied learning experiences, and activities performed with other organizations count toward CCRI. *This information is currently captured in the student course assignment record in SIS, which is entered annually by the district.*

Attaining and maintaining consistent employment for a minimum of 12 months during high school

This is verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours, which is an average of 10 hours per week for 12 of the 24 months. *Students whose experience was interrupted in after March of 2020 by COVID-19 related business closures or layoffs may receive credit on this indicator for the interrupted experience.* The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.

Consecutive summer employment during high school career

This is verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer. *Students whose experience was interrupted in after March of 2020 by COVID-19 related business closures or layoffs may receive credit on this indicator for the interrupted experience.* The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.

25 hours of community service during high school career

This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served. Service learning opportunities may count toward this career readiness indicator. *The district will collect and compile the initial data prior to submitting*

aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.

Two or more organized co-curricular or extracurricular activities during high school career

These are activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;
2. Take place outside of school or after regular school hours and may be operated by outside organizations; and
3. Instill adaptive competencies and/or skills spelled out in the Illinois [Essential Employability Skills Framework and Self-Assessment](#), including personal ethic, work ethic, teamwork, and communication.
 - a. As defined in Section 10 of the [Postsecondary and Workforce Readiness Act](#), (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”
 - b. Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:
 - i. Personal Ethic: Integrity, respect, perseverance, positive attitude;
 - ii. Work Ethic: Dependability, professionalism;
 - iii. Teamwork: Critical thinking, effective and cooperative work; and
 - iv. Communication: Active listening, clear communication

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities, such as sports teams and general interest clubs, toward the requirement. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions.

Multiple years of the same activity do no represent different activities – e.g., multiple years of a sport, multiples years on student council. *Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.* The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through the College and Career Ready Indicator Report in SIS.

Additional Resources: [Illinois Essential Employability Skills Framework and Self-Assessment](#), ; [Postsecondary and Workforce Readiness Act Essential Employability Competency Statements](#), and [Illinois Career Pathways Dictionary](#).

Office of Institutional Effectiveness, Planning and Research

High School Feedback Report

Grant Community High School

Fall 2020



ALL LAKE COUNTY HIGH SCHOOLS

Class of 2020

Academic Year 2019-2020 Graduates	9,601
Graduates enrolled at CLC in Fall 2020	1,869
Percentage of Graduates coming to CLC	19%

Profile of 2019-2020 High School Graduates Attending in Fall 2020

Ethnicity		
	Frequency	Percent
White	808	43%
Black	97	5%
Latinx	769	41%
Asian	99	5%
American Indian	14	1%
Hawaiian/Pacific Islander	9	0%
Prefer Not to Respond	73	4%
Total	1,869	100%

Gender		
	Frequency	Percent
Female	963	52%
Male	906	48%
Unspecified	0	0%
Total	1,869	100%

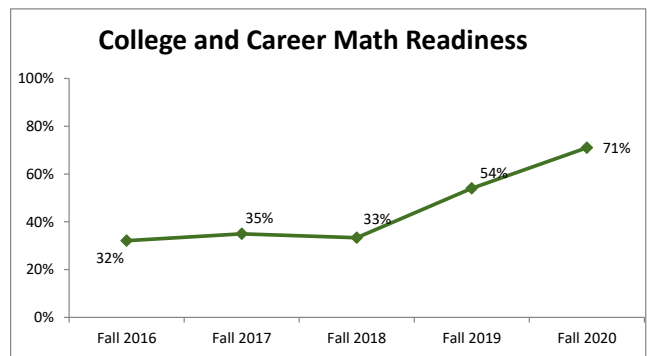
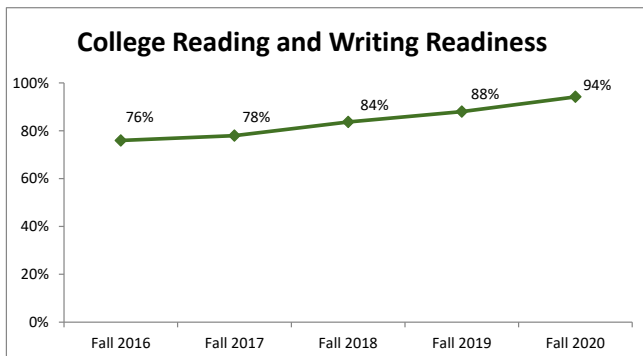
Full-time/ Part-time Status		
	Frequency	Percent
Full-time (at least 12 credit hours)	1,255	67%
Part-time (less than 12 credit hours)	614	33%
Total	1,869	100%

College Readiness of 2019-2020 High School Graduates Attending in Fall 2020

College Reading & Writing Readiness		
	Frequency	Percent
Reading & Writing Ready	1,757	94%
Not Reading & Writing Ready	80	4%
Undetermined	32	2%
Total	1,869	100%

Math Readiness		
	Frequency	Percent
College & Career Math Ready	1325	71%
Not College & Career Math Ready	511	27%
Undetermined	33	2%
Total	1,869	100%

Note: The college is in the process of updating Math readiness levels within the "not college & career math ready" category to better align with current practices for Math placement and pathways. This information will be included in future reporting.



Trends may be heavily influenced by small sample sizes and should be interpreted cautiously. The methodology for determining college readiness in reading and writing was modified in fall 2014.

GRANT COMMUNITY HIGH SCHOOL

Class of 2020

Academic Year 2019-2020 Graduates	434
Graduates enrolled at CLC in Fall 2020	133
Percentage of Graduates coming to CLC	31%

Profile of 2019-2020 High School Graduates Attending in Fall 2020

Ethnicity		
	Frequency	Percent
White	79	59%
Black	7	5%
Latinx	35	26%
Asian	6	5%
American Indian	0	0%
Hawaiian/Pacific Islander	0	0%
Prefer Not to Respond	6	5%
Total	133	100%

Gender		
	Frequency	Percent
Female	77	58%
Male	56	42%
Unspecified	0	0%
Total	133	100%

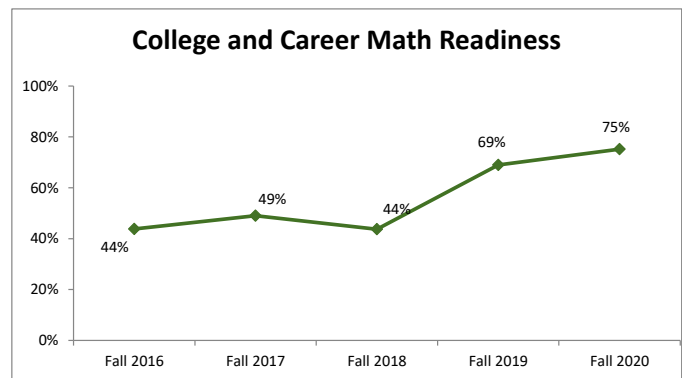
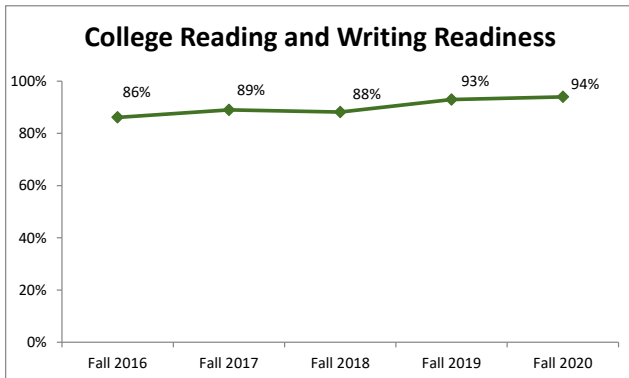
Full-time/ Part-time Status		
	Frequency	Percent
Full-time (at least 12 credit hours)	89	67%
Part-time (less than 12 credit hours)	44	33%
Total	133	100%

College Readiness of 2019-2020 High School Graduates Attending in Fall 2020

College Reading & Writing Readiness		
	Frequency	Percent
Reading & Writing Ready	125	94%
Not Reading & Writing Ready	5	4%
Undetermined	3	2%
Total	133	100%

Math Readiness Level		
	Frequency	Percent
College & Career Math Ready	100	75%
Not College & Career Math Ready	30	23%
Undetermined	3	7%
Total	133	100%

Note: The college is in the process of updating Math readiness levels within the "not college & career math ready" category to better align with current practices for Math placement and pathways. This information will be included in future reporting.



Trends may be heavily influenced by small sample sizes and should be interpreted cautiously. The methodology for determining college readiness in reading and writing was modified in fall 2014.

APPENDIX

College Readiness of Recent High School Graduates

Math Readiness Level indicates the math level at which a student is able to enroll based on actual enrollment in Math (MTH) courses, placement exam scores, ACT scores, and/or high school transcripts.

College and Career Math Ready	Students at the college and career math level are able to enroll in college level math (MTH 121 and higher) or have enrolled in technical math (MTH 115, MTH 117, or MTH 118).
Intermediate Developmental	Students who are at an intermediate developmental level are able to enroll in MTH 106, 107 or 108 (note: this is the highest level of developmental math).
Basic Developmental	Students who are at the basic developmental level are able to enroll in MTH 102 or 104.
Below Basic Algebra Readiness	Students who are below basic algebra readiness (BAR) are only able to enroll in MTH 101 or 114.
Below Developmental	Students who are below developmental are not able to enroll in any CLC math course.
Undetermined	Students who do not have placement exam scores, ACT scores, or other indicators and who have not yet enrolled in any math courses are listed as undetermined; students with an ACT Math score less than 17 and no other placement indicators are also considered undetermined.

Reading & Writing Readiness indicates whether a student is able to enroll in courses that require college reading and writing readiness. Readiness is determined based on actual enrollment in English (ENG) or English Language Instruction (ELI) courses, placement exam scores, ACT scores, and/or high school transcripts.

Reading & Writing Ready	Students are able to enroll in English 121 or higher and meet the prerequisite to enroll in courses requiring college reading and writing readiness.
Not Reading & Writing Ready	Students must complete one or more ENG or ELI courses below the ENG 121 level in order to achieve college reading & writing readiness.
Undetermined	Students who do not have placement exam scores, ACT scores, or other indicators and who have not yet enrolled in any ENG or ELI courses are listed as undetermined.

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: 6/10/2021 10:00:04 PM

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 increase the use of interventionists, provide additional co-taught sections, encourage participation in co-curricular offerings, emphasize social emotional learning and equity in all classrooms through out the building, increase staffing in Special Education, and augment other education opportunities for students, teachers and other beneficiaries to overcome barriers to equitable program participation.

3. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*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 2021-2022.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, 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 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.

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 fostering resilient learners (trauma-informed teaching) and differentiating instruction 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.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

With Title I, Part A funds, the district aims to provide a robust Math intervention and English intervention program for FY 2022. Several students arrive to Grant Community High School as incoming Freshmen significantly below grade level in one or both content areas. In order to ensure student success in English 9 and Algebra 1, students may be pulled from schedule study halls for 2-3 weeks at a time to work directly with a Math or English interventionist for 50-minute sessions. In this way, specific skill deficits or student struggles can be pinpointed, addresses, and remedied without waiting for further academic struggle and while keeping a student concurrently enrolled in the course. This is particularly true for some of the district's subgroups, which have historically underperformed on standardized tests, as well as local assessments. Relying on disaggregated student achievement data and frequent formative assessments, students have their academic needs met quickly and precisely. The overall goal of the program is to provide efficient Tier 2 support for students struggling in a Math and/or English course, build mastery of essential skills or concepts, and decrease the frequency of student failure in such important foundational courses.

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

Drawing from student achievement data, faculty feedback, student feedback, and driven by current events, the district hopes to provide a myriad of Professional Development opportunities to certified staff members, with particular foci on social emotional learning strategies and classroom equity to assist students with the transition back to traditional learning systems after months of interrupted instruction with the global pandemic. The district will invest in in-district, as well as virtual, professional development opportunities for its staff, acquiring resources to assist with the transition back to school, as well as supporting the unique social-emotional needs of its students during these unprecedented times. The district intends to bring in experts to assist with this charge, such as Dr. Doug Bolton, to provide unique insights, tips, and strategies that work.

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.

Rooted in feedback from students via the 5Essentials survey, as well as the need to expand the district's offerings for students to pursue a variety of College and Career Readiness Indicators, the district seeks to continue to maintain a full-time Career and Community Partnership Specialist role in FY 2022 to provide students with assistance in finding local employment, pursuing internship opportunities, and increasing the district's capacity to track student CCRIP progress. Title IV funds will ensure that all learners seeking such learning opportunities have a direct liaison to assist them in achieving their goals.

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

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

A variety of initiatives will be supported using IDEA-Part B funds in FY 2022. The district will continue to allocate IDEA grant monies to fund paraprofessional positions, professional development for Special Education staff, and to secure itinerants for IEP students for related services.. Metrics will be used to determine the efficacy of these programs in providing the individualized learning experiences needed to make each student's Grant Community High School experience one that sets him or her up for success in their future endeavors.

L. IDEA, Part B - Preschool

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

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

7 = Title III, including LIEP and ISEP

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

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. 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 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.

Response from the prior year Consolidated District Plan.

On Friday, May 8, 2020, 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 closure, an in-person stakeholder meeting for Title Grants was not held in the Spring of 2020. Instead, a presentation was made available to discuss historical uses of Title grant monies as well as proposed allocations for school year 2020-2021. 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 softwares. Additional opportunities to provide Consolidated District Plan input occur with drafts of the 2020-2021 budget on May 21, 2020 and June 18, 2020. Required documentation is on file for these meetings and available upon request.

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

For your convenience, the 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)

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]

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

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

([count] of 7500 maximum characters used)

The District 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

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
	<input type="text"/>	<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

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

No file chosen

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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([count] of 7500 maximum characters used)

Grant Community High School District #124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to 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]

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)

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.

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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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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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, Differentiated Instruction, and Formative Assessment over the past two years. These strategies are implemented in classrooms on a daily basis and discussed during Late Starts within content-specific Professional Learning Teams twice each calendar month. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with 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]**

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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.

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

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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.

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

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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.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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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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.

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 2020-2021, 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*

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(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.

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(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 2021-2022 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

The district anticipates allocating funds for professional development for staff members using Read180 and Ascend Math programs to ensure that programs are implemented fully and followed with fidelity. In addition, certified staff members will receive ongoing professional development related to social emotional learning strategies (Dr. Doug Bolton), infusing a culture of classroom equity, and incorporating effective and timely Tier 1 interventions in their on classrooms with direct guidance from the district's partnership with the District Management (DM) Group.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The district anticipates allocating funds for professional development opportunities to ensure high levels of learning for all students, in all academic courses. The particular areas of emphasis in 2021-2022 will be assisting our students with ensuring a smooth transition back to a traditional schooling model, social emotional learning strategies, and fostering classroom equity. The district seeks to partner with experts in the field, such as Dr. Doug Bolton, to lead professional development opportunities for all staff members in all content areas. Additional conferences directly linked to SEL models, classroom equity, Tier 1 instructional strategies, or differentiated instruction may also be pursued using Title II-A funds.

G. Title III - LIEP

H. Title III - ISEP

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

For 2021-2022, the district will continue to invest in a full-time Career and Community Partnership Specialist position to assist GCHS students seeking local employment, and continuing to augment learning opportunities aligned to the College and Career Readiness Indicators, such as internship opportunities. This individual will continue to engage in webinars, in-person trainings, in-person or virtual conferences, and monthly team meetings to move Grant Community High School forward.

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

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

The district anticipates allocating funds for professional development to train staff special education staff members, including special education program assistants, on reading and math intervention curricula to ensure instructional continuity among instructors and that the program is deployed with fidelity. IDEA funds will be allocated to paraprofessional salaries and to invest in the materials, trainings, and resources needed to fully implement an in-house Transitions program this fall.

L. IDEA, Part B - Preschool

Legislative Requirement:

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

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

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

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]

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

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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

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"/>	5/20/2021

Describe anticipated Reorganizations:

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

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

ISBE Goals:

- ☒ 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.

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

([count] of 7500 maximum characters used)

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and 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 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.

Response from the approved prior year Consolidated District Plan.

For FY 2021, 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), providing professional development to Special Education faculty, and acquiring resources and/or training necessary to successfully adopt an on-campus Transitions program in the 2020-2021 school year.

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 FY2022, the scope of services will remain the same as provided in school year 2020-2021.

Response from the approved prior year Consolidated District Plan.

Due to the adoption of the System 44 reading intervention program and the inception of a comprehensive, on-campus Transitions program in 2020-2021, services, resources, and professional development related to these initiatives would be changes from the previous fiscal year's allocations.

*Required Field

Overview

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

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

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain 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/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

Contact Information

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, 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="Head of Transportation"/>	<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.

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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

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.

**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
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:

6/10/2021

Assurances

Consistency Check was run on:

6/10/2021

District Data Entry submitted for district review on:

6/10/2021

Business Manager

District Administrator

[Disapprove](#)

ISBE Program Admin 1

ISBE Program Admin 2

ISBE Program Admin 3

ISBE Program Admin 4

Application History(Read Only)			Instructions
Status Change	UserId	Action Date	
Submitted for Review	crdogg30	06-10-2021 8:21 AM	
Consistency Check	crdogg30	06-10-2021 8:20 AM	

☒ Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

Contact Information		OPEN	<input type="checkbox"/>
Coordinated Funding		OPEN	<input type="checkbox"/>
Plan Specifics			
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"/>	
Title I Specific Pages			
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"/>
Foster Care Transportation			
Foster Care Plan Contacts	OPEN	<input type="checkbox"/>	
BID - School Stability	OPEN	<input type="checkbox"/>	
Foster Care Transportation Plan	OPEN	<input type="checkbox"/>	
Assurance Pages			
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

Selectable Application Print

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

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by csefcik5 on 6/10/2021
Requested by csefcik5 on 6/10/2021
Completed Print Jobs

From the IASA

The state's spending plan, totaling \$42.3 billion, for the budget year that begins July 1 includes a \$350 million increase in Evidence-Based Funding for schools and basically maintains level funding for mandated categorical payments.

The proposals to clear both chambers included unstructured playtime, sexual health education, 6% summer school exemption and extending the provision allowing retired teachers to return to teaching without penalty until June 30, 2024. Furthermore, the Budget Implementation Bill, [House Amendment 2 to Senate Bill 2017](#), included, among other things, exemptions from the 6 percent cap and final average salary. More on those and other bills later.

As of now, it appears the controversial [HB 2789](#), which had 16,818 witness slips in opposition filed, is not moving. That proposal would have required the Illinois Department of Public Health to establish metrics and recommended guidelines for schools if the governor declared a public health emergency. The bill also set forth penalties and procedures for non-compliance.

Budget Boost

But the budget, [House Amendment 3 to SB 2800](#), was front and center.

BIMP Bill

As always, the Budget Implementation Bill included a wide-ranging set of measures. Here are five takeaways for educators:

Exemptions from 6 percent cap and FAS resulting from extra duties performed in an academic year following a school year in which the employer was unable to offer or allow to be conducted extra duties due to an emergency declaration limiting such activities.

- Provides that those that retire after June 1st, 2021 and have the 2020-2021 school year included in their Final Average Salary (FAS) calculation shall use the higher of their four highest consecutive in the last 10 years of service (Current FAS) or their FAS calculated by using their four highest years of salary in their last 10 years.
 - Applies to TRS Tier 1
- Provides that those that retire after June 1st, 2021 and have the 2020-2021 school year included in their Final Average Salary (FAS) calculation shall use the higher of their 96 highest consecutive months of service (or eight years) in the last 120 months of service (or 10 years) (current FAS) or by using their 96 highest months of service (or eight years) in the last 120 months of service (or 10 years).
 - Applies to TRS Tier 2
- Creates a 6% salary exemption for returning to work in an overload and stipend work capacity following a declaration of an emergency. During which, the overload and stipend work could not have been offered. TRS only.
- Creates a 6% exemption for an increase in the number of instructional days beyond the 2019-2020 school year to deal with learning loss. TRS only.
- Changes the 6% language to mirror the language contained in IMRF. It modifies it to use the greater of 6% or 1.5 times CPI when determining the penalty.

- In SURS, creates an exemption for returning to work in an overload capacity following a declaration of an emergency. During which, the overload work could not have been offered.

School Technology Program

Language in the BIMP also authorizes the Illinois State Board of Education to create a School Technology Program to provide technology based resources to school districts to improve educational opportunities and student achievement throughout the State. Resources may include reimbursements for the cost of tuition incurred by a school district for approved online courses accessed through ISBE's Illinois Virtual Course Catalog Program.

State Report Card Publish Date

The BIMP says ISBE shall have until December 31, 2021 to prepare and provide the Illinois School Report Card instead of the normal due date of October 31, 2021.

School Construction Task Force

The BIMP makes changes to the criteria for early childhood construction grants, including the match being based on what tier your district is in.

AP Exam Fees

Any student who qualifies for free or reduced lunch will have fees charged by the College Board for Advanced Placement exams reduced, via state subsidy, to the greatest extent possible based on the appropriation.

Bills Passed Both Chambers

As we detailed previously in Capitol Watch, the 102nd General Assembly will be remembered for the flurry of bills introduced, including the plethora of unfunded and curricular mandates.

There were a variety of reasons for that, including an abbreviated 101st General Assembly, new leadership in the House and Senate and a wave of new legislators. The end result wasn't ideal, although many of the initial proposals were amended to become more manageable for school districts.

Here is a closer look at some of the bills headed to the governor's desk.

Incidents of Violence on School Report Card

SB 633, Murphy, D-Des Plaines

As amended, requires that data on the number of incidents of violence that occurred on school grounds or during school-related activities that resulted in an out-of-school suspension, expulsion or removal to alternative school to be reported on the Illinois School Report Card beginning in the 2022-2023 school year.

Unstructured Playtime in Grades K-5

SB 654 Ortiz, D-Chicago

The legislation passed on a structured roll call vote. The amended version limited the requirement of unstructured playtime to grades K-5 and a half hour instead of grades K-8. The House approved the measure 60-52 and the Senate, which also passed the initial version, concurred with the House changes, 38-18.

While IASA is not supportive of unfunded mandates, the amended version is much more manageable for schools.

Unused Food Sharing

SB 805, Belt, D-Belleville

Requires school districts to establish a food sharing plan for unused food with a focus on needy students. Provides that each school district shall incorporate the plan into its local wellness policy.

Student Teacher Candidates

SB 808, Murphy, D-Des Plaines

Prohibits a student teacher candidate from being required to submit test materials by video submission for the teacher performance assessment approved by ISBE.

Hairstyles

SB 817, D-Simmons

As amended, non-public schools and school districts must not include or apply uniform policies or dress codes to hairstyles, including hairstyles historically associated with race, ethnicity, or hair texture, including protective hairstyles such as braids, locks, and twists. Such hairstyles shall not be prohibited in non-public or public schools.

Sex Education Curricula

SB 818, Villivalam, D-Chicago

SB 818 passed out of the House on a partisan 60-48 vote and now heads to the governor's desk.

The legislation was amended to remove the mandate that all school districts must provide personal health and safety education in kindergarten through grade 5, and sexual health education in grades 6 through 12.

School districts that choose to teach sex ed would be required to follow national guidelines on sex ed and all instruction would have to meet a variety of new standards.

Elections Omnibus (High School Voter Registration)

SB 825 Harmon, D-Oak Park

This elections omnibus bill includes a requirement of the State Board of Elections to prepare voter registration information to be disseminated to high school students. Every high school must provide students with the information, which may be shared electronically. Prohibits high schools from prohibiting nonpartisan voter registration activities on its premises. High schools may adopt reasonable regulations restricting voter registration activities.

Mental Health Absence

SB 1577, Martwick, D-Chicago

Allows "mental or behavioral health of the student" as valid cause for absence for up to 5 school days without a medical note. After the second mental health day used, a student may be referred to appropriate school support personnel.

Summer School Exemption

SB 1646, McClure, R-Springfield

The legislation makes it easier for school districts to offer summer school for students who need extra support.

In a provision that requires an employer to make an additional contribution to the Teacher Retirement System for certain salary increases greater than 6%, excludes salary increases resulting from teaching summer school on or after May 1, 2021 and before September 15, 2022.

Whole Child Task Force

SB 2088, Belt, D-Cahokia

Requires the Whole Child Task Force to recommend legislation, policies and practices to prevent learning loss in students during periods of suspension and expulsion, including remote instruction.

Teacher Evaluations

HB 18, Scherer, D-Decatur

Allows teachers in contractual service whose performance is rated as either "excellent" or "proficient" may be evaluated at least once in the course of every 3 years (rather than once every 2 years).

Sexting

HB 24, West, D-Rockford

Provides that sex education course material and instruction in grades 6 through 12 must include an age-appropriate discussion on sexting; defines "sexting."

Special Education Services

HB 40, Hurley, D-Chicago

Allows students with disabilities to receive continued public school education through the end of the school year, if the student's 22nd birthday occurs during the school year.

Modify Uniform for Religious Purposes

HB 120, Guzzardi, D-Chicago

Requires a school board to allow a student to modify their athletic or team uniform for the purpose of modesty or attire that is in accordance with the requirements of their religion or cultural values.

Menstrual Hygiene Products,

HB 156 Hernandez, D-Aurora

Legislation that requires public schools to supply menstruation products in both girls' and boys' bathrooms for grades 4 through 12 cleared both chambers.

The bill provides that menstrual hygiene products shall be made available in bathrooms of every school building that are open for student use in grades 4 through 12 during the regular school day.

PE Absence for Religious Fasting

HB 160, Didech, D-Buffalo Grove

Provides that a pupil shall be excused from engaging in any physical activity components of a physical education course during a period of religious fasting.

Time out and Physical Restraint

HB 219, Carroll, D-Northbrook

Makes changes concerning time out and physical restraint in the public schools. The bill was further amended to prohibit prone restraint after the 2021-2022 school year.

Media Literacy

HB 234, Hernandez, E., D-Cicero

Beginning with the 2021-2022 school year, every public high school may include in its curriculum a unit of instruction on media literacy.

Suicide Prevention Lifeline

HB 597, Marron, R-Danville

Requires school districts to provide contact information for the National Suicide Prevention Lifeline and the Crisis Text Line on the back of student identification cards, or on its website.

Lockdown Drills

HB 2400, Hirschauer, D-Batavia

Prohibits law enforcement lockdown drills from including simulations that mimic an actual shooting incident or active shooter event; all lockdown drills must be announced in advance to all school personnel and students prior to commencement; drill content must be age appropriate and developmentally appropriate; and, lockdown drills must include and involve school personnel including mental health professionals. Schools must also provide sufficient information and notification to parents and guardians in advance of any lockdown drill that involves participation of students, and an opportunity for parents and guardians to exempt their child.

Extend Sunset on Retired Teachers Returning Without Penalty
HB 2569 Windhorst, R-Harrisburg

The proposal extends the provision allowing retired teachers to return to teaching without penalty until June 30, 2024. It also requires schools to post vacancies on the district's website and in an online database. It was unanimously approved in both chambers.

Supports for Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
HB 3223, Moeller, D-Elgin

Requires school districts to provide various services and supports to students who are parents, expectant parents, or victims of sexual or domestic violence

Missed Homework, Student Pregnancy
HB 3272, Harper, D-Chicago

Requires a school board to adopt written policies related to absences and missed homework or classwork assignments as a result of or related to a student's pregnancy.

Naturalization Curriculum
HB 3281, Ortiz, D-Chicago

Allows public high schools to include in its curriculum a unit of instruction about the process of naturalization, including content from the naturalization test administered by the U.S. Citizenship and Immigration Services.

Out of State or Overnight Athletics Trip Request

Name of Event	Peoria Notre Dame Cross Country Invite
Coach in Charge	Jeff Durlak
Sport	Boys and Girls Cross Country
Destination (City and State)	Peoria, IL
Destination (Location of Event)	Detweiller Park
Dates of Event	September 17, 2021 - September 18, 2021
Description of the Event	Our Cross Country team will be competing at the Peoria Notre Dame Cross Country on Saturday, September 18 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.
How will You Fund the Event	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.
Value to the Athletes	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.
Names of Chaperones	Jeff Durlak, Nick Nenni, Jeff Harvey, At Least One Female Parent Chaperone
Date and Time Leaving for the Event	September 17, 2021 around 12pm
Date and Time Returning from the Event	September 18, 2021 at the conclusion of the meet
Approval from Athletic Director	

Head Varsity	Marissa Kelley	Sideline Cheer
Assistant	Rachel Bicknase	
Assistant	TBD	
Head Varsity	Jeff Durlak	Boys and Girls Cross Country
Assistant	Nick Nenni	
Head Varsity	Victoria Shifley	Dance
Assistant	Paige Gruber	
Head Varsity	Chris Robinson	Football
Assistant	Jim Cramer	
Assistant	James Buss	
Assistant	TBD	
Assistant	Nick Jones	
Assistant	Pete Laubenstein	
Assistant	Jason Papacek	
Assistant	Ross Purchatzke	
Assistant	Kurt Rous	
Assistant	Carl Uphoff	
Head Varsity	John Eiduke	Boys Golf
Assistant	Matt Lukemeyer	
Head Varsity	AJ Havenga	Girls Golf
Assistant	Corey Hutcheson	
Head Varsity	Andy Flaker	Boys Soccer
Assistant	Ben Burnet	
Assistant	Chris Carlson	
Assistant	Maddie Lyon	
Head Varsity	Shea Wintersteen	Girls Tennis
Assistant	Max Boton	
Head Varsity	Michele Keenan	Girls Volleyball
Assistant	Nick Goana	
Assistant	Kyle Kujala	
Assistant	Lynsea Volbrecht	

To Whom It May Concern,

Effective immediately, I am resigning my position as an assistant football coach.

Sincerely,

Leonard Grodoski

June 8, 2021

Dear Mr. Ross and Mr. Robinson,

This letter is to announce my resignation as Assistant Varsity Football Coach. I sincerely appreciate the opportunity you have provided me to be a part of a program and sport I love and respect so much.

I am hopeful for the opportunity to still be part of the program in a volunteer capacity that would allow me to take stats or help with filming on game days.

Sincerely,

Thomas A. Evans

FAMILY AND MEDICAL LEAVE REQUEST FORM

Name: Rich Panerali
Title: Buildings & Grounds
Seniority Date: August 15, 2005
Date of Request:

PURPOSE OF LEAVE (check one):

- ☐ Birth of Child
- ☐ Expected placement of child for adoption
- ☐ Expected placement of child for foster care
- ☒ Serious illness of family member
Name of family member: Richard B. Panerali
Relationship to employee: Father
- ☐ Employee's serious illness

LEAVE DATES Beginning: **May 18, 2021** Ending: **May 27, 2021**

TYPE OF LEAVE (check one):

- ☒ Continuous
- ☐ Intermittent basis
Schedule requested: _____
- ☐ Reduced schedule
Schedule requested: _____

This form is to be completed either by the employee requesting leave or the employer's designated representative to whom the request is made. Attach any written leave requests from the employee to this form.



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 · fax 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM

TO: Rich Panerali

The Board of Education is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled to **begin on May 18, 2021** and is scheduled to **end on May 27, 2021**. The stated purpose for your leave is **Serious Illness of a Family Member** and it will be taken on the following basis:

☒

Continuous basis

☐

Intermittent basis

Schedule of leave: _____

☐

Reduced schedule

Schedule of leave: _____

This is also to notify you that the Board will require you to substitute N/A (days) (weeks) of your accrued paid N/A time for N/A (days) (weeks) of your unpaid FMLA leave.

President, Board of Education

Date

FAMILY AND MEDICAL LEAVE REQUEST FORM

Name: Michael Werner
Title: Mathematics Teacher
Seniority Date: August 17, 2007
Date of Request: May 19, 2021

PURPOSE OF LEAVE (check one):

☒

Birth of Child

☐

Expected placement of child for adoption

☐

Expected placement of child for foster care

☐

Serious illness of family member

Name of family member: _____

Relationship to employee: _____

☐

Employee's serious illness

LEAVE DATES Beginning: **September 15, 2021** Ending: **November 12, 2021**

TYPE OF LEAVE (check one):

☒

Continuous

☐

Intermittent basis

Schedule requested: _____

☐

Reduced schedule

Schedule requested: _____

This form is to be completed either by the employee requesting leave or the employer's designated representative to whom the request is made. Attach any written leave requests from the employee to this form.



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Business Manager

FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM

TO: Michael Werner

The Board of Education is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled to **begin on September 15, 2021** and is scheduled to **end on November 12, 2021**. The stated purpose for your leave is

Birth of a Child and it will be taken on the following basis:

☒

Continuous basis

☐

Intermittent basis

Schedule of leave: _____

☐

Reduced schedule

Schedule of leave: _____

This is also to notify you that the Board will require you to substitute N/A (days) (weeks) of your accrued paid N/A time for N/A (days) (weeks) of your unpaid FMLA leave.

President, Board of Education

Date

Principal's Report to the Board of Education
June 2021
Jeremy Schmidt

Summer School

Summer School 2021 successfully began on June 7. With participating students coming to campus for in-person enrichment courses, English/Math Summer Academy, Math-only Summer Academy, English-only Summer Academy, EL Summer Academy, Extended School Year, teacher-led credit recovery courses, self-paced Edgenuity credit recovery courses, and remote credit recovery, this will be the largest summer program Grant has ever run. We are excited to be underway and look forward to the continued hard work of teachers and students to make the most out of this opportunity.

Freshman Placements

Regardless of pandemic circumstances and what learning looked like this past year, placing students at their highest, most appropriate level remains an instructional priority. All incoming freshmen received initial course placements based on test scores mid-spring to allow for sectioning and staffing decisions to be made. The placement process, however, continues to become more refined as the year progresses.

Based on MAP data available and 8th grade teacher recommendations, the Area Administrators for Math/Science and English/Social Studies along with their Teacher Leaders have concluded all scheduled feeder school articulation visits. The focus of these meetings was on incoming students' test scores, recommended placement, and also placement changes to consider. 8th grade teachers have a wealth of information on every student, and as such, they recommended changes in placement using their expertise. These meetings were extremely productive as nearly 130 students' placements were changed from the original recommendations.

Despite all of this work, we are continuing to be flexible with placements through summer and into the fall, moving students as needed. Summer Academy is our next line of defense in this regard; so, adjustments will be made at its conclusion, and then another set of adjustments are made after freshmen take MAP tests during their first weeks of school.

Summer Operations

The annual arrival of summer's cyclical operations has begun. Operations like file transfers from feeder schools, new student registrations, archiving graduate student records, textbook/supply inventory, building the master schedule, and re-enrollment for all students have begun.

These are all substantial tasks that must be completed in a timely manner, but online re-enrollment is one of the most critical. Letters communicating to families details of the online re-enrollment

process will be mailed home mid-June. The process, which is completed online via Skyward, opens up on July 1.

Coinciding with the reenrollment process, again this year we will be utilizing the Clearbatch system to verify current addresses of Grant families. Families who are in question in regards to their permanent address, will not be allowed to update their information in Skyward until appropriate records are verified. This improved process will help us to ensure that we are proactively upholding the district residency policy.

Graduation

As the Board is well aware, the Class of 2021 has successfully participated in two in-person commencement ceremonies and are officially Grant Alumni. I believe that despite an unorthodox senior year, ending the year with in-person classes, activities, sports, senior dinners, parades, and graduation ceremonies were a positive capstone for seniors. I would be remiss if I did not highlight the fact that the execution of these activities, and many more, required the truly collaborative efforts of teachers, clerical staff, facilities staff, parents, administrators, students, and board members. These opportunities for our students are an impressive manifestation of the Grant Community that I am so proud to be a part of.



Collective Liability Insurance Cooperative

July 1, 2021 to July 1, 2022

INVOICE

Workers Compensation Program

DUE BY: JULY 31, 2021

School District: GRANT COMMUNITY HIGH SCHOOL DISTRICT #124

Effective Date	Policy #	Company	Description	Annual Premium
July 1, 2021	CLICWC2021	Safety National Casualty Company	Workers Compensation Premium	\$5,481
July 1, 2021	N/A	Arthur J. Gallagher Risk Management Services, Inc.	Program Administration	\$5,262
July 1, 2021	N/A	Sedgwick CMS	Claims Administration	\$3,170
July 1, 2021	N/A	Sedgwick CMS	Loss Control	\$960
July 1, 2021	N/A	CLIC	Workers' Compensation Loss Fund	\$105,591
July 1, 2021	N/A	CLIC	High/Low Plan 10% Supplemental Loss Fund Contribution (if applicable)	\$0
TOTAL PROGRAM COSTS DUE				\$120,464

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PLEASE MAKE YOUR CHECK PAYABLE TO CLIC AND REMIT IT TO:
ISDLAF PLUS – COLLECTIVE LIABILITY INSURANCE COOP
36496 TREASURY CENTER
CHICAGO, IL 60694-6400

IF YOU WOULD LIKE TO SEND YOUR PAYMENT BY WIRE TRANSFER:
BANK NAME: BMO HARRIS BANK NA
ABA ROUTING #071000288
ACCOUNT TITLE: ILLINOIS SCHOOL DISTRICT LIQUID ASSET FUND PLUS
ACCOUNT #: 2972503
FOR CREDIT: COLLECTIVE LIABILITY INSURANCE COOPERATIVE
A/C 10274-102

In accordance with the CLIC By-Laws, a 6% interest rate will be charged to the School District for any payment received after its due date.



Collective Liability Insurance Cooperative

July 1, 2021 to July 1, 2022

Property/Casualty/Student Accident Program

INVOICE

School District: Grant Community High School District #124

DUE BY: July 31, 2021

Effective Date	Policy #	Company	Description	Annual Premium
July 1, 2021	CLICCR2021; CLICGL2021; CLICAL2021;	CLIC / Great American Insurance Company	Package Policy	\$8,283
July 1, 2021	CLICPR2021	CLIC / Travelers Insurance Company	Property (\$625,000,000 limit)	\$22,931
July 1, 2021	76401709	Chubb Insurance Group	Boiler & Machinery	\$2,205
July 1, 2021	CLICSBL2021	CLIC / QBE Insurance Corporation	School Board Legal Liability	\$5,796
July 1, 2021	CLICXS2021	CLIC Old Republic / CLIC Brit-Markel / CLIC Old Republic-American Hallmark-Genesis/ CLIC Everest/ CLIC Great American	Excess Liability (\$36,000,000 limit)	\$7,567
July 1, 2021	13379921	Gerber Life Insurance Co.	Student Accident – Mandatory	\$11,778
July 1, 2021	1306000221	Gerber Life Insurance Co.	Student Accident – Catastrophic	\$1,812
July 1, 2021	TBD	BCS/Lloyd's of London	Cyber Liability – (\$2,000,000 limit)	\$12,413
July 1, 2021	001063508	Ironshore Specialty Ins. Co.	Pollution Liability	\$1,469
July 1, 2021	B1262FC0228321	Lloyd's of London	Gallagher Crisis Protect (GCP)	\$1,735
July 1, 2021	N/A	Arthur J. Gallagher	Risk Management Services Fee	\$3,940
July 1, 2021	N/A	Gallagher Bassett Services	Claims Administration Fee	\$1,345
July 1, 2021	N/A	Gallagher Bassett Services	Loss Control Services	\$995
July 1, 2021	N/A	CLIC	CLIC Program Management Operating Fee	N/A
July 1, 2021	N/A	CLIC	Loss Fund – Package	\$24,707
July 1, 2021	N/A	CLIC	Loss Fund – School Board Legal	\$2,123
TOTAL PROGRAM COSTS DUE				\$109,100

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PLEASE MAKE YOUR CHECK PAYABLE TO CLIC AND REMIT IT TO:
ISDLAF PLUS – COLLECTIVE LIABILITY INSURANCE COOP
36496 TREASURY CENTER
CHICAGO, IL 60694-6400

IF YOU WOULD LIKE TO SEND YOUR PAYMENT BY WIRE TRANSFER:
BANK NAME: BMO HARRIS BANK NA
ABA ROUTING #071000288
ACCOUNT TITLE: ILLINOIS SCHOOL DISTRICT LIQUID ASSET FUND PLUS
ACCOUNT #: 2972503
FURTHER CREDIT: COLLECTIVE LIABILITY INSURANCE COOPERATIVE
ACCOUNT 10274-102

In accordance with the CLIC By-Laws, a 6% interest rate will be charged to the School District for any payment received after its due date.

Cardiovascular Equipment Bid - June 1, 2021[illegible]

Information Technology Managed Services Agreement

April 20, 2021



MASTER SERVICES AGREEMENT

This Information Technology Master Services Agreement (“Agreement” or “MSA”) is made on April 20, 2021 by and between McQueen Technology Group, an Illinois limited liability company, (“MTG” or “Consultant”), and Grant Community High School, an Illinois school district, (“GCHS” or “Customer”) (hereinafter known collectively as the “Parties”).

WHEREAS, Customer desires to retain the services of Consultant and Consultant desires to provide those services, in consideration of the promises and mutual covenants and agreements herein contained, the Parties agree as follows:

TERMS AND CONDITIONS

1. **Services** The description of services, monthly recurring charges (“MRCs”), non-recurring charges (“NRCs”), usage charges, service level agreements, minimum service term and facility access policies are set forth herein and in the documents attached hereto as “Exhibit A – Description of Service,” and “Exhibit B - Service Level Agreements.”
2. **Term and Renewal**
 - (a) The Initial Service Contract Term shall commence upon July 1, 2021 and continue for a period of 36 months. Term shall be subject to renewal upon the written consent of both Parties to this Agreement. The Parties shall give notice to each other of their intent to terminate or extend this Agreement no less than 60 days prior to the end of the term.
 - (b) If Customer fails to extend or renew this Agreement this Service Agreement will automatically renew at the end of the contract period for a period equal to the current contract and the Customer will be provided with a newly adjusted monthly service fee equal to or greater than a 5 percent increase.
3. **Payment Terms**
 - (a) All monthly fees shall be invoiced on the 1st of the month and payable within 15 days or, if payable via Automated Clearing House (“ACH”), within 20 days. Customer will have an option to provide MTG with appropriate account numbers to facilitate ACH or direct wire transmission upon the execution of this Agreement. Interest at the then Wall Street Journal published prime rate plus 100 basis points per annum may be charged on any invoice unpaid after 45 days for which there is no dispute.
 - (b) Invoices for services shall provide a description of services rendered and any additional information as requested by Customer.

- (c) Subject to termination as provided for in the Agreement, Customer agrees to pay for the Services for the duration of the Contract Term and any extensions thereof, as set forth in Exhibit A. Notwithstanding anything in this Agreement to the contrary, the rates and fees for each Service may not change unless such changes are caused by an expansion in the service required by the Customer and agreed to in advance in writing by the Customer.
- (d) If Customer is more than ninety (90) days delinquent in payment it may be denied access to the MTG Services. Customer will be provided with notice of delinquency and potential denial of access when payment is then at thirty (30) and sixty (60) days past due.
- (e) All equipment leases pursuant to the Agreement shall list the Customer as the lessee, and Customer shall be the owner of all equipment purchased.

4. Access and Use of the MTG Facilities and Use of Customer's Equipment

- (a) MTG shall be responsible for assisting in the maintenance and operation of Customer Equipment from the Fiber or Copper Cross Connection Termination Device ("Fiber Connector" or "Copper Connector") into the GCHS location Space, and shall assist GCHS in the maintenance and operation of network equipment necessary for proper operation of Customer's IT systems.
- (b) MTG will be primarily responsible for configuring, installing, upgrading, adding, maintaining, and operating Customer's Network Equipment in its Fox Lake location(s).
- (c) MTG will assist in the maintenance of the existing network equipment and manage the transition to the new equipment that will be leased or purchased pursuant to the provisions of the Equipment Lease/Purchase section of Exhibit A.
- (d) Subject to the terms and conditions of this Agreement, Consultant's Authorized Persons will have access to the GCHS environment twenty-four (24) hours per day, three hundred sixty-five (365) days per year via remote RDP access.

5. Indemnification and Notice of Claim

- (a) Each Party will defend and indemnify the other Party, its Affiliates, agents, and contractors against all third-party claims, liabilities, costs, and expenses, including reasonable attorneys' fees, involving personal injury or death to persons or loss or damage to personal property resulting from, and to the extent caused by, the acts or omissions of the indemnifying Party and its Affiliates, agents, and contractors. The Parties'

indemnification obligations will survive the expiration or termination of this Agreement.

- (b) The indemnifying Party will be solely responsible for the defense of all legal action with counsel of its own choosing. The indemnifying Party shall not take any action which unreasonably exposes the indemnified Party to a risk of damages, which would not be covered by such indemnity, and may not settle any matter for which the indemnifying Party is providing indemnification without the prior written consent of the indemnified Party, which shall not be unreasonably withheld, conditioned or delayed. The indemnified Party has the right to participate in, but not control, any proceeding through counsel of its own choosing, but in such event the indemnified Party will be solely responsible for paying the legal fees and expenses for its own counsel.
- (c) In no event shall either Party make any claim or give notice of any claim more than one (1) year after the expiration or termination of this Agreement.

6. Warranty Disclaimer and Liability Limitation

- (a) MTG WARRANTS THAT THE SERVICES WILL BE PERFORMED BY COMPETENT, TRAINED, EXPERIENCED AND SKILLED TECHNICIANS AND FUNCTION IN A COMMERCIALY REASONABLE MANNER AND WILL COMPLY WITH ALL SPECIFICATIONS AND SERVICE LEVELS SET FORTH IN THIS AGREEMENT AND ITS EXHIBITS. MTG DOES NOT WARRANT THAT THE SERVICES PROVIDED HEREUNDER WILL BE UNINTERRUPTED, ERROR-FREE OR COMPLETELY SECURE. EXCEPT AS OTHERWISE EXPRESSLY SET FORTH IN THIS AGREEMENT, MTG DOES NOT MAKE AND HEREBY DISCLAIMS ALL EXPRESS WARRANTIES WITH REGARD TO THE SERVICES.
- (b) EXCEPT FOR ITS INDEMNIFICATION OBLIGATIONS OR A BREACH BY MTG OF THE CONFIDENTIALITY OBLIGATIONS SET FORTH IN SECTION 7, MTG'S TOTAL LIABILITY TO CUSTOMER IN THE AGGREGATE WITH RESPECT TO ALL CLAIMS ARISING FROM OR RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT (INCLUDING ATTORNEY'S FEES), WILL NOT EXCEED THE GREATER OF \$1,000,000.00 OR THE TOTAL PAYMENTS MADE BY GCHS TO MTG UNDER THIS AGREEMENT.

7. Confidential Information

- (a) “Confidential Information” means all non-public and proprietary information that is disclosed to a Party (“Recipient”) by the other Party (“Discloser”), whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure. Confidential Information does not include information that Recipient can show: (i) was rightfully in Recipient’s possession without any obligation of confidentiality before receipt from the Discloser; (ii) is or becomes a matter of public knowledge through no fault of Recipient; (iii) is rightfully received by Recipient from a third party without violation of a duty of confidentiality; or (iv) is or was independently developed by or for Recipient without reference to Discloser’s Confidential Information.
- (b) Recipient may not disclose Confidential Information of Discloser to any third party or use the Confidential Information in violation of this Agreement. The Recipient (i) will exercise the same degree of care and protection with respect to the Confidential Information of the Discloser that it exercises with respect to its own Confidential Information (but in no event less than reasonable care) and (ii) will not, either directly or indirectly, disclose, copy, distribute, republish, or allow any third party to have access to any Confidential Information of the Discloser. Notwithstanding the foregoing, Recipient may disclose Discloser’s Confidential Information to Recipient’s employees, contractors and agents who have the need to know provided that such employees and agents have legal obligations of confidentiality substantially the same (and in no case less protective) as the provisions of this Agreement.
- (c) Recipient may disclose Confidential Information to the extent required by law or court order, but must, if not legally prohibited, provide Discloser with advance notice to allow Discloser to seek a protective order. Recipient may only disclose the limited Confidential Information required to be disclosed by law or the court order.

8. Temporary Scheduled Interruption

After the execution of this agreement to MTG is completed, all services to be provided by MTG pursuant to this Agreement shall be available to Customer as set forth in the Agreement. Down time due to system maintenance shall be during non-business hours with at least 48 hours prior notice to Customer, except in the event of an emergency.

9. Personal Injury, Death, and Property Damage

Each Party will be responsible for any damage, loss or destruction to the other Party’s property caused by itself, its Affiliates or agents, to the other Party in the course of its performance under this Agreement or personal injury or death to the other Party’s employees arising from the negligent acts or omissions of the liable Party. Recovery for physical damage to the Customer’s Equipment caused by the negligent acts or omissions or willful misconduct of MTG, its Affiliates,

employees or agents, or physical damage to the equipment or location of MTG caused by the negligent acts or omissions of the Customer, its Affiliates, employees or agents, shall be limited to the actual replacement cost.

10. Insurance

- (a) At all times during the term of this Agreement, MTG will maintain Commercial General Liability Insurance and Professional Liability Insurance in an amount not less than One Million US Dollars (\$1,000,000) per occurrence and Two Million US Dollars (\$2,000,000) in the aggregate to insure the indemnity obligations set forth in this Agreement. MTG will also maintain workers compensation and employer's liability insurance in amounts as prescribed by Illinois law. MTG will provide Customer a copy of the Certificates of Insurance.
- (b) At all times during the term of this Agreement, Customer must maintain Commercial General Liability Insurance in an amount not less than One Million US Dollars (\$1,000,000) per occurrence and Two Million US Dollars (\$2,000,000) in the aggregate to insure the indemnity obligations set forth in this Agreement.
- (c) MTG does not have any obligation to insure any property belonging to or in the possession of Customer.

11. Term of Agreement, Termination and Removal of Customer's Equipment

- (a) This Agreement will commence on the MSA Effective Date. This Agreement shall continue to govern the rights and obligations of the Parties for any continuation or renewal periods, if any, in which MTG continues to provide Services to Customer and has not entered into a separate or amended agreement with Customer related to such Services.
- (b) Notwithstanding anything in this Agreement (including in any Order) to the contrary, under no circumstances will any Order survive the expiration or earlier termination of this Agreement, and under no circumstances will any Order pertaining to a MTG Facility survive the termination of this Agreement as to that MTG Facility.
- (c) Unless otherwise provided herein either Party may terminate this Agreement if the other Party breaches any material term or condition of this Agreement and fails to cure such breach within ten (10) days after receipt of notice of the same. If the breach is not capable of being cured within ten (10) days, the breaching Party shall be given reasonable period of time to cure the failure (but no more than twenty (20) days after notice of the breach) provided that the breaching Party promptly commences attempts to cure such failure after receipt of such notice and pursues the cure to completion with due diligence. Any breach repeated two (2) times

in any twelve (12) month period is cause for termination without opportunity to cure.

- (d) At its discretion, MTG may also terminate this Agreement if:
 - i. After written notice at ten (10) and thirty (30) days past due, Customer is delinquent in its payment obligations under this Agreement for more than 45 days and there is no billing dispute;
 - ii. Customer fails to provide sufficient evidence of the insurance coverage required in Section 10(b) above, such insurance is canceled or not renewed or otherwise fails to comply with Section 10(b) and 10(c) during the term of the Agreement, after notice and opportunity to cure;
 - iii. Customer liquidates, ceases to do business or becomes insolvent.
- (e) In addition to other termination rights contained herein, Customer may also terminate this Agreement if:
 - i. MTG fails to provide sufficient evidence of the insurance coverage required in Section 10(a) above, such insurance is canceled or not renewed or otherwise fails to comply with Section 10(a) during the term of the Agreement;
 - ii. MTG liquidates, ceases to do business or becomes insolvent; or
 - iii. MTG changes its Policies in a way that materially adversely affects Customer's use of the Services in such Licensed Space, but only if within thirty (30) days after Customer's receipt of notification of such change to the Policies, Customer notifies MTG of its objection to the change in Policy and provides MTG a reasonable time to cure.
 - iv. The Principals of MTG transfer or assign any of their ownership interest in MTG
- (f) MTG will not have any obligation to provide any Services after the expiration or termination of this Agreement, except that upon termination of this Agreement by either party for any reason, each party shall immediately return to the other all data, files, programs, software, information, materials, books and records belonging to the other party (including all copies thereof), and MTG shall provide sufficient efforts and cooperation to ensure an orderly and efficient transition of the Services, equipment, software, and other property of Customer at MTG's current rates if termination for Customer non-payment, and for no charge if termination is for MTG's convenience.
- (g) Customer may terminate this Agreement notwithstanding MTG'S fulfillment of its obligations hereunder upon 60 days prior notice, and in

such case, be responsible only for the liquidated damages set forth in Exhibit A.

- (h) Within thirty (30) business days of the expiration or termination of this Agreement or any extensions or Orders thereunder, Customer will remove all of Customer's Premises Equipment, software and other tangible items of any kind belonging to Customer or Customer's Authorized Persons, Accompanying Persons and/or Associated Entities located in the Licensed Space, unless Customer is responsible for continuing payments relating to the Licensed Space, in which case Customer may continue to use the Licensed Space. The removal of Customer's Premises Equipment and other tangible items shall not include any wiring, cable or other equipment or property owned, leased or licensed by MTG. Customer agrees to indemnify and hold harmless MTG from and against any loss, liability or damage to the extent caused by Customer or its invitees with respect to the removal of the Customer's Premises Equipment, including any damage to the Premises or interruptions in service caused by such removal.
- (i) If Customer fails to remove Customer's Equipment in accordance with Section 11(h), MTG at its discretion may pursue all available legal remedies against Customer, including but not limited to:
 - i. Removal of the Equipment and shipping to the Customer's last known address, at Customer's exclusive risk and expense; or,
 - ii Removal of the Equipment and storage at a separate location, at the Customer's exclusive risk and expense. If Customer fails to remove Equipment stored more than 60 days, MTG may liquidate such property in a commercially reasonable manner, and apply the proceeds against any outstanding fees owed by the Customer to MTG.
- (j) If Customer terminates this Agreement it may recover or get credit against liquidated damages, as applicable, from MTG any prepaid amounts on a prorated basis.

12. Dispute Resolution; Governing Law

- (a) This Agreement will be governed in all respects by the laws of the State of Illinois without regard to its conflicts of law provisions.
- (b) The Parties irrevocably agree to the resolution of all disputes through binding arbitration administered by and under the rules of the American Arbitration Association by an arbitrator selected in accordance with its rules with venue to be in Cook County, Illinois. Costs of arbitration, including arbitrator's fees, will be equally shared by the parties and each Party shall bear its own cost of prosecution or defense. The arbitrator's decision will be final, binding and enforceable in a court of competent jurisdiction.

13. Assignment

- (a) With Customer's prior written consent on each occasion, MTG may permit any MTG Affiliate to perform any of MTG's obligations hereunder, however MTG shall remain directly and primarily liable for the obligations and duties set forth in this Agreement. Upon the written consent of Customer, not to be unreasonably withheld, MTG may assign, delegate or transfer its rights and obligations under this Agreement to a MTG Affiliate, or to a third party acquiring all or substantially all of MTG's business or assets, including through merger or asset purchase, and in the event of any such assignment, transfer or delegation, and the assumption by the transferee of MTG's obligations hereunder, MTG will be released from any further liability or obligation under this Agreement.
- (b) In the event of merger, acquisition or otherwise, Customer may assign this Agreement to a reputable and credit-worthy entity only upon the written consent of MTG, which will not be unreasonably withheld, conditioned, denied or delayed, and upon such assignment Customer will be released from any further liability or obligation under this Agreement unless the nature of the assignment does not accommodate such a release. This Agreement will be binding upon and inure to the benefit of all successors and permitted assigns of MTG and Customer, who will be bound by all of the obligations of their predecessors or assignors.

14. MTG Interest in Third Party Suppliers of Products, Services or Space

While transactions with Third Party Suppliers Who Interested Persons have a Financial Interest are not prohibited, prior to entering into any such transactions MTG shall disclose to GCHS the existence and nature of the Financial Interest, and shall provide information on alternative suppliers, such as pricing, quality, availability of products, services or space, and the time in business and reputation of the Third-Party Supplier.

15. Notices

All communications provided for hereunder shall be in writing and shall be deemed to be given when delivered in person or deposited for delivery with a signature requirement or return receipt requested, or electronically, via fax or e-mail when accompanied by a confirmation of delivery. Notices delivered personally or electronically – fax or e-mail – shall be deemed communicated as of actual date sent. Mailed notices shall be addressed to the parties at the addresses appearing below:

For McQueen Technology Group LLC: MTG, LLC
C/O Shane Wickremesekera, Managing Director
13010 Morris Road, Suite 650
Alpharetta, GA 30004
(847) 861-0026
swickremesekera@m-tg.com

For Grant Community High School: Beth Reich
Business Manager GCHS
285 E Grand Ave
Fox Lake, IL 60020
(847) 973-3402
breich@grantbulldogs.org

Or such other place or places or to such other person or persons as shall be designed by notice as herein provided by any party hereto.

16. Miscellaneous

- (a) All Orders shall be agreed to in writing by both parties, including the description and pricing, and shall thereafter become part of this Agreement. If the Customer and MTG execute multiple Orders, each additional Order will supplement rather than replace the prior Orders, unless expressly stated otherwise by the Parties in writing. Any Order so amended shall be known as a “Change Order” and shall thereafter become part of this Agreement. All such Change Orders shall be clearly labeled and dated.
- (b) In the event of a conflict between this Agreement and an Order, this Agreement will control unless the Order contains express language that its conflicting terms shall control. In the event of a conflict between the Policies and this Agreement or an Order, the Agreement or Order shall control over the Policies.

- (c) This Agreement, the exhibits thereto, the Policies then in effect, and all Orders executed by the Parties hereto, at any time during the Term, all of which are incorporated herein by reference into this Agreement, constitute the complete and entire agreement between the Parties with respect to the subject matter hereof, and supersede and replace any and all prior or contemporaneous discussions, negotiations, proposals, understandings and agreements, written and oral, regarding such subject matter.
- (d) This Agreement will be complete and executed only when signed by each Party. This Agreement may be executed in two or more counterparts, whether by original, photocopy, facsimile or e-mail in PDF format, each of which will be deemed an original, but all of which together will constitute one and the same instrument.
- (e) This Agreement may be amended only in writing by any instrument signed by each Party.
- (f) No waiver of any breach of any provision of this Agreement will constitute a waiver of any prior, concurrent or subsequent breach of the same or any other provisions hereof, and no waiver will be effective unless made in writing and signed by an authorized representative of the waiving Party.
- (g) Each Party acknowledges and agrees that it has reviewed this Agreement, including the exhibits hereto and the Policies. The section headings and captions throughout this Agreement are for convenience and reference only, and will not be used to construe this Agreement.
- (h) If any portion of this Agreement is adjudged to be invalid, illegal or unenforceable, it shall not affect the validity, legality, or enforceability of any other provision of this Agreement. All terms and conditions of this Agreement will be deemed enforceable to the fullest extent permissible under applicable law, and, when necessary, the arbitrator or trier of fact in any action between the Parties is requested to reform any and all terms or conditions to give them as much effect as possible.
- (i) This Agreement will not establish any relationship of partnership, joint venture, employment, franchise or agency between MTG and Customer. Neither MTG nor Customer will have the power to bind the other or incur obligations on the other's behalf without the other's prior written consent.
- (j) This Agreement is a services agreement and is not intended to and will not constitute a lease of any real or personal property except specified in Exhibit A.
- (k) With respect to the MTG Facilities, subject to the rights granted to Customer pursuant to this Agreement, MTG retains the exclusive right of access to and use of the MTG Facilities for its own use or the use of

others; to grant additional licenses to other persons or co-location customers for the use of portions of the MTG Facilities; and to exercise or grant other rights not inconsistent with the rights granted in this Agreement.

- (l) Force Majeure - In the event of an extraordinary event or circumstance which affects this Agreement, and which is beyond the control of MTG, including but not limited to Acts of God, war, strike, terrorist act, fire, flood earthquake, or the regulation or action of any governmental authority, neither party shall be liable to the other Party for losses arising therefrom, including those caused by the failure to perform under this Agreement due to such extraordinary event or circumstance. In the event of said event or circumstances, both Parties shall use reasonable efforts to mitigate any losses and resume its performance hereunder as soon as possible. If the Parties cannot resume their obligations under this Agreement within five (5) days of said event or circumstance, then this Agreement may be terminated by either Party.
- (m) This Agreement is intended solely for the use and benefit of MTG and Customer and is enforceable only by the Parties to the Agreement or its authorized assignees.

17. **Definitions**

“Accompanying Person” shall mean each person (other than an employee or representative of MTG) who accompanies an Authorized Person while at a MTG Facility.

“Affiliate” shall mean any entity controlling, controlled by, or under common control with such Party, where the term “control” and its correlative meanings, “controlling”, “controlled by,” and “under common control with”, means the legal, beneficial or equitable ownership, directly or indirectly, of more than fifty percent (50%) of the aggregate of all voting equity interests in an entity.

“Authorized Person” shall mean each person who is included on the most recent list of authorized persons given to MTG by Customer, who shall have access to Customer’s Data Center, in accordance with the Policies.

“Billing Commencement Date” shall mean for a Service obtained in a Sales Order – the date designated in the Sales Order as the Billing Commencement Date. If the Sales Order contains no date, billing begins when Service is first delivered.

“MTG Facilities” or “MTG Co-location Center” shall mean the Internet Business Exchange Centers in which Customer Licenses Licensed Space or receives Services from MTG.

“MTG Parties” shall mean MTG and its Affiliates or agents thereof.

“Cross-Connect” shall mean a physical or wireless interconnection within a MTG Facility that (i) exits Customer’s cage or (ii) connects Customer to another MTG Facility.

“Customer Cross-Connect” shall mean a physical interconnection, including cable, connections, and other wiring, that (i) does not exit Customer’s cage, (ii) does not connect Customer to another MTG customer, and (iii) interconnects (a) Equipment belonging to the Customer or (b) POD Equipment that is provided by MTG and that is in Customer’s cage with Customer’s Equipment.

“Customer’s Equipment” shall mean all network and/or computer equipment (including wiring and Customer Cross-Connects between such equipment and Customer’s POD Equipment) and software that is owned, leased, licensed or otherwise obtained for use by Customer, Customer’s Authorized Persons, Accompanying Persons or Associated Entities (but this does not include Cross-Connects or POD Equipment that is provided by MTG and that is located in Customer’s Licensed Space).

“Customer Parties” shall mean Customer and its Affiliates, owners, officers, directors, employees, contractors and agents of Customer.

“Financial Interest” shall mean any financial interest in a business, directly, or indirectly through a business or family connection, including, but not limited to, ownership, investment (other than publicly traded stock), employment, or as an agent or consultant of such business.

“Initial Lease Term” shall mean the original lease length without any extensions or options, as set forth in Exhibit A.

“Interested Person” shall mean any employee, shareholder, director, officer, member, manager, or agent of MTG or family member of any of the aforesated.

“Licensed Space” shall mean the areas licensed by Customer under the Agreement and/or Orders and as identified in the Orders as to the amount of space. For each Licensed Space, MTG will determine at all times during the Term the exact location in the MTG Facilities where the Licensed Space will be located. Said location may be changed from time to time by MTG upon reasonable prior written notice to Customer.

“MRCs” shall mean monthly recurring charges.

“MSA Effective Date” shall mean the date upon which this Master Service Agreement is executed by the Customer and MTG, whichever is later.

“Managed Hands Services” shall mean services that are defined as Managed Hand Services under the then current Policies.

“NOC Visual Sentry Egress” shall mean a right to entry to the MTG Facility by visual means.

“Order” shall mean any Sales Order between Customer and MTG.

“POD Equipment” shall mean the (i) patch panels, DSX panels for category 5 twisted pair, co-axial, single and multi-mode fiber, or (ii) other appropriate (as reasonably determined by MTG) point of demarcation equipment.

“Policies” shall mean the procedures, rules, regulations, security practices and policies adopted by MTG that are then in effect for the MTG Facilities, and as they may be amended from time to time by MTG.

“Power Services” shall mean power circuits ordered by Customer. For the avoidance of doubt, Power Services do not include power provided by MTG as part of a bundled Service.

“Punch List” shall mean a list of items compiled by the Customer upon its final walk through and review of the Licensed Space, necessary for the space to comply with the specifications set forth in Exhibit A. The Licensed Space shall be deemed to be substantially completed upon MTG’s fulfillment of the Punch List items.

“Principals of MTG” shall mean Shane Wickremesekera.

“Sales Orders” shall mean all written sales orders executed by Customer and MTG with respect to activity in or associated with the Licensed Space (as well as any amendment to such Order reflected in a change order agreed to by the Parties in accordance with the terms of the applicable change order, the Order and this Agreement).

“Services” shall mean all services, goods and other offerings of any kind provided by MTG to Customer pursuant to this Agreement, and those provided pursuant to any subsequent Order.

“Service Fees” shall mean charges and fees for Services charged to Customer by MTG pursuant to this Agreement.

“Sublicensed Space” shall mean the portion of the licensed Space sublicensed to a Sublicensee by Customer pursuant to the terms of this Agreement.

“Sublicensee” shall mean a customer of Customer or other third-party who sublicenses all or part of the Licensed Space from Customer.

“Third Party Supplier” shall mean any business that provides products, services, or space to carry-out the provisions of this Agreement.

IN WITNESS WHEREOF, the parties have executed the Service Agreement as of the dates written below.

**Grant Community High School
District 124,
an Illinois Public School**

X _____
By: _____
Its: _____
Dated: _____

**McQueen Technology Group, LLC
an Illinois limited liability company**

X _____
By: Shane Wickremesekera
Its: Managing Director & CEO _____
Dated: April 20, 2021

EXHIBIT A – DESCRIPTION OF SERVICE

The following outlines the services to be provided by MTG for GCHS in conjunction with the delivery of Managed IT Services (“Contracted Services”).

Services

MTG will act as a strategic and tactical partner of Customer and provide the IT support and operations for the Customer which will include the following Services:

1. Application and System Support

MTG will provide support for the following Customer applications:

- Email System
- File Server
- Active Directory
- Aruba Wireless
- Cloud Services
- Palo Alto Firewall
- Network Administration Support
- Systems Monitoring - MTG will engage in the Customer’s current automated monitoring infrastructure and code that polls various aspects of Client’s environment in order to ensure that applications and infrastructure are operating within desired thresholds
- Image Database Network Support
- Assist in planning, initiating and completing administrative activities related to the implementation of an efficient technology services system
- Assist in Maintaining and updating District networking equipment for LAN and WAN and wireless environments
- Assist in Maintaining and updating District communication networking systems
- Assist in Maintaining and updating District network security functions
- Assist in Maintaining and updating virtual servers, network storage, and backup systems
- Assist in Maintaining and updating District server and desktop/laptop computer imaging systems

NOT Covered

- Prior custom developed applications/programs
- Manufactured developed applications/programs or warranted products

MTG can provide complete maintenance and support future developed applications and would require a change order and increase in scope of services. This can be determined at a future date under the contract.

2. Networking

MTG will continue to utilize and maintain the Customer's current network and remote access capabilities. If Customer's current network is not meeting the customers reliability expectations, MTG will evaluate the current network and recommend optional solutions which can be quoted and deployed as a separate project.

MTG will gather requirements and provide the Customer with potential business cases and appropriate options for future network architecture. Once project scope is defined and potential vendors are identified MTG will negotiate on behalf of the Customer, subject to Customer approval. MTG will be responsible for the oversight and implementation (as requested by Customer) for any activities related to network, architecture, implementation, house, management and maintenance of any potential Network Solution. Any costs associated with large enterprise implementation may be excluded in the cost of this service contract, and any additional cost estimate will be provided to the Customer in the form of a Change Order and no costs will be incurred by Customer prior to a change order being approved by Customer.

MTG will implement a structured approach to managing all infrastructure and end user computing. MTG will utilize and implement Microsoft Active Directory design, which will make the enterprise-scale service deployment manageable.

3. Support

MTG will provide support services for all priority 1 issues and administration of its policy. MTG will provide dedicated resources to support activity.

Availability of services will be as follows:

- Monday through Friday: 7:00 AM – 5:00 PM CST
- After Business Hours: Monday through Friday 5:00 PM – 7:00 AM CST – on call for Priority 1 issues and next business day all others.
- Saturday (all day) – 7:00 AM – 5:00 PM CST - On-call Priority 1 after 5:00 PM, all others next business day
- Sunday (all day) – On-call Priority 1, all others next business day

All tasks will be governed using the attached Service Level Agreement (Exhibit B).

All tasks will be addressed and centralized through the ticketing system. Modification of these support times will require a change in service fee if coverage is to be expanded.

4. General IT Services

MTG will support the existing peripherals of the Customer and evaluate their reliability and replacement. This support includes the following:

- Data back-up & restore
- Hardware replacement
- System Security Maintenance
- System Monitoring and Notification
- Single Point of Service Contact

5. System Security Maintenance and Information Safeguard

MTG acknowledges the critical nature of Customer's compliance with confidentiality laws, and its need to protect the confidentiality of its information. MTG will provide a comprehensive and periodic evaluation and risk assessment of Customer's network infrastructure, IT policies and procedures so as to implement policies, procedures and practices to facilitate Customers compliance with confidentiality laws and its own policies.

MTG shall use appropriate safeguards to prevent use or disclosure of any information required to be protected under this Agreement, and shall immediately report any use or disclosure of thereof which is not provided for by this Agreement. MTG shall cooperate with Customer in providing any required remedy to prevent or minimize the disclosures of any information required to be protected under this Agreement. MTG will return to Customer or destroy all other information required to be protected under this Agreement upon the termination of this Agreement (or, if not possible, to extend the protections contained herein as long as the information is retained). MTG will bind all agents and subcontractors to these same restrictions and safeguards.

MTG will review and assist in modifying, as necessary, configuration of all servers and the networking environment, assess network standards, identify security vulnerabilities, review the network infrastructure for to best practices, identify gaps in security, and provide remediation recommendations. MTG's recommended action items will include explanations regarding what technology and process changes are needed to address these vulnerabilities.

6 Equipment and Network

MTG shall be assist GCHS Technology staff for the continued availability or reliability of the communications lines and other technical or network infrastructures which are used by Customer in accessing the Services. MTG agrees to assist in performing reasonable diagnostic services and, if necessary, provide a fast remedy in order to solve the technical problem that prevents Customer from accessing the Service.

7 Service Fees

Customer will pay to MTG an MRC of **\$7,000** for **50** hours of monthly Technology Support at an hourly rate of **\$140** (guaranteed for the term of this contract). Any hours not used by GCHS shall rollover to the following month. In the event GCHS consumes in excess of the allocation 50 hours in a given month, GCHS's billing will remain at \$7,000 per month. Accumulated hours in excess of 50 per month, will be carried over to the following month and a true-up payment will be made to MTG at the end of three months (billing quarter) or six months (based on trending hours).

A one-month security deposit will be charged at the start of the Services and credited to the last month of Service at the termination of the Agreement.

MTG may not charge any additional fees to Customer or pass on any expenses to Customer without having first obtained approval for the same. There shall be no mark-up on expenses or charges payable to third parties, and Customer shall be entitled to verification of the actual costs incurred regarding any expenses or charges passed on to Customer.

9 Liquidated Damages

Customer may terminate this Agreement for its convenience notwithstanding MTG having fulfilled its obligations here under, and in such case, shall be liable to MTG for only the following:

- a. \$42,000 for losses, which amount to six months of services, after execution of this Agreement.

11 Client Responsibilities

GCHS agrees to the provision and designation of Client resources for the communication and coordination efforts required in the performance of the services described within this agreement. Any delays caused by lack of dedicated resources on behalf of GCHS, or its agents, will not be the responsibility of MTG and may cause a degradation in the quality and/or performance of services provided by MTG together with the possibility of an increase in the scope and fees of this agreement, provided however, that any increase in the services or fees of this agreement must be agreed in writing between GCHS and MTG. GCHS agrees to ensure that its hosted Systems are under a current support contract with the hosting vendor and/or manufacturer of such Systems. GCHS is responsible for all Systems and software costs that are not explicitly highlighted as MTG's Deliverables/Responsibilities in this agreement; these include, but are not limited to, third-party hosting fees, DNS services, SSL certificate services, software licensing, infrastructure maintenance fees, etc.

EXHIBIT B – SERVICE LEVEL AGREEMENTS

1. Table of Contents

- Mission, Scope and Availability
- Service Level Response
- Priority Level and Escalation of Tickets
- Responsibilities
- Customer Responsibilities

2 Mission

The mission of the MTG Technology Services is to provide a point of contact for GCHS for problems involving technology problems. It is our goal to meet and exceed the expectations of our customer by providing consistent communication and support for all Information Technology services in a professional, competent, and timely manner.

3 Scope

Technology support services are provided through the GCHS Technology Department. To ensure the fulfillment of our mission statement, MTG will be provide GCHS with this Service Level Agreement outlining services, priorities, and responsibilities related to the support of technology.

4 Availability of Services

Assistance is available via help desk ticketing system during the following days and hours:

- Monday through Friday: 7:00 AM – 5:00 PM CST
- After Business Hours: Monday through Friday 5:00 PM – 7:00 AM CST – on call for Priority 1 issues and next business day all others.
- Saturday (all day) – 7:00 AM – 5:00 PM CST - On-call Priority 1 after 5:00 PM, all others next business day
- Sunday (all day) – On-call Priority 1, all others next business day

Assistance can be accessed via the following options:

- On-line Help Desk system – MTG will be assessing your issue/request and will respond to the originating caller with a solution or an estimated time for solution within 2 hrs. of ticket inception.

5. **Service Level Response (SLR)**

In an effort to provide the best service possible to Customer, agrees to maintain the following service levels, as measured on a monthly basis; to:

- Instigate immediate attention to mission critical problems 100% of the time upon receipt or assignment to MTG Support. These are assigned as Priority 1 issues. While a problem may take some time to solve, these issues given top priority and any information provided from the Help Desk Ticket.
- Respond via email notification as to acceptance of issue to the end user within 2 hours of inception.

6. **Reporting**

MTG will work with GCHS Technology Department to provide monthly reports with trending of tickets.

MTG will work with Customer to develop monthly and yearly infrastructure availability and improvement goals.

Additional Notes

Spikes in ticket volumes due to the introduction of new applications, 3rd party technical issues, and non-MTG supported application issues, are not included in the response rate and/or abandon rate, if the spikes resulted in ticket volumes exceeding 20% of the previous average monthly ticket volume.

7. **Priority Level and Escalation of Tickets**

Priority 1 – An instance where there is total loss of mission critical resources with no work around in place. This can affect an individual, department, building, classroom, or even the entire organization.

Example: Loss of network, or server functionality.

Priority 2 - An instance where there is total loss of mission critical resources, but a work around is currently in place. In addition, this would include the total loss of non-critical resources for an individual with no work-around in place.

Example: Intermittent or location specific loss of network connectivity, loss of printing capability for an individual

Priority 3 - Call for service that affects daily productivity, but does not meet the requirements of higher priority levels.

Example: Inability to send or receive email from a particular address, new account set-up requests, process running slowly

Priority 4 - Call requesting scheduled service that does not need immediate attention and has minimal impact on daily productivity.

These requests may require long range planning and coordination.

8. **The Help Desk Structure**

GCHS Help Desk technician will be the first point of contact for GCHS staff. The ticket will either be solved at the time of a first contact, or ticket will be escalated to MTG.

- (a) Monday through Friday from 7:00am until 5:00pm, the tickets will be reviewed by the assigned “MTG Support” for the day for resolution or escalation.
- (b) All unresolved or escalated tickets will be assigned to the appropriate technical support person based on type of issue and priority. They will also review outstanding open tickets. During off hours and weekends when there is not a “GCHS Tech on Duty”, MTG technicians will be responsible for evaluating for priority 1 issues and escalating the ticket to an appropriate technician.
- (c) The Help Desk queue will contain up to date status of all open and pending issues by ticket number.



24/7 Protection for Your K-12 and Higher Education IT Enterprise

Data is the core of your organization.
Soteria enhances network security so
users experience a safe environment.

Soteria identifies ransomware, phishing attempts,
DoS attacks, and more on your network environment.



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McQUEEN LLC
TECHNOLOGY GROUP

A Well-Protected Network Environment Is Crucial

School systems face tremendous cybersecurity risks each day. And the trajectory continues to spike as learning becomes more intertwined with digital devices.

These attacks are forcing organizations to rethink actionable plans to mitigate internal and external security risks. School systems must implement a robust security solution to better prevent and respond to network vulnerabilities.

A smart solution for schools is to provide multi-layered security within their network environment. However, with limited IT budgets and resources, school districts struggle to keep security tools up to date to identify new risks and remove vulnerabilities from their IT systems.

To reduce the impact of this immediate and concerning issue, prevention is imperative. With this in mind, McQueen Technology Group developed Soteria, a proprietary, appliance-based solution that scans IT networks to identify weaknesses and thwart attempted network attacks.



Just between July and August 2020, the number of weekly cyberattacks per educational facility in the U.S. increased by **30%***

*www.techrepublic.com/article/cyberattacks-against-schools-are-on-the-rise/

Click here for more information about how Soteria can help protect your network data. →

What Soteria Does

Soteria is an on-premise server that plugs into your network environment and identifies risks related to:

- Ransomware
- Account takeovers
- Client-side attacks
- Crypto jacking
- Denial of Service (DoS) attacks
- Hacking attempts
- Internet of Things (IoT) assets
- Phishing attacks
- Privilege elevation
- Internal vulnerabilities
- Domain and password security
- Authentication

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Through a visual reporting dashboard, your IT team reviews the identified vulnerabilities, categorized by urgency. You choose how to mitigate those risks, whether it's enlisting McQueen Technology Group's services or handling the threats internally within your own IT department.

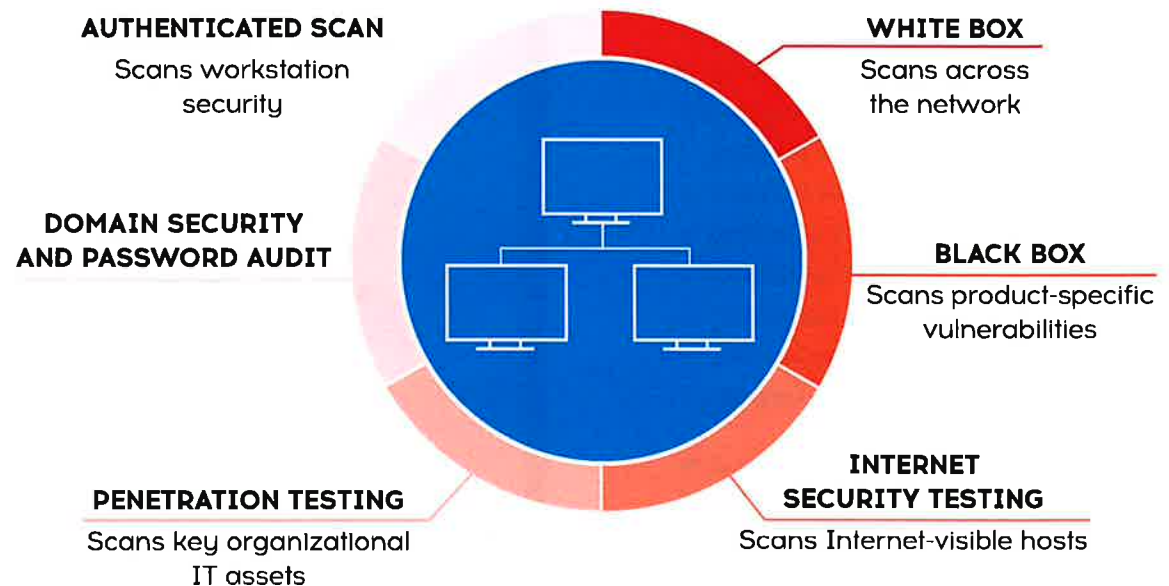
[Click here for more information about how Soteria can help protect your network data.](#) →

How Soteria Works

The Soteria solution continuously scans your system components to ensure they remain in a secure state.

Upon installation, Soteria runs in the background for approximately two weeks to thoroughly review your network environment. After initial risks are defined, you can continue to monitor and mitigate new threats via the Soteria portal. If threats arise that are out of your IT department's expertise or bandwidth, simply enlist McQueen Technology Group's services team to expedite the resolution of threats.

SOTERIA USES THE FOLLOWING METHODOLOGIES TO EXECUTE NETWORK TESTS:



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Because software updates are regularly deployed, you can rest easy knowing that Soteria is identifying the latest threats to your network.

[Click here for more information about how Soteria can help protect your network data.](#) →

Benefits of Soteria

With Soteria as part of your network-security arsenal, you'll see that it:



Provides 24/7 server scans to identify vulnerabilities.



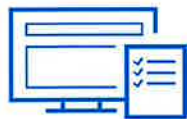
Detects open ports through which a hacker can penetrate your network.



Identifies accounts with weak passwords and unauthorized administrators.



Detects outdated protocols and lack of relevant updates on servers, which can be used to gain unauthorized access to your network.



Issues a report of your vulnerabilities based on scan results.



Patch weaknesses before hackers find them.

“Soteria is definitely needed in education. It’s a tool that small technology departments can use to streamline work, set goals, and prioritize assignments.”

CHRIS GEOCARIS, Assistant Superintendent of Instructional Services,
Warren Township High School District 121

CLIENT REQUIREMENTS FOR RUNNING APPLIANCE

Enough space in the rack, form factor
Rack (1U)

2 power input 550W - should
be connected simultaneously for
redundancy and reliability

2 10GbE BaseT or 1GbE ports on switch
preconfigured according to instructions

IP address assigned with little to no
restrictions on the firewall (should pass
SSL and VPN traffic to the cloud)

Preconfigure SPAN Port mirroring
traffic to firewall.*

*Mirroring (or SPAN) is a method used on
modern network switches to send a copy of
network traffic (packets) for further analysis
in various applications, including performance
monitoring and security.

[Click here for more information about how Soteria can help protect your network data.](#) →

Nothing is more important than protecting your users from bad agents attempting to penetrate your network to cause harm. Soteria adds a 24/7 layer of protection to identify and mitigate risks, so you can rest easy.

For more information, visit [Soteria here](#).

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About McQueen Technology Group

McQueen Technology Group is a full-service provider of technology solutions. Founded in Chicago, Illinois, McQueen Technology Group (MTG) partners with clients to build a trusted relationship where continuously increasing value is the foremost objective. MTG's business philosophy is focused on quality first based on customer objectives. MTG is comprised of experienced professionals who are innovative, entrepreneurial, agile, and knowledgeable, proven by a rigorous hiring and screening methodology.



McQUEEN^{LLC}
TECHNOLOGY GROUP



Community High School District 117

Uses Soteria to Identify and Mitigate Network Security Threats



Located in the heartland, Community High School District 117 embodies the challenges that thousands of school districts endure: Hackers have identified educational institutions as a target for ransomware, DDoS attacks, malware, and other malicious activities.

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Schools have been forced to adapt to this threat without necessarily having the staff or funding to fully protect its networks, especially as users access networks remotely. This leaves schools in a precarious position if they're not actively pursuing how they'll identify and resolve vulnerabilities within their networks.



McQUEEN^{LLC}
TECHNOLOGY GROUP

Challenge

To create a less penetrable network environment, the Information Technology team at Community High School 117 looked for a solution that would help:

- Proactively monitor exposure
- Gain global visibility of vulnerabilities
- Minimize the risk of ransomware, DDoS attacks, and malware
- Identify overlooked issues, such as easy-to-crack passwords

Solution

For Community High School District 117, the choice to use Soteria and McQueen Technology Group (MTG) came down to one factor: **ease of use**.

According to Ryan Miles, Chief Technology Officer at Community High School District 117, "Other companies inundate you with lengthy questionnaires and then give you a complicated roadmap to fix issues. But, given resources, my staff wouldn't have been able to fix it. The process with Soteria was easy, but methodical; a server plugs into the network, and works to identify existing vulnerabilities. I felt that about half of the found issues could be resolved by my team, which is important from a cost perspective."

Miles was also impressed with the creativity and uniqueness of Soteria. He said, "There's no other product out there that can sit in your server room and run a 24/7 audit. This is new in the education space, and it's very creative."

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“A school needs that industry-standard backboard to be more secure, and Soteria helps us achieve that”

RYAN MILES, Chief Technology Officer at Community High School District 117

Benefits

Thanks to Soteria, Community High School District 117 can now:



Clearly identify problematic usernames, passwords, and groups based on Soteria's Active Directory analysis



Segment and prioritize security weaknesses to better address them



Verify if a network change negatively impacts the network



Use Soteria as a learning tool for ongoing staff education

“Soteria would be very valuable to any school, on any budget cycle, as a 24/7 security audit.”

RYAN MILES, Chief Technology Officer

WHAT SOTERIA DOES

The Soteria server plugs into your network and:

Scans for ransomware, DDoS and client-side attacks, crypto jacking, and more

Detects open ports through which a hacker can penetrate your network

Identifies accounts with weak passwords and unauthorized administrators

Detects outdated protocols and lack of relevant updates on servers, which can be used to gain unauthorized access to your network

Issues a report of vulnerabilities based on scan results

Identifies weaknesses within your network

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Nothing is more important than protecting users. Soteria adds a 24/7 layer of protection to identify risks so you can better protect your network.

For more information, visit m-tg.com or mcqueentechnologygroup.com.

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About McQueen Technology Group

McQueen Technology Group (MTG) is a full-service provider of technology solutions that partners with clients to build a trusted relationship where continuously increasing value is the foremost objective. MTG's business philosophy is focused on quality first based on customer objectives. MTG is comprised of experienced professionals who are innovative, entrepreneurial, agile, and knowledgeable, proven by a rigorous hiring and screening methodology.

McQueen Technology Group, LLC
13010 Morris Road
Suite 650
Alpharetta GA, 30004



McQUEEN ^{LLC}
TECHNOLOGY GROUP

GRANT HIGH SCHOOL



Go Beyond the Surface

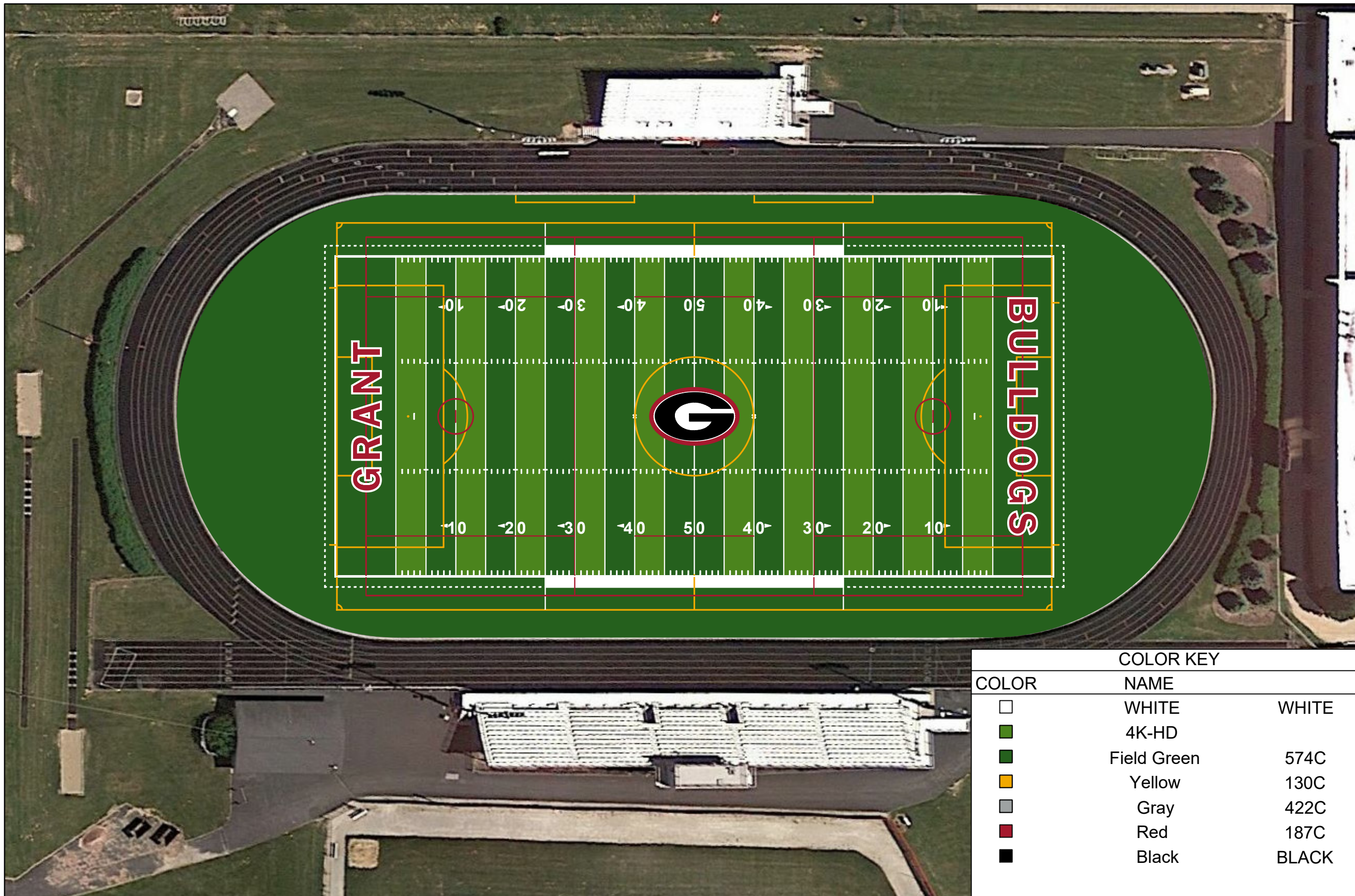
2910 Falling Waters Boulevard
Lindenhurst, Illinois 60046
847-265-8883

Drawing Index

- Sheet 1 - Color Field Layout - Option 1
- Sheet 2 - Color Field Layout - Option 2
- Sheet 3 - Football Dimensions
- Sheet 4 - Football Details
- Sheet 5 - Soccer Dimensions
- Sheet 6 - Men's Lacrosse Dimensions
- Sheet 7 - Inlaid Lines Detail
- Sheet 8 - Tufted Lines Detail
- Sheet 9 - Field Seaming Plan - Option 1
- Sheet 10 - Field Seaming Plan - Option 2



Date:	Issued:
6/1/2021	APPROVAL

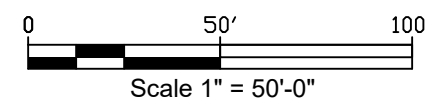


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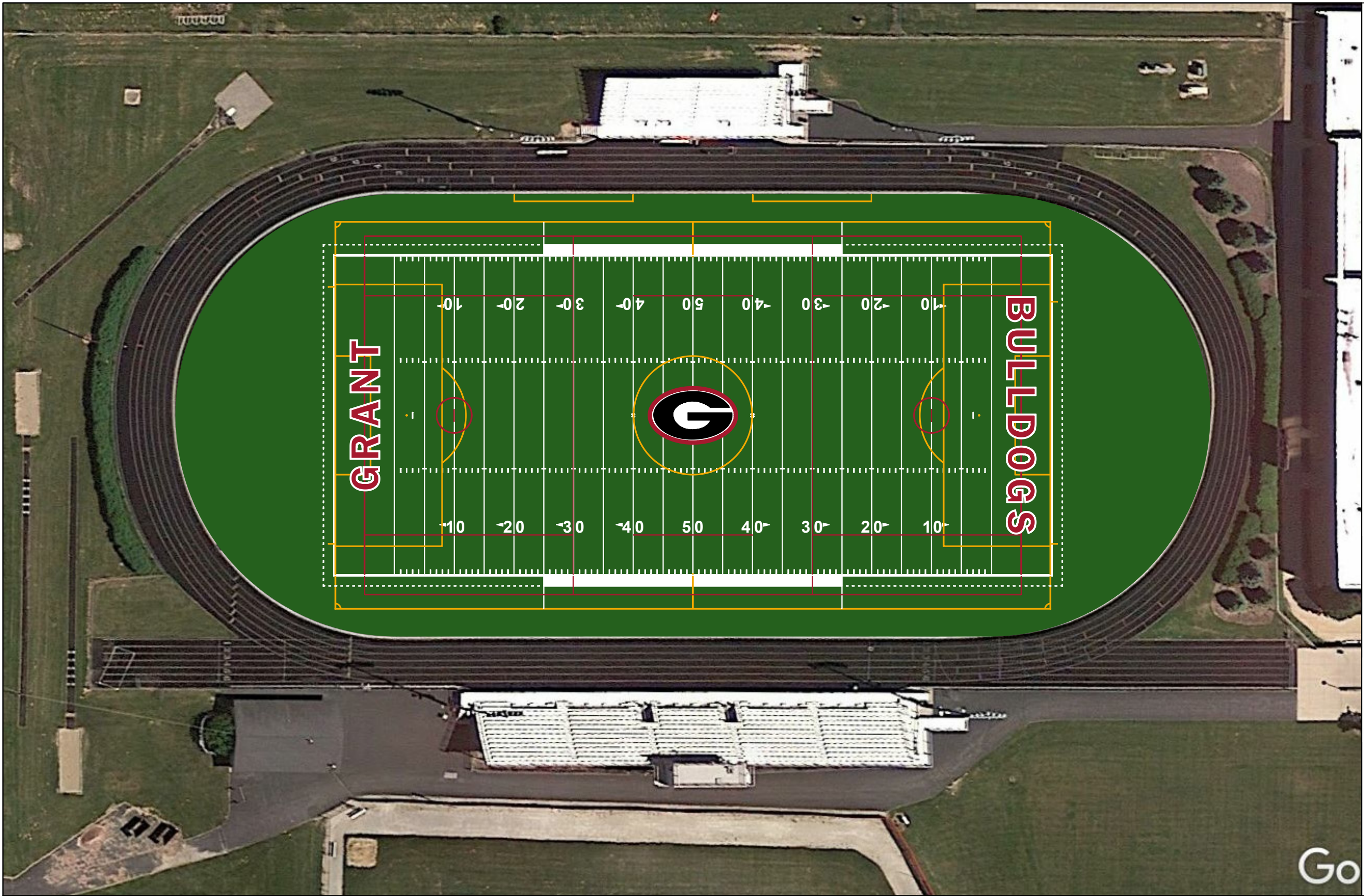


Project Name:
Grant High School

Sheet Description:
Color Field Layout - Option 1



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 1 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		



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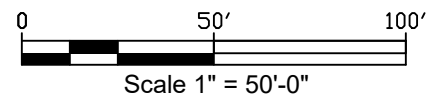
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Project Name:

Grant High School

Sheet Description:

Color Field Layout - Option 2



Project Number

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Drawn By

TJB

Issued For

Approval

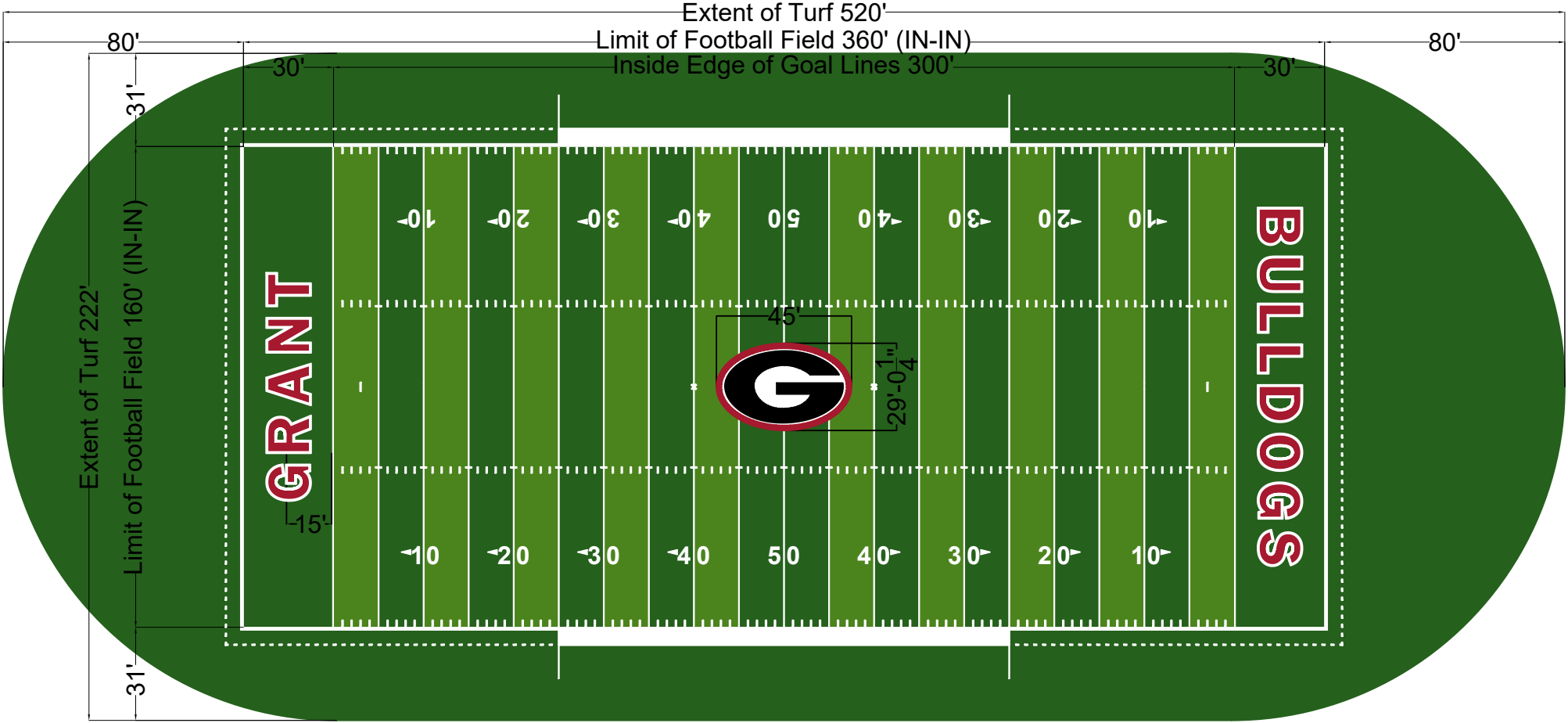
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June 1, 2021

Sheet No.

Sheet 2 of 10

Note: Scale is accurate when printed on 11" x 17" paper.



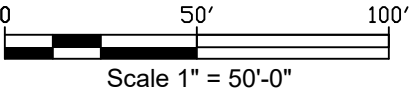
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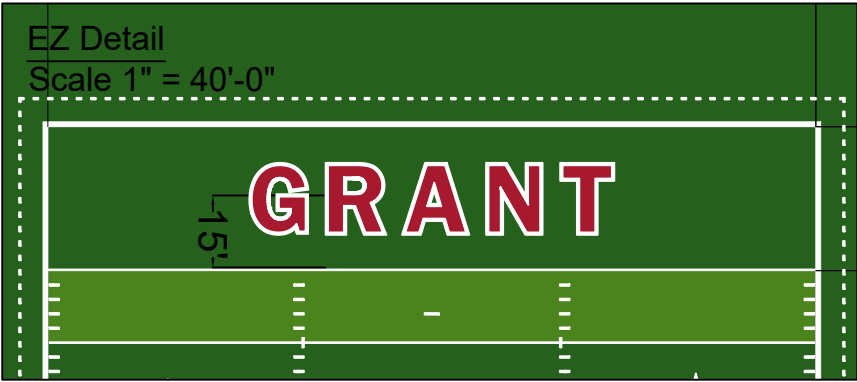
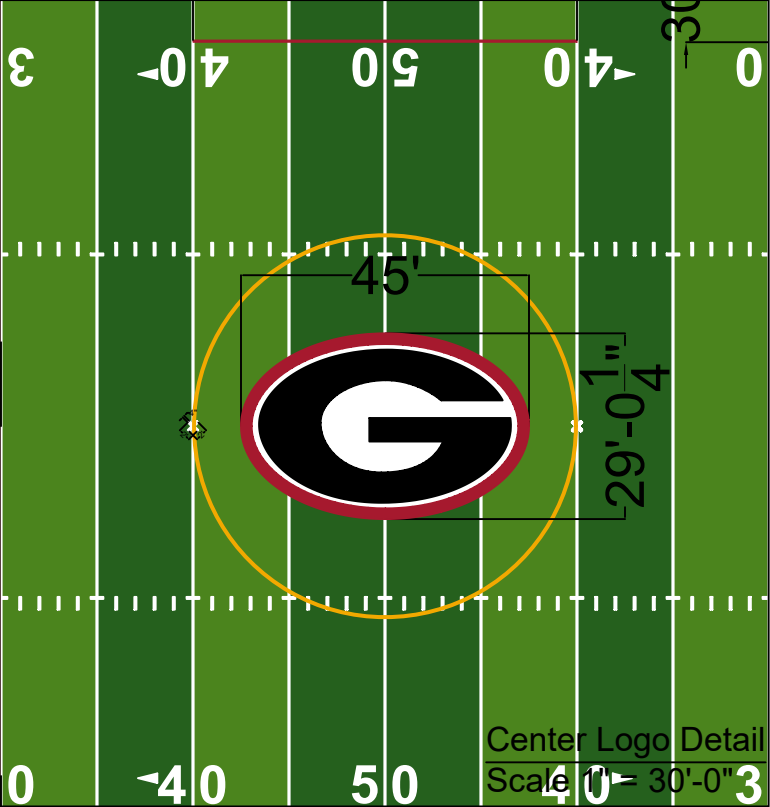
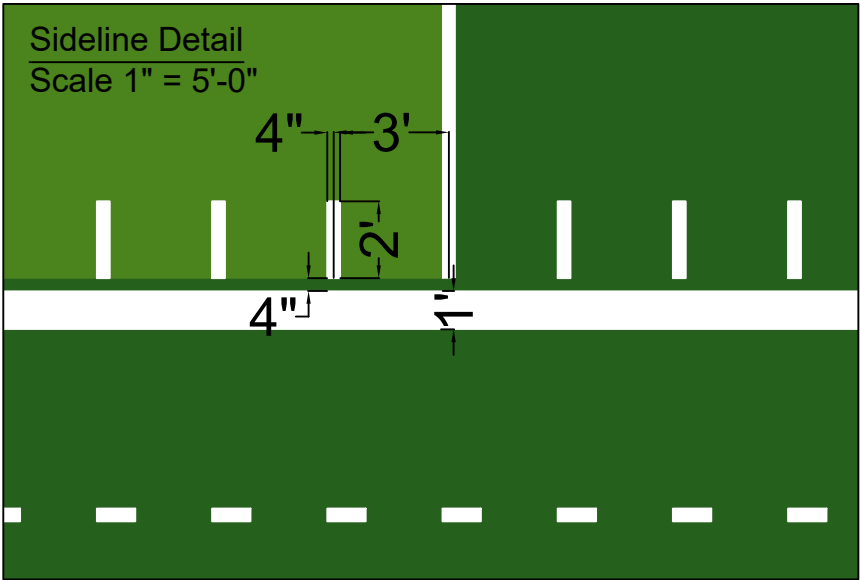
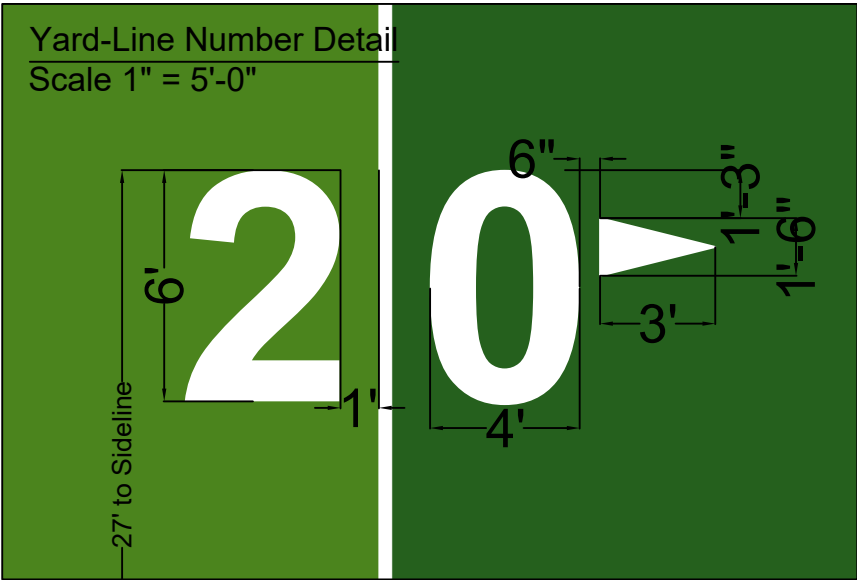
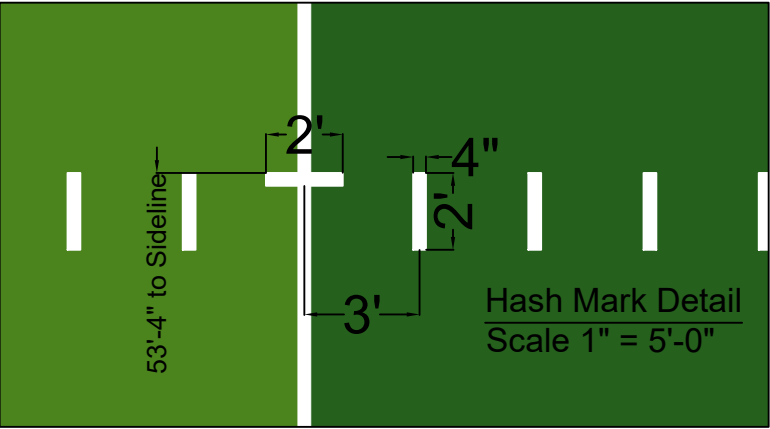
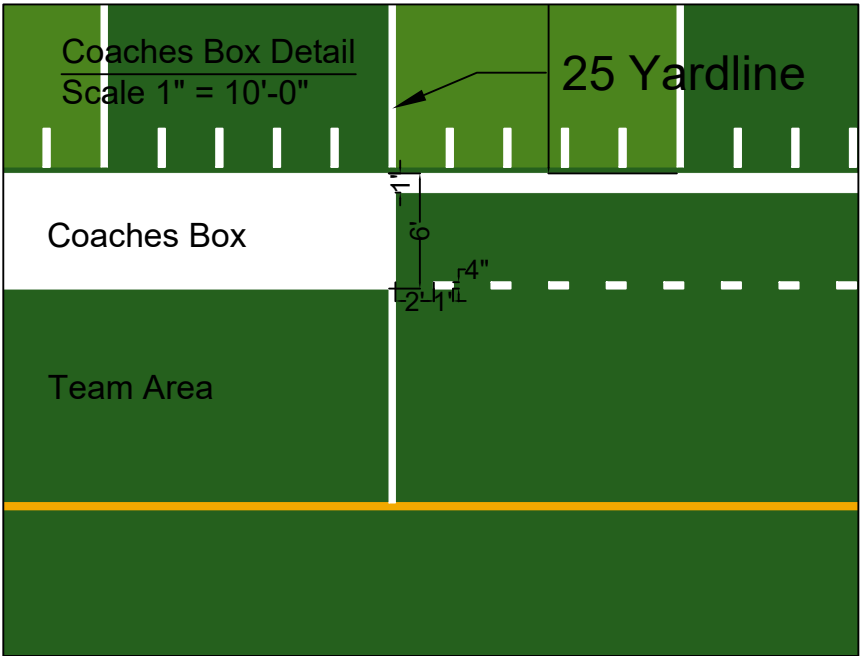
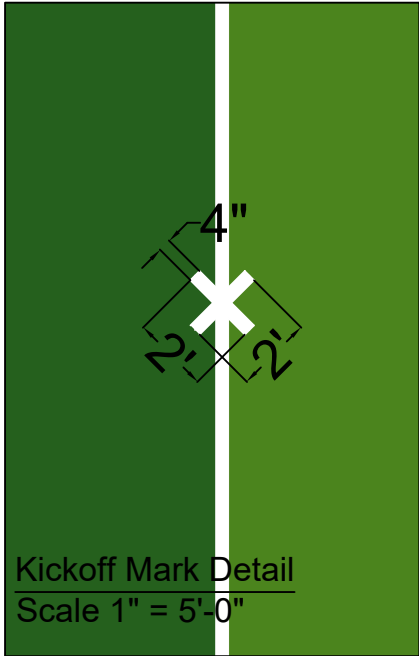
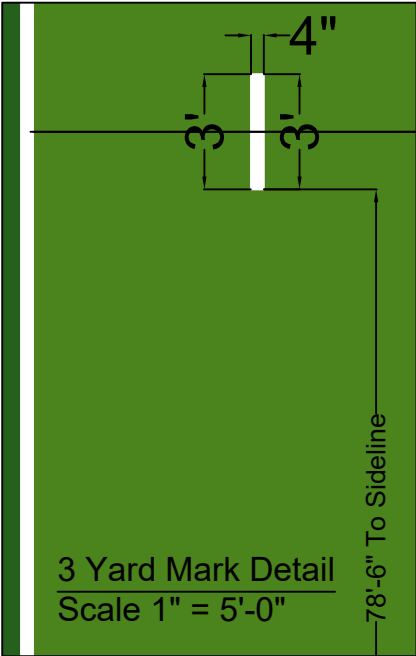


Project Name:
Grant High School

Sheet Description:
Football Dimensions



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 3 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		

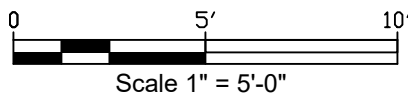


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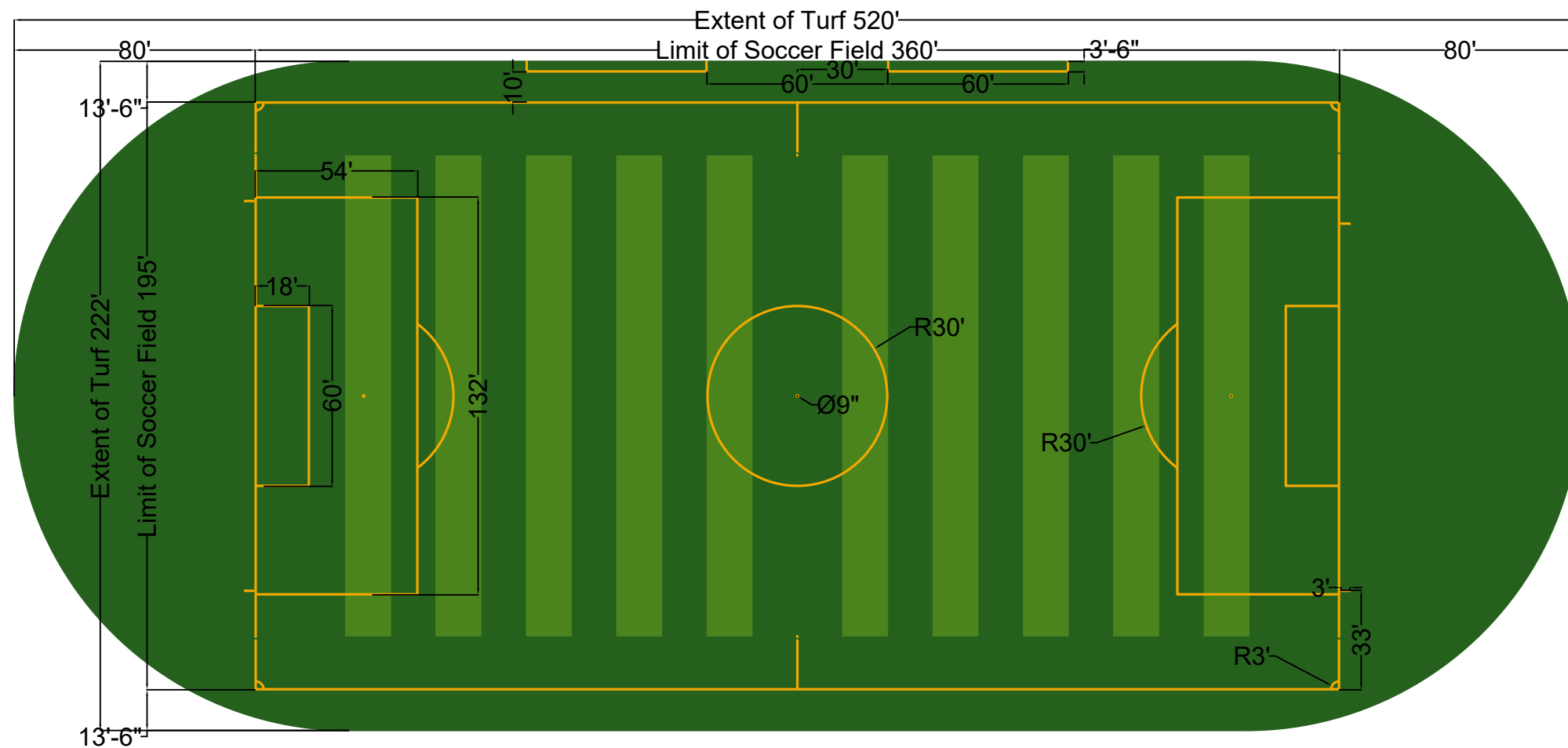


Project Name:
Grant High School

Sheet Description:
Stadium - Football Details



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 4 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		

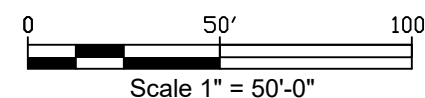


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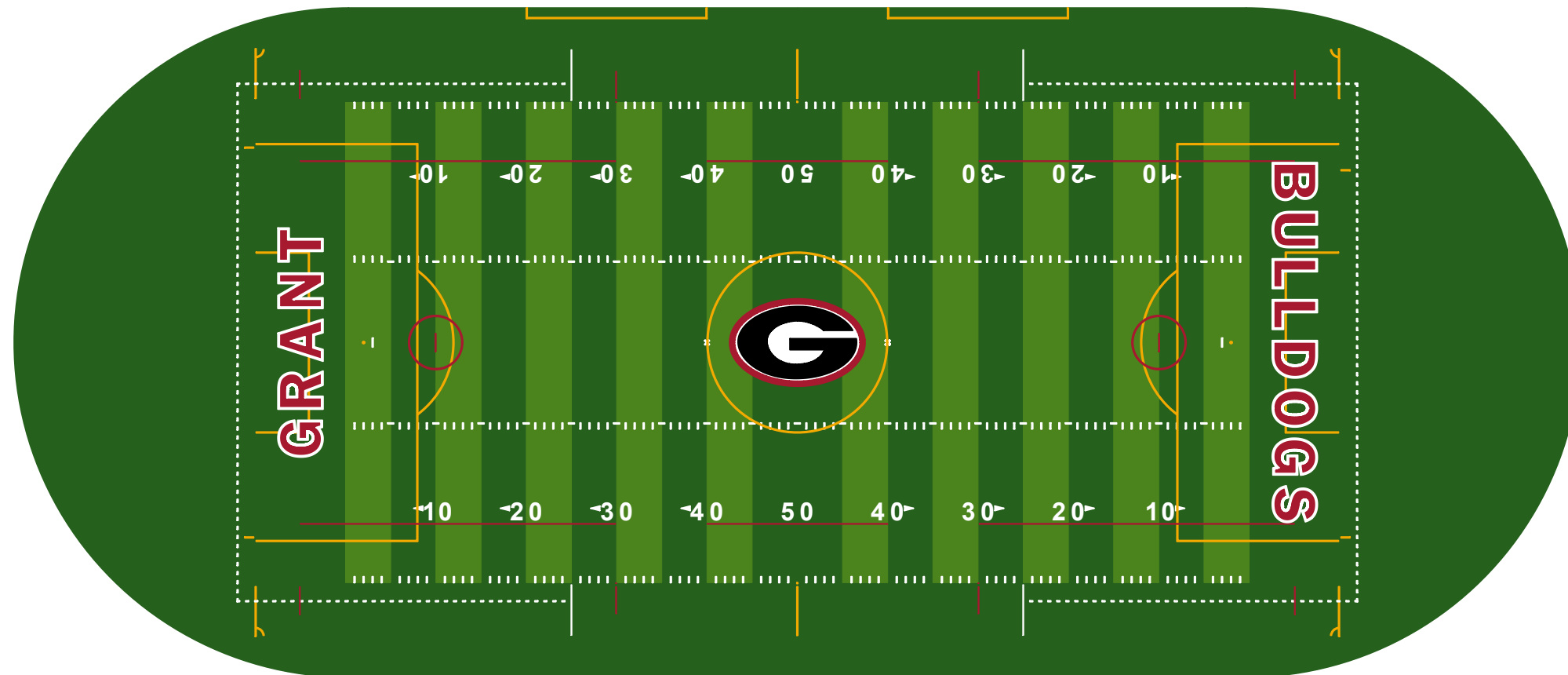


Project Name:
Grant High School

Sheet Description:
Soccer Dimensions



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 5 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		

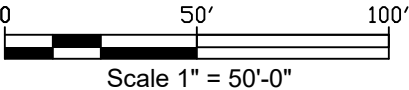


LINES/MARKINGS SHOWN WILL BE INLAID - REFER TO SPECIFIC SPORT SHEET FOR DIMENSIONS

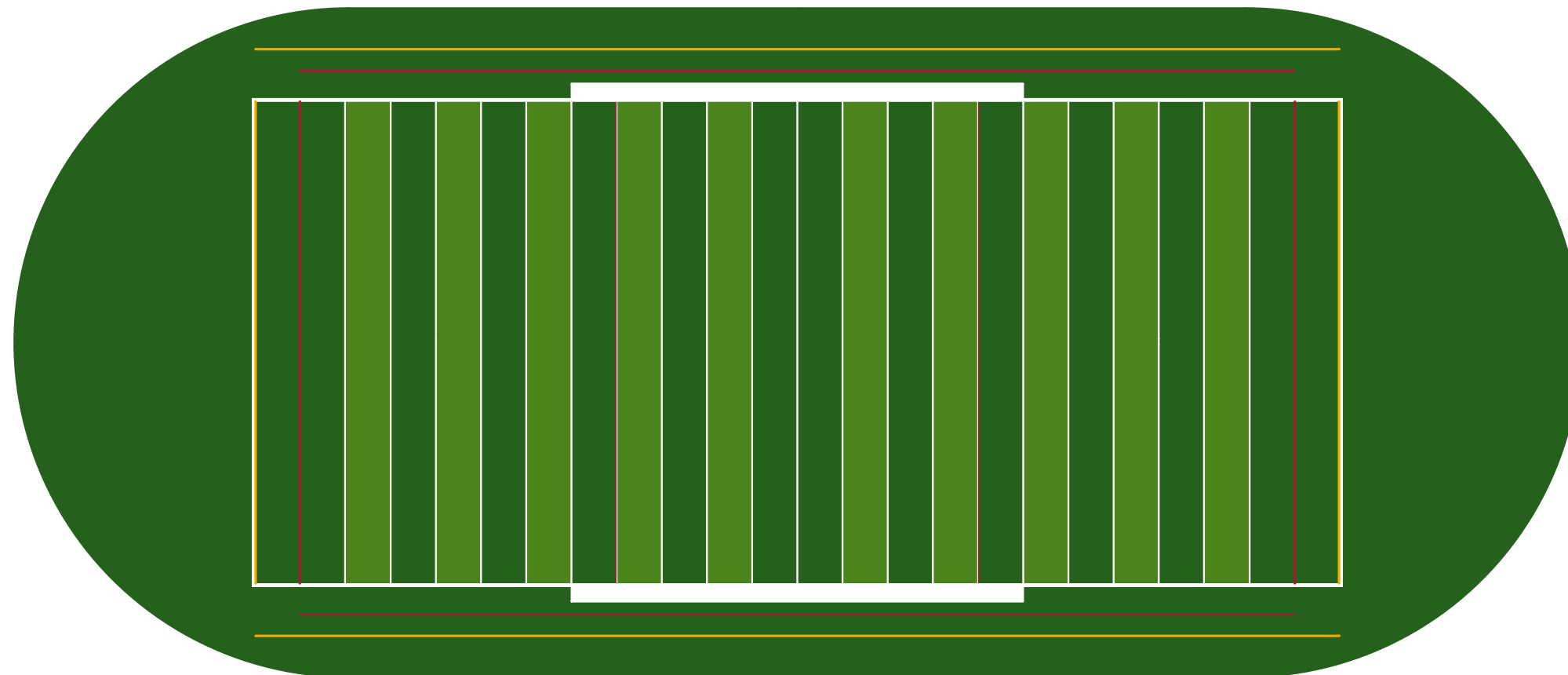


Project Name:
Grant High School

Sheet Description:
Inlaid Lines Detail



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 7 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		

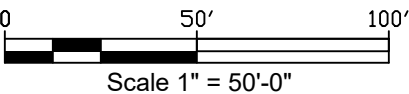


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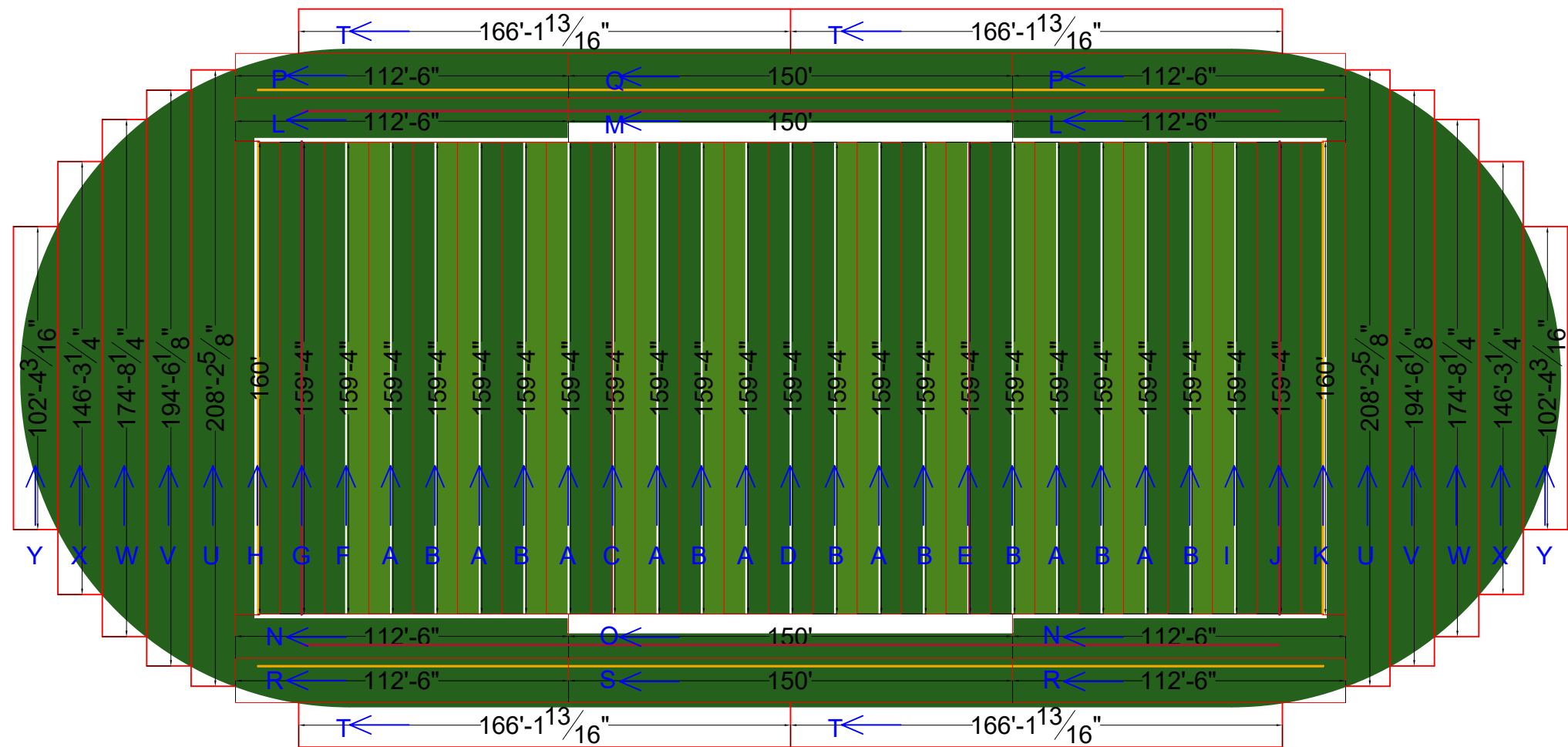


Project Name:
Grant High School

Sheet Description:
Tufted Lines Detail



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 8 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		



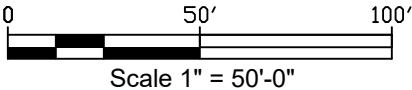
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Roll Arrow Indicates Install Direction NOT PILE DIRECTION

Project Name:
Grant High School

Sheet Description:
Field Seaming Plan - Option 1



Project Number	Drawn By	Issued For
TBD	TJB	Approval
	Date	Sheet No.
	June 1, 2021	Sheet 9 of 10
Note: Scale is accurate when printed on 11" x 17" paper.		

Date: June 7, 2021
To: Dr. Christy Sefcik, Superintendent
From: Beth Reich
Re: Substitute Rate of Pay for 2021-22

Background: _____

Grant Community High School utilizes substitute teachers to take over in the event our teachers are absent for any of the following reasons: attending a professional conference, illnesses, bereavement, jury duty, personal matters, attending an IEP meeting, articulation with feeder districts, attending other meetings, etc... Many of our full time teachers began at Grant as a substitute teacher. Their subbing days gave our administration the ability to see their teaching skills in the classroom; then, when a position opened up, the administration was able to confidently hire them.

We last increased the substitute daily rate in 2017-18, when we raised it to \$115.00 per day. Prior to that, we increased it in 2015-16, to \$100 per day as Grant was the lowest in the area. Last year, the Board approved a one-year temporary increase to \$175.00 per day, recognizing during the COVID-19 pandemic that there would need to be an incentive to bring substitutes back into the building. Now, as we move forward, we want to make sure our rate is competitive in the area, so we can continue to attract and retain substitute teachers.

Criteria Breakdown: _____

In looking at the option of increasing the substitute daily rate of pay, we began by pulling the comparable salaries of surrounding districts to see if our rates are in line, below or above the average. The following table shows the results of the data collection:

School	<u>2021-2022 Sub</u> <u>Pay per day</u>
Antioch	\$115.00
Grant	\$115.00
Grayslake Central	\$125.00
Grayslake North	\$125.00
Lakes	\$115.00
Libertyville	\$110.00
Round Lake	\$115.00
Warren	\$125.00
Wauconda	\$120.00
Zion-Benton	\$125.00
Average	\$119.00

Grant has the second lowest starting substitute pay of the districts that responded to our request. The districts immediately around us start between \$115 and \$125. Additionally, we polled our feeder districts to see where our daily substitute rate falls in relation to theirs. The table below shows this information:

<u>Feeder School</u>	<u>2021-2022 Sub Pay per Day</u>	<u>Notes</u>
Big Hollow	\$ 120.00	
Gavin	\$ 115.00	After 15 days, goes to \$125.00
District 114	\$ 110.00	After 10 days, goes to \$115.00
Average	\$ 115.00	

Recommendation: _____

I am recommending that Grant Community High School #124 raise the substitute teacher rate of pay to \$125 per day beginning with the 2021-2022 school year. This rate of pay is competitive with surrounding districts, slightly above the comparative average, and will allow us to continue to grow our base of substitute teachers.



Insurance | Risk Management | Consulting

2850 Golf Road
Rolling Meadows, IL 60008-4050
USA

630.773.3800
www.ajg.com

June 7, 2021

VIA UPS

Beth Reich
Grant Community High School District #124
285 E Grand Avenue
Fox Lake, IL 60020

Re: Name of Principal: Beth A Reich
Name of Obligor: Grant Community High School District 124
Type of Bond: Treasurers
Bond Number: 404008076

In accordance with the renewal terms of the above bond, a new bond is required by the Obligor. Please check the attached documents carefully. If signatures are required, an authorized individual of the Principal should sign where indicated, and file it with the Obligor prior to the renewal date.

Refer to bond form for cancellation provisions

Should you have any questions, please do not hesitate to contact us. Thank you.

Sincerely,

Jodie Sellers
Client Service Supervisor

William T. Krumm
Producer

enclosures

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

SELJO1

Phone: (630)773-3800

Fax: (630)285-4006

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

Invoice #	3877886	1 of 1
ACCOUNT NUMBER	DATE	
GRANCOM-05	6/7/2021	
BALANCE DUE ON	AMOUNT DUE	
7/1/2021	\$9,975.00	



Insurance | Risk Management | Consulting

Public Officials Bond	PolicyNumber: 404008076	Company: Liberty Mutual Insurance Company			Effective: 7/1/2021 to 6/30/2022
Item #	Trans Eff Date	Due Date	Trans	Description	Amount
24014064	7/1/2021	7/1/2021	RENB	Renewal Premium	\$9,975.00

\$10,500,000 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: \$9,975.00

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

Invoice #	3877886
ACCOUNT NUMBER	DATE
GRANCOM-05	6/7/2021
BALANCE DUE ON	AMOUNT DUE
7/1/2021	\$9,975.00
AMOUNT PAID	
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Please send your remittance to:

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



Insurance | Risk Management | Consulting

SCHOOL TREASURER'S BOND
Roycealee J. Wood
Regional Superintendent of Schools, Lake County, Illinois

STATE OF ILLINOIS)
) SS
COUNTY OF Lake)

We, Beth A Reich, as Principal and Liberty Mutual Insurance Company as Surety, are obligated, jointly and severally to the School Board of Grant Community High School District # 124, in the above mentioned county or successors in office, in the penal sum of Ten Million Five Hundred Thousand Dollars and 00/100 dollars (\$ 10,500,000.00) for the payment of which we bind ourselves, our heirs, executors, administrators. In witness whereof we have hereunto set our hands and seals this 7th day of June 2021. THIS BOND TO BE EFFECTIVE July 1, 2021. THIS BOND WILL EXPIRE June 30, 2022.

The condition of this obligation is such that if Beth A Reich school treasurer in the above stated county, faithfully discharges the duties of his or her office, according to law, and delivers to his or her successor in office after such successor has qualified by giving bond as provided by law all moneys, books, papers, securities and control, which have come into his or her possession or control, as such school treasurer, from date of his or her bond to the time that his or her successor has qualified as school treasurer, by giving such bond as required by law, then this obligation will be void; otherwise it will remain in full force and effect.

Beth A Reich
PRINCIPAL

Liberty Mutual Insurance Company
SURETY

By: _____

By: _____

STATE OF ILLINOIS)
) SS
COUNTY OF)

Jodie Sellers

Attorney in Fact



I, _____, hereby certify that _____ who is personally known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that he signed, sealed and delivered said instrument as his free and voluntary act for the uses and purposes as therein set forth.

Given under my hand and Seal _____ seal this _____ day of _____, _____.

Approved and accepted by: BOARD OF EDUCATION (or BOARD OF DIRECTORS) of _____

District No. _____ on this _____ day of _____.

By: _____

SECRETARY

PRESIDENT

Approved and filed this _____ day of _____, _____.

Regional Superintendent of Schools

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 Jodie Sellers 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 12th 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 12th 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 7th day of June, 2021.



By: Renee C. Llewellyn

Renee C. Llewellyn, Assistant Secretary

BOE MEETING JUNE 17, 2021
FREEDOM OF INFORMATION REQUESTS FULFILLED

Date of Request	Requestor	Documents Requested	Date of Response
5/17/2021	Zoe Yalcin, SmartProcure	Purchasing records from 2/12/2021 to current	5/17/2021