

Big Hollow School District #38 Ingleside, IL 60041

REGULAR BOARD OF EDUCATION MEETING MINUTES

Monday, June 14, 2021

1. Call to Order and Roll Call:
The regular meeting of the Board of Education was called to order at 6:00 p.m. on Monday, June 14, 2021.

Roll Call:
The following members were in attendance: Bennett, Dollinger, Kueter, Lyons, Pedersen, Plescia
The following members were absent: Cernuska
The following administration was present: Gold

2. Motion to move to Closed Session:
A motion was made by Kueter and seconded by Dollinger to move to closed session at 6:01 pm.
Motion carried.

Aye: Kueter, Dollinger, Bennett, Lyons, Pedersen, Plescia
Nay: None

3. Resume to Open Session:
Open session began at 6:58 p.m.
The following members were in attendance: Bennett, Dollinger, Kueter, Lyons, Pedersen, Plescia
The following members were absent: Cernuska
The following administration were present: Gold, Biancalana, Hetrovicz, Janusz, King, McCulley, Pittman
The meeting was live streamed.

4. Pledge of Allegiance:
The Pledge of Allegiance was recited.

5. Added Items/Approval of the Agenda:
A motion was made by Kueter and seconded by Dollinger to approve the agenda with the addition of two new hires and approval of Dr. King stipend for Interim Middle School Principal.
Motion carried.

Aye: All
Nay: None

6. Accomplishment Recognition

- The administration honored the following individuals who have been nominated by staff and selected by the administration for the following awards:
 - Student of the Month: The April Student of the Month was not able to attend our May meeting and was honored at the June Board Meeting. Kendall Michael, 1st Grader was nominated by her teacher Mrs. Salazar as well as paraprofessional, Kerry Hubbard. Kendall is polite, well behaved, kind and sweet! She greets her fellow classmates with a smile on her face and always uses manners. She follows STAR expectations and encourages others to do so as well.
 - May Student of the Month: Emily Stacy, 8th Grader, was nominated by Mrs. Dee for her dedication and leadership qualities. Mrs. Dee made mention of her talents as well as her being a role model.
 - May Employee of the Month: Cindy Roller, Elementary Special Education Teacher. Ms. Roller was nominated by a number of elementary teachers for being amazing! Cindy is always cool, calm and collected. Her classroom runs like a well oiled machine and the students are always having fun and learning at the same time. She advocates for her students, encourages them to grow by setting expectations and supporting them as they meet them.

7. Board member “Code of Conduct” Review:

Item #6: “I will encourage and respect free expression of opinion by my fellow board members and will participate in board discussions in an open, honest, and respectful manner, honoring differences of opinion or perspective.”

8. Approve Consent Agenda Items:

A motion was made by Plescia and seconded by Kueter to approve the consent agenda items as presented.

Motion carried.

Aye: Plescia, Kueter, Dollinger, Lyons, Pedersen, Bennett

Nay: None

9. Public Comments:

No public comments were presented.

10. Superintendent’s Report:

a. Pandemic Response Update

Mr. Gold shared with the board; pandemic-related topics, such as possible changes to the quarantine rules, ISBE resolution and SHIELD testing. Remote learning will need to be provided to students that fall within two categories: those not eligible for the vaccine and those that are under quarantine order. There will be more information coming this summer.

b. Multi-Tiered Systems of Support (MTSS)

Dr. King presented to the board the MTSS Handbook as well as the MTSS meeting

calendar for the 2021-2022 school year. She shared with the board the implementation of a zero hour at middle school for the upcoming school year to those students that are struggling and have schedules that do not allow them to utilize EPIC, students will be invited to attend this program. The MTSS is working towards universalizing PreK-8th Grade programs in Tier II and Tier III as well as providing the appropriate support to students.

c. Board Meeting Dates for SY 2021-2022

A discussion was had by board members on the following practices for board meetings:

*Continue to start open session immediately following the end of closed session

*Continue to live stream board meetings

*Continue to hold Board Meetings in the Cafeteria

It was agreed that all of the above will continue as we begin the 2021-2022 school year.

d. Adoption of the 2021-2022 Budget Calendar

The tentative budget for SY21-22 will be presented during the Monday, August 9, 2021 Board Meeting. According to the Illinois School Code, the budget will need to be on display in our office for thirty (30) days prior to the board adopting the final budget. All public school budgets must be approved by September 30th of each year. The budget will be on display at the District office by August 5, 2021.

A motion was made by Dollinger and seconded by Bennett to approve the budget calendar as outlined below:

Thursday, August 5, 2021 – Local ad appears in the Daily Herald regarding thirty-day notice of budget on display.

Monday, August 9, 2021 – Board approves Tentative Budget for SY21-22.

Thursday, August 5, 2021 through Monday, September 13, 2021 – Budget on public display at the District office.

Monday, September 13, 2021 – Board adopts budget for 2021-2022 school year.

Motion carried.

Aye: Dollinger, Bennett, Pedersen, Lyons, Kueter, Plescia

Nay: None

e. 8th Grade Graduation Ceremony

A brief discussion was had on whether or not to continue the tradition of holding 8th Grade Graduation at the McHenry Outdoor Theater. It was agreed upon to continue this with a few minor changes to what is provided and the time of the program.

f. Insurance Update

An exhibit showing the updated 2021-2022 property/casualty and workers' compensation premiums. In summary, the total cost for these coverages has increased from \$156,190 to \$197,603. Mr. Gold shared with the board that the majority of this increase comes from workman's compensation claims.

11. Other Action Items:

a. May Employment Report

A motion was made by Plescia and seconded by Pedersen to approve the May employment report with the additions of Vicki Steward, 3rd grade teacher and Sabrina Fortunski, 3rd grade teacher.

Motion carried.

Aye: Plescia, Pedersen, Lyons, Bennett, Kueter, Dollinger

Nay: None

b. Extra Curricular Assignments for 2021-2022

An exhibit showing a listing of the extra-curricular positions for the current school year as well as recommendations for the 2021-2022 school year were presented to the board. It was noted that the open positions should be made known to parents.

A motion was made by Kueter and seconded by Plescia to approve the listing of the extra-curricular positions for the current school year as well as recommendations for the 2021-2022 school year.

Motion carried.

Aye: Kueter, Plescia, Pedersen, Bennett, Lyons, Dollinger

Nay: None

c. Certification of Hazardous Bus Conditions

The Illinois School Code requires that the Board of Education annually review areas within 1½ miles of school where free bus transportation is provided because conditions are such that walking constitutes a serious hazard. Currently, five such areas have been approved by the Illinois Department of Transportation:

- Heading east on W. Nippersink Rd. from the entrance of Big Hollow Middle School
- Heading west on W. Nippersink Rd. from the entrance of Big Hollow Middle School
- Heading north on Fish Lake Rd. from the entrance of Big Hollow Primary/Elementary Schools
- Heading south on Fish Lake Rd. from the entrance of Big Hollow Primary/Elementary Schools
- Heading west on Molidor Rd. from the entrance of Big Hollow Primary/Elementary Schools

A motion was made by Pedersen and seconded by Plescia that the Board certify that the hazardous conditions in these areas remain unchanged and that walking continues to constitute a serious hazard to students due to vehicular traffic.

Motion carried.

Aye: All

Nay: None

d. Gavin-BHSD intergovernmental agreement for shared management/employee costs of \ the food service program

An exhibit of the intergovernmental agreement was presented to the board.

A motion was made by Bennett and seconded by Kueter to accept the intergovernmental agreement for shared management/employee costs of the food service program
Motion carried.

Aye: Bennett, Kueter, Lyons, Pedersen, Plescia, Dollinger
Nay: None

e. Transportation agreement with St. Bede Catholic School

A contract was presented to the board for approval of the renewal agreement between BHSD38 and St. Bede Catholic School for transportation services.

A motion was made by Dollinger and seconded by Bennett to approve the transportation contract with St. Bede Catholic School.

Motion carried.

Aye: Dollinger, Bennett, Kueter, Lyons, Pedersen, Plescia
Nay: None

f. Administrative Assignments for 2021-2022

- Christine Arndt - Assistant Superintendent
- Venette Biancalana - Elementary School Principal
- Kira DeNovo - SPED Coordinator
- Michelle Hetrovicz- Director of Curriculum & Instruction
- Lenayn Janusz - Primary School Principal
- Victorene King - Director of Data, Assessment & Accountability/ Interim Middle School Principal
- Matthew McCulley - Director of Technology
- Stephanie Meek - Middle School Assistant Principal
- Sunny Morley - Elementary School Assistant Principal
- Rachel Mullen - Middle School Assistant Principal
- Erin Pittman - Director of Student Services

A motion was made by Pedersen and seconded by Bennett to approve the Administrative Assignments for the 2021-2022 school year.

Motion carried.

Aye: All
Nay: None

g. Appointment of a Treasurer for the 2021-2022 school year and the corresponding School Treasurer's Bond

A contract from DyoPath as well as the School Treasurers Bond that will be secured through Liberty Mutual Insurance Company for a total of \$5,000,000 was exhibited to the Board of Education.

A motion was made by Kueter and seconded by Dollinger to accept the contract from DyoPath to provide business office services once per month, which will include work as the District Treasurer and assistance in bank account reconciliation each month.
Motion carried.

Aye: Kueter, Dollinger, Lyons, Bennett, Pedersen, Plescia
Nay: None

- h. 2nd reading the adoption of the Amplify Science curriculum for grades 5 - 8
A memo was exhibited to the Board from Dr. Michelle Hetrovicz who shared during the May Board Meeting the process and timelines for this curriculum adoption.
A motion was made by Bennett and seconded by Dollinger to approve the Adoption of the Amplify Science Curriculum on 2nd reading for grades 5-8.
Motion carried.

Aye: Bennett, Dollinger, Lyons, Pedersen, Plesica, Kueter
Nay: None

12. Resignations Accepted:

- Accepted resignation from Scottt Whipple, Middle School Principal, effective June 30, 2021.
- Accept a resignation from Norma Velazquez, Food Service Worker, effective May 28, 2021.
- Accept a resignation from Maria Rosanna Garcia Lardizabal, Middle School Paraprofessional, effective May 28, 2021.
- Accept a resignation from Laranda Parker from her Middle School Lunch Monitor position, effective May 28, 2021.
- Accept resignation from Ashley Austin, Elementary ELL Teacher, effective at the end of the 2020-2021 school year.
- Accept resignation from Stephanie Malinge, 3rd Grade Teacher, effective at the end of 2020-2021 school year.
- Accept resignation from Megan Paul, 5th-8th Grade Special Education Teacher, effective June 2, 2021.
- Accept resignation from Howard Hill, Bus Driver, effective June 12, 2021.

13. Informational Items:

- a. Freedom of Information Act (FOIA) Requests
A FOIA request received on May 17, 2021; May 28, 2021; and June 2, 2021 were presented to the board. No comments or questions.
- b. Monthly Reports
The Monthly Administrator Report and Administrator meeting agenda from May were presented to the board.
- c. The next regularly scheduled Board Meeting will take place on Monday, July 12, 2021 with closed session beginning at 6:00 p.m and open session beginning immediately after.

14. Motion to move to Closed Session:

Not needed

15. Return to Open Session:
Not needed.

16. Take any necessary action following closed session regarding minutes, employment of personnel, resignations, terminations or leaves of absence:
None

17. Adjournment:
A motion was made by Kueter and seconded by Plescia to adjourn the meeting at 8:00 p.m.
Motion carried.

Aye: All

Nay: None

Board of Education President
Big Hollow School District #38

Board of Education Secretary
Big Hollow School District #38

	EDUCATION FUND (10)	OPER. & MAINT. FUND (20)	DEBT SVC FUND (30)	TRANS. FUND (40)	SS/MED/IMRF FUND (50/51)	CAPITAL PROJ FUND (60)	WORKING CASH FUND (70)	TORT FUND (80)	TOTAL ALL FUNDS
ASSETS									
Cash & Investments									
Imprest Fund	2,000	0	0	0	0	0	0	0	2,000
Cash in Bank BMO	0	0	0	0	0	0	0	0	0
Cash in Bank Win Trust Land of Lakes Bank	4,326,733	3,000,203	2,408,195	810,100	221,897	762,083	1,188,879	39,800	12,757,889
PMA Investment	611,723	446,268	244,388	113,623	39,374	112,191	177,151	3,882	1,748,600
PMA Savings Deposit Account	0	0	0	0	0	0	0	0	0
TOTAL CASH & INVESTMENTS	4,940,455	3,446,471	2,652,583	923,724	261,272	874,274	1,366,029	43,681	14,508,489
Due From Education Fund	0	0	0	0	0	0	0	0	0
TOTAL ASSETS	4,940,455	3,446,471	2,652,583	923,724	261,272	874,274	1,366,029	43,681	14,508,489
LIABILITIES									
Tax Anticipation Warrants Payable	0	0	0	0	0	0	0	0	0
Accounts Payable	93,364	-20,003	0	-43,748	0	-3,690	0	0	25,922
Due To Working Cash Fund	0	0	0	0	0	0	0	0	0
TOTAL LIABILITIES	93,364	-20,003	0	-43,748	0	-3,690	0	0	25,922
YTD Revenue	15,778,553	1,418,195	4,940,862	1,435,903	523,615	339,614	100,552	154,742	24,692,035
Sale of Assets									0
YTD Expenditures	-15,706,617	-1,291,613	-4,869,778	-1,064,664	-485,120	-255,212	0	-156,190	-23,829,195
YTD Excess/ (Deficiency)	71,936	126,582	71,084	371,239	38,494	84,402	100,552	-1,448	862,840
Beginning Fund Balance 07/01/20	4,961,883	3,299,886	2,581,499	508,736	222,777	793,562	1,265,478	45,129	13,678,951
Ending Fund Balance	5,033,819	3,426,468	2,652,583	879,975	261,271	877,964	1,366,029	43,681	14,541,791
TOTAL LIABILITIES & FUND BAL.	4,940,455	3,446,471	2,652,583	923,724	261,271	874,274	1,366,029	43,681	14,508,489

Board of Education President
Big Hollow School District 38

Date

Board of Education Secretary
Big Hollow School District 38

Date

Big Hollow District #38					
Bank Balances					
6/30/2021					
	Ledger/ Statement	Outstanding Deposits	Outstanding Checks	Adjusting Entry	Adjusted Balance
Education (10)	4,326,732.60				4,326,732.60
Building (20)	3,000,203.13				3,000,203.13
Bond & Interest (30)	2,408,194.74				2,408,194.74
Transportation (40)	810,100.16				810,100.16
IMRF/SS/MC Fund (50,51)	221,897.46				221,897.46
Capital Projects (60)	762,082.63				762,082.63
Working Cash (70)	1,188,878.71				1,188,878.71
Tort (80)	39,799.67				39,799.67
	<u>12,757,889.10</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>12,757,889.10</u>
Bank of the Ozarks	0.00				0.00
PMA Savings-11534-101	0.00				0.00
PMA Max Class General Fund	11,897,431.22				11,897,431.22
PMA Max Tax Anticipation Warrants	0.00				0.00
State Bank of the Lakes	1,011,925.80		151,467.92		860,457.88
Bancorp Bank	0.00				0.00
	<u>12,909,357.02</u>	<u>-</u>	<u>116,701.85</u>	<u>0.00</u>	<u>12,757,889.10</u>
					(0.00)

Education Fund						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$9,014,064	\$414,143	\$4,983,862	\$4,030,202	55%	
State Sources	\$5,670,976	\$505,392	\$5,174,722	\$496,254	91%	
Federal Sources	\$938,380	\$248,762	\$1,211,644	(\$273,264)	129%	
Fees	\$10,000	\$209	\$21,952	(\$11,952)	220%	
Total Revenue	\$15,633,420	\$1,168,506	\$11,392,180	\$4,241,240	73%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$12,280,841	\$993,967	\$10,380,433	\$1,900,408	85%	
Benefits	\$1,418,920	\$111,820	\$1,216,373	\$202,547	86%	
Purchased Services	\$1,168,187	\$92,837	\$904,997	\$263,190	77%	
Supplies and Mat	\$1,281,434	\$74,745	\$954,373	\$327,061	74%	
Capital Outlay	\$10,000	\$0	\$0	\$10,000	0%	
Dues and Fees/Tuition	\$1,110,200	\$33,736	\$655,764	\$454,436	59%	
Non-Capital Equipment	\$0	\$0	\$0	\$0		
Transfers	\$3,500	\$18,888	\$18,888	(\$15,388)	540%	
Total Expenses	\$17,273,082	\$1,325,994	\$14,130,827	\$3,142,255	82%	

Operations and Maintenance						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$1,485,000	\$54,745	\$823,161	\$661,839	55%	
State Sources	\$0	\$0	\$0	\$0		
Federal Sources	\$0	\$0	\$0	\$0		
Other Sources Sale of Land	\$0	\$0	\$0	\$0		
Grant Maintenance	\$0	\$0	\$0	\$0		
Total Revenue	\$1,485,000	\$54,745	\$823,161	\$661,839	55%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$311,250	\$23,756	\$261,010	\$50,240	55%	
Benefits	\$19,595	\$2,107	\$22,264	(\$2,669)	114%	
Purchased Services	\$707,600	\$36,011	\$534,013	\$173,587	75%	
Supplies and Materials	\$541,300	\$29,519	\$364,796	\$176,504	67%	
Capital Outlay	\$21,000	\$0	\$19,616	\$1,384	93%	
Dues, Fees, Tuition	\$0	\$0	\$0	\$0		
Total Expenses	\$1,600,745	\$91,393	\$1,201,698	\$399,047	75%	

Debt Service Fund						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$5,096,500	\$183,513	\$2,753,605	\$2,342,895	54%	
State Sources	\$0	\$0	\$0	\$0		
Federal Sources	\$0	\$0	\$0	\$0		
Total Revenue	\$5,096,500	\$183,513	\$2,753,605	\$2,342,895	54%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Purchased Services	\$1,000	\$0	\$928	\$72	93%	
Principal and Interest	\$0	\$0	\$0	\$0		
Other Objects	\$4,868,851	\$7,428	\$4,868,850	\$1	100%	
Total Expenses	\$4,869,851	\$7,428	\$4,869,778	\$73	100%	

Transportation Fund						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$570,000	\$20,904	\$313,528	\$256,472	55%	
State Sources	\$525,000	\$0	\$826,675	(\$301,675)	157%	
Federal Sources	\$0	\$0	\$0	\$0		
Total Revenue	\$1,095,000	\$20,904	\$1,140,203	(\$45,203)	104%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$824,250	\$67,552	\$581,812	\$242,438	71%	
Benefits	\$44,375	\$2,707	\$26,271	\$18,104	59%	
Purchased Services	\$139,600	\$1,433	\$20,160	\$119,440	14%	
Supplies and Mat	\$113,300	\$7,674	\$43,542	\$69,758	38%	
Capital Outlay	\$0	\$0	\$0	\$0		
Other	\$336,200	\$0	\$324,934	\$11,266	97%	
Total Expenses	\$1,457,725	\$79,365	\$996,718	\$461,007	68%	

IMRF/SS Fund						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$496,550	\$17,446	\$308,208	\$188,342	62%	
State Sources	\$0	\$0	\$0	\$0		
Federal Sources	\$0	\$0	\$0	\$0		
Total Revenue	\$496,550	\$17,446	\$308,208	\$188,342	62%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$0	\$0	\$0	\$0		
Benefits	\$568,700	\$42,331	\$442,005	\$126,695	78%	
Purchased Services	\$0	\$0	\$0	\$0		
Supplies and Mat	\$0	\$0	\$0	\$0		
Capital Outlay	\$0	\$0	\$0	\$0		
Dues and Fees	\$0	\$0	\$0	\$0		
Total Expenses	\$568,700	\$42,331	\$442,005	\$126,695	78%	

Capital Projects						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$39,000	\$10	\$281,250	(\$242,250)	721%	
State Sources	\$0	\$0	\$0	\$0		
Federal Sources	\$0	\$0	\$0	\$0		
Total Revenue	\$39,000	\$10	\$281,250	(\$242,250)	721%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$0	\$0	\$0	\$0		
Benefits	\$0	\$0	\$0	\$0		
Purchased Services	\$10,000	\$0	\$1,800	\$8,200	18%	
Supplies and Mat	\$0	\$0	\$0	\$0		
Capital Outlay	\$175,000	\$0	\$253,412	(\$78,412)	145%	
Transfers	\$0	\$0	\$0	\$0		
Total Expenses	\$185,000	\$0	\$255,212	(\$70,212)	138%	

Working Cash Fund						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$106,000	\$3,740	\$57,010	\$48,990	54%	
State Sources	\$0	\$0	\$0	\$0		
Federal Sources	\$0	\$0	\$0	\$0		
Total Revenue	\$106,000	\$3,740	\$57,010	\$48,990	54%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$0	\$0	\$0	\$0	.	
Benefits	\$0	\$0	\$0	\$0	.	
Purchased Services	\$0	\$0	\$0	\$0	.	
Supplies and Mat	\$0	\$0	\$0	\$0	.	
Capital Outlay	\$0	\$0	\$0	\$0	.	
Dues and Fees/Tuition	\$0	\$0	\$0	\$0	.	
Total Expenses	\$0	\$0	\$0	\$0	.	

TORT FUND						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$144,700	\$5,319	\$79,732	\$64,968	55%	
State Sources	\$0	\$0	\$0	\$0.00		
Federal Sources	\$0	\$0	\$0	\$0.00		
Total Revenue	\$144,700	\$5,319	\$79,732	\$64,968	55%	
Expenses						
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$0	\$0	\$0	\$0		
Benefits	\$0	\$0	\$0	\$0		
Purchased Services	\$157,000	\$0	\$156,190	\$810	99%	
Supplies and Mat	\$0	\$0	\$0	\$0		
Capital Outlay	\$0	\$0	\$0	\$0		
Dues and Fees/Tuition	\$0	\$0	\$0	\$0		
Total Expenses	\$157,000	\$0	\$156,190	\$810	99%	

Total All Funds						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Local Sources	\$16,951,814	\$699,820	\$9,600,356	\$7,351,458	57%	
State Sources	\$6,195,976	\$505,392	\$6,001,397	\$194,579	97%	
Federal Sources	\$938,380	\$248,762	\$1,211,644	(\$273,264)	129%	
Other Sources Sale of Land	\$0	\$0	\$0	\$0		
Fees	\$10,000	\$209	\$21,952	(\$11,952)	220%	
Maintenance Grant	\$0	\$0	\$0	\$0		
Total Revenue	\$24,096,170	\$1,454,183	\$16,835,349	\$7,260,821	70%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
Salary	\$13,416,341	\$1,085,276	\$11,223,254	\$2,193,087	84%	
Benefits	\$2,051,590	\$158,965	\$1,706,912	\$344,678	83%	
Purchased Services	\$2,183,387	\$130,281	\$1,618,088	\$565,299	74%	
Supplies and Mat	\$1,936,034	\$111,938	\$1,362,711	\$573,323	70%	
Capital Outlay	\$206,000	\$0	\$273,028	(\$67,028)	133%	
Dues and Fees/Tuition	\$1,446,400	\$33,736	\$980,698	\$465,702	68%	
Transfers	\$3,500	\$18,888	\$18,888	(\$15,388)	540%	
Other Objects	\$4,868,851	\$7,428	\$4,868,850	\$1	100%	
Total Expenses	\$26,112,103	\$1,546,512	\$22,052,429	\$4,059,674	84%	

**Big Hollow School District #38
Accounts Payable Approval Form for July 12, 2021**

<u>Fund</u>	<u>Fund #</u>	<u>Accounts Payable</u>
Education	10	\$664,414.16
O & M	20	\$68,968.54
Debt Service	30	
Transportation	40	\$19,929.60
IMRF/SS	50	\$43,115.50
Capitol Projects	60	
Working Cash	70	
TORT	80	
Fire Prev/Safety	90	
<hr/>		
Totals		\$796,427.80

Board of Education Secretary
Big Hollow School District #38

Date

Board of Education President
Big Hollow School District #38

Date

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/03/2021	49603	-2,835.00	Jet Fast Printing In	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Graduation Supp/Mat	-2,835.00
06/01/2021	49816	25.00	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
06/01/2021	49816	21,168.81	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
06/01/2021	49816	575.13	Illinois Dept Of Rev	O & M/District	Building- IL State Withholding	
06/01/2021	49816	1,544.86	Illinois Dept Of Rev	TRANSPORTATION/Distr ict	Transportation - IL State With	23,313.80
06/01/2021	49817	4,326.09	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	213.57	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	215.41	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	3,209.66	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	938.88	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	21.09	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/01/2021	49817	21.08	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/01/2021	49817	1,265.46	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	28.43	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/01/2021	49817	28.41	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/01/2021	49817	158.45	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49817	159.79	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	10,586.32
06/01/2021	49818	31,399.18	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/01/2021	49818	1,550.05	Teachers Retirement	EDUCATION/District/E	EDUCATION Employee Deductions	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/01/2021	49818	1,563.35	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	2,023.52	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	191.51	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	9,184.40	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	206.25	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/01/2021	49818	206.25	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/01/2021	49818	591.82	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	13.29	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/01/2021	49818	13.29	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/01/2021	49818	1,297.73	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	99.88	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
06/01/2021	49818	100.76	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	48,441.28
06/01/2021	49819	3,771.41	United States Treasu	EDUCATION/District	EDUCATION FICA	
06/01/2021	49819	669.93	United States Treasu	O & M/District	Building - FICA Withholding	
06/01/2021	49819	2,162.15	United States Treasu	TRANSPORTATION/Distr ict		
06/01/2021	49819	1,183.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
06/01/2021	49819	20.00	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withhold	
06/01/2021	49819	50.00	United States Treasu	EDUCATION/District/F	EDUCATION FED W/H TAX	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/01/2021	49819	43,822.10	United States Treasu	ederal Tax Withheld EDUCATION/District/F	EDUCATION FED W/H TAX	
06/01/2021	49819	1,027.38	United States Treasu	ederal Tax Withheld O & M/District/Federal	Building - Federal Withholding	
06/01/2021	49819	2,017.81	United States Treasu	Tax Withheld TRANSPORTATION/Distr	Transportation-Federal Withhold	
06/01/2021	49819	7,614.77	United States Treasu	ict/Federal Tax Withheld EDUCATION/District	EDUCATION Medicare Withiheld	
06/01/2021	49819	186.81	United States Treasu	O & M/District	Building- Medicare Withholding	
06/01/2021	49819	535.84	United States Treasu	TRANSPORTATION/Distr	Transportation-Medicare With	
06/01/2021	49819	6,603.49	United States Treasu	ict SOCIAL	SS/Medicare - FICA Withholding	
06/01/2021	49819	8,337.42	United States Treasu	SECURITY/MEDICARE/Di		
06/01/2021	49819	8,337.42	United States Treasu	strict SOCIAL	SS/Medicare-Medicare Withheld	78,002.11
06/01/2021	49819	8,337.42	United States Treasu	SECURITY/MEDICARE/Di		
06/01/2021	49820	1,603.95	Wisconsin Dept Of Re	strict EDUCATION/District	EDUCATION WISC ST TAX	
06/01/2021	49820	107.89	Wisconsin Dept Of Re	TRANSPORTATION/Distr	Transportation -WI State With	1,711.84
06/10/2021	49821	20.09	Ace Hardware Home Ce	ict O & M/PRIMARY/CARE	Pri--- Maintenance Supp/Mat	20.09
06/10/2021	49822	11,935.59	Adlai E. Stevenson H	AND UPKEEP OF BUILDING SE/SUPPLIES		
06/10/2021	49822	11,935.59	Adlai E. Stevenson H	EDUCATION/District/S	ESSER2-- Vaccination POD	11,935.59
06/10/2021	49823	2,893.93	Advanced Disposal	TAFF SERVICES/PROFESSIONA		
06/10/2021	49823	2,893.93	Advanced Disposal	L AND TECHNICAL SER O & M/District/CARE	Sanitation Services	2,893.93
06/10/2021	49824	528.00	Alexian Brothers Beh	AND UPKEEP OF BUILDING SE/SANITATION		
06/10/2021	49824	528.00	Alexian Brothers Beh	SERVICES EDUCATION/District/E	Distr-- Health Pur Svc	
06/10/2021	49824	528.00	Alexian Brothers Beh	LEMENTARY/PROFESSION		
06/10/2021	49824	528.00	Alexian Brothers Beh	AL AND TECHNICAL		
06/10/2021	49824	528.00	Alexian Brothers Beh	SER		

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49824	462.00	Alexian Brothers Beh	EDUCATION/District/E LELEMENTARY/PROFESSION AL AND TECHNICAL SER	Distr-- Health Pur Svc	990.00
06/10/2021	49825	282.05	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
06/10/2021	49825	45.08	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	327.13
06/10/2021	49827	1,684.30	Amazon	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	PTO Designated Exp	
06/10/2021	49827	219.98	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- Classroom spec request	
06/10/2021	49827	558.48	Amazon	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	
06/10/2021	49827	1,691.72	Amazon	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	
06/10/2021	49827	191.99	Amazon	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	Trans--- Supp/Mat	
06/10/2021	49827	24.38	Amazon	EDUCATION/District/D IRECTION OF CENTRAL SUPPORT S/SUPPLIES	Dir of Curr/Inst Sup/Mat	
06/10/2021	49827	37.95	Amazon	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	Trans--- Supp/Mat	
06/10/2021	49827	21.50	Amazon	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	
06/10/2021	49827	29.81	Amazon	EDUCATION/MIDDLE/EDU CATIONAL MEDIA	MS--- Library Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49827	514.03	Amazon	SERVICES/SUPPLIES EDUCATION/MIDDLE/EDUCATIONAL MEDIA	MS--- Library Books	
06/10/2021	49827	133.88	Amazon	SERVICES/SUPPLIES EDUCATION/District/REGULAR	Dist--- Convenience Acct S/M	
06/10/2021	49827	1,053.00	Amazon	PROGRAMS/SUPPLIES EDUCATION/District/REGULAR	PTO Designated Exp	
06/10/2021	49827	223.38	Amazon	PROGRAMS/SUPPLIES EDUCATION/PRIMARY/ELEMENTARY/SUPPLIES	Pri--- Art Supp/Mat	
06/10/2021	49827	285.76	Amazon	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	
06/10/2021	49827	29.82	Amazon	EDUCATION/MIDDLE/EDUCATIONAL MEDIA	MS--- Library Supp/Mat	
06/10/2021	49827	31.98	Amazon	SERVICES/SUPPLIES EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
06/10/2021	49827	59.88	Amazon	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	
06/10/2021	49827	64.48	Amazon	EDUCATION/District/REGULAR	PTO Designated Exp	6,856.32
06/10/2021	49828	25.53	Aramark Uniform & Ca	PROGRAMS/SUPPLIES EDUCATION/District/OOD	FoodSvc--- S/M (Program)	
06/10/2021	49828	25.53	Aramark Uniform & Ca	SERVICES/SUPPLIES EDUCATION/District/OOD	FoodSvc--- S/M (Program)	
06/10/2021	49828	25.53	Aramark Uniform & Ca	SERVICES/SUPPLIES EDUCATION/District/OOD	FoodSvc--- S/M (Program)	76.59

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49829	952.00	Axess Transportation	SERVICES/SUPPLIES TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER TRANSPORTATION SERVICES	Trans--- Homeless Pur Svc	952.00
06/10/2021	49830	30.60	Big Hollow PTO	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	30.60
06/10/2021	49831	862.50	Carroll, Megan	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	862.50
06/10/2021	49832	99.73	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	
06/10/2021	49832	1,896.44	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	
06/10/2021	49832	2,689.11	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	4,685.28
06/10/2021	49833	5,297.01	Connection's Day Sch	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	SPED--- Private School Tuition	
06/10/2021	49833	5,297.01	Connection's Day Sch	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	SPED--- Private School Tuition	10,594.02
06/10/2021	49834	5,181.30	Connection's Academy	EDUCATION/Connection SPED--- Private School Tuition	SPED--- Private School Tuition	5,181.30

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				Day SC-Palatine/Spec Ed Private Tuition/Private Tuition		
06/10/2021	49835	123.00	Cozzini Bros., Inc.,	EDUCATION/District/F	FoodSvc--- S/M (Program)	123.00
				OOD SERVICES/SUPPLIES		
06/10/2021	49836	150.00	CPI	EDUCATION/District/S	**SPED--- Admin Dues & Fees	150.00
				PECIAL EDUCATION/DUES & FEES		
06/10/2021	49837	2,640.00	Emeric Facility Serv	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist-- COVID Pur/Svc	
06/10/2021	49837	2,640.00	Emeric Facility Serv	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist-- COVID Pur/Svc	5,280.00
06/10/2021	49838	547.50	Erickson, Douglas	EDUCATION/District/E	Distr-- Tuition Reimb.	547.50
				LEMENTARY/TUITION REIMBURSEMENT		
06/10/2021	49839	175.58	Exceptional Learners	EDUCATION/District/H	SPED-- OT/PT/Health Pur Svc	
				EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER		
06/10/2021	49839	2,314.78	Exceptional Learners	EDUCATION/District/H	SPED-- OT/PT/Health Pur Svc	2,490.36
				EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER		
06/10/2021	49840	349.00	EZfund.Com	EDUCATION/PRIMARY/EL	Pri-- Supp/Mat	349.00
				EMENTARY/SUPPLIES		
06/10/2021	49841	3,380.00	GHA Technologies Inc	EDUCATION/District/D	Tech--- Supp/Mat	
				ATA PROCESSING SERVICES/SUPPLIES		
06/10/2021	49841	13,061.28	GHA Technologies Inc	EDUCATION/District/D	Tech-- COVID sup/mat	16,441.28

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				ATA PROCESSING SERVICES/SUPPLIES		
06/10/2021	49842	4,115.35	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	
06/10/2021	49842	635.83	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- S/M (Program)	
06/10/2021	49842	87.98	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- Food Pur (Non-Prog)	
06/10/2021	49842	3,698.99	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	
06/10/2021	49842	453.47	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- S/M (Program)	
06/10/2021	49842	110.03	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- Food Pur (Non-Prog)	9,101.65
06/10/2021	49843	6,539.59	Grant Township Highw	TRANSPORTATION/Distr ict/PUPIL	Trans--- Fuel	6,539.59
06/10/2021	49844	52.68	Great Minds	EDUCATION/MIDDLE/MID DLE-JUNIOR	MS--- Math Supp/Mat	52.68
06/10/2021	49845	13.96	Home Depot Credit Se	TRANSPORTATION/Distr ict/PUPIL	Trans--- Supp/Mat	
06/10/2021	49845	318.00	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF	Dist--- Grounds Supp/Mat	
06/10/2021	49845	499.00	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF	Dist--- Grounds Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49845	198.80	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Custodial Supp/Mat	
06/10/2021	49845	17.26	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	
06/10/2021	49845	27.97	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	1,074.99
06/10/2021	49846	459.88	Hudson Energy Servic	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	459.88
06/10/2021	49847	284.69	Ingleside Auto & Tir	O & M/District/VEHICLE SERVICING AND MAINTENA/REPAIR AND MAINTENANCE SERVICE	Vehicle Repairs and Maint	284.69
06/10/2021	49848	844.80	Integrated Systems C	EDUCATION/District/O PERATIONS SERVICES/PROFESSIONAL AND TECHNICAL SER	Tech--- Purch Svc	844.80
06/10/2021	49849	1,015.30	Lake County Dept of	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Pri--- Water/Sewer Services	
06/10/2021	49849	1,015.30	Lake County Dept of	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Elem--- Water/Sewer Services	
06/10/2021	49849	1,199.90	Lake County Dept of	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Water/Sewer Services	3,230.50

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49850	1,587.50	Lamination Depot	SE/WATER/SEWER SERVICES EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	1,587.50
06/10/2021	49851	304.00	Learning Without Tea	EDUCATION/District/S PECIAL	SPED--- Supp/Mat	304.00
06/10/2021	49852	4,275.00	Martin-Upton, Eileen	EDUCATION/SUPPLIES EDUCATION/District/H EALTH	SPED-- OT/PT/Health Pur Svc	4,275.00
06/10/2021	49853	20.44	Menards	SERVICES/PROFESSIONA L AND TECHNICAL SER O & M/PRIMARY/CARE AND UPKEEP OF BUILDING	Pri--- Maintenance Supp/Mat	
06/10/2021	49853	5.86	Menards	SE/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Maintenance Supp/Mat	
06/10/2021	49853	4.24	Menards	SE/SUPPLIES TRANSPORTATION/Distr ict/PUPIL	Trans--- Supp/Mat	
06/10/2021	49853	109.66	Menards	TRANSPORTATION SERVICES/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Custodial Supp/Mat	
06/10/2021	49853	14.14	Menards	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	
06/10/2021	49853	207.86	Menards	SER/SUPPLIES O & M/PRIMARY/CARE AND UPKEEP OF BUILDING	Pri--- Maintenance Supp/Mat	
06/10/2021	49853	106.08	Menards	SE/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Maintenance Supp/Mat	
				SE/SUPPLIES		

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49853	103.98	Menards	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Elem--- Maintenance Supp/Mat	
06/10/2021	49853	-109.00	Menards	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	
06/10/2021	49853	-39.96	Menards	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	
06/10/2021	49853	110.48	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	533.78
06/10/2021	49854	718.30	NCC - Peterson Produ	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- COVID Supp/Mat	
06/10/2021	49854	1,246.00	NCC - Peterson Produ	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Custodial Supp/Mat	
06/10/2021	49854	25.22	NCC - Peterson Produ	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Custodial Supp/Mat	
06/10/2021	49854	587.75	NCC - Peterson Produ	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Elem--- Custodial Supp/Mat	
06/10/2021	49854	23.33	NCC - Peterson Produ	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	Trans--- COVID Supp/Mat)	
06/10/2021	49854	718.30	NCC - Peterson Produ	O & M/District/CARE	Dist--- COVID Supp/Mat	3,318.90

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49855	1,400.00	Net56	AND UPKEEP OF BUILDING SE/SUPPLIES	Internet Services (Net 56)	1,400.00
06/10/2021	49856	1,007.32	Nicor Gas	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	Elem--- Natural Gas	
06/10/2021	49856	1,121.64	Nicor Gas	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	Pri--- Natural Gas	
06/10/2021	49856	1,582.43	Nicor Gas	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	MS--- Natural Gas	3,711.39
06/10/2021	49857	6,600.00	Northwestern CTD	EDUCATION/District/IMPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr of Inst--- Northwestern	6,600.00
06/10/2021	49858	704.03	Oriental Trading Com	EDUCATION/PRIMARY/ELEMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/10/2021	49858	36.79	Oriental Trading Com	EDUCATION/PRIMARY/ELEMENTARY/SUPPLIES	Pri-- Supp/Mat	740.82
06/10/2021	49859	43.50	Philippsen, Michelle	EDUCATION/District/OTHER FOOD SERVICES/TRAVEL	FoodSvc--- Travel	
06/10/2021	49859	43.50	Philippsen, Michelle	EDUCATION/District/OTHER FOOD SERVICES/TRAVEL	FoodSvc--- Travel	87.00
06/10/2021	49860	500.00	Project Lead the Way	EDUCATION/PRIMARY/IMPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Pri-- Impr of Inst. (staff)	500.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/10/2021	49861	75.00	Raney Day Services	EDUCATION/District/D ATA PROCESSING SERVICES/OTHER PURCHASED SERVICES	Tech--- Suppt Svc (Raney)	75.00
06/10/2021	49862	522.09	Schindler Elevator C	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Elevator Inspection	522.09
06/10/2021	49863	808.80	School Specialty	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	808.80
06/10/2021	49864	8,900.32	Spectrum Center Inc	EDUCATION/District/P AYMENTS FOR SPECIAL EDUCATION/PROFESSION AL AND TECHNICAL SER	SPED-- Other Dist Contr Svcs	8,900.32
06/10/2021	49865	1,152.00	Strand, Melissa Lynn	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	1,152.00
06/10/2021	49866	1,250.00	The Public Face, LLC	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Staff	1,250.00
06/10/2021	49867	2,700.00	William & Mary Cente	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Staff	2,700.00
06/10/2021	49868	1,125.00	Wilson, Judith	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	1,125.00
06/10/2021	49869	147.06	Yablun, Amanda	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- COVID Supp/Mat	147.06
06/16/2021	49870	2,745.51	Ill Municipal Retire	EDUCATION/District/B	EDUCATION IMRF Deduction	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/16/2021	49870	477.49	Ill Municipal Retire	enefit Accrual O & M/District/Benefit Accrual	Building - IMRF Withholding	
06/16/2021	49870	1,599.24	Ill Municipal Retire	TRANSPORTATION/Distr ict/Benefit Accrual		
06/16/2021	49870	7,597.75	Ill Municipal Retire	IMRF/District/Benefi t Accrual	IMRF - IMRF Withholding	
06/16/2021	49870	3,056.90	Ill Municipal Retire	EDUCATION/District/B enefit Accrual	EDUCATION IMRF Deduction	
06/16/2021	49870	472.29	Ill Municipal Retire	O & M/District/Benefit Accrual	Building - IMRF Withholding	
06/16/2021	49870	798.19	Ill Municipal Retire	TRANSPORTATION/Distr ict/Benefit Accrual		
06/16/2021	49870	6,818.02	Ill Municipal Retire	IMRF/District/Benefi t Accrual	IMRF - IMRF Withholding	23,565.39
06/16/2021	49871	25.00	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
06/16/2021	49871	20,515.52	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
06/16/2021	49871	516.36	Illinois Dept Of Rev	O & M/District	Building- IL State Withholding	
06/16/2021	49871	691.28	Illinois Dept Of Rev	TRANSPORTATION/Distr ict	Transportation - IL State With	21,748.16
06/16/2021	49872	4,355.85	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	44.43	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	505.90	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	3,231.74	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	579.34	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	10.99	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/16/2021	49872	10.98	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/16/2021	49872	780.88	Teacher's Health Ins	EDUCATION/District/E	EDUCATION Employee Deductions	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/16/2021	49872	14.81	Teacher's Health Ins	mployee Deductions O & M/District/Employee Deductions	Building-Insurance Withholding	
06/16/2021	49872	14.80	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/16/2021	49872	32.92	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49872	375.35	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	9,957.99
06/16/2021	49873	31,615.18	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	322.29	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	3,671.86	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	2,037.44	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	3,950.60	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	5,667.53	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	107.44	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/16/2021	49873	107.45	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/16/2021	49873	365.18	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	6.93	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
06/16/2021	49873	6.92	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
06/16/2021	49873	1,297.73	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/16/2021	49873	20.78	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
06/16/2021	49873	236.63	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	49,413.96
06/16/2021	49874	4,218.30	United States Treasu	EDUCATION/District	EDUCATION FICA	
06/16/2021	49874	657.94	United States Treasu	O & M/District	Building - FICA Withholding	
06/16/2021	49874	1,062.58	United States Treasu	TRANSPORTATION/Distr ict		
06/16/2021	49874	1,308.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
06/16/2021	49874	20.00	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withhold	
06/16/2021	49874	50.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
06/16/2021	49874	40,902.61	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
06/16/2021	49874	881.34	United States Treasu	O & M/District/Federal Tax Withheld	Building - Federal Withholding	
06/16/2021	49874	570.35	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withhold	
06/16/2021	49874	7,386.34	United States Treasu	EDUCATION/District	EDUCATION Medicare Withheld	
06/16/2021	49874	169.51	United States Treasu	O & M/District	Building- Medicare Withholding	
06/16/2021	49874	264.15	United States Treasu	TRANSPORTATION/Distr ict	Transportation-Medicare With	
06/16/2021	49874	5,938.82	United States Treasu	SOCIAL SECURITY/MEDICARE/Di strict	SS/Medicare - FICA Withholding	
06/16/2021	49874	7,820.00	United States Treasu	SOCIAL SECURITY/MEDICARE/Di strict	SS/Medicare-Medicare Withheld	71,249.94
06/16/2021	49875	100.00	Wisconsin Dept Of Re	EDUCATION/District	EDUCATION WISC ST TAX	
06/16/2021	49875	1,259.98	Wisconsin Dept Of Re	EDUCATION/District	EDUCATION WISC ST TAX	
06/16/2021	49875	5.04	Wisconsin Dept Of Re	TRANSPORTATION/Distr ict	Transportation -WI State With	1,365.02
06/17/2021	49876	1,200.00	Axelsson, Britt	EDUCATION/District/E LEMENTARY/TUITION	Distr-- Tuition Reimb.	1,200.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/17/2021	49877	439.56	Biancalana, Venette	REIMBURSEMENT EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- PE Supp/Mat	439.56
06/17/2021	49878	2,400.00	Bolanos, Nancy	EDUCATION/District/G RANTS/TEMPORARY SALARIES	ESSERII-- Summer School Sal	2,400.00
06/17/2021	49879	1,792.00	Class Act	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Graduation Supp/Mat	1,792.00
06/17/2021	49880	34.50	Daily Herald/Paddock	EDUCATION/District/B OARD OF EDUCATION SERVICES/COMMUNICATI ON	Board-- Communication	34.50
06/17/2021	49881	840.00	eRate Program, LLC	EDUCATION/District/R ECEIVING AND DISBURSING FUNDS/PROFESSIONAL AND TECHNICAL SER	Distr-- E-rate vendor	840.00
06/17/2021	49882	1,781.86	Hodges, Loizzi, Eise	EDUCATION/District/B OARD OF EDUCATION SERVICES/LEGAL SERVICES	Board-- Legal Services	1,781.86
06/17/2021	49883	360.05	Janusz, Lenayn	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	360.05
06/17/2021	49884	500.00	Kellmann, Michelle	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	500.00
06/17/2021	49885	220.00	Lake County Educatio	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Staff	
06/17/2021	49885	220.00	Lake County Educatio	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Staff	
06/17/2021	49885	187.50	Lake County Educatio	EDUCATION/District/I MPROVEMENT OF	Impr. of Instr--- Staff	627.50

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/17/2021	49886	2,250.00	Lardizabal, Jasmine	INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/G	ESSERII-- Summer School Sal	2,250.00
06/17/2021	49887	879.99	McCulley, Matthew	RANTS/TEMPORARY SALARIES EDUCATION/District/D	Tech--- Supp/Mat	879.99
06/17/2021	49888	1,260.00	Nierman Landscape &	ATA PROCESSING SERVICES/SUPPLIES O & M/District/CARE	Grounds Upkeep Service	1,260.00
06/17/2021	49889	6,161.59	Onyx Asset Service G	AND UPKEEP OF GROUNDS SER/PROFESSIONAL AND TECHNICAL SER	Energy Electricity	6,161.59
06/17/2021	49890	731.82	Schuring & Schuring,	SE/ELECTRICITY EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
06/17/2021	49890	604.91	Schuring & Schuring,	OOD SERVICES/SUPPLIES EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
06/17/2021	49890	757.05	Schuring & Schuring,	OOD SERVICES/SUPPLIES EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
06/17/2021	49890	643.13	Schuring & Schuring,	OOD SERVICES/SUPPLIES EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
06/17/2021	49890	277.59	Schuring & Schuring,	OOD SERVICES/SUPPLIES EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	3,014.50
06/17/2021	49891	16,826.79	SEDOL	ED/TuitionOtherDistri cts/Private Tuition EDUCATION/SEDOL/Spec	SPED--- SEDOL Tuition	16,826.79
06/17/2021	49892	78.00	Smithereen Pest Mana	O & M/District/OPERATION AND MAINTENANCE OF	Dist--- Pest Control Services	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/17/2021	49892	60.00	Smithereen Pest Mana	P/PROFESSIONAL AND TECHNICAL SER O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Pest Control Services	
06/17/2021	49892	60.00	Smithereen Pest Mana	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Pest Control Services	198.00
06/17/2021	49893	50.00	Smith, Phyllis	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	50.00
06/17/2021	49894	1,360.00	Snapology of McHenry	EDUCATION/District/G RANTS/SOFTWARE	ESSER2- Snapology	
06/17/2021	49894	1,360.00	Snapology of McHenry	EDUCATION/District/G RANTS/SOFTWARE	ESSER2- Snapology	2,720.00
06/17/2021	49895	280.50	Snook, Caroline	EDUCATION/MIDDLE/BIL INGUAL PROGRAMS/REGULAR SALARIES	MS-- ELL Teacher Salary	280.50
06/17/2021	49896	189.00	Summers, Brian	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	189.00
06/23/2021	49897	115.00	Accurate Biometrics	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONA L AND TECHNICAL SER	Board--- Purch Svc	115.00
06/23/2021	49899	28.99	Amazon	EDUCATION/District/F ISCAL SERVICES/SUPPLIES	Business-- Supp/Mat	
06/23/2021	49899	1,311.86	Amazon	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/23/2021	49899	59.89	Amazon	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/23/2021	49899	828.28	Amazon	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/23/2021	49899	30.98	Amazon	EDUCATION/MIDDLE/EDUCATIONAL MEDIA SERVICES/SUPPLIES	MS--- Library Grant	
06/23/2021	49899	394.11	Amazon	EDUCATION/MIDDLE/EDUCATIONAL MEDIA SERVICES/SUPPLIES	MS--- Library Grant	
06/23/2021	49899	1,242.20	Amazon	EDUCATION/District/DATA PROCESSING SERVICES/SUPPLIES	Tech--- Supp/Mat	
06/23/2021	49899	15.99	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	
06/23/2021	49899	-16.98	Amazon	EDUCATION/MIDDLE/EDUCATIONAL MEDIA SERVICES/SUPPLIES	MS--- Library Supp/Mat	
06/23/2021	49899	54.14	Amazon	EDUCATION/MIDDLE/MIDDLE/JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
06/23/2021	49899	66.44	Amazon	EDUCATION/District/SPECIAL EDUCATION/SUPPLIES	SPED--- Summer School Supp/Mat	
06/23/2021	49899	325.89	Amazon	EDUCATION/PRIMARY/ELEMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/23/2021	49899	162.19	Amazon	EDUCATION/District/BILINGUAL PROGRAMS/SUPPLIES	LIPLEPS--- Supp/Mat	
06/23/2021	49899	119.62	Amazon	EDUCATION/PRIMARY/HEALTH SERVICES/SUPPLIES	Pri-- Nurse Supp/Mat	
06/23/2021	49899	70.67	Amazon	EDUCATION/District/FOOD SERVICES/PROFESSIONAL AND TECHNICAL SERVICES	FoodSvc-- Purch Svc	
06/23/2021	49899	126.43	Amazon	EDUCATION/MIDDLE/MIDDLE/JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
06/23/2021	49899	1,139.24	Amazon	EDUCATION/MIDDLE/MIDDLE/JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
06/23/2021	49899	990.00	Amazon	EDUCATION/MIDDLE/MIDDLE/JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/23/2021	49899	584.55	Amazon	DLE-JUNIOR HIGH/SUPPLIES EDUCATION/District/S PECIAL	SPED--- Supp/Mat	
06/23/2021	49899	270.00	Amazon	EDUCATION/SUPPLIES O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	7,804.49
06/23/2021	49900	757.50	Demco	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES	MS--- Library Supp/Mat	757.50
06/23/2021	49901	700.00	Dyopath	EDUCATION/District/F ISCAL SERVICES/PROFESSIONA L AND TECHNICAL SER	Distr-- Bus P/S (SinglePath)	700.00
06/23/2021	49902	2,640.00	Emeric Facility Serv	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist-- COVID Pur/Svc	
06/23/2021	49902	14,371.00	Emeric Facility Serv	O & M/District/CARE AND UPKEEP OF BUILDING SE/CLEANING SERVICES	Cleaning Service	17,011.00
06/23/2021	49903	2,314.78	Exceptional Learners	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	
06/23/2021	49903	131.69	Exceptional Learners	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	2,446.47
06/23/2021	49904	11,524.57	GHA Technologies Inc	EDUCATION/District/D ATA PROCESSING SERVICES/DUES & FEES	Tech-- Chromebook licenses	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/23/2021	49904	125,346.76	GHA Technologies Inc	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	Tech-- COVID sup/mat	136,871.33
06/23/2021	49905	207.92	Gold, Robert	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Admin	207.92
06/23/2021	49906	4,901.52	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
06/23/2021	49906	139.90	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
06/23/2021	49906	59.27	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Pur (Non-Prog)	
06/23/2021	49906	2,038.29	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	7,138.98
06/23/2021	49907	676.10	Granite Telecommunic	O & M/District/CARE AND UPKEEP OF BUILDING SE/At&t	Phone Services (AT&T)	676.10
06/23/2021	49908	268.80	Kendall Hunt Publish	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/TEXTBOOKS	MS--- ELA resources	268.80
06/23/2021	49909	1,400.00	Lake County Regional	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr of Inst-- Lake Co Ed. Svc	1,400.00
06/23/2021	49910	239.84	Lamination Depot	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	239.84
06/23/2021	49911	216.55	Language Line Servic	EDUCATION/District/B ILINGUAL PROGRAMS/SUPPLIES	LIPLEPS--- Supp/Mat	216.55
06/23/2021	49912	10.48	Marienthal, Margaret	EDUCATION/District/S UMMER SCHOOL/SUPPLIES	Distr--- Summer schl Supp/Mat	10.48

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/23/2021	49913	23.98	Napa Auto Supply Fox	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/REPAIR AND MAINTENANCE SERVICE	Trans--- Rep/Maintenance	23.98
06/23/2021	49914	2,767.60	Pro-Ed, Inc	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	2,767.60
06/23/2021	49915	8.99	Quill Corp	EDUCATION/District/G RANTS/SUPPLIES	Title I--- Homeless Supp/Mat	
06/23/2021	49915	40.88	Quill Corp	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/23/2021	49915	-57.85	Quill Corp	EDUCATION/District/G RANTS/SUPPLIES	Title I--- Homeless Supp/Mat	
06/23/2021	49915	6.02	Quill Corp	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	
06/23/2021	49915	67.10	Quill Corp	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	
06/23/2021	49915	57.58	Quill Corp	EDUCATION/District/G RANTS/SUPPLIES	Title I--- Homeless Supp/Mat	122.72
06/23/2021	49916	117.70	Scholastics Inc.	EDUCATION/District/D IRECTION OF CENTRAL SUPPORT S/SUPPLIES	Dir of Curr/Inst Sup/Mat	117.70
06/23/2021	49917	106.22	School Outfitters	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri--- Music Supp/Mat	106.22
06/23/2021	49918	8,091.20	Spectrum Center Inc	EDUCATION/District/P AYMENTS FOR SPECIAL EDUCATION/PROFESSION AL AND TECHNICAL SER	SPED-- Other Dist Contr Svcs	8,091.20
06/23/2021	49919	12,012.00	Speech Path Speciali	EDUCATION/District/P SYCHOLOGICAL SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED--- Psych Testing	12,012.00
06/23/2021	49920	360.00	Strand, Melissa Lynn	EDUCATION/District/H EALTH SERVICES/PROFESSIONA	SPED-- OT/PT/Health Pur Svc	360.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/23/2021	49921	30.00	TALX UC Express	L AND TECHNICAL SER EDUCATION/District/B OARD OF EDUCATION SERVICES/INSURANCE (OTHER THAN EMPLOYEE	Board--- Unemployment Ins	30.00
06/23/2021	49922	1,800.50	Techstar America Cor	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/23/2021	49922	1,331.68	Techstar America Cor	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/23/2021	49922	350.50	Techstar America Cor	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	3,482.68
06/23/2021	49923	306.80	Thomson Reuters-West	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONA L AND TECHNICAL SER	Board--- Residency Purch Svc	306.80
06/23/2021	49924	63.95	US Games	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri--- PE Supp/Mat	63.95
06/23/2021	49925	10.30	Waukegan Safe And Lo	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	
06/23/2021	49925	11.80	Waukegan Safe And Lo	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	22.10
06/23/2021	49926	80.00	Wex Health, Inc	EDUCATION/District/B OARD OF EDUCATION SERVICES/DUES & FEES	Board--Dues/Fee RevTrck & Bank	80.00
06/30/2021	49927	990.00	A Child's Place	EDUCATION/District/S UMMER SCHOOL/PROFESSIONAL AND TECHNICAL SER	Summer School Pur/Svc	990.00
06/30/2021	49928	49.13	Adams, Gretta	EDUCATION/District/S UMMER	Distr--- Summer schl Supp/Mat	49.13

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49929	561.00	Alexian Brothers Beh	SCHOOL/SUPPLIES EDUCATION/District/E LEMENTARY/PROFESSION AL AND TECHNICAL SER	Distr-- Health Pur Svc	561.00
06/30/2021	49930	2,904.00	Allendale Associatio	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	SPED--- Private School Tuition	2,904.00
06/30/2021	49931	97.52	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	97.52
06/30/2021	49932	424.78	Amazon	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	Tech--- Supp/Mat	
06/30/2021	49932	107.97	Amazon	O & M/District/CARE AND UPKEEP OF GROUNDS SER/PROFESSIONAL AND TECHNICAL SER	Grounds Upkeep Service	
06/30/2021	49932	56.00	Amazon	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	588.75
06/30/2021	49933	10,219.60	Antioch School Distr	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	10,219.60
06/30/2021	49934	25.53	Aramark Uniform & Ca	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
06/30/2021	49934	25.53	Aramark Uniform & Ca	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
06/30/2021	49934	25.53	Aramark Uniform & Ca	EDUCATION/District/F OOD	FoodSvc--- S/M (Program)	76.59

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49935	50.00	Arndt, Christine	SERVICES/SUPPLIES EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	50.00
06/30/2021	49936	300.00	Baisden, Jeffrey	SERVI/Other Benefit EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	300.00
06/30/2021	49937	50.00	Biancalana, Venette	EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	
06/30/2021	49937	1,100.00	Biancalana, Venette	SERVI/Other Benefit EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	1,150.00
06/30/2021	49938	154.00	Big Hollow Imprest F	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER PURCHASED SERVICES	Trans--- CDL Permits	154.00
06/30/2021	49939	188.20	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Books	
06/30/2021	49939	515.53	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Books	
06/30/2021	49939	167.86	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Books	
06/30/2021	49939	182.55	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Grant	
06/30/2021	49939	166.60	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Grant	
06/30/2021	49939	84.69	Children's Plus Inc.	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Grant	
06/30/2021	49939	320.16	Children's Plus Inc.	EDUCATION/PRIMARY/ED	Pri--- Library Grant	1,625.59

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49940	1,600.13	ComEd	UCATIONAL MEDIA SERVICES/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	
06/30/2021	49940	2,278.79	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	3,878.92
06/30/2021	49941	73.00	Cozzini Bros., Inc.,	EDUCATION/District/F OOD	FoodSvc--- S/M (Program)	73.00
06/30/2021	49942	50.00	DeNovo, Kira	EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	50.00
06/30/2021	49943	1,226.17	Discount School Supp	EDUCATION/District/S PECIAL	SPED--- Supp/Mat	1,226.17
06/30/2021	49944	349.00	First Educational Re	EDUCATION/District/I MPROVEMENT OF INSTRUCTION	Impr. of Instr--- Admin	349.00
06/30/2021	49945	3,500.00	Flade, Stephanie	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	3,500.00
06/30/2021	49946	5,548.83	Follett School Solut	EDUCATION/District/G RANTS/SUPPLIES	ESSER3-- Summer Reading Prog	5,548.83
06/30/2021	49947	1,088.44	GHA Technologies Inc	EDUCATION/District/D ATA PROCESSING	Tech-- COVID sup/mat	1,088.44
06/30/2021	49948	50.00	Gold, Robert	EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	50.00
06/30/2021	49949	3,827.54	Gordon Food Service	EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Pgrgm)	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49949	3,220.08	Gordon Food Service	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	
06/30/2021	49949	2,793.19	Gordon Food Service	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	
06/30/2021	49949	83.26	Gordon Food Service	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- S/M (Program)	
06/30/2021	49949	154.03	Gordon Food Service	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- Food Pur (Non-Prog)	10,078.10
06/30/2021	49950	897.75	H & J Educational Re	SERVICES/SUPPLIES EDUCATION/PRIMARY/ED UCATIONAL MEDIA	Pri--- Library Books	
06/30/2021	49950	114.22	H & J Educational Re	SERVICES/SUPPLIES EDUCATION/PRIMARY/ED UCATIONAL MEDIA	Pri--- Library Grant	1,011.97
06/30/2021	49951	100.00	Hetrovicz, Michelle	SERVICES/SUPPLIES EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	100.00
06/30/2021	49952	1,821.08	Hodges, Loizzi, Eise	SERVI/Other Benefit EDUCATION/District/B OARD OF EDUCATION SERVICES/LEGAL SERVICES	Board-- Legal Services	1,821.08
06/30/2021	49953	79.00	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Maintenance Supp/Mat	
06/30/2021	49953	125.76	Home Depot Credit Se	O & M/District/CARE AND UPKEEP OF GROUNDS SER/SUPPLIES	Dist--- Grounds Supp/Mat	
06/30/2021	49953	29.67	Home Depot Credit Se	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	Tech--- Supp/Mat	
06/30/2021	49953	83.76	Home Depot Credit Se	O & M/District/CARE	Dist--- Grounds Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49953	84.48	Home Depot Credit Se	AND UPKEEP OF GROUNDS SER/SUPPLIES O & M/District/CARE	Dist--- Grounds Supp/Mat	402.67
06/30/2021	49954	3,906.00	Illinois MTSS Networ	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	IDEA-- Impr of Inst	3,906.00
06/30/2021	49955	50.00	Janusz, Lenayn	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
06/30/2021	49956	3,050.00	Jessica M. Oladapo	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr of Instr-- DEI training	3,050.00
06/30/2021	49957	1,027.92	Kendall Hunt Publish	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/TEXTBOOKS	MS--- ELA resources	1,027.92
06/30/2021	49958	50.00	King, Victorene Lee	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
06/30/2021	49959	385.00	Lakeland Septic Serv	O & M/District/CARE AND UPKEEP OF BUILDING SE/SANITATION SERVICES	Sanitation Services	385.00
06/30/2021	49960	961.40	Lakeshore Learning C	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	
06/30/2021	49960	526.70	Lakeshore Learning C	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	1,488.10

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49961	1,200.00	Lancaster, Kristina	EDUCATION/District/E LELEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	1,200.00
06/30/2021	49962	50.00	McCulley, Matthew	EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	50.00
06/30/2021	49963	50.00	Meek, Stephanie	EDUCATION/District/E XECUTIVE ADMINISTRATION	Admin cell phone stipend	50.00
06/30/2021	49964	91.17	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	8.49	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	88.93	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	126.95	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	102.97	Menards	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Maintenance Supp/Mat	
06/30/2021	49964	74.90	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	20.68	Menards	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Maintenance Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49964	65.57	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	80.31	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
06/30/2021	49964	351.45	Menards	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Elem--- Maintenance Supp/Mat	
06/30/2021	49964	297.42	Menards	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Elem--- Maintenance Supp/Mat	1,308.84
06/30/2021	49965	425.00	MHS	EDUCATION/District/SPECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	425.00
06/30/2021	49966	1,216.40	Midland Paper	EDUCATION/PRIMARY/ELEMENTARY/Copy Paper	Pri-- Copy paper	
06/30/2021	49966	1,216.40	Midland Paper	EDUCATION/PRIMARY/ELEMENTARY/Copy Paper	Pri-- Copy paper	2,432.80
06/30/2021	49967	485.00	Miller, Carrie	EDUCATION/District/ELEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	485.00
06/30/2021	49968	50.00	Morley, Sunny	EDUCATION/District/EXECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
06/30/2021	49969	449.28	Nicor Gas	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	Pri--- Natural Gas	
06/30/2021	49969	547.48	Nicor Gas	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/NATURAL	Pri--- Natural Gas	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49969	415.77	Nicor Gas	GAS O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	MS--- Natural Gas	
06/30/2021	49969	428.92	Nicor Gas	GAS O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	MS--- Natural Gas	1,841.45
06/30/2021	49970	825.00	Ovassapian, Madeline	EDUCATION/District/C ASH IN BANK	EDUCATION CASH ON HAND GENERAL	825.00
06/30/2021	49971	130.00	PAHCS II/Northwester	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER PURCHASED SERVICES	Trans--- Bus Driver Physicals	130.00
06/30/2021	49972	21.75	Philippsen, Michelle	EDUCATION/District/O THER FOOD SERVICES/TRAVEL	FoodSvc--- Travel	
06/30/2021	49972	43.50	Philippsen, Michelle	EDUCATION/District/O THER FOOD SERVICES/TRAVEL	FoodSvc--- Travel	65.25
06/30/2021	49973	50.00	Pittman, Erin	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
06/30/2021	49974	575.85	PMA Leasing, INC	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/30/2021	49974	547.00	PMA Leasing, INC	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/30/2021	49974	1,865.00	PMA Leasing, INC	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/30/2021	49974	865.00	PMA Leasing, INC	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	
06/30/2021	49974	560.00	PMA Leasing, INC	EDUCATION/District/C	Dist-- Copy Machine Lease	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49974	1,698.41	PMA Leasing, INC	ARE AND UPKEEP OF EQUIPMENT S/RENTALS EDUCATION/District/C	Dist-- Copy Machine Lease	6,111.26
06/30/2021	49975	1,000.00	Quadient Finance USA	ARE AND UPKEEP OF EQUIPMENT S/RENTALS EDUCATION/District/B	Board-- Communication	1,000.00
06/30/2021	49976	233.80	Quill Corp	BOARD OF EDUCATION SERVICES/COMMUNICATI ON		
06/30/2021	49976	87.27	Quill Corp	EDUCATION/District/G	Title I--- Homeless Supp/Mat RANTS/SUPPLIES	
06/30/2021	49976	790.14	Quill Corp	EDUCATION/District/F	Business-- Supp/Mat ISCAL SERVICES/SUPPLIES	1,111.21
06/30/2021	49977	208.55	ReadyRefresh by Nest	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
06/30/2021	49977	208.55	ReadyRefresh by Nest	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	MS--- Water/Sewer Services	
06/30/2021	49977	138.71	ReadyRefresh by Nest	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Elem--- Water/Sewer Services	
06/30/2021	49977	143.71	ReadyRefresh by Nest	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Pri--- Water/Sewer Services	490.97
06/30/2021	49978	674.21	School Specialty	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- Classroom spec request	674.21
06/30/2021	49979	103.88	Schuring & Schuring,	EDUCATION/District/F	FoodSvc--- Food Purch. (Pgrm) OOD SERVICES/SUPPLIES	
06/30/2021	49979	403.76	Schuring & Schuring,	EDUCATION/District/F	FoodSvc--- Food Purch. (Pgrm) OOD	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
06/30/2021	49979	302.82	Schuring & Schuring,	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	
06/30/2021	49979	340.31	Schuring & Schuring,	SERVICES/SUPPLIES EDUCATION/District/F OOD	FoodSvc--- Food Purch. (Prgrm)	1,150.77
06/30/2021	49980	1,100.00	Stump, Alison	SERVICES/SUPPLIES EDUCATION/District/E LEMENTARY/TUITION	Distr-- Tuition Reimb.	1,100.00
06/30/2021	49981	50.00	Swiderski, Derek	REIMBURSEMENT TRANSPORTATION/Distr ict/SERVICE AREA	Trans-- cell phone stipend	50.00
06/30/2021	49982	471.00	TPRS Books	DIRECTION/Other Benefit EDUCATION/MIDDLE/MID DLE-JUNIOR	MS--- Spanish Workbooks	471.00
06/30/2021	49983	996.00	Uline	HIGH/Workbooks O & M/District/CARE AND UPKEEP OF	Dist--- COVID Supp/Mat	996.00
06/30/2021	49984	50.00	Wegrzyn, Courtney	BUILDING SE/SUPPLIES EDUCATION/District/S	Distr--- Summer schl Supp/Mat	50.00
06/30/2021	49985	466.19	West Music	UMMER SCHOOL/SUPPLIES EDUCATION/PRIMARY/EL	Pri--- Music Supp/Mat	466.19
06/30/2021	49986	16.00	Wick, Heather	EMENTARY/SUPPLIES EDUCATION/District/C	EDUCATION CASH ON HAND GENERAL	
06/30/2021	49986	14.50	Wick, Heather	ASH IN BANK EDUCATION/District/C	EDUCATION CASH ON HAND GENERAL	
06/30/2021	49986	12.99	Wick, Heather	ASH IN BANK EDUCATION/District/C	EDUCATION CASH ON HAND GENERAL	
06/30/2021	49986	5.99	Wick, Heather	ASH IN BANK EDUCATION/District/C	EDUCATION CASH ON HAND GENERAL	49.48
		796,427.80	Totals for checks			

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION	279,262.82	0.00	385,151.34	664,414.16
20	O & M	6,043.41	0.00	62,925.13	68,968.54
40	TRANSPORTATION	11,808.56	0.00	8,121.04	19,929.60
50	SOCIAL SECURITY/MEDICARE	28,699.73	0.00	0.00	28,699.73
51	IMRF	14,415.77	0.00	0.00	14,415.77
***	Fund Summary Totals ***	340,230.29	0.00	456,197.51	796,427.80

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

CHECK DATE	CHECK NUMBER	VENDOR	TOTAL
6/23/2021	49904	GHA Technologies Inc	\$136,871.33
6/1/2021	49819	United States Treasury	\$78,002.11
6/16/2021	49874	United States Treasury	\$71,249.94
6/16/2021	49873	Teachers Retirement System	\$49,413.96
6/1/2021	49818	Teachers Retirement System	\$48,441.28
6/16/2021	49870	Ill Municipal Retirement Fund	\$23,565.39
6/1/2021	49816	Illinois Dept Of Revenue	\$23,313.80
6/16/2021	49871	Illinois Dept Of Revenue	\$21,748.16
6/23/2021	49902	Emeric Facility Services	\$17,011.00
6/17/2021	49891	SEDOL	\$16,826.79
6/10/2021	49841	GHA Technologies Inc	\$16,441.28
6/23/2021	49919	Speech Path Specialists	\$12,012.00
6/10/2021	49822	Adlai E. Stevenson High School	\$11,935.59
6/10/2021	49833	Connection's Day School	\$10,594.02
6/1/2021	49817	Teacher's Health Insurance Security Fund	\$10,586.32
6/30/2021	49933	Antioch School District 34	\$10,219.60
6/30/2021	49949	Gordon Food Service Inc	\$10,078.10
6/16/2021	49872	Teacher's Health Insurance Security Fund	\$9,957.99
6/10/2021	49842	Gordon Food Service Inc	\$9,101.65
6/10/2021	49864	Spectrum Center Inc	\$8,900.32
6/23/2021	49918	Spectrum Center Inc	\$8,091.20
6/23/2021	49899	Amazon	\$7,804.49
6/23/2021	49906	Gordon Food Service Inc	\$7,138.98
6/10/2021	49827	Amazon	\$6,856.32
6/10/2021	49857	Northwestern CTD	\$6,600.00
6/10/2021	49843	Grant Township Highway Department	\$6,539.59
6/17/2021	49889	Onyx Asset Service Groups LLC	\$6,161.59
6/30/2021	49974	PMA Leasing, INC	\$6,111.26
6/30/2021	49946	Follett School Solutions Inc	\$5,548.83
6/10/2021	49837	Emeric Facility Services	\$5,280.00
6/10/2021	49834	Connection's Academy East	\$5,181.30

6/10/2021	49832	ComEd	\$4,685.28
6/10/2021	49852	Martin-Upton, Eileen	\$4,275.00
6/30/2021	49954	Illinois MTSS Network	\$3,906.00
6/30/2021	49940	ComEd	\$3,878.92
6/10/2021	49856	Nicor Gas	\$3,711.39
6/30/2021	49945	Flade, Stephanie	\$3,500.00
6/23/2021	49922	Techstar America Corporations	\$3,482.68
6/10/2021	49854	NCC - Peterson Products	\$3,318.90
6/10/2021	49849	Lake County Dept of Public Works	\$3,230.50
6/30/2021	49956	Jessica M. Oladapo	\$3,050.00
6/17/2021	49890	Schuring & Schuring, Inc	\$3,014.50
6/30/2021	49930	Allendale Association	\$2,904.00
6/10/2021	49823	Advanced Disposal	\$2,893.93
6/23/2021	49914	Pro-Ed, Inc	\$2,767.60
6/17/2021	49894	Snapology of McHenry	\$2,720.00
6/10/2021	49867	William & Mary Center for Gifted Education	\$2,700.00
6/10/2021	49839	Exceptional Learners Collaborative	\$2,490.36
6/23/2021	49903	Exceptional Learners Collaborative	\$2,446.47
6/30/2021	49966	Midland Paper	\$2,432.80
6/17/2021	49878	Bolanos, Nancy	\$2,400.00
6/17/2021	49886	Lardizabal, Jasmine	\$2,250.00
6/30/2021	49969	Nicor Gas	\$1,841.45
6/30/2021	49952	Hodges, Loizzi, Eisenhammer, Rodick,Kohn	\$1,821.08
6/17/2021	49879	Class Act	\$1,792.00
6/17/2021	49882	Hodges, Loizzi, Eisenhammer, Rodick,Kohn	\$1,781.86
6/1/2021	49820	Wisconsin Dept Of Revenue	\$1,711.84
6/30/2021	49939	Children's Plus Inc.	\$1,625.59
6/10/2021	49850	Lamination Depot	\$1,587.50
6/30/2021	49960	Lakeshore Learning Center	\$1,488.10
6/10/2021	49855	Net56	\$1,400.00
6/23/2021	49909	Lake County Regional Office Of Education	\$1,400.00

6/16/2021	49875	Wisconsin Dept Of Revenue	\$1,365.02
6/30/2021	49964	Menards	\$1,308.84
6/17/2021	49888	Nierman Landscape & Design	\$1,260.00
6/10/2021	49866	The Public Face, LLC	\$1,250.00
6/30/2021	49943	Discount School Supplies	\$1,226.17
6/17/2021	49876	Axelsson, Britt	\$1,200.00
6/30/2021	49961	Lancaster, Kristina	\$1,200.00
6/10/2021	49865	Strand, Melissa Lynn	\$1,152.00
6/30/2021	49979	Schuring & Schuring, Inc	\$1,150.77
6/30/2021	49937	Biancalana, Venette Irene	\$1,150.00
6/10/2021	49868	Wilson, Judith	\$1,125.00
6/30/2021	49976	Quill Corp	\$1,111.21
6/30/2021	49980	Stump, Alison	\$1,100.00
6/30/2021	49947	GHA Technologies Inc	\$1,088.44
6/10/2021	49845	Home Depot Credit Services	\$1,074.99
6/30/2021	49957	Kendall Hunt Publishing Company	\$1,027.92
6/30/2021	49950	H & J Educational Resources	\$1,011.97
6/30/2021	49975	Quadient Finance USA, Inc	\$1,000.00
6/30/2021	49983	Uline	\$996.00
6/10/2021	49824	Alexian Brothers Behavioral Hospital	\$990.00
6/30/2021	49927	A Child's Place	\$990.00
6/10/2021	49829	Axess Transportation	\$952.00
6/17/2021	49887	McCulley, Matthew	\$879.99
6/10/2021	49831	Carroll, Megan	\$862.50
6/10/2021	49848	Integrated Systems Corporation	\$844.80
6/17/2021	49881	eRate Program, LLC	\$840.00
6/30/2021	49970	Ovassapian, Madeline Atourina	\$825.00
6/10/2021	49863	School Specialty	\$808.80
6/23/2021	49900	Demco	\$757.50
6/10/2021	49858	Oriental Trading Company	\$740.82
6/23/2021	49901	Dyopath	\$700.00

6/23/2021	49907	Granite Telecommunications	\$676.10
6/30/2021	49978	School Specialty	\$674.21
6/17/2021	49885	Lake County Educational Service Ctr	\$627.50
6/30/2021	49932	Amazon	\$588.75
6/30/2021	49929	Alexian Brothers Behavioral Hospital	\$561.00
6/10/2021	49838	Erickson, Douglas	\$547.50
6/10/2021	49853	Menards	\$533.78
6/10/2021	49862	Schindler Elevator Corporation	\$522.09
6/10/2021	49860	Project Lead the Way	\$500.00
6/17/2021	49884	Kellmann, Michelle	\$500.00
6/30/2021	49977	ReadyRefresh by Nestle	\$490.97
6/30/2021	49967	Miller, Carrie	\$485.00
6/30/2021	49982	TPRS Books	\$471.00
6/30/2021	49985	West Music	\$466.19
6/10/2021	49846	Hudson Energy Services LLC	\$459.88
6/17/2021	49877	Biancalana, Venette Irene	\$439.56
6/30/2021	49965	MHS	\$425.00
6/30/2021	49953	Home Depot Credit Services	\$402.67
6/30/2021	49959	Lakeland Septic Service	\$385.00
6/17/2021	49883	Janusz, Lenayn	\$360.05
6/23/2021	49920	Strand, Melissa Lynn	\$360.00
6/10/2021	49840	EZfund.Com	\$349.00
6/30/2021	49944	First Educational Resources, LLC	\$349.00
6/10/2021	49825	Alpha Baking Co, Inc.	\$327.13
6/23/2021	49923	Thomson Reuters-West	\$306.80
6/10/2021	49851	Learning Without Tears	\$304.00
6/30/2021	49936	Baisden, Jeffrey	\$300.00
6/10/2021	49847	Ingleside Auto & Tire Center	\$284.69
6/17/2021	49895	Snook, Caroline	\$280.50
6/23/2021	49908	Kendall Hunt Publishing Company	\$268.80
6/23/2021	49910	Lamination Depot	\$239.84

6/23/2021	49911	Language Line Services	\$216.55
6/23/2021	49905	Gold, Robert	\$207.92
6/17/2021	49892	Smithereen Pest Management	\$198.00
6/17/2021	49896	Summers, Brian	\$189.00
6/30/2021	49938	Big Hollow Imprest Fund	\$154.00
6/10/2021	49836	CPI	\$150.00
6/10/2021	49869	Yablun, Amanda	\$147.06
6/30/2021	49971	PAHCS II/Northwestern Occ Health	\$130.00
6/10/2021	49835	Cozzini Bros., Inc.,	\$123.00
6/23/2021	49915	Quill Corp	\$122.72
6/23/2021	49916	Scholastics Inc.	\$117.70
6/23/2021	49897	Accurate Biometrics	\$115.00
6/23/2021	49917	School Outfitters	\$106.22
6/30/2021	49951	Hetrovicz, Michelle	\$100.00
6/30/2021	49931	Alpha Baking Co, Inc.	\$97.52
6/10/2021	49859	Philippsen, Michelle	\$87.00
6/23/2021	49926	Wex Health, Inc	\$80.00
6/10/2021	49828	Aramark Uniform & Career Apparel Group Inc	\$76.59
6/30/2021	49934	Aramark Uniform & Career Apparel Group Inc	\$76.59
6/10/2021	49861	Raney Day Services	\$75.00
6/30/2021	49941	Cozzini Bros., Inc.,	\$73.00
6/30/2021	49972	Philippsen, Michelle	\$65.25
6/23/2021	49924	US Games	\$63.95
6/10/2021	49844	Great Minds	\$52.68
6/17/2021	49893	Smith, Phyllis	\$50.00
6/30/2021	49935	Arndt, Christine	\$50.00
6/30/2021	49942	DeNovo, Kira	\$50.00
6/30/2021	49948	Gold, Robert	\$50.00
6/30/2021	49955	Janusz, Lenayn	\$50.00
6/30/2021	49958	King, Victorene Lee	\$50.00
6/30/2021	49962	McCulley, Matthew	\$50.00

Exhibit 3

6/30/2021	49963	Meek, Stephanie	\$50.00
6/30/2021	49968	Morley, Sunny	\$50.00
6/30/2021	49973	Pittman, Erin	\$50.00
6/30/2021	49981	Swiderski, Derek	\$50.00
6/30/2021	49984	Wegrzyn, Courtney	\$50.00
6/30/2021	49986	Wick, Heather	\$49.48
6/30/2021	49928	Adams, Gretta	\$49.13
6/17/2021	49880	Daily Herald/Paddock Publications, Inc	\$34.50
6/10/2021	49830	Big Hollow PTO	\$30.60
6/23/2021	49921	TALX UC Express	\$30.00
6/23/2021	49913	Napa Auto Supply Fox Lake	\$23.98
6/23/2021	49925	Waukegan Safe And Lock	\$22.10
6/10/2021	49821	Ace Hardware Home Center	\$20.09
6/23/2021	49912	Marienthal, Margaret Michelle	\$10.48
6/3/2021	49603	Jet Fast Printing Inc.	-\$2,835.00

Big Hollow Student Activity Funds
Balance Sheet
As of June 30, 2021

	<u>Jun 30, 21</u>
ASSETS	
Current Assets	
Checking/Savings	
State Bank Activity Bank Acct	
Girls on the Run	49.13
In & Out Account	1,204.76
National Junior Honor Society	2,715.89
Nature Center	2,616.70
Recycling Club	2,676.83
Student Council	6,809.53
Sunshine Club - Elementary	42.02
Sunshine Club - Primary	861.01
State Bank Activity Bank Acct - Other	406.65
Total State Bank Activity Bank Acct	<u>17,382.52</u>
Total Checking/Savings	<u>17,382.52</u>
Total Current Assets	<u>17,382.52</u>
TOTAL ASSETS	<u>17,382.52</u>
LIABILITIES & EQUITY	
Equity	
Retained Earnings	16,292.52
Net Income	1,090.00
Total Equity	<u>17,382.52</u>
TOTAL LIABILITIES & EQUITY	<u>17,382.52</u>

Convenience Fund Report June 2021

Account	Beginning Balance	Debits	Credits	Ending Balance
Prek	1010.66			1010.66
KG	2054.18			2054.18
1st Grade	3894.28			3894.28
2nd Grade	1217.97	133.88		1084.09
3rd Grade	3166.97	828.28		2338.69
4th Grade	506.09			506.09
5th Grade	2269.67			2269.67
6th Grade	766.71			766.71
7th Grade	2457.51			2457.51
8th Grade	13869.98	858.48	350.00	13361.50
Art-P/E	0.00			0.00
Cheer	945.13			945.13
Computers-P	221.24			221.24
Computers-E	-0.49			-0.49
Concessions-Athletic	2090.08			2090.08
Concessions-PE	3746.03			3746.03
Graphics Arts	331.77			331.77
Lets Read to Grow	813.96	500.00		313.96
Library-P/E	32.00			32.00
Library-MS	679.12			679.12
Music-P/E	-39.71			-39.71
Noetic Math	59.50			59.50
PBIS-MS	2564.53			2564.53
PE-P	25.75			25.75
PE-E	-245.98			-245.98
Poms	656.23			656.23
Prime Time	2670.00			2670.00
Reading P/E	4355.65			4355.65
Respect	665.00			665.00
Special Ed	33.00			33.00
Sports Camps	318.00			318.00
STARS-P	2020.60			2020.60
STARS-E	3310.77			3310.77
STEM CLUB	317.28			317.28
Yearbook-M	545.30		75.00	620.30
Yearbook-P/E	581.94			581.94
In & Out Account	2606.04			2606.04
Total	60516.76	2320.64	425.00	58621.12

**Big Hollow School District 38
Payroll Summary**

Date	Education	O&M	Transportation	IMRF/SS	Total
10-Jun-21	\$599,038.34	\$14,492.86	\$39,080.36	\$22,538.66	\$675,150.22
25-Jun-21	\$582,822.00	\$13,170.46	\$20,037.29	\$20,576.84	\$636,606.59
Grand Total	\$1,181,860.34	\$27,663.32	\$59,117.65	\$43,115.50	\$1,311,756.81

 Board of Education President
 Big Hollow School District 38
 Date

 Board of Education Secretary
 Big Hollow School District 38
 Date

[Close Printer Friendly Page](#)
Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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[Click to Return to Application Select](#)
Project Number: 22-CDP-00-34-049-0380-02

Contact Information
[Instructions](#)
1. Contact Information for Person Completing This Form

Last Name*

Arndt

First Name*

Christine

Middle
Initial

Phone*

847 740
1490

Email*

christinearndt@bighollow.us

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)All personnel were requested to give input through the use of an open forum on identifying appropriate services for students. A needs assessment was delivered to both non-certified and certified staff to prioritize needs. Big Hollow #38 provides services and supports regardless of gender, race, national origin, color, disability, or age. Administration ensures that no such barriers exist and they monitor services as determined by the individual student assessment data and demographic information.

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

[Close Printer Friendly Page](#)

Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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[Click to Return to Application Select](#)

Project Number: 22-CDP-00-34-049-0380-02

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

[Close Printer Friendly Page](#)
Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)
Project Number: 22-CDP-00-34-049-0380-02

Coordinated and Aligned Funding

[Instructions](#)

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)

The LEA will work with the Superintendent to coordinate and utilize federal grant money, and other available resources to carry out activities in line with the District's budget. Federal dollars will be used to supplement programs and not supplant.

Response from the approved prior year Consolidated District Plan.

The LEA will work with the Superintendent to coordinate and utilize federal grant money, and other available resources to carry out activities in line with the

District's budget. Federal dollars will be used to supplement programs and not supplant.

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

[Close Printer Friendly Page](#)

Applicant: BIG HOLLOW SD 38
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 22-CDP-00-34-049-0380-02

County: Lake

[Consolidated District Plan](#) ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---	--	--	--

Needs Assessment Impact

[Instructions](#)

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

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

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

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

A stakeholder meeting will be held at the end of the school year for review of the Title I plan and suggestions; ideas to improve the program. The stakeholders include parents, teachers, principals, administrators, students, school leaders and support staff. The District's Citizen's Advisory Committee which consists of parents, students, community members and local business owners. The feedback from stakeholders: Stakeholders shared that they would like to see more parent/student activities planned during the school year. Stakeholders also shared they would like to see more Reading Specialists hired in the District.

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

Any students that fall below the 20% nationally on any one of these assessments will be considered for interventions. If data exists to support that the student(s) is performing below the 10% on the benchmark assessments, than a student may require additional intervention. The student's assessments are reviewed at the end of the year to see what growth they have made individually and as a part of the Title I program. A needs assessment was conducted with teachers and administrators; it was discussed that the District will continue to focus on improving student's reading and math scores.

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****G. Title III - LIEP**

A comprehensive needs assessment was completed. The needs assessment included gathering input from community stakeholders and parents of multilingual learners. Our population of multilingual learners has grown and therefore our program will continue to grow and change based on students' needs. Parents identified they would like to see a full time bilingual or dual language program offered in the future. Student achievement data has also been analyzed and the district will align professional development offerings to staff with best practices related to multilingual learners. The District will continue to expand and target curriculum with students who receive multilingual services. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

H. Title III - ISEP**I. Title IV, Part A - Student Support and Academic Enrichment****J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [1]**

A comprehensive needs assessment was completed. This included distributing surveys to staff and parents, meeting with certified staff in person regarding specific needs within the program, and review paperwork to determine future needs. Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be a necessary need within the district for special education. The District will continue to expand its continuum of services and utilize targeted curriculum with students who are eligible under IDEA. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

L. IDEA, Part B - Preschool

The District identifies students who require services under IDEA through Child-Find activities. This includes parent questionnaires, norm-based screenings, authentic evaluations, and play-based assessments. In addition, students referred through Early Intervention are evaluated to determine possible needs within the preschool program. Through staff input, a needs assessment conducted with teachers, and solicited input through parent conversations, it was determined to continue to provide adult support within the classroom to assist with student needs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Consolidated District Plan

Applicant: BIG HOLLOW SD 38

County: Lake

Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application

Consolidated District Plan ▾

Project Number: 22-CDP-00-34-049-0380-02

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The application has been locked by the lock process on the Submit page. You must unlock the app on the Submit page if change are needed.

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print	
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation

Stakeholder Involvement

[Instructions](#)

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

ISBE Goals:

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

District Goal(s):

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

School-Parent Compact

The Big Hollow School District 38 and the parents of the students participating in activities, services, programs funded by Title 1, Part A of the ESSA agree that parents, entire school staff and students have the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standard.

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.

(601 of 7500 maximum characters used)

February 16, 2021 : BPAC parents and community members met to develop goals for the program.
 April/May, 2021: All staff, parents, students, CAC members invited to review the 2020-2021 plan/share suggestions, ideas for changes to the plan.
 May 7, 2021: Parent Involvement Survey sent home along with letter inviting parents to share suggestions/ideas to help plan for the 2021-2022 school year.
 May 19, 2021: Reviewed parent survey information, shared suggestions, ideas, planned events for the 2021-2022 school year.
 May/June 2021: Final review of plan by Administrative team before submittal.

Response from the prior year Consolidated District Plan.

January 16, 2020: BPAC parents and community members were asked for input on how to improve the educational experience for students, what changes they'd like to see in our schools and within our EL program.
 April 22, 2020: All staff, parents, students, CAC members invited to review the 2019 - 2020 plan/share suggestions, ideas for changes to the plan.
 May 7, 2020: Parent Involvement Survey sent home along with letter inviting parents to share suggestions/ideas to help plan for the 2020-2021 school year
 May 12, 2020: Reviewed parent survey information, shared suggestions/ideas, planned events for the 2019-2020 school year.
 May/June 2020: Final review of plan by Administrative team before submittal.

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.

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.

(3080 of 7500 maximum characters used)

Big Hollow School District #38 School Board Policy 6:170 maintains programs, activities and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs under Title 1. These programs, activities and procedures are described in District-level and School-level compacts. District-Level Parent Involvement Compact: The District-Level Parent Involvement Compact shall contain 1. The District's expectations for parent involvement, 2. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and 3. Other provisions as required by federal law. School-Level Parent Involvement Compact: The School-Parent level Parental Involvement Compact shall contain: 1. a process for continually involving parents/guardians in its development and implementation, 2. How parents/guardians, the entire 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 required by federal law. The compact reviews its policies annually and involves parents in the decision of the use of funds set aside for parent involvement activities. These interactions include meetings, phone calls, conversations and parent teacher conferences. The district has a

Response from the prior year Consolidated District Plan.

Big Hollow School District #38 School Board Policy 6:170 maintains programs, activities and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs under Title 1. These programs, activities and procedures are described in District-level and School-level compacts. District-Level Parent Involvement Compact: The District-Level Parent Involvement Compact shall contain 1. The District's expectations for parent involvement, 2. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and 3. Other provisions as required by federal law. School-Level Parent Involvement Compact: The School-Parent level Parental Involvement Compact shall contain: 1. a process for continually involving parents/guardians in its development and implementation, 2. How parents/guardians, the entire 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 required by federal law. The compact reviews its policies annually and involves parents in the decision of the use of funds set aside for parent involvement activities. These interactions include meetings, phone calls, conversations and parent teacher conferences. The district has a

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.

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(1906 of 7500 maximum characters used)

September 16, 2021- ELL Curriculum Night & Hispanic Heritage Month Planning
 October 14, 2021- Bilingual Parent Advisory Committee Training
 December 9, 2021- ELL Make & Take Fun
 January 13, 2022- ELL/BPAC PRESENTATION
 February 17, 2022- ELL Meeting to develop goals
 April 21, 2022- ELL 4th Annual Big Hollow Cultural Fair - Big Hollow
 May 12, 2022- ELL/BPAC Speaker, Review Bilingual Service Plan Review EBF Spending Plan

September 29, 2021 : Family Reading Night & PTO Book Fair (Primary & Elementary): Parents and students will participate in games that focus on reading skills.

Response from the prior year Consolidated District Plan.

September 17, 2020- EL Curriculum Night
 October 15, 2020: Bilingual Advisory Committee Training
 September 30, 2020 Family Reading Night (Primary/Elementary): Parents and students will participate in games that focus on reading skills.
 October 8, 2020 Parent Meeting (Elementary): The Title 1 program will be reviewed with parents along with the Parent Compact Agreement.
 October 15, 2021- Bilingual Parent Advisory Committee Training
 December 9, 2020: Make & Take Fun for ELs/immigrant students and their families
 December 10, 2020 Parent Meeting (Primary): The Title 1 program will be reviewed with parents along with the Parent Compact Agreement.
 January 16, 2021- BPAC PRESENTATION- Parent Involvement Night
 March 5, 2021 Let's Read To Grow (Primary): A fun activity for parents and their children. A literature book is read and shared with parents and their children. Together the families create various art activities.

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



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Consolidated District Plan

SESSION
TIMEOUT 59:57
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Private School Participation

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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

Yes No

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
Hellenic American Academy	05/07/2021	<input type="checkbox"/>
Westlake Christian Academy	05/7/2021	<input type="checkbox"/>
St. Gilbert School	05/07/2021	<input type="checkbox"/>
St. Bede School	05/07/2021	<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

IMPORTING link below.

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

[Nonpublic School Consultation Form](#)

Choose File No file chosen

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Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#)

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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Preschool Coordination

[Instructions](#)

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

ISBE Goals:

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

District Goal(s):

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

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)

Title 1 funds are not used to support our Pre-K program.

The District identifies students who require services under IDEA through Child-Find activities. This includes parent questionnaires, norm-based screenings, and play based evaluations. In addition, students referred through Early Intervention are evaluated to determine possible needs within the preschool program. Funds from the IDEA-PreK grant are used to cover partial salaries of paraprofessionals within the early childhood program. Benefits for said staff are provided through local funds.

Response from the approved prior year Consolidated District Plan.

Title 1 funds are not used to support our Pre-K program.

The District identifies students who require services under IDEA through Child-Find activities. This includes parent questionnaires, norm-based screenings, and play based evaluations. In addition, students referred through Early Intervention are evaluated to determine possible needs within the preschool program. Funds from the IDEA-PreK grant are used to cover partial salaries of paraprofessionals within the early childhood program. Benefits for said staff are provided through local funds.

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

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Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Project Number: 22-CDP-00-34-049-0380-02

Click to Return to Application Select

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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Student Achievement and Timely Graduation

Instructions

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

ISBE Goals:

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

District Goal(s):

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

The District will meet the unique educational needs of the student body through transformational teaching and learning.

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

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

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

([count] of 7500 maximum characters used)

Big Hollow School District 38 program focuses on the Big Hollow Primary & Elementary buildings (K-4). Students learning needs are identified through assessments. The assessments are used to determine if students have learned the content and skills necessary to be successful. The data from the assessments helps teachers identify if students will be successful at the next grade level. The assessments allow teachers to determine the effectiveness of teaching strategies and accommodations, curriculum and instructional resources. The District uses NWEA/Map assessments which are administered at the beginning, middle, and end of teach academic year. The NWEA MAP test is a formal assessment (reading skills) used across the grade levels. The assessments allow teachers to review current skills of students to make informed instructional decisions. Kindergarten will be using developmentally appropriate methods of assessment including observations using KIDS reporting tool. KIDS domains will be the focus of the data collection. A universal screener designed to identify students in need of intervention support for reading and math will be used. A pull-out model is used to deliver services to students that are identified as needing reading assistance. Students are given differentiated instruction for 30 minutes a day, 5 days a week in addition to regular classroom instruction. These services are provided by Title 1 Team (Reading Specialist, paraprofessionals). ELL teachers, and Special Education teachers. During a designated time all staff (teachers, paraprofessionals) will be working with all students based on their identified learning needs (including enrichment).

Response from the prior year Consolidated District Plan.

Big Hollow School District 38 program focuses on the Big Hollow Primary & Elementary buildings (K-4). Students learning needs are identified through assessments. The assessments are used to determine if students have learned the content and skills necessary to be successful. The data from the assessments helps teachers identify if students will be successful at the next grade level. The assessments allow teachers to determine the effectiveness of teaching strategies and accommodations, curriculum and instructional resources. The District uses NWEA/Map assessments which are administered at the beginning, middle, and end of teach academic year. The NWEA MAP test is a formal assessment (reading skills) used across the grade levels. The assessments allow teachers to review current skills of students to make informed instructional decisions. A universal screener designed to identify students in need of intervention support for reading and math will be used. A pull-out model is used to deliver services to students that are identified as needing reading assistance. Students are given differentiated instruction for 30 minutes a day, 5 days a week in addition to regular classroom instruction. These services are provided by Title 1 Team (Reading Specialist, paraprofessionals). ELL teachers, and Special Education teachers. During a designated time all staff (teachers, paraprofessionals) will be working with all students based on their identified learning needs (including enrichment).

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

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

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

([count] of 7500 maximum characters used)

The District will be utilizing MAP assessments to identify students that need extra assistance. First grade will use NWEA/Map Growth and Fluency Tests for both Math and Reading. Second through Eighth grade will use NWEA/Map Growth tests for both Math and Reading. These assessments are given at the beginning, middle and end of each academic year. Students who fall below the 20th percentile nationally on any one of these assessments will be considered for interventions. If data exists to support that the students are performing below the 25th percentile on the benchmark assessments and supplemental assessments, than a student may require additional interventions. Kindergarten will be using developmentally appropriate methods of assessment including observations, using KIDS reporting tool. KIDS domains will be the focus of the data collection to identify students that will need additional assistance. EL students will be evaluated and progress monitored using LAS Links for this school year. Using their performance on the LAS

Links screeners, students' progress will be analyzed and tiers of service will be created to ensure students receive support based on English language proficiency and language development and growth over time. Our ELL and bilingual staff will provide language development services up to 5 days per week for 68 minutes a day.

Response from the prior year Consolidated District Plan.

The District will be utilizing MAP assessments to identify students that need extra assistance. Kindergarten and First grade will use NWEA/MAP Growth and Fluency Tests for both Math and Reading. Second through Eighth grade will use NWEA/Map Growth tests for both Math and Reading. These assessments are given at the beginning, middle and end of each academic year. Students who fall below the 30th percentile nationally on any one of these assessments will be considered for interventions. If data exists to support that the students are performing below the 25th percentile on the benchmark assessments and supplemental assessments, than a student may require additional interventions.

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]

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

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([count] of 7500 maximum characters used)

The Primary and Elementary buildings will be offering various enrichment opportunities during a designated time. This designated time of the day is for 30 minutes, all students will be receiving differentiated instruction for their ability level.

Response from the prior year Consolidated District Plan.

The Primary and Elementary buildings will be offering various enrichment opportunities during a designated time. This designated time of the day is for 30 minutes, all students will be receiving differentiated instruction for their ability level.

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

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

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([count] of 7500 maximum characters used)

The activities will be in addition to the already established intervention times. The entire staff will be working with students whether it be for additional support or enrichment activities. In addition, our EL and bilingual students will receive push-in and pull out support from a certified EL teacher and a certified bilingual teacher. The teachers will be using research based practices and research based materials with our ELs to provide high quality, rigorous instruction. Our EL students will also be provided with summer learning opportunities through our district's EL summer school program, taught by EL certified teachers.

Response from the prior year Consolidated District Plan.

The activities will be in addition to the already established intervention times. The entire staff will be working with students whether it be for additional support or enrichment activities. In addition, our EL and bilingual students will receive push-in and pull out support from a certified EL teacher and a certified bilingual teacher. The teachers will be using research based practices and research based materials with our ELs to provide high quality, rigorous instruction. Our EL students will also be provided with summer learning opportunities through our district's EL summer school program, taught by EL certified teachers.

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

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

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([count] of 7500 maximum characters used)

According to Big Hollow School District 38 Board Policy 5:10, teachers are required to be "highly qualified" in the are in which they are employed to provide instruction. This includes having a valid Illinois certificate that legally qualifies the teacher for the duties for which the teacher is employed, provide the District Office with a complete official transcript of credits earned in the institutions of higher education. All teaching staff at Big Hollow are deemed "highly qualified" according to State guidelines for teachers. Title 1 teachers, paid with Title 1 funds, have a Reading Specialist endorsement. Paraprofessionals employed by the District are also required to be "highly qualified" as stated in the Big Hollow School District 38 School Board Policy 5;280 in accordance with the Illinois School Code. Service as a paraprofessional requires a "statement of approval" issued by the Illinois State Board of Education unless the paraprofessional requires a "statement of approval" issued by the Illinois State Board of Education unless the individual holds certification of at least a bachelor's degree. In lieu of these, they can also pass the ACT Work Keys or ETS Parapro tests. All paraprofessionals hired to work at Big Hollow have met the requirements to be deemed "highly qualified" in their respective educational assignments. Teachers are provided with in-district opportunities for professional development that assist them in remaining "high qualified" and appropriately certified to teach.

Response from the prior year Consolidated District Plan.

According to Big Hollow School District 38 Board Policy 5:10, teachers are required to be "highly qualified" in the are in which they are employed to provide instruction. This includes having a valid Illinois certificate that legally qualifies the teacher for the duties for which the teacher is employed, provide the District Office with a complete official transcript of credits earned in the institutions of higher education. All teaching staff at Big Hollow are deemed "highly qualified" according to State guidelines for teachers. Title 1 teachers, paid with Title 1 funds, have a Reading Specialist endorsement. Paraprofessionals employed by the District are also required to be "highly qualified" as stated in the Big Hollow School District 38 School Board Policy 5;280 in accordance with the Illinois School Code. Service as a paraprofessional requires a "statement of approval" issued by the Illinois State Board of Education unless the paraprofessional requires a "statement of approval" issued by the Illinois State Board of Education unless the individual holds certification of at least a bachelor's degree. In lieu of these, they can also pass the ACT Work Keys or ETS Parapro tests. All paraprofessionals hired to work at Big Hollow have met the requirements to be deemed "highly qualified" in their respective educational assignments. Teachers are provided with in-district opportunities for professional development that assist them in remaining "high qualified" and appropriately certified to teach.

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

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

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

([count] of 7500 maximum characters used)

Big Hollow School District 38 has a library clerk in each of the school's libraries. Students in grades K-4 have designated library ties. Students in 5 - 8 have daily access to the library if needed. Students have the opportunity to work on their literacy skills through usage of the MyOn program.

In addition to their library time, students participate in computer classes two times a week for 30 minutes. During this time students will be utilizing various programs for digital literacy (Microsoft, google.doc, keyboarding, typing, using the internet for research, internet safety).

Bilingual books are provided at the primary and elementary libraries for students to check out and take home.

Response from the prior year Consolidated District Plan.

Big Hollow School District 38 has a library clerk in each of the school's libraries. Students in grades K-4 have designated library ties. Students in 5 - 8 have daily access to the library if needed. Students have the opportunity to work on their literacy skills through usage of the MyOn program.

In addition to their library time, students participate in computer classes two times a week for 30 minutes. During this time students will be utilizing various programs for digital literacy (Microsoft, google.doc, keyboarding, typing, using the internet for research, internet safety).

Bilingual books are provided at the primary and elementary libraries for students to check out and take home.

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

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

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

[[count] of 7500 maximum characters used)

Students will be identified by utilizing NWEA/Map assessments. Students that are at the 80th percentile or higher will participate in enrichment activities during a designated time at the Primary and Elementary. Students will participate in activities/projects to enhance and challenge their learning. Classroom teachers will also differentiate within the classroom to meet the needs of gifted/talented students.

Response from the prior year Consolidated District Plan.

Students will be identified by utilizing NWEA/Map assessments. Students that are at the 80th percentile or higher will participate in enrichment activities during the "All Hands on Deck" at the Primary and Elementary. Students will participate in activities/projects to enhance and challenge their learning. Classroom teachers will also differentiate within the classroom to meet the needs of gifted/talented students.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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Applicant: BIG HOLLOW SD 38
 Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 22-CDP-00-34-049-0380-02

County: Lake

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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College and Career Readiness

Instructions

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

ISBE Goals:

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

Successfully acquire, integrate and implement technology into supporting the student learning.

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

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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

[[count]] of 7500 maximum characters used

Big Hollow School District #38 targeted assistance program focuses on the grades K - 4.

Big Hollow School District is not a unit District. Big Hollow Middle School has monthly articulation meetings with the local high school. These articulation meetings focus on curriculum and programs so that there is a smooth transition from the middle school to the high school for our students.

Response from the approved prior year Consolidated District Plan.

Big Hollow School District #38 targeted assistance program focuses on the grades K - 4.

Big Hollow School District is not a unit District. Big Hollow Middle School has monthly articulation meetings with the local high school. These articulation meetings focus on curriculum and programs so that there is a smooth transition from the middle school to the high school for our students.

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

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

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

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

[[count]] of 7500 maximum characters used

Big Hollow School District #38 program focuses on grades K - 4.

The middle school offers a STEM (Science, Technology, Engineering and Mathematics) class and a Graphic Arts class. These classes focus on integrated academic and career education content. "STEAM" innovation nights will be offered to parents/students throughout the year. The Elementary building also provides STEM opportunities where the students experience and discuss various science and mathematics related topics.

The Elementary and Middle School has partnered with and started a Junior Achievement program. The Middle School in training and planning to implement the "Leader In Me" program.

The District plans to have a Career Day/Discovery Day in late spring. Parents have been invited to partner with the school utilizing their own expertise.

Response from the approved prior year Consolidated District Plan.
Big Hollow School District #38 program focuses on grades K - 4.

The middle school offers a STEM (Science, Technology, Engineering and Mathematics) class and a Graphic Arts class. These classes focus on integrated academic and career education content. "STEAM" innovation nights will be offered to parents/students throughout the year. The Elementary building also provides STEM opportunities where the students experience and discuss various science and mathematics related topics.

The Elementary and Middle School has partnered with and started a Junior Achievement program.
The Middle School in training and planning to implement the "Leader In Me" program.

The District plans to have a Career Day/Discovery Day in late spring. Parents have been invited to partner with the school utilizing their own expertise.

Legislative References:

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

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

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

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Applicant: BIG HOLLOW SD 38
 Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 22-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

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

[Instructions](#)

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 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

[Not using Federal funds to provide PD](#)

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

[Not using Federal funds to provide PD](#)

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

G. Title III - LIEP

[Professional development opportunities will include enhancing instructional strategies and culturally relevant teaching for EL teachers as well as classroom teachers.](#)

H. Title III - ISEP

[Professional development opportunities will include enhancing instructional strategies and culturally relevant teaching for teachers of students from immigrant families.](#)

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

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

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

Professional development opportunities will include enhancing instructional strategies for special education teachers. Also, professional development for related services specific to the population of which they work and individualized by specific need as identified in needs assessment.

L. IDEA, Part B - Preschool

Professional development opportunities will include enhancing instructional strategies for special education teachers. Also, professional development for related services specific to the population of which they work and individualized by specific need as identified in needs assessment.

Legislative Requirement:

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

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

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

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Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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Safe and Healthy Learning Environment

Instructions

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

ISBE Goals:

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

District Goal(s):

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

Encourage diversity and build a supportive and inclusive Big Hollow Community.

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)

School Board Policy 7:10 - Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, identify, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. School Board Policy 7:190 - Student Behavior: The goals and objectives of this policy are to provide effective discipline practices that; (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society. Big Hollow School District 38 also follows School Board Policy 7:20 Harassment of Students Prohibited. Bullying, intimidation, and Harassment Prohibited: No person, including a District employee or agent, or students, 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 identify or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The District will not tolerate, harassing, intimidating conduct, or bullying whether verbal, physical, sexual or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. The Big Hollow School District #38 Positive Behavioral Interventions and Supports (PBIS) structure includes district-wide behavioral expectations that align with the State of Illinois Social and Emotional Learning (SEL) standards as well as promotes a positive learning environment and school climate. These expectations support self-social awareness, self-management, interpersonal relationships and responsible decision making. PBIS uses proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

Response from the prior year Consolidated District Plan.

School Board Policy 7:10 - Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, identify, status of being homeless, order of protection status, actual or potential marital or parental status, including pregnancy. School Board Policy 7:190 - Student Behavior:

The goals and objectives of this policy are to provide effective discipline practices that; (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society. Big Hollow School District 38 also follows School Board Policy 7:20 Harassment of Students Prohibited. Bullying, intimidation, and Harassment Prohibited: No person, including a District employee or agent, or students, 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 identify or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The District will not tolerate, harassing, intimidating conduct, or bullying whether verbal, physical, sexual or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. The Big Hollow School District #38 Positive Behavioral Interventions and Supports (PBIS) structure includes district-wide behavioral expectations that align with the State of Illinois Social and Emotional Learning (SEL) standards as well as promotes a positive learning environment and school climate. These expectations support self-social awareness, self-management, interpersonal relationships and responsible decision making. PBIS uses proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

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)

Big Hollow School District #38 School Board Policy 6:140 addressed the education of Homeless children according to McKinney Homeless Assistance Act of Illinois School Code. Each child of a homeless youth has 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 may attend the District school that the child attended when permanently housed in which the child was last enrolled. A homeless child living in a District school's attendance 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. The Superintendent shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are currently attending school. The Superintendent has appointed Christine Arndt, as Liaison for Homeless children in Big Hollow School District 38. Mrs. Arndt has been trained to serve as the Big Hollow School District 38 Homeless Liaison through the Regional Office of Education of Lake County.

Response from the prior year Consolidated District Plan.

Big Hollow School District #38 School Board Policy 6:140 addressed the education of Homeless children according to McKinney Homeless Assistance Act of Illinois School Code. Each child of a homeless youth has 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 may attend the District school that the child attended when permanently housed in which the child was last enrolled. A homeless child living in a District school's attendance 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. The Superintendent shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are currently attending school. The Superintendent has appointed Christine Arndt, as Liaison for Homeless children in Big Hollow School District 38. Mrs. Arndt has been trained to serve as the Big Hollow School District 38 Homeless Liaison through the Regional Office of Education of 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

Consolidated District Plan

SESSION TIMEOUT 59:56

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Spell Check

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - Big Hollow Middle School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - BIG HOLLOW PRIMARY SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2002 - BIG HOLLOW ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:	
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Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
Title I Specific - Part One								Title I Specific - Part Two		

Title I Specific Requirements - Part Two

Instructions

If Title I funding was selected on the 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.

- Meet the unique and educational needs of our student body through transformational teaching and learning.

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)

Per School Board Policy 6:15, if applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable. Parents will be notified if the District and/or school are identified as comprehensive or targeted. Students from low-income families shall be provided supplemental educational services as provided by federal law if they attend a District school that 1. failed to make adequate yearly progress within a year after being identified for school improvement or 2. is a subject of corrective action or restructuring. If there are no district schools available into which a student may transfer, the Superintendent may establish a cooperative agreement with other districts in the area.

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

Per School Board Policy 6:15, if applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable. Parents will be notified if the District and/or school are identified as comprehensive or targeted. Students from low-income families shall be provided supplemental educational services as provided by federal law if they attend a District school that 1. failed to make adequate yearly progress within a year after being identified for school improvement or 2. is a subject of corrective action or restructuring. If there are no district schools available into which a student may transfer, the Superintendent may establish a cooperative agreement with other districts in the area.

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)

Big Hollow School District 38 offers the following target assistance programs are offered to qualified students to develop independent readers. Title 1 - Grades K - 4 offered throughout the school year 5 days a week - small group instruction - 30 minutes per session - in addition to regular classroom instruction - progress monitoring and NWEA/Map. Big Hollow School District does not have children living in local institutions for neglected or delinquent children or in community day school programs.

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

Big Hollow School District 38 offers the following target assistance programs are offered to qualified students to develop independent readers. Title 1 - Grades K - 4 offered throughout the school year 5 days a week - small group instruction - 30 minutes per session - in addition to regular classroom instruction - progress monitoring and NWEA/Map. Big Hollow School District does not have children living in local institutions for neglected or delinquent children or in community day school programs.

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)

Big Hollow School District 38 identified eligible children most in need of services using formal assessments (Universal Screener, NWEA/Map). Big Hollow maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services under Title 1. These programs, activities, and procedures are described in the parent-teacher compact provided to parents of students receiving Title 1 services. Once services are based on a student's needs, parents are notified prior to implementation of eligible services. Continued communication with parents will take place during the Title 1 Meeting in the Fall, Parent Involvement Meeting and parent/teacher conferences in the fall and spring. This information is sent in English and Spanish to address the needs of our bilingual parents and students.

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

Big Hollow School District 38 identified eligible children most in need of services using formal assessments (Universal Screener, NWEA/Map). Big Hollow maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services under Title 1. These programs, activities, and procedures are described in the parent-teacher compact provided to parents of students receiving Title 1 services. Once services are based on a student's needs, parents are notified prior to implementation of eligible services. Continued communication with parents will take place during the Title 1 Meeting in the Fall, Parent Involvement Meeting and parent/teacher conferences in the fall and spring. This information is sent in English and Spanish to address the needs of 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

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Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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IDEA Specific Requirements

Instructions

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.

- Meet the unique and educational needs of our student body through transformational teaching and learning.

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)

A comprehensive needs assessment was completed. This included distributing surveys to staff and parents, meeting with certified staff in person regarding specific needs within the program, and review paperwork to determine future needs. Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be a necessary need within the district for special education. The District will continue to expand its continuum of services and utilize targeted curriculum with students who are eligible under IDEA. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

Response from the approved prior year Consolidated District Plan.

A comprehensive needs assessment was completed. This included distributing surveys to staff and parents, meeting with certified staff in person regarding specific needs within the program, and review paperwork to determine future needs. Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be a necessary need within the district for special education. The District will continue to expand its continuum of services and utilize targeted curriculum with students who are eligible under IDEA. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

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)

Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be a necessary need within the district for special education. The District will continue to expand its continuum of services and utilize targeted curriculum with students who are eligible under IDEA. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

Response from the approved prior year Consolidated District Plan.

Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be a necessary need within the district for special education. The District will continue to expand its continuum of services and utilize targeted curriculum with students who are eligible under IDEA. The District will continue with research-based curriculum and instructional strategies that meet the unique learning for all students.

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)

No changes will be made in the scope or nature of the services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

No changes will be made in the scope or nature of the services from the prior fiscal year.

*Required Field

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Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Transportation Plan		

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 driver's 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

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 22-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Transportation Plan		

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*
Arndt	Christine	Assistant Superintendent	christinearndt@bighollow.us

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Swiderski	Derek	Facilities and Transportation Coordinator	derekswiderski@bighollow.us

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

*Required field

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00
 Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-34-049-0380-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Transportation Plan		

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected 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. When a family with a foster child intends to enroll at a school, contact information of the child's case manager shall be identified. The district Foster Care Point of Contact shall contact the agency case manager to determine what is in the best interests of the child. School of origin is the public school the student formerly attended and often provides a level of stability and consistency regardless of current residential placement. Illinois State Board of Education guidelines state "Children in foster care remain in the school of origin unless there is a determination that it is not in his or her best interest. If it is the best interest of the child to leave the school of origin, the child must be immediately enrolled in the new school even if they don't have the required documentation". The decision of where the student is to attend school should be based upon what is in the best interest of the child. This decision is determined between the case manager of the agency and the school of residence. If an agreement cannot be reached the ultimate decision resides with DCFS. Determination of educational placement may include: appropriateness of placement; preference of student, parent, or educational decision maker; availability of student services; placement of siblings; length of commute; among others. Transportation is not to be a factor in determination of placement. Districts that have best interest determinations that require transportation of foster care students to the school of origin and incur additional costs for providing such transportation may seek reimbursement of 50% of the actual cost from DCFS by completing a DCFS Transportation Invoice

District Personnel Involved:
 Superintendent or designee
 Homeless/Foster Care Liaison
 Transportation Manager
 Director of Special Services (if needed)

Response from the approved prior year Consolidated District Plan.

When a family with a foster child intends to enroll at a school, contact information of the child's case manager shall be identified. The district Foster Care Point of Contact shall contact the agency case manager to determine what is in the best interests of the child. School of origin is the public school the student formerly attended and often provides a level of stability and consistency regardless of current residential placement. Illinois State Board of Education guidelines state "Children in foster care remain in the school of origin unless there is a determination that it is not in his or her best interest. If it is the best interest of the child to leave the school of origin, the child must be immediately enrolled in the new school even if they don't have the required documentation". The decision of where the student is to attend school should be based upon what is in the best interest of the child. This decision is determined between the case manager of the agency and the school of residence. If an agreement cannot be reached the ultimate decision resides with DCFS. Determination of educational placement may include: appropriateness of placement; preference of student, parent, or educational decision maker; availability of student services; placement of siblings; length of commute; among others. Transportation is not to be a factor in determination of placement. Districts that have best interest determinations that require transportation of foster care students to the school of origin and incur additional costs for providing such transportation may seek reimbursement of 50% of the actual cost from DCFS by completing a DCFS Transportation Invoice

District Personnel Involved:
 Superintendent or designee
 Homeless/Foster Care Liaison
 Transportation Manager
 Director of Special Services (if needed)

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

[See IDEA legislation here](#) [See Section 504 here](#)

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

The Districts BID (best interest determinations) will be based on the following factors:

- Appropriateness of the current educational setting
- Proximity to the school in which the child is enrolled at the time of placement.

The LEA and the DCFS Representative will collaborate to make best interest determinations.

Student Centered Factors will be considered to make best interest decisions:

- safety
- the child's age and placement of siblings
- special needs
- time in the school year
- distance and the effect of the commute on the child's well-being and education.

The child should be consulted, if appropriate as well as adults who have meaningful relationships with the child.

Who will be involved in the BID: The LEA, DCFS Representative, Student, Student's Biological and Foster family
Response from the approved prior year Consolidated District Plan.

The Districts BID (best interest determinations) will be based on the following factors:

- Appropriateness of the current educational setting
- Proximity to the school in which the child is enrolled at the time of placement.

The LEA and the DCFS Representative will collaborate to make best interest determinations.

Student Centered Factors will be considered to make best interest decisions:

- safety
- the child's age and placement of siblings
- special needs
- time in the school year
- distance and the effect of the commute on the child's well-being and education.

The child should be consulted, if appropriate as well as adults who have meaningful relationships with the child.

Who will be involved in the BID: The LEA, DCFS Representative, Student, Student's Biological and Foster family

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.

The Districts BID (best interest determinations) will be based on the following factors:

- Appropriateness of the current educational setting
- Proximity to the school in which the child is enrolled at the time of placement.

The LEA and the DCFS representative will collaborate to make best interest determinations.

Student Centered Factors will be considered to make best interest decisions:

- safety
- the child's age and placement of siblings
- special needs
- time in the school year
- distance and the effect of the commute on the child's well-being and education.

The child should be consulted, if appropriate as well as adults who have meaningful relationships with the child.

Who will be involved in the BID: The LEA, DCFS Representative, Student, Student's Biological and Foster family

Response from the approved prior year Consolidated District Plan.

The Districts BID (best interest determinations) will be based on the following factors:

- Appropriateness of the current educational setting
- Proximity to the school in which the child is enrolled at the time of placement.

The LEA and the DCFS representative will collaborate to make best interest determinations.

Student Centered Factors will be considered to make best interest decisions:

- safety
- the child's age and placement of siblings
- special needs
- time in the school year
- distance and the effect of the commute on the child's well-being and education.

The child should be consulted, if appropriate as well as adults who have meaningful relationships with the child.

Who will be involved in the BID: The LEA, DCFS Representative, Student, Student's Biological and Foster family

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.

It is recognized that both Big Hollow School District and DCFS will act with the best interest of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed.

- The District will provide transportation until such time as the dispute is resolved.

- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140)
- DCFS will have the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

It is recognized that both Big Hollow School District and DCFS will act with the best interest of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed.

- The District will provide transportation until such time as the dispute is resolved.
- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140)
- DCFS will have the final say if a resolution cannot be determined.

*Required field

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Applicant: BIG HOLLOW SD 38
 Application: 2021-2022 Consolidated District Plan - 00
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 Project Number: 22-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

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Needs Assessment	Stakeholders Impact	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Foster Care Transportation Plan		

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. The DCFS point of contact will identify children in foster care, who are in need of transportation assistance by contacting the BHSD Point of Contact. The Big Hollow School District Point of Contact is identified as the Assistant Superintendent. Transportation for children in foster care will be provided by the foster family, DCFS, or Big Hollow School District utilizing the most cost effective means to do so. If the child's school of origin is as a Big Hollow school and the child is placed in a foster home outside of BHSD boundaries, the district point of contact will work with DCFS and/or the foster family to determine if the school of origin remains the school of best interest for the child. This determination will primarily take the following into consideration: the wishes of the child, the wishes of the foster family (according to state law), the distance and time required for travel, the safety of the child, any applicable services available at the school of residence vs. the school of origin.

Participants in the Transportation Procedures Plan Development: Title 1 Director/LEA Point of Contact/DCFS Representative/Transportation Director/Other: Student Services Representative

The following factors will be considered when developing Transportation Procedures.

- Safety
- Duration
- Time of Placement Change
- Type of transportation available
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options
- Maturity and behavioral capacity
- A pre-existing transportation route
- A new transportation route
- Route-to-route hand-offs
- District - district boundary hand-offs
- Eligibility of the child for transportation through other services such as special education students or Homeless students
- Other alternatives: contracted services such as taxis, student transport companies, uber, lyft; public transportation such as city buses, rails; carpools; school/district staff.
- Options explored by DCFS outside of those provided by the school district; such as reimbursing foster parents for transportation costs or including transport in contracts with licensed child placing agencies or group homes.
- Funding options: Title IV-E, Title 1, If a student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for FAPE.
- The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Response from the approved prior year Consolidated District Plan.

The DCFS point of contact will identify children in foster care, who are in need of transportation assistance by contacting the BHSD Point of Contact. The Big Hollow School District Point of Contact is identified as the Assistant Superintendent. Transportation for children in foster care will be provided by the foster family, DCFS, or Big Hollow School District utilizing the most cost effective means to do so. If the child's school of origin is as a Big Hollow school and the child is placed in a foster home outside of BHSD boundaries, the district point of contact will work with DCFS and/or the foster family to determine if the school of origin remains the school of best interest for the child. This determination will primarily take the following into consideration: the wishes of the child, the wishes of the foster family (according to state law), the distance and time required for travel, the safety of the child, any applicable services available at the school of residence vs. the school of origin.

Participants in the Transportation Procedures Plan Development: Title 1 Director/LEA Point of Contact/DCFS Representative/Transportation Director/Other: Student Services Representative

The following factors will be considered when developing Transportation Procedures.

- Safety
- Duration
- Time of Placement Change
- Type of transportation available
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options

- Maturity and behavioral capacity
- A pre-existing transportation route
- A new transportation route
- Route-to-route hand-offs
- District - district boundary hand-offs
- Eligibility of the child for transportation through other services such as special education students or Homeless students
- Other alternatives: contracted services such as taxis, student transport companies, uber, lyft; public transportation such as city buses, rails; carpools; school/district staff.
- Options explored by DCFS outside of those provided by the school district; such as reimbursing foster parents for transportation costs or including transport in contracts with licensed child placing agencies or group homes.
- Funding options: Title IV-E, Title 1, If a student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for FAPE.
- The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

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.

The District operates their own transportation department. Additional cost for transportation (whether in-district or out-of-district) will be financed through one of the following methods as provided for under the ESSA and federal regulation. -DCFS agrees to reimburse Big Hollow School District for the additional cost; -Big Hollow School District and DCFS agree to share the additional cost.

Additional costs are calculated by the district transportation office and take into account the availability of district transportation, the distance of the child's residence from the nearest applicable bus stop, and any related fuel and staffing costs necessary in order to provide transportation.

The time required in order for the district to arrange transportation varies depending upon a number of factors such as current demand, availability of staff and/or vehicles, and location of students. For this reason, if transportation is requested the foster family of DCFS will arrange for temporary transportation of the child(ren) for at least one week, however, the average time required is usually less than this.

Reasonable Distance: While BHDS believes that the school of best interest for a child is not often their school of origin this is not always the case. sometimes, the commute time and/or distance is so great that transporting the child would have a negative impact on the child's social and/or academic life. for this reason, Big Hollow School District provides the following general guidance on what the district considers to be a reasonable commute distance and time.

Response from the approved prior year Consolidated District Plan.

The District operates their own transportation department. Additional cost for transportation (whether in-district or out-of-district) will be financed through one of the following methods as provided for under the ESSA and federal regulation. -DCFS agrees to reimburse Big Hollow School District for the additional cost; -Big Hollow School District and DCFS agree to share the additional cost.

Additional costs are calculated by the district transportation office and take into account the availability of district transportation, the distance of the child's residence from the nearest applicable bus stop, and any related fuel and staffing costs necessary in order to provide transportation.

The time required in order for the district to arrange transportation varies depending upon a number of factors such as current demand, availability of staff and/or vehicles, and location of students. For this reason, if transportation is requested the foster family of DCFS will arrange for temporary transportation of the child(ren) for at least one week, however, the average time required is usually less than this.

Reasonable Distance: While BHDS believes that the school of best interest for a child is not often their school of origin this is not always the case. sometimes, the commute time and/or distance is so great that transporting the child would have a negative impact on the child's social and/or academic life. for this reason, Big Hollow School District provides the following general guidance on what the district considers to be a reasonable commute distance and time.

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.

It is recognized that both the Big Hollow School District and DCFS will act with the best interest of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed:

- The District will provide transportation until such time as the dispute is resolved
- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140).

Response from the approved prior year Consolidated District Plan.

It is recognized that both the Big Hollow School District and DCFS will act with the best interest of children in mind; however, since both parties are approaching this issue from different perspectives, disputes will naturally sometimes occur. In the event of a dispute regarding the transportation of a child in foster care the following will be followed:

- The District will provide transportation until such time as the dispute is resolved
- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140).

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.

The District will provide transportation until such time as the dispute is resolved.

- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140)
- The School of Origin is responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The District will provide transportation until such time as the dispute is resolved.

- The District policy regarding McKinney-Vento disputes will be followed (Policy 6:140)
- The School of Origin is 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.

The Transportation Plan for Students in Foster Care will be distributed to key personnel to ensure that procedures are being followed. The Homeless/Foster Care LEA will facilitate and ensure that all school personnel are aware of the plan process so that the process can be initiated for any student(s) that are eligible for such services.

Response from the approved prior year Consolidated District Plan.

The Transportation Plan for Students in Foster Care will be distributed to key personnel to ensure that procedures are being followed. The Homeless/Foster Care LEA will facilitate and ensure that all school personnel are aware of the plan process so that the process can be initiated for any student(s) that are eligible for such services.

*Required field

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

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Project Number: 22-CDP-00-34-049-0380-02

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?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/jcar/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 grantee's or contractor's 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 grantee's or contractor's policy of maintaining a drug-free workplace;
- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- 4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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[Click to Return to Application Select](#)
Project Number: 22-CDP-00-34-049-0380-02

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
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Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

[Instructions](#)

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and

Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.

5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:

www.sam.gov

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.

v1.2019

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Applicant: BIG HOLLOW SD 38

County: Lake

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
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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

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Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

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.

Consolidated District Plan

SESSION TIMEOUT 59:55

Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0380-02

Spell Check

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

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances		State Assurances		Debarment		Lobbying		GEPA 442	
								Assurances	

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

ROBERT GOLD

Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 06/18/2021

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

RCDT when agreed to: 34-049-0380-02

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us

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Mr. Robert Gold, Superintendent

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Fax 847-740-9172

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33335 N. Fish Lake Rd.
Ingleside, IL 60041
Phone 847-740-5320
Fax 847-740-3490

Big Hollow Elementary (2-4)
33315 N. Fish Lake Rd.
Ingleside, IL 60041
Phone 847-740-5321
Fax 847-740-3795

Big Hollow Middle School (5-8)
26051 W. Nippersink Rd.
Ingleside, IL 60041
Phone 847-740-5322
Fax 847-740-9021

Health Insurance Committee Meeting

July 7, 2021

District Office/Zoom Meeting

4:30 p.m.

Agenda

- Review the current proposals submitted for health/dental/vision/life insurance.
 - [Summary of 2020-2021 claim data as of the end of May 2021](#)
 - [Summary of proposals submitted](#)
 - [Draft letter to the Board](#)
- Recommendation to be submitted to the Board on July 12, 2021
- Adjourn



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BOARD OF EDUCATION COMMITTEE REPORT

Date: 07/06/2020 **Location:** District Office

Committee: Insurance Committee

Members Present: Kevin Lyons, Doug Pedersen

Others in Attendance: Bob Gold, Janine Vasica, Michelle Connolly, Gretta Adams, Jennifer Zonsius

Duration of Meeting: 4:30 p.m. - 5:00 p.m.

Topic Points and/or Summary of Discussion:

- Reviewed the current proposals that were submitted.
- Committee agreed to move forward with the plan offered by Cigna and MetLife. A proposal will be shared with the board on July 12, 2021.

Submitted by:

Big Hollow School District 38
End of Year Budget Summary

June 30, 2021
Pre-Audited Calculations

Fund	Beginning Balance	Revenue		Expense		June 30, 2021 Balance
		Budgeted	Actual	Budgeted	Actual	
Education (Fund 10)	\$4,963,587	\$15,633,420	\$15,781,053	\$17,269,937	\$15,699,678	\$5,044,962
O&M (Fund 20)	\$3,299,886	\$1,485,000	\$1,418,194	\$1,600,745	\$1,291,613	\$3,426,467
Debt Svc (Fund 30)	\$2,581,500	\$5,096,500	\$4,940,861	\$4,869,851	\$4,869,778	\$2,652,583
Transportation (Fund 40)	\$508,736	\$1,095,000	\$1,435,902	\$1,457,725	\$1,064,663	\$879,975
SS/IMRF (Fund 50)	\$222,777	\$496,550	\$523,614	\$568,700	\$485,120	\$261,271
Capital Projects (Fund 60)	\$793,563	\$39,000	\$339,613	\$185,000	\$255,212	\$877,964
Working Cash (Fund 70)	\$1,265,478	\$106,000	\$100,551	\$0	\$0	\$1,366,029
Tort (Fund 80)	\$45,128	\$144,700	\$154,752	\$157,000	\$156,190	\$43,690
Total	\$13,680,655	\$24,096,170	\$24,694,540	\$26,108,958	\$23,822,254	\$14,552,941



www.bighollow.us

Mr. Robert Gold, Superintendent

Date: July 12, 2021
 To: BHS D Board of Education
 From: Robert B. Gold, Superintendent
 Re: Energy report

Over the last several years the Building/Grounds/Transportation committee has recommended many changes to facilitate energy savings in our school district. There are four major initiatives that have impacted cost savings most significantly:

- LED lighting upgrade
- Recommissioning study
- Negotiation of lower electric and gas rates
- Solar field installation (effective May 2020)

The table below is an energy cost summary over the past several years:

Big Hollow School District Energy Cost Analysis			
Year	Natural Gas	Electricity	Total
2014-2015	\$142,941	\$374,170	\$517,111
2015-2016	\$87,826	\$361,797	\$449,623
2016-2017	\$69,951	\$347,058	\$417,009
2017-2018	\$75,580	\$295,264	\$370,844
2018-2019	\$61,433	\$242,204	\$303,637
2019-2020	\$60,277	\$251,935	\$312,212
2020-2021	\$34,963	\$152,379	\$187,342

***The 2021 costs reflect an annual savings of \$329,769 under 2015 expenses**

Big Hollow School District 38

Strategic Action Plan 2017-2022

Executive Summary

July 12, 2021

Motto: Believing in Higher Standards

Mission: Inspiring a diverse school community to be passionate and empathetic learners.

Vision: "Big Hollow School District #38 will be a model of student achievement for elementary school districts in the State of Illinois"



Goal #1: Encourage diversity and build a supportive and inclusive Big Hollow community.

Action Steps		Progress
1.	Promoting Big Hollow “pride” throughout the community	<ul style="list-style-type: none"> ● New logos were developed which incorporate the vision and motto for BHSD38. ● BHSD promotional items (such as yard signs, bags, bumper stickers, cups...etc) have been purchased and distributed to families through various on-campus events. ● Strong efforts have been made by BHSD administrators and staff to utilize social media in promoting the great things happening at Big Hollow. ● The “Back to School Bash” has been a huge success through the PTO.
2.	Warrior Workshops for parents	<ul style="list-style-type: none"> ● Warrior Workshops were established as a way to provide parents with an opportunity to learn more about various topics relating to their experience at BHSD38. These workshops were well attended initially, but were halted with the pandemic. This activity will be revisited in the future.
3.	Build partnerships with parents and local businesses	<ul style="list-style-type: none"> ● BHES has established a community outreach committee. ● Partnerships have been made with local churches and the Kids Hope USA mentoring program. ● Community partners (parents, seniors, Lake County Sheriff's Dept....etc) have been utilized to speak to students on topics such as SEL, Anti-Bullying, and Careers. ● Veteran’s Day activities have been planned in partnership with local Veteran organizations. ● Parents have been heavily involved in planning for the annual Cultural Affair, Black History Month, and Hispanic Heritage Month. ● A wellness fair committee has been established and partners with local organizations in planning for the annual wellness fair. ● BHMS student leaders have partnered with the Community Care Center ● Primary/Elementary teachers have partnered with Jewel and Grant Township to help restock the food pantry.
4.	Continued focus on welcoming new parents, new students, and new teachers to the Big Hollow School District.	<ul style="list-style-type: none"> ● Welcome packets have been created and are shared with all new families. ● A new teacher mentor program has been established and expanded over the past few years. New teachers are also meeting with principals once per month and quarterly with their mentors. Mr. Gold also meets with all new teachers individually sometime during their first year at Big Hollow. ● Kindergarten Camp has been established to assist kindergarten students and families as they transition into Big Hollow.

		<ul style="list-style-type: none"> ● BHMS has established the 5th Grade Transition Camp for all incoming 5th grade students to get acclimated to BHMS before school begins. ● Mr. Gold does a follow-up call with all families who move to the district within the school year, seeking their input on how we can improve the transition process for new students and families. ● New elementary and middle school students are paired with student-leaders to give them a tour and walk them through their schedule. ● Elementary principal meets with all new students individually and also reaches out to families during the transition time.
5.	Plan to increase involvement opportunities for families of various cultures to engage in the Big Hollow Community.	<ul style="list-style-type: none"> ● The African-American Parent Advisory Council (AAPAC) was established in the fall of 2019. Discussions from this group have led to important training and discussions throughout the district. ● Parents are involved in planning for Black History Month, Hispanic Heritage Month, and the annual Big Hollow Cultural Fair. ● The Bilingual Parent Advisory Committee (BPAC) is now led by parents under the guidance of our administrators. ● The District Equity Team has been launched along with building-level equity teams. Initial training has been completed with all teams.
6.	Develop a plan to involve students in Big Hollow community service projects through their clubs and teams.	<ul style="list-style-type: none"> ● There has been a focus for athletic teams to do at least one service project within our community. ● The National Junior Honors Society has been established, and this group has a focus on service within the school and community.
7.	Increase opportunities to recognize academic success for all students	<ul style="list-style-type: none"> ● Primary and Elementary students who meet their MAP growth goal in winter and spring will be recognized with backpack brag tags. ● Student of the Month signs are delivered to homes by each grade level at BHMS.
8.	Minority parent support for new minority families moving to our School District.	<ul style="list-style-type: none"> ● A system is in place to provide new minority parents a “buddy” family to assist with their transition to Big Hollow.
9.	Peer Mentoring	<ul style="list-style-type: none"> ● A peer-to-peer mentoring program has been established using BHMS students to mentor students in grades K-4.
10.	Expansion of the Citizens Advisory Council	<ul style="list-style-type: none"> ● The Citizens Advisory Council was established with 25 members (students, parents, community members). The council was expanded to include up to 75 members starting in the 2020-2021 school year.

11.	Increase student leadership opportunities and student voice	<ul style="list-style-type: none">● Efforts have been made to increase student representation on district and building level committees and task forces when appropriate.● During COVID-19, there were student-led focus groups discussing the impact on all aspects of the student educational experience.
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Goal #2: Successfully acquire, integrate and implement technology into supporting student learning.

Action Steps		Progress
1.	Create a Technology Plan that reaches out 3-5 years	<ul style="list-style-type: none"> • A three-year plan has been created, updated, and presented to the Board each year.
2.	Streamline the use of technology software to provide consistency across grade levels.	<ul style="list-style-type: none"> • Programs are being bought at the district and building level. • Programs have been standardized through the district. • A “New Program Approvals” Process has been created.
3.	Create a plan for adequate annual technology training for all new staff who are new Big Hollow prior to the first day of school each year.	<ul style="list-style-type: none"> • New staff receives 2-3 hours of training from the technology department to get them acclimated to Big Hollow • There is a 2 day New teacher orientation now that provides an extra layer of support for the more grade level/job specific tech training through a mentor/mentee program.
4.	Assure that staffing in the technology department supports the current needs of the District.	<ul style="list-style-type: none"> • Staffing has been updated from a director and part time technician to a director, full time help desk manager, full time admin assistant/technician, and 2 days a week of part time support.
5.	Ensure processes are in place for staff/parents/students to receive proper training on how to access and utilize the various technological supports that are available.	<ul style="list-style-type: none"> • Over 150 Tech How to Documents have been created. • Videos are in the process of being created. • Once the project is complete, it will be posted on the web for parents. • Staff will be linked to an internal document for reference.
6.	Increase Security in and around the school	<ul style="list-style-type: none"> • The door and key systems were updated from Windows 98 to Windows 10. • A new Camera system was installed in the middle school. • Exterior Cameras were installed at all schools. • It is planned to install new cameras in the Elementary and Primary Buildings in the summer of 2021
7.	Implement a 1:1 Device Program	<ul style="list-style-type: none"> • All students have been issued a Chromebook device. • Students will be transitioned to receiving a new chromebook in grades K, 3, 6. These chromebooks will stay with the students for the 3 year cycles. They will not be required to return them during the three year cycle unless they leave Big Hollow.

8.	Increase Cyber Security	<ul style="list-style-type: none">● We had an evaluation done on our network to identify vulnerabilities.● We updated all devices to make sure that we are up to date and compliant with Microsoft Security updates.● We have upgraded our servers to be up to date and compliant.● We have created redundancy and backups within our main server.● We are in the process of building a backup server to protect against ransomware attacks.● Staff has been trained on phishing scams and email attacks.● We are regularly tested for phishing scams.
9.	Upgrade Wired/Wireless Infrastructure	<ul style="list-style-type: none">● The data center was outfitted with all new switches for our wired network.● All new access points were installed in all buildings.● The number of access points were more than doubled within the school.● All classroom projectors were all networked to be accessed wirelessly.
10.	Outfit every classroom for live streaming and remote learning.	<ul style="list-style-type: none">● Classroom PCs have been updated with machines that are designed for streaming.● Sound System is being purchased to increase the volume within each classroom as well as connect to remote learners.● All classrooms have received a webcam for remote learning.

Goal #3: Meet the unique educational needs of our student body through transformational teaching and learning.

Action Steps		Progress
1.	Monitor and improve the District's multi-tiered system of support. Expand upon the MTSS framework for the implementation of academic opportunities (intervention, differentiation, enrichment) in the PK-8 setting.	<ul style="list-style-type: none"> ● PBIS training and Tier 1 social emotional curriculum training occurred district wide ● Social emotional restorative practices presented to staff ● Introduction and implementation of DESSA to inform Tier 1 & Tier 2 delivery ● Social emotional learning curriculum fully implemented PreK-8 ● Primary school social emotional learning counselor position established and filled. ● Introduced trauma informed care for all staff ● MTSS internal audit document created and completed by all three schools ● District-level approved assessment instruments list created ● Established decision making rules for identifying students receiving Tier 2 & Tier 3 services ● Expansion of district-approved and pedagogically sound instructional decisions & techniques ● Hired outside consultant for MTSS/ handbook completed/ PD plan developed ● Structures and meetings established to provide ongoing PD for the MTSS team-leads ● Training for all specialists for district-approved math and reading interventions
2.	Strengthen learning goals and instructional plans for students who receive services. Implement multiple pathways of research-based strategies for instruction to ensure students succeed.	<ul style="list-style-type: none"> ● MTSS Handbook developed ● Improvement of problem solving process
3.	Expand upon district-approved and pedagogically sound instructional decisions and techniques	<ul style="list-style-type: none"> ● Guided Reading, literature circles ● Guided Math, workshop model ● Using assessments & rubrics to inform instructional decisions
4.	Launch Kindergarten transitional communication classroom	<ul style="list-style-type: none"> ● Analyzed individual student data and needs ● Determined multi-age Pre/K classroom would best meet needs of students with looping teacher
5.	Launch district data dashboard	<ul style="list-style-type: none"> ● Launched use of Otus Learning Management System ● Training complete for use of Otus
6.	Evaluate use of personalized learning experiences through technology	<ul style="list-style-type: none"> ● Continuous review of student data & performance on Dreambox, Lexia, Imagine Learning

7.	Evaluate providing academic learning opportunities outside of typical school hours	<ul style="list-style-type: none"> ● Tutoring, Homework Club, Zero hour developed at MS, and enrichment club activities developed.
8.	Increase the use of student growth data for student goal setting and planning	<ul style="list-style-type: none"> ● Implementation of district wide data dashboard for all grade levels. ● Implementation of AIMSweb Plus for all grade levels. ● Fountas & Pinnell benchmarking for K-4 ● Beginning stages of implementation of student led conferences in each building.
9.	Develop and implement a professional development plan based on BHSD goals and identified staff growth areas	<ul style="list-style-type: none"> ● A complete professional development plan was developed. This plan was developed based on a needs assessment and staff input.
11.	Each leadership team will develop a written policy/procedure that outlines desired homework practices that will be streamlined across all grade levels in each building.	<ul style="list-style-type: none"> ● Primary and Elementary developed homework practice and communicated through parent newsletters. ● BLT developed guidelines for homework.

Goal #4: Build a cohesive, vertically aligned curriculum that supports teaching and learning.

Action Steps		Progress
1.	Professional Learning Communities meet on regular schedule PreK-8	<ul style="list-style-type: none"> ● District wide year long Professional Development plan created ● PreK-8 priority standards identified ● PreK-8 success criteria documents and rubrics under development for all subjects/disciplines ● Common formative assessments under development ● Accelerated ELA William & Mary Unit Training & differentiation training completed
2.	District-wide PreK-8 curricular resource renewal cycle created	<ul style="list-style-type: none"> ● PLCs and administration work to ensure all resources are being reviewed according to cycle and within appropriate timeframes in order to ensure consistent and regular evaluation of district-provided resources
3.	Creation and implementation of walk through tool to observe instructional practices	<ul style="list-style-type: none"> ● Inter-rater reliability walk throughs conducted district wide ● Thorough and consistent review of walk through tool, modification of tool and alignment of professional development as necessary based on district goals

Goal #5: Ensure long-term financial stability of the District with resources aligned to priorities.

Action Steps		Progress
1.	Establish and maintain a fund balance to revenue ratio of 25% or more.	<ul style="list-style-type: none"> The district has been able to consistently maintain this fund balance ratio over the past few years, with projects moving forward also being in a positive direction.
2.	Assess energy usage and costs and plan to maximize cost savings in these areas.	<ul style="list-style-type: none"> The District has done extensive work in this area, reducing overall energy costs by hundreds of thousands of dollars each year. Money savings in this area has allowed for educational program improvements.
3.	Maintain a balanced budget in the operating funds (Education, O&M, Transportation, Working Cash).	<ul style="list-style-type: none"> At the beginning of this strategic plan, the district was designated on the “Financial Watch” list by the Illinois State Board of Education. This is the lowest rating designation. Over the past 5 years, through many changes/initiatives which have allowed for balanced budgeting practices, the Big Hollow School District has now achieved financial “Recognition” status which is the highest profile rating. Over the past few years, while the District was able to become more financially stable, additionally staffing and program needs have been met. As a result, the end-of-year accounting is very near balanced with very little surplus or negative spending.
4.	Develop a facility plan which will set long-term priorities for future facility needs.	<ul style="list-style-type: none"> Work has been done with consultants to prioritize major facility needs (such as roofs, parking lot/sidewalk repairs, HVAC system upgrades...etc) which will become necessary in the next 10 years on the campus. The District has funds set aside in the O&M and Working Cash funds to assist with future projects as they arise.
5.	Improve the cash flow to eliminate the reliance on tax anticipation warrants.	<ul style="list-style-type: none"> The district is no longer reliant on tax anticipation warrants.
6.	Provide property tax relief to BHSD38 residents.	<ul style="list-style-type: none"> The long term debt commitment is a major driver of the high tax rate in the Big Hollow community. The District is in good position at this point to have the long-term debt completely paid off after the 2023 tax levy. This will reduce the taxpayer burden to Big Hollow School District 38 by over 30%. At this time, there are no plans for the district to seek taxpayer approval of additional long term debt.



To: Big Hollow School District 38 Board of Education

From: Bob Gold, Superintendent

Date: July 12, 2021

Re: American Rescue Plan (ARP)-- Elementary and Secondary School Emergency Relief Fund (ESSER) III Grant

Under the ARP - ESSER III fund, the Department of Education awards grants to State education agencies (SEAs) for the purpose of providing local education agencies (LEAs) with emergency relief funds to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation. LEAs must provide services to students and teachers in public schools as required under the American Rescue Plan Act of 2021.

On July 7, 2021, BHS D38 was officially notified of receipt of \$1,665,879 in funding through ARP- ESSER III. The funds are to be distributed as follows:

Amount	Source	Restrictions on use of funds
\$1,017,177	ARP- ESSER III	At least 20% of which must be to address loss of learning
\$463,358	State-level reservation	Learning Loss
\$92,672	State-level reservation	Summer Enrichment
\$92,672	State-level reservation	After-School

The eligible reimbursement period for use of funds is from March 13, 2020 through September 30, 2024. Mr. Gold and Dr. Michelle Hetrovicz will work on the grant development and submission in the coming weeks. The following is a list of items that are anticipated to be included within the grant at this time:

- Summer enrichment program costs
- Technology upgrades for both students and staff
- Reading and Math Specialists/Interventionists
- Imagine Learning personalized learning software for students K-8
- Two-year Amplify Science resource licenses and full adoption for students grades 5-8
- Classroom sound systems to enhance instructional environments
- Hiring of an additional registered nurse
- Guided math professional development for all teachers 1st-8th grade



Economic Development Department

66 Thillen Drive · Fox Lake, Illinois 60020 · (847) 587-3942 · www.foxlake.org

June 11, 2021

Big Hollow School District
26051 W. Nippersink Rd.
Ingleside, IL 60041

RE: South Route 12 Tax Increment Financing Redevelopment Project Area

Dear Big Hollow School District,

Pursuant to the Tax Increment Allocation Redevelopment Act (the “*TIF Act*”, 65 ILCS 5/11-74.4-1 *et seq.*), the Village of Fox Lake has commissioned an eligibility study of a certain area with approximately sixty-two (62) acres located generally at the northwest corner of Route 12 and Big Hollow Road (Fox Lake Crossing Shipping Center) and the northeast corner of Route 12 and Big Hollow Road (the “*Proposed Project Area*”).

The Proposed Project Area includes fourteen (14) parcels of property which demonstrate deteriorating structures, surface improvements, alleys, curbs and sidewalks; and, two structures are below minimum code standard. The vacant parcels within the Proposed Project Area were previously the site of a gravel quarry operation resulting in the soil remaining insufficient for future development without incurring significant additional engineering costs. For these reasons, the Village of Fox Lake believes it is necessary to review the potential utilization of the TIF Act to provide incentives to induce the redevelopment of this Proposed Project Area.

All questions and comments regarding this Proposed Project Area should be directed to Donovan Day, Director of Economic Development of the Village of Fox Lake, 66 Thillen Drive, Fox Lake, Illinois 60020 (847)587-3942.

June 4, 2021

KEY TAKE-AWAYS AND ACTION ITEMS FROM THE LEGISLATIVE SESSION

The Illinois General Assembly has ended its legislative session, leaving school districts and special education cooperatives with an exhaustive “to-do” list before the next school year begins. We have summarized key take-aways and actions to take to prepare for this coming school year and beyond. This summary also incorporates action items from Public Act 101-0654 (commonly known as the “Legislative Black Caucus Bill”) passed at the tail end of the prior legislative session that was signed into law on March 8, 2021. The key action items we have identified fall into several categories. For ease of access, click on the following to be taken to the content:

- [General School Law](#)
- [COVID Learning-Recovery and Related Provisions](#)
- [Policy Changes](#)
- [Curriculum Changes](#)
- [Isolated Time Out, Time Out and Physical Restraint](#)
- [Special Education](#)
- [Reporting Requirements](#)
- [Student Rights](#)
- [Personnel Issues](#)
- [Labor Relations](#)

Note that the following list is based on bills that have passed both houses of the General Assembly as of June 1, 2021. We believe these laws will be signed by Governor Pritzker in the next 60 days. If the Governor fails to sign a bill within that time, it will automatically become law. If the Governor issues a veto or amendatory veto in that time frame, we will continue to provide updates.

General School Law

Several provisions taking effect immediately upon becoming law (i.e., upon the Governor’s signature or in 60 days without a veto) will require schools to adjust day-to-day operations:

- **Unstructured Play Time:** Schools that do not have a recess program will need to develop an unstructured play program. Schools that do offer recess will need to review the program for compliance with the requirements of a new provision (Section 27-6.3) of the *School Code*. All public schools are required to provide daily supervised, unstructured, child-directed play for all students in grades K-5 that

does not include the use of computers, tablets, or screens. Play time shall not count toward physical education requirements, but play time is included in the required clock hours for attendance. Students who attend school for 5 or more clock hours must be provided at least 30 minutes of play time. For a school day consisting of less than 5 clock hours, play time must be at least 1/10 of an attendance day. Play time may be divided into increments of 15 consecutive minutes. Time spent dressing or undressing for outdoor play time does not count towards daily play time. For students with disabilities, play time must comply with their IEPs or Section 504 plans. All public schools must prohibit withholding of play time as a disciplinary or punitive action, except when a student's participation in play time poses an immediate threat to the safety of the student or others. School officials must make all reasonable efforts to resolve such threats and minimize the use of exclusion from play time to the greatest extent practicable. (SB0654)

- **Lockdown Drills:** The requirements for a law enforcement lockdown drill in Section 20 of the *School Safety Drill Act* have been amended as follows: to ban use of simulations that mimic an actual school shooting or active shooter event; to require advance notification to school personnel, students, and parents; to require drills to be age appropriate and developmentally appropriate; to allow for the exemption of students and provision of alternative safety education to those students; to allow students to ask questions during the drill; and to include school-based mental health professionals and trauma-informed approaches to addressing the well-being of students and school personnel. (HB2400)
- **Suicide Prevention:** Two separate bills will create new Sections 10-20.73 and 10-20.75 of the *School Code* requiring school districts to provide information about suicide prevention to students. Together, the bills provide that, **effective immediately upon their enactment**, each school district must provide contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and for those students in grades 6-12 either the Safe2Help Illinois Helpline or a local suicide prevention hotline or both, on the back of each student identification card or published on the district's website, if the district does not issue student identification cards. Effective July 1, 2022, for those students in grades 6-12, the information must be included in the student handbook and student planner, if either is printed by the district. (HB0597; HB1778)
- **Sharing Student Records:** Section 6 of the *Illinois School Student Records Act* has been amended to permit the use of an intergovernmental agreement (IGA) to share student records/information between an elementary school district and high school district without prior parent/guardian written consent, where the attendance boundaries of the elementary district and high school district overlap. The IGA must meet certain requirements provided in Section 6, including a parent

or guardian's written expression that the student intends to enroll or has enrolled in the high school district. (SB2434)

- ***Expansion of E-Learning:*** The e-learning provisions in Section 10-20.56 of the *School Code* have been amended to extend a school board-approved e-learning program to include days that a school is closed because it serves as a polling place. Note that to maintain compliance with existing provisions of Section 10-20.56, authorization for e-learning days in these instances should be adopted by school board resolution. The amendments will also require school districts to continue to provide the daily, regular rate of pay to contractors who provide educational support services (including, but not limited to, custodial, transportation, and food service providers) under contracts in effect on or before March 14, 2022, for any e-learning day used because a school served as a polling place, unless the contracts otherwise address compensation for such e-learning days. (HB0004)
- ***Menstrual Hygiene Products:*** The requirements for menstrual hygiene products available for students in Section 10-20.63 of the *School Code* have been amended to require that schools make menstrual hygiene products available at no cost to students in bathrooms of every school building that is open for student use in grades 4 through 12 during the regular school day. (HB0156)

COVID Learning-Recovery and Related Provisions

The Illinois General Assembly has passed a number of bills that will take immediate effect, upon the Governor's signature or 60 days without a veto, to support extended learning and teaching following the pandemic:

- ***Special Education Transition Recovery Eligibility:*** Pursuant to a new Section 14-17 to the *School Code*, students with disabilities who reached the age of 22 within the time in which in-person instruction, services, or activities were suspended for a period of 3 or more months during the school year as a result of the COVID-19 pandemic are eligible to extend their special education eligibility and services through the end of the regular 2021-2022 school year. However, the extension of eligibility does not apply to students who are no longer residents of the school district. The IEP in effect when the student reached the age of 22 shall be implemented unless there is agreement that the goals should be revised to meet the student's current transition needs. If the IEP placed the student in a private day or residential program, the school district is not required to resume his/her placement in that program if the student has aged out of the program or funding is unavailable. Each school district must provide notification of the availability of services to each student eligible for the extended services. This written notice must be sent by regular mail to the last known address of the student or the student's parent or guardian **within 30 days of the law's effective date.** (HB2748)

- ***Evidence-Based Funding Formula:*** The evidence-based funding formula in Section 18-8.15 of the *School Code* is amended to adjust the definition of “Average Student Enrollment” for the 2020-2021 school year to refer to the greater of the enrollment for the 2020-2021 or 2019-2020 school year. The adjusted definition will apply to calculations for Fiscal Years 2022-2024. (SB0813)
- ***Summer School and the TRS Earnings Cap:*** A somewhat related amendment to the *Illinois Pension Code* may encourage expansion of summer school programs by exempting from the TRS 6% earnings cap any salary increases that result from teaching summer school on or after May 1, 2021 and before September 15, 2022. (SB1646)
- ***Employment of Retired Teachers:*** Other amendments to the *Illinois Pension Code* expand the permitted employment of retired teachers in a subject shortage area through June 2024, and allow such employment without meeting required job posting requirements if a retired teacher is replacing a teacher who is unable to continue employment because of documented illness, injury or disability that occurred after being hired by the school district. (HB2569) Additionally, retirees continue to be permitted to work 120 paid days or 600 paid hours in each school year through June 30, 2023, without impairing retirement status or TRS benefits. (SB1989)
- ***Expansion of Freedom School Grant Program:*** Somewhat related to COVID recovery measures, Section 2-3.186 of the *School Code* will be amended to expand the grant program created under the Legislative Black Caucus Bill to improve educational outcomes of Black students in alignment with the Freedom School model established during the Civil Rights movement. That grant program will now support programs to improve educational outcomes to all historically disadvantaged students, including African American students and other students of color (subject to appropriation). (SB0820)

Policy Changes

School districts will be required to implement the following policies when the bills below are signed by the Governor or after 60 days without a veto:

- ***Student Absences:***
 - Effective immediately, a school board must adopt written policies related to absences and missed homework or class assignments due to a student’s pregnancy under new Section 10-20.73 of the *School Code*. (HB3272)

- Effective immediately, under amended Section 26-1 of the *School Code* a district superintendent must develop and distribute to schools appropriate procedures for student absences for religious reasons, how schools are notified of a student's impending absence for religious reasons, and procedures under 26-2b of the *School Code* for allowing students to make up examinations, study or work requirements that the student has missed because of the observance of a religious holiday. (HB0169)
- Effective July 1, 2022, every school district must develop an absenteeism and truancy policy that is communicated annually to parents, updated every two years, and filed with ISBE and the regional superintendent of schools under new Section 22-90 of the *School Code*. Requirements for the policy are set forth in the new Section 22-90 and require the policy to define a valid reason for absence, a process for identifying causes of unexcused absenteeism, the identification of supportive services available to truant or chronically truant children, and incorporation of chronic absenteeism provisions under 26-19 of the *School Code*. (SB0605)
- ***Expanded Restorative Measures for Bullying Prevention Policy and Procedures:*** Effective immediately, the amended Section 27-23.7 of the *School Code* provides that "restorative measures" required in board bullying prevention policies and procedures must include school-based alternatives to exclusionary discipline that increase student accountability if bullying is based on religion, race, ethnicity, or any other category that is identified in the *Illinois Human Rights Act*. (SB0673)
- ***Anaphylactic Policy:*** Effective July 1, 2021, a new Section 2-3.182 of the *School Code* requires ISBE, in consultation with IDPH, to establish an anaphylactic policy for school districts that sets forth guidelines and procedures to be followed both for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis. At least 6 months after the law's effective date, ISBE must forward the anaphylactic policy to the school board of each Illinois school district. Each school district must implement or update its anaphylactic policy in accordance with ISBE's policy within 6 months of receiving the anaphylactic policy from ISBE. At least once each calendar year, each school district must send notice to the parents or guardians of all children under the care of a school to make them aware of the anaphylactic policy. The notice must include contact information for parents/guardians to engage further with the school to learn more about individualized aspects of the policy. (HB0102)
- ***Grooming Behavior as Part of Child Sex Abuse Policy and Training:*** Section 10-23.13 of the *School Code* will be amended to provide that by no later than July 1, 2022, each school board must adopt and implement a policy addressing sexual abuse of children that must include an age-appropriate and evidence-informed

curriculum for pre-K through 12 students. The policy and all training materials and instruction must include a definition of prohibited grooming behaviors and boundary violations for school personnel and how to report these behaviors. School district must provide school personnel with annual child sex abuse training as set forth in Section 10-23.13 by no later than January 31 of each year. (HB3461)

- ***Amended Suicide Prevention Policy:*** Section 2-3.166 of the *School Code* (a/k/a Ann Marie’s Law) will be amended to provide that effective July 1, 2022, the ISBE model suicide prevention and awareness policy, and any policy adopted by a school board, must include methods of intervention for “students identified as being at increased risk of suicide,” which now includes students who: suffer from a mental health disorder; suffer from a substance abuse disorder; engage in self-harm or have previously attempted suicide; reside in an out-of-home placement; are experiencing homelessness; are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); are bereaved by suicide; or have a medical condition or certain types of disabilities. (HB0577)
- ***Automatic Accelerated Placement Policy:*** By no later than the 2023-2024 school year, under provisions included in the Legislative Black Caucus Bill, each public school must allow for automatic enrollment of students into the next most rigorous level of advanced coursework, if the student meets or exceeds State standards in English language arts, math, or science. These requirements are now expanded under amended Section 14A-32 of the *School Code* to provide that the next most rigorous level of advanced coursework in English or math for a student entering 12th grade must be a dual credit course, an Advanced Placement course, or an International Baccalaureate course. (SB0820)
- ***Parenting/Domestic or Sexual Violence Policies:*** A new article, i.e., Article 26A, Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence, has been added to the *School Code*. Pursuant to Section 26A-20, by no later than July 1, 2024 and every 2 years thereafter, each school district will be required to review and revise existing policies and procedures that may act as a barrier to the immediate enrollment, reenrollment, attendance, graduation and success in school of any student who is a student parent, expectant student parent, or victim of domestic or sexual violence or any policies or procedures that may re-victimize students or may compromise a criminal investigation. A school district must adopt new policies and procedures, as needed, to implement this Section 26A-20 and to ensure that immediate and effective steps are taken to respond to students who are student parents, expectant parents, or victims of domestic or sexual violence. The district’s policy must be consistent with ISBE’s model policy and procedures. Additionally, Section 26A-25 requires each school district to adopt one procedure to resolve complaints of violations of Article 26A on or before July 1, 2024, and Section 26A-30, effective

July 1, 2025, requires each school district to develop a policy to protect the confidentiality of a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence or a student who is named a perpetrator of domestic or sexual violence. (Please note that this law contains conflicting dates, which may be a basis for further legislative clarification.) (HB3223)

- ***Suspension/Expulsion Policy:*** Under amended Section 10-22.6 of the *School Code*, effective July 1, 2025, a board policy providing that a student who is suspended for expelled for any reasons must complete the entire term of suspension or expulsion before being admitted into the district, must also include a provision allowing for consideration of any mitigating factors including, but not limited, to, a student's status as a parent, expectation parent, or victim of domestic of sexual violence. (HB3223)

Curriculum Changes

Effective Immediately (upon Governor Pritzker's signature or 60 days without a veto):

- ***Comprehensive Personal Health and Safety and Comprehensive Sexual Health Education Program:*** Pursuant to a new Section 27-9.1a of the *School Code*, all classes that teach comprehensive personal health and safety and comprehensive sexual health education program must be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive and trauma informed, as those terms are defined by law, in addition to meeting other specified criteria and content. A student's parent/guardian may opt a student out of the curriculum. A new Section 27-9.1b of the *School Code* will permit school districts to offer age and developmentally appropriate education in grades K - 12 on consent and how to give and receive consent. (SB0818)
- ***Sex Education:*** Under amended Section 27-9.1 of the *School Code*, required sex education in grades 6 - 12 will be mandated to include an age-appropriate discussion about sexting per the added definition of sexting. The discussion must include exploration of areas identified under Section 27-9.1, including identification of individuals who can be contacted for assistance with issues, concerns, or problems. (HB0024)
- ***Computer Literacy Skills:*** All school districts must ensure that students receive developmentally appropriate opportunities to gain computer literacy skills beginning in elementary school. (P.A. 101-0654)

- **Drug Abuse:** Per amendments to Section 27-13.2 of the *School Code*, instruction, study and discussion will be required in grades K-8 on effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse. (HB1162)
- **Black History:** Section 27-20.4 of the *School Code* addressing Black History study has been expanded to include the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the study of the reasons why Black people came to be enslaved, and the study of the American civil rights renaissance. (P.A. 101-0654)
- **U.S. History:** Under amended Section 27-21 of the *School Code*, the teaching of history of the United States will be required to include contributions made to society by Americans of different faith practices. (SB0564)
- **Financial Literacy:** Under amended Section 27-22 of the *School Code*, beginning with incoming freshmen for the 2021-2022 school year and each school year thereafter, one semester of social studies, or part of one semester, may include a financial literacy course. (SB1830)
- **Forensic Speech:** Under amended Section 27-22 of the *School Code*, forensic speech may be used to satisfy the one-year requirement for music, art, foreign language, or vocational education required for a high school diploma. (SB2354)
- **Naturalization and Citizenship:** Under a new Section 27-23.15 of the *School Code*, every public high school may include in its curriculum a unit of instruction about the process of naturalization, including content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services. Each school board will determine the minimum amount of instructional time. (HB 3281)

Beginning with the 2022-2023 school year and later, additional curriculum changes will take effect upon these bills being signed by the Governor or in 60 days without a veto:

- **Media Literacy:** Under a new Section 27-20.08 of the *School Code*, public high schools will be required to include a unit on media literacy in its curriculum. (HB0234)
- **Asian American History:** Under a new Section 27-20.8 of the *School Code*, every public elementary school and high school will be required to include a unit of instruction studying the events of Asian American history. (HB0376)

- **Higher Education Courses:** The Legislative Black Caucus bill required the Board of Higher Education to review all courses that each Illinois public university requires or recommends high school students take in order to be admitted to the university and into a specific academic major, college or department. Every public high school will be required to provide access to each course identified in this review to any of its students who request to enroll in the course. If the public high school is unable to offer the course, the public high school must find an alternative way to offer the course to the student, which may include partnering with another school district, a community college district, an institution of higher education, or some other course provider. (P.A. 101-0654)
- **Computer Literacy:** Students entering the 9th grade will be required to successfully complete one year of a course, which may be a course in English, social studies, or any other subject, that includes intensive instruction in computer literacy. However, this requirement does not apply to students with disabilities whose course of study is determined by their IEPs. (P.A. 101-0654)
- **Computer Science:** Every public high school will be required to provide an opportunity for every high school student to take at least one computer science course aligned to ISBE’s rigorous learning standards. “Computer science” is defined as the study of computers and algorithms, including their principles, their hardware and software designs, their implementation, and their impact on society. The term does not include the study of everyday uses of computers and computer applications, such as keyboarding or accessing the Internet. (P.A. 101-0654)
- **Laboratory Science:** Beginning with the 2024-2025 school year, students entering the 9th grade must successfully complete two years of *laboratory* science, in addition to other course requirements, as a prerequisite to receiving a high school diploma. (P.A. 101-0654)
- **Foreign Language:** Beginning with the 2028-2029 school year, students entering the 9th grade must successfully complete 2 years of foreign language courses, which may include American Sign Language, in addition to other course requirements, as a prerequisite to receiving a high school diploma. A student may choose a third year of foreign language to satisfy the requirement of one year of (A) music, (B) art, (C) foreign language (including American Sign Language), or (D) vocational education. (P.A. 101-0654)

Isolated Time Out, Time Out and Physical Restraint:

If this bill is signed by the Governor or in 60 days if no veto:

- Effective immediately, Section 10-20.33 of the *School Code* is amended to align with ISBE rules already in effect for use of for isolated time out, time out and physical restraint, stating that schools:
 - May use isolated time out, time out and physical restraint only under certain circumstances;
 - Are prohibited from using mechanical restraint and chemical restraint, as defined;
 - Are limited in using prone restraint to specific circumstances which phase out after the 2021-2022 school year, subject to further restriction by ISBE by rule;
 - Are prohibited from depriving a student of necessities, as defined, during time out/isolated time out;
 - Must give notice to the student's parent/guardian no later than 2 school days after incident and, if requested, convene a meeting with school personnel within 2 school days of the parent/guardian request;
 - Must provide information to parents and guardians on standards, parent and student rights, and complaint process; and
 - Must have written procedures on use of isolated time out, time out and physical restraint (if board policy permits the use of isolated time out, time out and physical restraint).
- Also effective immediately, ISBE is required to adopt emergency rules for isolated time out, time out and physical restraint and corresponding documentation and reporting requirements when such interventions are used – including a complaint procedure, training requirements, and progressive enforcement actions.
- Within 90 days of the law's effective date, ISBE must establish goals for a systemic reduction and eventual elimination of the use of isolated time out, time out and physical restraint. ISBE must establish a system of ongoing review, auditing, and monitoring of schools' compliance with documentation and reporting requirements and meeting ISBE's established goals.
- School districts and special education cooperatives will have 3 years after the effective date to meet the established reduction target(s) for the use of isolated time out, time out and physical. Each school board must:

- Create a time out and physical restraint oversight team;
 - Develop a school-specific plan for reduction and eventual elimination of time out, isolated time out, and physical restraint;
 - Develop procedures to implement the plan;
 - Submit a report to ISBE each year for 3 years after the effective date, unless exempt; and
 - Notify parents and guardians that the plan and reports are available for review.
- ISBE is authorized to create a grant program to help school districts and special education cooperatives implement school-wide, culturally sensitive, and trauma-informed practices, positive behavioral interventions and supports, and restorative practices within a MTSS, for the purposes of reducing the need for interventions such as time out, isolated time out, and physical restraint. (HB0219)

Special Education

The General Assembly has passed a broad range of new statutory provisions impacting students with disabilities upon the Governor's signature or in 60 days without a veto:

- **Transition Planning:**
 - Under amended Section 14-8.03 of the *School Code*, effective immediately, as a component of transition planning a school district must provide the student with information about the school district's career and technical education (CTE) opportunities and post-secondary CTE opportunities. A high school student with an IEP may enroll in the district's CTE program at any time if participation in a CTE program is consistent with the student's transition goals. Also, a CTE coordinator may be an additional necessary IEP team member for transition planning.
 - The bill will also amend the *Dual Credit Quality Act* to provide that a partnership agreement between a school district and community college district to offer dual credit coursework must include a collaborative process and criteria by which a school district and a community college district must work to ensure that individual students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into a dual credit course. Through the process and criteria, a student with disabilities must have access to supplementary aids and

accommodations included in the student's IEP or Section 504 plan while accessing a dual credit course on a high school campus. A student must have access to supplementary aids and accommodations provided in the partnership agreement while accessing a dual credit course on a community college campus. In addition, within one year of the effective date, each community college district, in partnership with the appropriate high school, will be required to amend its dual credit plan to ensure access to dual credit courses by students with disabilities. (HB3950)

- ***Extended Eligibility Age Out:*** Effective immediately, Section 14-1.02 of the *School Code* is amended to extend eligibility of students with disabilities for special education services *through the end of the school year in which they turn age 22* (unless they graduate with a regular high school diploma or are otherwise found ineligible prior to such time). (HB0040)
- ***Out-of-State Placements:*** Pursuant to amended Section 14-7.02 of the *School Code*, effective immediately, prior to placing a student in an out-of-State special education residential facility, the school district must refer to the student or the student's parent/guardian the option to place the student in a special education residential facility located within Illinois, if any, that provides treatment and services comparable to those provided by the out-of-state facility. Annually, the school district must review the student's placement in an out-of-state special education residential facility. As part of the review, the school district must refer to the student or student's parent/guardian the option to place the student in a comparable in-State special education residential facility, if any. (HB0041)
- ***PUNS Guide:*** Pursuant to amended Section 2-3.163 of the *School Code*, effective immediately, ISBE, through school districts, must provide parents and guardians of students with disabilities a copy of the Department of Human Services' guide, *Understanding PUNS: A Guide to Prioritization for Urgency of Need for Services*, each year at the student's annual review IEP meeting. (HB0290)
- ***Student Residency:*** Effective immediately, the residency provisions for students with disabilities in Section 14-1.11a of the *School Code* are amended to allow the State Superintendent to determine that the location of a student's parent or guardian is unknown after considering information submitted from the school district that last enrolled the student or from the school or special education facility providing special education and related services to the student. The submitted information must include an affidavit from the district's superintendent or facility's director with specific information provided in Section 14-1.11a. (HB3906)
- ***Extended Early Intervention Eligibility:*** Effective January 1, 2022, children who receive early intervention services prior to their third birthday and who are found

eligible for an IEP and whose birthday falls between May 1 and August 31 may continue to receive early intervention services until the beginning of the school year following their third birthday. This amendment changed the effective date of this provision under the *Early Intervention Services System Act*, which was added as part of the Legislative Black Caucus Bill. (SB0820)

- ***Accessibility of Third-Party Online Curriculum:*** Under a new Section 10-20.75 of the *School Code*, effective August 1, 2022, if a school district makes a third-party website or web service's online curriculum available to its enrolled students, the district must require that the third-party website/web service complies with Level AA of the of the World Wide Web Consortium's Web Content Accessibility Guidelines 2.1, or any revised version of those guidelines, to ensure that the content is readily accessible to persons with disabilities. (HB0026)

Reporting Requirements

Various bills impose new requirements for ISBE and school districts to report to parents and the public on varying issues upon the Governor's signature or in 60 days without a veto):

- ***High-Cost Special Education Funding Commission:*** Effective immediately, a new Section 14-17 is added to the *Illinois School Code* to create the High-Cost Special Education Funding Commission for the purpose of making recommendations to the Governor and Legislature for an alternative funding structure for high-cost special education in Illinois. The Commission is directed to issue its report with recommendations by no later than November 30, 2021. (SB0517)
- ***Educational Technology Reporting:*** All school districts must submit to ISBE or its designee an annual report that must include, at a minimum, information regarding educational technology capacity and policies, including device availability for students, school-based access and infrastructure, professional learning and training opportunities, and documentation of developmentally appropriate computer literacy instruction embedded in the district's curriculum at each grade level. While effective immediately, the annual reporting system has yet to be implemented. (P.A. 101-0654)
- ***Required Coursework for University Admission:*** Effective immediately, a school district must make available the required Board of Higher Education's review of the universities' courses to students in grades 8 through 12 and their parents or guardians before the students' course schedules are finalized for each student's particular grade levels. (P.A. 101-0654)

- ***School Report Card:*** Under amended Section 10-17a of the *School Code* ~
 - Effective July 1, 2022, the school report card will be required to include the number of teachers who are National Board Certified Teachers disaggregated by race and ethnicity. (HB2438)
 - Beginning with the 2022-2023 school year, the school report card will be required to include data on the number of reported instances of violence that occurred on school grounds or during school-related activities and that resulted in an out-of-school suspension, expulsion, or removal to an alternative setting. (SB0633)
 - Effective immediately, the annual school report card must also include the number of students who graduate from a bilingual or English learner program and who graduate from, transfer from or otherwise leave bilingual programs. (SB2043)
 - Effective immediately the annual school report card must identify high school dropout rate by grade level. (SB2043)

The annual school report card is also delayed from October 31 to December 31 for school years in which the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Emergency Management Agency Act. (SB2043)

- ***School Support Personnel:*** Pursuant to a new Section 10-20.75 of the *School Code*, no later than December 1, 2022 and each December 1 thereafter, each school district will be required to report to ISBE the following information with regard to the school district as of October 1st of each year: the total number of personnel with a school support personnel endorsement and, for each endorsement area, the number of personnel employed full time, part time, and by a special education cooperative providing services to the students in the school district; and the total number of students enrolled in the school district and, of that total, the number of students with an IEP or Section 504 plan. This information must be available on the district's website as well. (SB0812)

Student Rights

The legislative changes in this area focus on students' religious and cultural rights, rights of students who are victims of domestic or sexual violence, rights of students who are parents or expectant parents, and the mental health of students.

Effective immediately:

- **Team Uniforms: Religious/Cultural Modesty:** Under a new Section 10-20.73 of the *School Code*, a school board must allow a student athlete to modify his or her athletic or team uniform for the purpose of modesty or in accordance with the requirements of his or her religion or his or her cultural values or modesty preferences. (HB0120)
- **P.E. Religious Fasting:** Under amended Section 27-6 of the *School Code*, a student must be excused from physical activity components of a physical education course during a period of religious fasting if the principal receives written notice from the parents that the student is participating in religious fasting. (HB160)
- **Religious Absence:** Under amended Section 26-1 of the *School Code*, a valid cause for a student's absence from school includes religious reasons, including observance of a religious holiday or participation in religious instruction, or because the tenets of the student's religion forbid secular activity during that day or part of day. The district's superintendent must develop and distribute appropriate procedures regarding a student's absences for religious reasons, how schools are notified of a student's impending absence, and the requirements to give the student an opportunity to make up work and/or assessments. (HB0169)
- **Mental/Behavioral Health Absence:** Under amended Sections 26-1 and 26-2a of the *School Code*, a valid cause for a student's absence from school includes the mental or behavioral health of the student, up to 5 days, for which the student need not provide a medical note. The student must be given the opportunity to make up any schoolwork missed during the mental or behavioral health absence. After the second mental health day, the student may be referred to the appropriate school support personnel. (SB1577, HB0576).
- **Dress Code:** Effective January 1, 2022, a school uniform or dress code policy shall not include or apply to hairstyles, including hair styles historically associated with race or ethnicity, or hair texture under amended Section 10-22.25b of the *School Code*. (SB0817)
- **Parenting/Victims of Domestic or Sexual Violence:** Under a current effective date of July 1, 2025 ~
 - A valid cause for absence will include a medical or therapeutic appointment, appointment with a victim services provider, or for a student who is an expectant parent, or parent, or victim of domestic or sexual violence, the fulfillment of a parenting responsibility or addressing circumstances resulting from domestic or sexual violence under amended Section 26-2a of the *School Code*.

- The scope of home instruction for such students is expanded by amended Section 10-22.6a of the *School Code*.
- A new Article 26A of the *School Code* will take effect to protect the rights of children and students who are parents, expectant parents or victims of domestic or sexual violence. This Article includes, among other protections, a reporting mechanism and complaint resolution procedure that maintains required confidentiality of a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence or a student who is named a perpetrator of domestic or sexual violence. (HB3223)
- ***Suspension Review/Expulsion Hearing:*** Effective July 1, 2025, under amended Section 10-22.6 of the *School Code*, in all suspension reviews or expulsion hearings:
 - Students must be permitted to present mitigating evidence, including his or status as a parent, expectant parent, or victim of domestic or sexual violence. (HB3223)
 - Students must be permitted to have a representative or support person of their choice represent them throughout the proceedings, provided such representative or support person complies with any rules of the district's hearing process. (HB3223)
 - The proceeding must be conducted independently from an ongoing criminal investigation or proceeding. (HB3223)
 - Criminal investigations or proceedings may not be a factor in school disciplinary decisions. (HB3223)
 - If the proceedings involve allegations of sexual violence by the student, the student or the student's representative must not directly question or have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the board or its hearing officer, suggest questions to be posed to the alleged victim. (HB3223)
 - Additionally, **effective immediately**, schools must invite a representative from a local mental health agency to consult with the school board at meetings to consider suspension or expulsion whenever there is evidence that mental illness may be the cause of a student's suspension or expulsion. (SB2043)

Personnel Issues

Legislation addressing personnel issues continues to focus on use of sick leave and teacher evaluation, among other issues. Upon the Governor's signature or in 60 days without a veto, the following actions will be required:

- ***Paid Sick Leave:*** Effective immediately, the sick leave provisions of Section 24-6 of the *School Code* will be amended to permit employees to use up to 30 days of paid sick leave for birth of a child that is not dependent on recovery from childbirth, that can be taken absent medical certification, that can be taken anytime within the 12-month period following birth of the child and that may not be diminished by any period of school break that occurs during the use of sick leave. Adoption leave is limited to 30 days but need not be used consecutively. (HB0816)
- ***FMLA:*** Pursuant to a new Section 24-6.4 of the *School Code*, an employee who has been employed for at least 12 months and who has worked at least 1,000 hours in the previous 12-month period will be eligible for FMLA leave on the same terms and conditions as provided under the Federal FMLA. (HB0012)
- ***Teacher Evaluations:*** By no later than September 1, 2022, each school district teacher evaluation plan will be required to ensure that each tenured teacher who receives an excellent or proficient rating is evaluated at least once in the 3 years following the rating (versus the current 2-year requirement) and requires implementation of an informal observation plan under amended Section 24A-5 of the *School Code*. (HB0018)
- ***Work Authorization Status:*** Effective immediately, the *Illinois Human Rights Act* will be amended to prohibit discrimination in employment based on work authorization status, specifically defined to include discrimination based on the specific status or term of status that accompanies *legal* work authorization. "Work authorization status" is defined as the status of being a person born outside of the United States, and not a U.S. citizen, who is authorized by the federal government to work in the United States. (HB0121)
- ***Sexual Harassment Training:*** Required sexual harassment training for licensed personnel will be permitted through training provided by the licensee's employer, the Department of Human Rights, or any authorized continuing education provider under the amended *Department of Professional Regulation Law*. (SB1079)

Labor Relations

Upon the Governor's signature or in 60 days without a veto, the *Illinois Educational Labor Relations Act* will be amended to allow a union to submit electronic documentation as a

showing of interest in support of a representation petition and to allow for electronic secret ballot elections. In addition, a new unfair labor practice will be recognized where an employer promises, threatens or takes any action to permanently replace an employee who has engaged in a strike under the *Act* or where an employer discriminates against an employee who has returned to work following participation in or support of a strike, or to lockout, suspend or otherwise withhold employment from employees in order to influence collective bargaining prior to a strike. (HB2521)

We recognize that this is a lot of information to absorb! If you have any questions about this update or other legal issues, please contact any of our attorneys at 630.313.4750.

June 2021 Employment Report

Approve employment of Ashleigh Wonsil, Middle School ELL Teacher, effective August 2021.

Approve personnel change for Lisa Romero from 6th Grade Science Teacher to Middle School LOP Special Education Teacher, effective August 2021.

Approve the employment of Amanda Bergquist, Elementary ELL Teacher, effective August 2021.

Approve personnel change for Jessica Lardizabal from School Nurse to Certified School Nurse, effective August 18, 2021.

Approve FMLA for Courtney Wegrzyn, Middle School Reading Specialist, effective approximately September 23, 2021 and lasting 12 weeks.

Approve the employment of Thelma Allen, Middle School Bilingual Teacher, effective August 2021.

Approve personnel change for Jackie Laske from Bus Driver to Business Office Assistant to the Transportation Department, effective July 13, 2021.

Approve the employment of Tracy Bauske as Middle School Lunch Monitor, effective August 17, 2021.

Approve the employment of Jodie Ruden as Middle School 6th Grade Science Teacher, effective August 18, 2021.

Approve the personnel change for Bonnie Hayse from Education Support Staff to Middle School Special Education Support, effective August 18, 2021.

Approve the employment of Holly Gold as transportation driver effective July 13, 2021.

Approve the personnel change for Samantha Rusciollelli from 3rd Grade Teacher to Kindergarten Teacher, effective August 2021.

Approve the employment of Gail Peterson as Middle School Paraprofessional effective August 18, 2021.

Approve the employment of Katie Boyd as PreK Teacher effective August 18, 2021.

Approve the employment of Lauren Johnson as Middle School Paraprofessional effective August 18, 2021.

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Ashleigh Wonsil



ASSIGNMENT

CERTIFIED: Administrator: Teacher: **Yes** If Teacher Please select ~ Gen Ed: **Yes** SPED: ELL: **Yes**

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **Middle** Grade/Area: **ELL**

Start Date: **August 18, 2021** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Kayla LeMieux** Title: **3rd Grade Teacher**

Name: **Stacey Gritz** Title: **Music Teacher**

BA No BA+15 **no** MA **Yes** MA+15 MA+30

Years Credited **6** Step **7**

BudgetCode

10-300-1800-1100

Total Years Experience **6** Salary/Hourly Rate **\$54,309** (may be adjusted if circumstances require)

Comments:

Technology:

User ID: (firstlast) **ashleighwonsil** Password: (employee will change upon first login) **bighollow**

To be completed by New Hire:

Signature of New Hire:

Victorene L King

Date: **6/21/21**

**BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form**

Employee Name
Lisa Romero

Email Address
lisaromero@bighollow.us

New Position: **SPED-- LOP**

Replacement For: **Megan Paul**

Building: **Middle**

Current Position: **Science**

Date Change is Effective: **August 18, 2021**

Board Approval Date (if needed):

Certified Position

BA BA+15 MA MA+15 MA+30 Yes Doc:

Years Credited Step

Salary: **remains same**

Full or Part Time: **Full**

Years Credited:

Sick: Vacation: Personal:

Budget Code:
**10E300 1221 1100
00 000000**

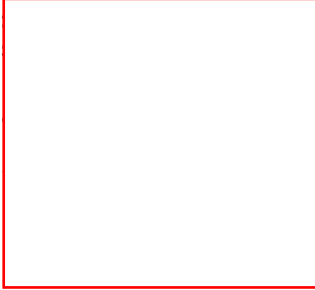
Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Amanda Bergquist



ASSIGNMENT

CERTIFIED: Administrator: **no** Teacher: **Yes** If Teacher Please select ~ Gen Ed: **no** SPED: **no** ELL: **Yes**

NON-CERTIFIED: Custodian: **no** Food Service: **no** Lunch Monitor: **no**

Nurse: **no** Paraprofessional: **no** Secretary: **no** Substitute: **no**

Technology: **no** Transportation: **no** Other:

Building: **Elementary** Grade/Area: **Grades 2-4**

Start Date: **August 18, 2021** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Jeni Laughlin** Title: **Principal**

Name: **Christine Guerra** Title: **Instructional Coach**

BA **No** BA+15 **Yes** MA **no** MA+15 **no** MA+30 **no**

Years Credited **5 years** Step **6**

BudgetCode

10E200-1800-1100-00-000000

Total Years Experience **6 years** Salary/Hourly Rate **\$51,723** (may be adjusted if circumstances require)

Comments:

Pending fingerprints, physical, and paperwork

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

**BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form**

Employee Name
Jessica Lardizabal

Email Address
jessicalardizabal@bighollow.us

New Position: **Certified School Nurse**

Replacement For: **Nurse**

Building: **Elementary**

Current Position: **Nurse**

Date Change is Effective: **August 18, 2021**

Board Approval Date (if needed):

Certified Position

BA Yes BA+15 **no** MA **no** MA+15 **no** MA+30 **no** Doc: **No**

Years Credited **0** Step **Step 1**

Salary: **\$42,492**

Full or Part Time: **Full Time**

Years Credited: **0**

Sick: Vacation: Personal:

Budget Code:
10-200-2130-1100

Employee Signature:

Date:

Courtney Wegrzyn
Big Hollow Middle School
26051 W. Nippersink Rd.
Ingleside, IL. 60041

June 22, 2021

Mr. Robert Gold
Superintendent
26051 W. Nippersink Rd.
Ingleside, IL. 60041

Mr. Gold,

Please accept this letter as formal notice of my upcoming maternity leave. My estimated due date is Thursday, September 23rd, 2021. It is my intention to take a full 12 weeks off resulting in my return to school on Monday, January 3rd, 2022. I believe I will have 48 sick days to use resulting in 2 weeks of unpaid leave in December.

Thank you,

Courtney Wegrzyn
Reading Specialist

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Thelma A Allen



ASSIGNMENT

CERTIFIED: Administrator: Teacher: **Yes** If Teacher Please select ~ Gen Ed: SPED: ELL: **Yes**

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **Middle Grade/Area: Bilingual**

Start Date: **August 18, 2021** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Vicki Marble** Title: **Assistant Principal/Supervisor**

Name: **Cristina Slattery** Title: **Colleague**

BA **Yes** BA+15 MA MA+15 MA+30

Years Credited **12 Step 13**

BudgetCode

10-3-1800-1100

Total Years Experience **15** Salary/Hourly Rate \$ **salary will be \$60,583 + an additional \$2000 as a hard to fill position stipend**
Comments:

Final pay was determined with union leadership under the "hard to fill" category of the contract. Pending fingerprints, physical, and paperwork.

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form

Employee Name
Jackie Laske

Telephone 8477401490

Email Address
jackielaske@bighollow.us

New Position: Business Office Assistant

Replacement For: Stephanie Wiley

Building: Distict

Current Position: Bus Driver

Date Change is Effective: 7/13/2021

Board Approval Date (if needed):

Certified Position

BA BA+15 MA MA+15 MA+30 Doc:

Years Credited Step

Salary: 18.50 hr

Full or Part Time: Full

Years Credited:

Sick: Vacation: Personal:

Budget Code:
20-0-2540-1100-04
40-0-2551-1100-02

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form

Employee Name
Tracy Bauske

Telephone 847-740-1490

Email Address
tracybauske@bighollow.us

New Position: MS Lunch Monitor

Replacement For: Laranda Parker

Building: Middle

Current Position: Transportation Monitor

Date Change is Effective: August 17, 2021

Board Approval Date (if needed):

Certified Position

BA BA+15 MA MA+15 MA+30 Doc:

Years Credited Step

Salary: \$12.20

Full or Part Time: Full

Years Credited:

Sick: Vacation: Personal:

Budget Code:
10E300 2190 1100
00 000000

Employee Signature:

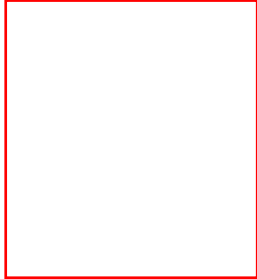
Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Jodie Ruden



ASSIGNMENT

CERTIFIED: Administrator: Teacher: **Yes** If Teacher Please select ~ Gen Ed: **Yes** SPED: ELL:

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **Middle Grade/Area: 6th GR Science**

Start Date: **August 18, 2021** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Laura Hagan** Title: **Science Teacher**

Name: **Martin Da Costa** Title: **Principal**

BA BA+15 MA **Yes** MA+15 MA+30

Years Credited **5** Step **6**

BudgetCode

10-3-1120-1100

Total Years Experience **6** Salary/Hourly Rate **\$54,309** (may be adjusted if circumstances require)

Comments:

The teacher was unsure if she had 15 credit hours. I did not see the additional hours, so I gave her the figure that doesn't include the 15 so we can verify.

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

**BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form**

Employee Name
Bonnie Hayes

Telephone **847-740-1490**

Email Address
bonniehayes@bighollow.us

New Position: **SPED Support**

Replacement For: **N/A Position was created**

Building: **Middle**

Current Position: **Education Support**

Date Change is Effective: **August 18, 2021**

Board Approval Date (if needed):

Certified Position

BA BA+15 MA MA+15 MA+30 Doc:

Years Credited Step

Salary:

Full or Part Time: **Full**

Years Credited:

Sick: Vacation: Personal:

Budget Code:

Employee Signature:
**10E300-1221-1100-
00-000000**

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Holly Gold



ASSIGNMENT

CERTIFIED: Administrator: Teacher: If Teacher Please select ~ Gen Ed: SPED: ELL:

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Yes Other:

Building: **Transportation** Grade/Area: **ALL**

Start Date: 7/13/21 BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Tim Brubacher** Title: **Pastor**

Name: **Richard Wherley** Title: **Principal**

BA BA+15 MA MA+15 MA+30

Years Credited Step

BudgetCode

Total Years Experience 0 Salary/Hourly Rate \$17.45 per hr (may be adjusted if circumstances require)

Comments:

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

**BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form**

Employee Name

**Samantha
Rusciolelli**

Email Address

samantharusciolelli@bighollow.us

New Position: **kindergarten teacher**

Replacement For: **Eileen Hastings**

Building: **Primary**

Current Position: **3rd grade teacher**

Date Change is Effective: **7/7/2021**

Board Approval Date (if needed):

Certified Position

BA BA+15 MA MA+15 MA+30 Doc:

Years Credited **On file** Step

Salary: **On file**

Full or Part Time: **Full**

Years Credited: **On file**

Sick: Vacation: Personal:

Budget Code:

10-1-1110-1100

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Gail Peterson



ASSIGNMENT

CERTIFIED: Administrator: Teacher: If Teacher Please select ~ Gen Ed: SPED: ELL:

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: **Yes** Secretary: Substitute:

Technology: Transportation: Other:

Building: **Middle** Grade/Area: **Sped**

Start Date: **August 18** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Dr. Holz** Title: **Professor**

Name: **Sherry Engstrom** Title: **Professor**

BA BA+15 MA MA+15 MA+30

Years Credited Step

BudgetCode

Total Years Experience **0** Salary/Hourly Rate **14.35** (may be adjusted if circumstances require)

Comments:

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Katie J. Boyd



ASSIGNMENT

CERTIFIED: Administrator: Teacher: **Yes** If Teacher Please select ~ Gen Ed: **Yes** SPED: **Yes** ELL: **Yes**

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **Primary** Grade/Area: **PreK**

Start Date: **August 18, 2021** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Kirsten Innes** Title: **Media/Information Specialist**

Name: **Rebecca Johnson** Title: **Cooperating Teacher**

BA **Yes** BA+15 MA MA+15 MA+30

Years Credited **0** Step **1**

BudgetCode

10-100-1225-1100

Total Years Experience **0** Salary/Hourly Rate **\$42,492** (may be adjusted if circumstances require)

Comments:

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Lauren Johnson



ASSIGNMENT

CERTIFIED: Administrator: Teacher: If Teacher Please select ~ Gen Ed: SPED: ELL:

NON-CERTIFIED: Custodian: Food Service: Lunch Monitor:

Nurse: Paraprofessional: **Yes** Secretary: Substitute:

Technology: Transportation: Other:

Building: **Middle** Grade/Area: **Sped**

Start Date: **August 18** BOE Approval Date: * Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Dave Evans** Title: **Colleague**

Name: **Erin Marcus** Title: **Supervisor**

BA BA+15 MA MA+15 MA+30

Years Credited Step

BudgetCode

Total Years Experience Salary/Hourly Rate **14.35** (may be adjusted if circumstances require)

Comments:

Technology:

User ID: (firstlast) Password: (employee will change upon first login)

To be completed by New Hire:

Signature of New Hire:

Date:



www.bighollow.us

Mr. Robert Gold, Superintendent

Date: July 12 , 2020

To: Big Hollow School District Board of Education

From: Robert B. Gold, Superintendent

Re: Health/Dental/Vision/Life Insurance Rates

Over the past several months we have worked closely with Julianne Baron from Baron & Associates, Inc. in seeking health insurance plan quotes. At the end of June we received preliminary quotes from United Healthcare, Cigna, Blue Cross Blue Shield, and Aetna.

After several negotiations, we have now received finalized quotes from each of the insurance providers. I then met with our Board health insurance committee along with members of our Big Hollow Federation of Teachers to discuss the quotes and provide a recommendation. At this time, I am recommending that we continue with Cigna as our health insurance provider for the 2021-2022 school year. We will receive a 2.5% increase over current costs for health insurance premiums. However, they are also going to credit us \$35,000 for remaining a Cigna customer for the coming year.

Even with a 2.5% increase in the coming year, we are still experiencing lower costs than we did in 2017 (prior to joining Cigna). The following is a short summary of health insurance costs since shifting to Cigna in 2018:

- 2018-2019
 - Approximately \$75,000 savings from prior years' cost with United Health Care
- 2019-2020
 - The rate **decreased** 3% along with a \$42,000 refund due to low costs in the partially self-funded plan.
- 2020-2021
 - The rate **decreased** 7% along with a \$50,000 refund due to low costs in the partially self-funded plan.

While continuing our service with Cigna, I am recommending that we also continue with MetLife for dental, vision and voluntary life coverage. MetLife has quoted a rate freeze for the upcoming year along with the following continued benefits:

- Metlife will continue using the online enrollment platform that we are currently accustomed to using for all of our insurance plans. This platform has been extremely valuable in streamlining and simplifying our enrollment process for employees.
- MetLife will offer optional worksite benefits to all employees for hospital indemnity, critical illness, and accidents.



Big Hollow School District 38
 26051 W. Nippersink Rd., Ingleside, Illinois 60041

SALARY AND BENEFITS STUDY PROPOSAL

June 29, 2021

[Proposal Contents](#)

INTRODUCTION LETTER..... 2

EDLS DATA ANALYSIS SERVICES..... 3

SALARY AND BENEFITS STUDY OVERVIEW & COMPONENTS..... 4

 General Comments..... 4

 Data Sources..... 4

 Peer Groups..... 4

 Per Position Criteria..... 5

 Disclaimers & Study Notes..... 5

PROFILE OF OUR FIRM’S PARTNERS..... 6

COSTS OF THE COMPENSATION STUDY..... 7

SATISFACTION STATEMENT..... 7

EDLS PROJECTS..... 8

 Strategic Planning..... 8

 Administrator Searches..... 8

 Data Services..... 8





INTRODUCTION LETTER

Mr. Bob Gold
Superintendent
Big Hollow School District
Via Email: bobgold@bighollow.us

Dear Mr. Gold,

Thank you for the opportunity to present Educational Leadership Solutions as the firm to serve your district by completing a comprehensive salary and benefits study. On behalf of all three EdLS Partners, I am excited to share the parameters for completing this study.

Educational Leadership Solutions is a firm that uses research-based practices and data-driven processes, combined with our education-based experiences to match your desired outcomes. This study, which incorporates data from multiple sources, will provide the best available data and reports with statistics that will enable you to make decisions and recommendations based on data from your district, data from your chosen peers (*lookalike peers*), and districts in your geographic area.

The information in this proposal includes background information about EdLS data analysis services, the components that will be a part of this study, bios for the EdLS Partners, costs for completing this study, our satisfaction statement, and several current and past EdLS projects that have been completed or are ongoing.

While I attempted to provide enough information for you to finalize your decision to move forward with the proposed salary and benefits study, please don't hesitate to contact me if you have questions or if you need additional information. I would enjoy the opportunity to answer questions about the contents of this proposal or to discuss further ideas for meeting your expected outcomes.

I look forward to hearing from you regarding the next steps in this salary and benefits study process.

Respectfully submitted,

A handwritten signature in black ink that reads 'Don White'.

Don White, Ph.D.



EDLS DATA ANALYSIS SERVICES

Educational Leadership Solutions offers data analysis for student academic achievement, school finances, and peer comparison purposes. Educational Leadership Solutions can assist with comprehensive analyses of district and school level data to determine how your district compares to regional, county, and similar peer groups on data from the Illinois Report Card or the district's preferred data set, assuming the data set is readily available.

Educational Leadership Solutions supports superintendents and district level administrators in the development of data systems that are aligned to the district's strategic plan. This is a logical next step after completing a new strategic plan or whenever the district is seeking to implement strategic data-driven decision making. This EdLS service focuses on the use of systems and research-based best practices that lead to aligned, purposeful leadership in response to student achievement and strategic plan goals, while remaining sensitive to the capacity and holistic needs of students and employees.

EdLS can assist the district with the design, administration, and analysis of surveys to help the district identify data-driven systemic initiatives. These surveys can include but are not limited to tools designed to determine the district's data climate with a goal of moving the district forward on the continuum of data adverse to data driven, surveys that measure support for and/or understanding of district initiatives, and surveys that assist the district with the identification of needed professional development. If desired, EdLS can also offer a related Administrator Academy (AA#3718) that was developed by Dr. Don White in collaboration with the Illinois Association of School Administrators.

Educational Leadership Solutions also provides comprehensive salary and benefits comparisons by position so that the district can determine regional salary offers that are competitive while being sensitive to local parameters. These services can also include providing assistance with the selection of regional and state-wide peers that are customized to match the district's desired comparisons.

A blue-tinted graphic with a grid pattern and blurred text in the background. The words 'Data Analysis' are prominently displayed in a white, bold, sans-serif font.

Data Analysis



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SALARY AND BENEFITS STUDY OVERVIEW & COMPONENTS

Dr. Gary Zabilka shared information with Mr. Bob Gold about EdLS providing a salary and benefits study. On June 28, 2021, Dr. Don White spoke with Mr. Gold to learn more about his desires and the possible components to be considered as part of the final project. Based on this conversation and information provided by Mr. Gold, EdLS will conduct a salary and benefits study as outlined here.

General Comments

- Big Hollow School District 38 has a desire for EdLS to submit a salary and benefits analysis that includes the following positions.
 - Administrative Assistants
 - Paraprofessionals
 - Maintenance Employees
 - Custodians
 - Food Service Employees
 - Principals
 - Directors
- The desired completion of this study is mid-August 2021.

Data Sources

- The data used to complete this study will be from multiple sources:
 - FY20 Illinois State Board of Education Salary Study (TRS Employees)
 - FY21 Non-Certified Employee Salary Study
 - 2021 Large Unit District Association (LUDA) Salary Study

Peer Groups

- The Peer Districts selected for this study will be from two categories:
 - Geographic Peers
 - All Districts with available data and within a 30-mile distance from the Big Hollow School District will be included in final report.
 - Lookalike Peers
 - The final number of *lookalike peers* will be based on available data for districts identified using these variables. Please note that the ranges provided below may be altered depending on the identified number of districts. The source of this data is the 2020 Illinois State Board of Education School Report Card data set. The final selection criteria will be provided in the final report.
 - District Enrollment = 1,200 to 3,000 (D38 = 1,788)
 - Total Per Pupil Expenditure = \$9,000 to \$13,000 (D38 FY20 = \$10,253)
 - Instructional Expenditure Per Student = \$5,000 to \$8,000 (D38 FY20 = \$5,784)
 - District Low Income % = 20% to 40% (D38 FY20 = 28.3%)

Per Position Criteria

- If data is available, the following fields will be included per position in the final report.
 - Base Salary
 - This will be reported as an annual salary or as a low and high hourly range when available.
 - If there are multiple positions in the district (e.g., principals, assistant principals, etc.), the average will be provided with the low and high range if individual salary information is available.
 - If possible, the number of work months and workdays will be considered in the final report. However, it may not be possible to include this level of detail based on available data.
 - Board Paid TRS / IMRF
 - Board Paid Health Insurance (This data may not be readily available for most positions.)
 - Sick Days per Year
 - Vacation Days per Year
 - Work Days per year

Disclaimers & Study Notes

- The most recently available data will be used to complete this salary and benefits study. The sources and data year will be provided in the final report.
- The accuracy of the data used to complete this study is reliant on the data submitted by individual school districts.
- If necessary, calculations may need to be completed to normalize some data. Notes will be provided if this is necessary. EdLS may need to discuss this with the District as the study progresses.
- Although it is not expected to be necessary, the District agrees to provide necessary information/data that is requested by Dr. Don White. This may include but may not be limited to current salary and benefits for individual employees.



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PROFILE OF OUR FIRM'S PARTNERS



Dr. Richard Voltz has 48 years of educational experience, starting out as a high school teacher/coach, high school principal, unit district superintendent and Associate Director of the Illinois Association of School Administrators in charge of professional development and mentoring and coaching of Illinois superintendents. In addition, Dr. Voltz taught educational administration courses at Eastern Illinois University for 17 years as an Adjunct Professor. Dr. Voltz has been a determined advocate for the improvement of services for all students and he has provided professional development on timely topics to thousands of administrators and teachers. He has also been a member of numerous state level committees that have been responsible for the formation of education policy and practices. This extensive experience in the public education arena has resulted in Dr. Voltz being widely respected and known in all areas of Illinois.



Dr. Don White worked as a public-school educator for thirty-three years. His positions included classroom teacher, principal, district office administrator, and superintendent. Prior to entering the field of education, Don served as an Assistant Manager for Walgreen's Drug Stores in Champaign, IL. In addition to serving as a superintendent for nineteen years, Don has been involved in many state and national projects. His work includes serving as a Co-Chair for the Illinois Association of School Administrators (IASA) School for Advanced Leadership. As one of the three lead designers and trainers for the Illinois Leadership and Technology for Change (ITLC) out of Illinois State University, Don provided training for administrators that focused on best practices in school leadership, systems leadership, and data driven decision making. His efforts have resulted in two IASA Exemplary Service to Education Awards and he was recognized by IASA as a 2020 Superintendent of Distinction. Recently retired, Dr. White's focus continues to be providing professional development for all levels of school leadership, serving as a Partner for Educational Leadership Solutions, and working as a consultant with Forecast 5 Analytics.



Dr. Gary Zabilka is a seasoned educator with 42 years of experience as a teacher, assistant principal, principal, and superintendent. He retired from the superintendency of Morton Grove School District 70 (IL) and served as superintendent of Puffer-Hefty School District 69 in Downers Grove (IL), for a combined total of 13 years as a superintendent. He is currently a Field Service Director for the Illinois Association of School Administrators, responsible for coaching and mentoring new superintendents, as well as providing Professional Development in leadership for district administrators. He also taught educational administration courses for Loyola University, specializing in the areas of leadership and school finance. In 2012, Dr. Zabilka was named an Illinois Distinguished Superintendent. He has led or participated in over 50 executive searches. He holds degrees from Western Illinois University, Northern Illinois University, and a Doctorate from Loyola University. As one of the primary mentors of superintendents in the northern part of the state, Dr. Zabilka recognizes those key qualities and characteristics that make superintendents successful in their respective districts and has a deep understanding of administrative structures and district organization.

A complete list of Associates can be viewed on the EdLS Website
<https://edls.info/index.php/associate>





COSTS OF THE COMPENSATION STUDY

The General Fee for completing the proposed salary study is \$5,000. If EdLS is requested to travel to meet with District representatives as part of this study, additional expenses for travel will be invoiced to the District but will not exceed \$500.

If the District decides to proceed, Mr. Gold should confirm the District's desire to have EdLS complete this salary and benefits study. This email should be sent to Dr. Don White (dwhite@edls.info) and should include:

1. confirmation that EdLS should proceed with the proposed salary and benefits study,
2. that the proposed criteria and information provided in this proposal meet the District's desired outcomes,
3. the necessary requirements that EdLS must fulfill for the District to approve payment (e.g., invoice submission) with 50% of the fee being paid when the proposal is approved and the remaining 50% being paid when the final compensation study report is submitted to the District.

SATISFACTION STATEMENT

Educational Leadership Solutions is a firm that is committed to excellence, and it is for that reason that we will continue to work for the district until they are satisfied with the outcome of the salary and benefits study as outlined in this proposal.



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EDLS PROJECTS

Strategic Planning

- East Prairie School District 73 – Strategic Planning (completed)
- Grass Lake School District 36 – Strategic Planning (completed)
- Grayslake CCSD 46 – Strategic Planning (completed)
- Paris Union School District 95 – Strategic Planning (completed)

Administrator Searches

- Effingham CUSD 40 – Superintendent
- North Shore Special Education District (NSSD) – Chief School Business Official (completed)
- River Forest School District 90 – Director of Student Services (completed)
- Sacred Heart School – Principal (completed)
- School Association for Special Education (SASED) – Director of Business / Chief Financial Officer (completed)

Data Services

- DeKalb CUSD 428 Salary and Benefits Study
- Paris Union School District 95 Negotiations Preparation Analysis

Testimonial videos can be viewed on the EdLS Website

<https://edls.info/index.php/testimonials>

Administrator Search



Data Analysis

Strategic Planning



COVID-19 TESTING SUPPORT AGREEMENT

(PUBLIC SCHOOL DISTRICT – TIER 1 & 2 - MARCH 2021 IGA)

THIS COVID-19 TESTING SUPPORT AGREEMENT (“**Agreement**”) is made on this _____ day of _____, 2021 (“**Effective Date**”), by and between Big Hollow School District 38 (“**Customer**”) and The Board of Trustees of the University of Illinois (“**University**”). Customer and University may be referred to herein individually as a “Party,” and collectively as the “Parties.”

WITNESSETH

WHEREAS, University provides coordination, logistics, order facilitation, billing, set-up help, results reporting and customer support for COVID-19 testing using University’s rapid rtPCR testing methodology (the “**U of I Test Method**”), and connects customers with testing laboratories and collection sites to simplify COVID-19 testing for workplaces, schools, universities, and other institutions;

WHEREAS, Customer desires to contract with University to facilitate access to COVID-19 testing services using the U of I Test Method for its employees, contractors, students, agents and/or others for whom Customer requires COVID-19 testing services to be performed (each, an “**End User**” and collectively, the “**End Users**”);

WHEREAS, University agrees to arrange for COVID-19 testing services using the U of I Test Method to be provided to Customer and its End Users and Customer agrees to accept such services on the terms and conditions set forth herein; and

WHEREAS, the Parties enter into this agreement pursuant to their authority under the Intergovernmental Cooperation Act, 5 ILS 220/ et seq.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows.

AGREEMENT

1. UNIVERSITY SERVICES. Throughout the term of this Agreement:

1.1. University shall use reasonable efforts to provide to Customer the services set forth in the Statement of Work attached hereto as Exhibit A (the “**Services**”). The Statement of Work will designate a primary contact for Customer who will be reasonably available to University for communications with University regarding the Services under the Statement of Work;

1.2. To provide the Services to Customer, the Parties hereto acknowledge and agree that University contracts with laboratories, software providers and additional third parties (collectively, “**Service Providers**”) to deliver to Customer specimen collection services, laboratory testing using the U of Test Method, and reporting of COVID-19 testing results using a designated software platform (the “**Results Platform**”). Provided Customer has secured Consents described in Section 2.1, University shall provide Customer with the End Users’ test results consisting of a daily “flat

file and call center report” with specified data elements. If Customer has secured the Consents, University shall provide Customer with its End Users’ test results as soon as practicable after the University’s testing laboratory receives a specimen.

1.3. Service Providers are independent contractors of University; and

1.4. University reserves the right to subcontract the performance of certain of its obligations under the Statement of Work to Service Providers and to fulfill certain of its obligations under the Statement of Work by an affiliate without prior notice to Customer.

2. **DUTIES OF CUSTOMER.** Throughout the term of this Agreement:

2.1. Customer shall be responsible for obtaining consents, including authorization and releases from End Users with respect to the release of End Users’ test results and any other data to Customer, including where applicable, necessary consent from parents or guardians for those individuals who are under the age of majority (“**Consents**”), in a form substantially similar to the document attached hereto as Exhibit B. For the avoidance of doubt, Customer hereby represents and warrants to University that, prior to University’s performance of Services, including its arranging for COVID-19 testing services to be provided to Customer’s End Users, Customer has or will have either obtained all necessary Consents for such testing, as well as all necessary Consents to release any and all test results to Customer, if University is so directed by Customer, and Customer further acknowledges and agrees that University may rely upon such representation and warranty;

2.2. Customer acknowledges that University does not control the actual performance of the Service Providers, and the Services may be delayed, frustrated, or made impossible due to circumstances that are unforeseeable or beyond the reasonable control of University, including but not limited to changes to legal requirements or guidance, availability of materials required for Services, and laboratory capacity. In such circumstances, University will inform Customer of any delays or other barriers and take commercially reasonable steps to resume delivery of the Services, including working with Customer to find an alternative Service Providers to perform the Services at no additional cost to Customer;

2.3. Customer acknowledges that that Services are provided “as-is”. Customer recognizes that there are inherent limitations to the COVID-19 testing process, including limitations of U of I Test Method, limitations due to collection methods, limitations introduced as a result of shipping or other delivery methodology, and other perhaps unforeseen limitations. Customer accepts these limitations in entering into this Agreement;

2.4. Customer agrees to use commercially reasonable efforts to cooperate with Service Providers in their performance of the Services, including following the University’s policies and procedures applicable to Customer, as may be amended from time to time (the “**University Policies and Procedures**”). University will make University Policies and Procedures available to Customer in an accessible web-based format (the “**University Portal**”) and provide accurate information in response to any questions concerning ambiguity in data provided regarding End Users. All information provided to End Users by Customer regarding the testing procedures shall be true, correct, and accurate and in compliance with the University Policies and Procedures, and

shall not be misleading or otherwise contain misrepresentations;

2.5. Customer covenants that it will not submit claims to, and will not otherwise seek reimbursement or payment from, any insurance, health plan or other commercial third party payor, or from Medicaid, Medicare, or any government payor, for any portion of the Services, whether provided by Service Providers or directly by University, unless authorized directly in writing by University; and

2.6. Customer covenants that it shall not make available or sell the U of I Test Method or University Policies or Procedures on its own to any third party and that the Services acquired herein are solely for Customer's use and not with a view to, or for resale in connection with, distribution to others at any time without the University's consent.

3. COMPENSATION.

3.1. University shall provide Services to Customer free of charge under the terms of an intergovernmental agreement ("IGA") with the Illinois Department of Public Health ("DPH") and associated work order #15000021I.

3.2. University is not obligated to provide Services in excess of those funded by the IGA.

3.3. For the avoidance of doubt, University shall be solely responsible for compensating the Service Providers.

4. TERM AND TERMINATION.

4.1. Term. The initial term of this Agreement shall be effective as of the Effective Date and terminate on December 31, 2021. This Agreement may be extended by mutual written agreement of the Parties, which is deemed granted for interval testing programs, or earlier terminated in accordance with the terms of this Agreement.

4.2. Termination. Either Party may terminate this Agreement immediately upon breach of this Agreement by the other Party if said breach is not cured within (10) days of written notice of said breach to the breaching Party. Either Party may terminate this Agreement without cause upon thirty (30) days written notice to the other Party. In the event of nonpayment of undisputed fees by Customer within the applicable payment period, University may, in its sole discretion, immediately terminate this Agreement.

4.3. Effects of Termination. Upon termination of this Agreement for any reason, with or without cause, no Party shall have any further obligation hereunder except for (i) obligations accruing prior to the date of termination, and (ii) obligations, promises or covenants contained herein which are expressly made to extend beyond the term of this Agreement. University shall be entitled to payment of all fees or charges for services provided through the date of termination.

5. LIMITATION OF LIABILITY.

5.1. EXCEPT FOR DAMAGES ARISING OUT OF A PARTY'S GROSS NEGLIGENCE, WILLFUL MISCONDUCT, OR FRAUD, IN NO EVENT SHALL EITHER PARTY BE RESPONSIBLE TO THE OTHER PARTY FOR ANY PUNITIVE, CONSEQUENTIAL, INCIDENTAL, SPECIAL, REMOTE, EXEMPLARY, COLLATERAL, SPECULATIVE, OR INDIRECT DAMAGES OF ANY KIND (INCLUDING ECONOMIC DAMAGES, DAMAGES ARISING OUT OF INJURY TO PERSONS OR PROPERTY, LOST PROFITS, LOST REVENUE, LOSS OF BUSINESS, OR LOSS OF OPPORTUNITY) ARISING FROM OR IN CONNECTION WITH THIS AGREEMENT OR THE SERVICES PROVIDED PURSUANT TO THIS AGREEMENT OR THE BREACH OR ALLEGED BREACH HEREOF, REGARDLESS OF FAULT, REGARDLESS OF A PARTY HAVING BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND REGARDLESS OF LEGAL THEORY OR BASIS.

5.2. EXCEPT FOR THE INDEMNIFICATIONS CONTAINED HEREIN, THE TOTAL AGGREGATE LIABILITY OF EITHER PARTY FOR ANY DAMAGES OR OTHER AMOUNTS ARISING OUT OF, UNDER OR OTHERWISE IN CONNECTION WITH THIS AGREEMENT, OR THE BREACH OR ALLEGED BREACH HEREOF, SHALL NOT EXCEED FEES PAID IN CONNECTION WITH THE SERVICES UNDER WHICH SUCH LIABILITY AROSE.

5.3. EXCEPT TO THE EXTENT OTHERWISE EXPRESSLY SET FORTH IN THIS AGREEMENT, UNIVERSITY DOES NOT MAKE ANY REPRESENTATIONS OR WARRANTIES WHATSOEVER, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE. ALL IMPLIED WARRANTIES AS TO SATISFACTORY QUALITY, PERFORMANCE, MERCHANTABILITY, FITNESS FOR PARTICULAR PURPOSE, AND NON-INFRINGEMENT ARE HEREBY EXPRESSLY DISCLAIMED TO THE MAXIMUM EXTENT PERMITTED BY LAW.

5.4. THE PARTIES ACKNOWLEDGE THAT THE FEES PAYABLE HEREUNDER ARE BASED IN PART ON THE LIMITATIONS CONTAINED IN THIS SECTION 5, AND THESE LIMITATIONS WILL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY.

5.5. IN THE EVENT THAT UNIVERSITY FAILS TO MATERIALLY PERFORM ANY SERVICE IN BREACH OF THIS AGREEMENT, CUSTOMER'S SOLE AND EXCLUSIVE REMEDY SHALL BE, UPON REASONABLE NOTICE TO UNIVERSITY, AND AT CUSTOMER'S REQUEST, RE-PERFORMANCE BY UNIVERSITY OF SUCH SERVICE AS SOON AS REASONABLY PRACTICABLE AT NO ADDITIONAL COST TO CUSTOMER OR A REFUND OF PAYMENT FOR SERVICES NOT PROVIDED.

6. INDEMNIFICATION.

6.1. Indemnification Obligations. To the extent permitted by law and without waiving sovereign immunity, if applicable, Customer and University will indemnify, defend and hold the other (including such Party's officers, directors, employees, volunteers, and agents) harmless from and against any and all losses, claims, suits, damages, and liabilities from third parties based upon, arising out of or attributable to the negligent acts and or omissions of such indemnifying Party, its directors, officers, employees, volunteers and or agents and pertaining to the Services provided hereunder.

6.2. Procedures. If any claim covered by the foregoing indemnity shall be asserted against a Party, such Party shall notify the indemnifying Party promptly and tender its defense to the indemnifying Party, in which case the indemnifying Party will provide qualified attorneys,

consultants, and other appropriate professionals to represent the indemnified Party's interests at the indemnifying Party's sole expense. Notwithstanding anything herein to the contrary, should the indemnified Party choose to undertake its own defense, choosing the attorneys, consultants, and other appropriate professionals to represent its interests, the indemnified Party will be solely responsible for and pay the reasonable fees and expenses of such attorneys, consultants, and other professionals. An indemnifying Party shall not settle any action without the indemnified Party's prior written consent.

6.3. Survival. The provisions of this Section 6 shall survive any expiration or termination of this Agreement.

7. INSURANCE. Each Party, at its sole expense, shall have in effect liability insurance coverage of such types and in such amounts as are customary for a business performing the obligations of such party hereunder, including, but not limited to, commercial general liability, cyber liability insurance, workers compensation and errors and omissions coverage.

8. MISCELLANEOUS.

8.1. Confidentiality.

8.1.1. When used in this Agreement, the term "**Confidential Information**" means confidential and proprietary information disclosed by one party (the "**Disclosing Party**") to the other party (the "**Receiving Party**") in connection with performance of the Services hereunder that (a) prior to disclosure, is marked with a legend indicating its confidential status or (b) is disclosed orally or visually, if the Disclosing Party identifies such information as confidential at the time of disclosure. The U of I Test Method and the University Policies and Procedures are University Confidential Information. The term Confidential Information does not include information to the extent that it (a) is known to the Receiving Party when disclosed by the Disclosing Party and the Receiving Party does not then have a duty to maintain its confidentiality, (b) is or becomes publicly known through no act or fault of the Receiving Party, (c) is rightfully obtained by the Receiving Party from a third party who is not subject to a confidentiality obligation to the Disclosing Party, (d) is independently developed by the Receiving Party without use of or reference to the Disclosing Party's Confidential Information or (e) is required to be disclosed by law or court order, provided that the Receiving Party promptly notifies the Disclosing Party of such a lawful disclosure order to allow Disclosing Party an opportunity to intervene or challenge.

8.1.2. The Receiving Party acknowledges that, as between the Parties, the Disclosing Party is and will remain the sole owner of the Disclosing Party's Confidential Information. For a period of five (5) years after the termination or expiration of this Agreement, the Receiving Party will take reasonable precautions to protect the confidentiality of such Confidential Information, and will not disclose or use any such Confidential Information except as necessary to perform its obligations under this Agreement. If the Receiving Party is required by law or court order to disclose any of the Disclosing Party's Confidential Information, the Receiving Party may disclose such Confidential Information as so required, provided that the Receiving Party gives the Disclosing Party reasonable advance notice of the disclosure (if possible in the circumstances) and reasonably cooperates with the Disclosing Party, at the Disclosing Party's request and expense, to obtain a protective order or otherwise limit the disclosure.

8.2. Independent Relationship. It is understood that Customer and University are independent contractors engaging in the operation of their own respective businesses. Neither Party is, or is to be considered as, the agent or employee of the other Party for any purposes whatsoever.

8.3. Waiver. No waiver of any breach or failure by either Party to enforce any of the terms or conditions of the Agreement at any time, in any manner limit or waive such Party's right thereafter to enforce and to compel strict compliance with every term and condition hereof.

8.4. Severability. The invalidity or unenforceability of any covenant, agreement, term or condition of this Agreement or the application thereof to any person or circumstance shall not affect the validity, enforceability or applicability of any other provision in this Agreement. Furthermore, it is the Parties' intent that any unenforceable provision be construed and limited by any court that considers the matter so as to render it reasonable and enforceable.

8.5. Other Obligations. The Parties represent and warrant that proceeding and performing hereunder is not inconsistent with any contractual obligations it has with any third party and shall not be inconsistent with any contractual obligations it may have hereafter with any third party.

8.6. Entire Agreement; Amendment. This Agreement, together with referenced attachments, constitutes the entire Agreement between Customer and University with respect to the subject matter hereof and supersedes any prior agreements or understandings. It may be modified only in writing signed by both Parties.

8.7. Notices. All notices hereunder must be sent in writing via certified U.S. Mail services as follows:

If to University: SHIELD Illinois
349 Henry Administration Building
506 South Wright St.
Urbana, Illinois 61801

If to Customer: Big Hollow School District 38
c/o Dr. Erin Pittman
26051 W Nippersink Rd.
Ingleside, Il. 60041

With a copy to: Big Hollow School District 38
c/o BobGold
26051 W Nippersink Rd.
Ingleside, Il. 60041

8.8. Headings. The paragraph headings in this Agreement are for convenience only and shall not affect the interpretation of the Agreement.

8.9. Counterparts. This Agreement may be executed in two counterparts, each of which will be an original, and each counterpart will constitute the same Agreement.

8.10. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to conflicts of law principles.

8.11. Assignment. Neither Party may assign any rights or delegate any duties under this Agreement without the express prior written consent of the other, except as permitted in Section 1.4. Any attempted assignment or delegation in violation of this provision shall be void and have no binding effect.

8.12. Binding Effect. This Agreement shall be binding upon and inure to the benefit of all the Parties hereto and their successors and assigns.

8.13. Force Majeure. The Parties shall be excused for failures and delays in the performance of their respective obligations under this Agreement due to any cause beyond the control and without the fault of such Party including without limitation, any government order, act of God, war terrorism, riot or insurrection, law or regulation, strike, flood, fire, explosion, pandemic, epidemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, or inability due to any of the aforementioned causes to obtain necessary labor, materials or facilities. This provision shall not, however release such Party from using its commercially reasonable efforts to avoid or remove such cause and such Party shall continue performance hereunder with the utmost dispatch whenever such causes are removed. Upon claiming any such excuse or delay for non-performance, such Party shall give prompt written notice thereof to the other Party, provided that failure to give prompt written notice thereof to the other Party provided that failure to give such notice shall not in any way limit the operation of this provision.

[Signature Page to Follow]

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates set forth below.

Big Hollow School District³ (Customer)

The Board of Trustees of the University of Illinois (University)

Signed: _____

Signed: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Approved for legal form by the Office of University Counsel, DS 03/2021

EXHIBIT A**Statement of Work**

This Statement of Work (the “SOW”) is entered into as of the date of execution of the COVID-19 Testing Support Agreement (the “**Effective Date**”) by and between The Board of Trustees of the University of Illinois (“**University**”), individually and as agent for the Service Providers (as defined in the COVID-19 Testing Support Agreement, the “**Agreement**”), and Big Hollow School District 38 (the “**Customer**”).

Customer is contracting with University in order for University to provide the services described herein through itself and the Service Providers (including, but not limited to, laboratory, specimen collection and software providers) necessary to conduct COVID-19 testing as set forth herein.

All capitalized terms used herein without definition shall have the meaning assigned to them in the Agreement.

1. Contacts

Customer understands and agrees that University is the sole contracting party, and agrees to contact only University with questions, concerns, and/or support requests. Support requests shall be directed to:

General Support Tickets:	shieldilpartnerhelp@uillinois.edu
Patient Support (24/7):	(217) 265-6059
Test Site Support (24/7):	(217) 265-5455

The following will be the lead contact at the Customer for interfacing with University:

Name:	Dr. Erin Pittman
Title:	Director of Student Services
Email address:	erinpittman@bighollow.us
Cell phone number:	815-721-3136

2. Ordering

Customer shall order from University COVID-19 testing services to be performed by Service Providers pursuant to the then-current version of University Policies and Procedures as made available online through the University Portal. Customer shall order a minimum of [5,000] tests during the Term. Thereafter, additional tests may be ordered on a monthly basis, in advance, upon thirty (30) days’ notice to University.

3. University's Testing Support Services

University's Testing Support Services include all Services described in the University Policies and Procedures, including but not limited to the following:

- a. Any equipment required
- b. End User Consent for specimen collection and reporting results to End Users as applicable under the terms of this Agreement
- c. Laboratory analysis of specimens collected using U of I Test Method
- d. Reporting results to Customer as applicable under the terms of this Agreement
- e. Customizable communications materials in electronic format to assist Customer in explaining the test purpose, process, collection site locations, and results reporting functionality to End User
- f. Results Platform, which provides the following functionality:
 - a. collective reporting of results to Customer contact (if authorized by End User)
 - b. individual reporting of results to End Users
 - c. reporting to the relevant public health authorities
- g. Access to University Policies and Procedures

EXHIBIT B

Sample Consent to Test and Release Records

See attached.

**RESOLUTION TO GOVERNOR JB PRITZKER
REQUESTING LOCAL CONTROL AND IMMEDIATE GUIDANCE FOR COVID-19
MITIGATION MEASURES
2021-2022 SCHOOL YEAR**

WHEREAS, the Board of Education of **BIG HOLLOW SCHOOL DISTRICT 38** County of **LAKE**, State of Illinois, (“the Board”) has the responsibility to manage and operate the schools of said **BIG HOLLOW SCHOOL DISTRICT 38** (“District”); and

WHEREAS, the Illinois School Code, 105 ILCS 5/10-20 and 5/10-20.5, as amended (the “Code”), authorizes the Board to exercise all powers required for the maintenance, operation, and development of the District’s schools and adopt and enforce all necessary rules for the management and government of the District’s schools; and

WHEREAS, on March 9, 2020, Illinois Governor JB Pritzker declared all counties in Illinois as disaster areas pursuant to Section 7 of the Illinois Emergency Management Act (20 ILCS 3305/7) and directed implementation of the State’s Emergency Operations Plan in response to the novel coronavirus (“COVID-19”); and

WHEREAS, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic; and

WHEREAS, on March 13, 2020, the U.S. President declared a national state of emergency and Governor Pritzker ordered the closure of all public and private K-12 schools in Illinois in an effort to mitigate the spread of COVID-19; and

WHEREAS, on May 5, 2020, Governor JB Pritzker announced the Restore Illinois plan which addresses the public health approach to safely reopen the State; and

WHEREAS, on June 11, 2021, Governor Pritzker announced the State entered Phase 5 of the Restore Illinois Plan; and

WHEREAS, Phase 5 of the Restore Illinois Plan allows business and venues to operate at full capacity and resume normal operations; and

WHEREAS, the Illinois State Board of Education (“ISBE”) and Illinois Department of Public Health (“IDPH”) have not issued guidance under Phase 5 for the 2021-2022 school year; and

WHEREAS, the Board is requesting the Governor, ISBE, and IDPH to allow School Boards local control and discretion for COVID-19 mitigation measures consistent with Phase 5 guidance for other businesses and venues; and

WHEREAS, Phase 5 guidelines for businesses and venues, including public spaces and municipalities, contain the following recommendations:

1. Vaccinated individuals are not required to wear face coverings or maintain six feet social distancing indoors or outdoors.
2. It is recommended that unvaccinated individuals *should* continue to wear face coverings and socially distance, but does not mandate either mitigation measure.
3. When youths are present, both indoors and outdoors, it is recommended that unvaccinated individuals *should* wear a face covering in a crowded setting, but face coverings are not mandated under such circumstances.
4. All individuals, including fully vaccinated persons, must continue to wear a mask in the following limited circumstances and settings in accordance with CDC guidance: (1) on public transportation, (2) in congregate facilities, (3) in health care settings, and (4) where required by

federal, state, local, tribal, or territorial laws, rules, and regulations, including local business and workplace guidance, which guidance does not currently list schools.

5. Social distancing *should* be supported to the extent possible, especially in indoor settings.
6. There are no spectator limitations nor mask mandates for indoor or outdoor sports.

WHEREAS, the All Sports Policy, dated June 11, 2021, pertaining to all youth recreational sports, including school-based sports, states the following:

1. Fully vaccinated individuals are not required to wear a mask or maintain physical distancing during sports-related activities for all sports.
2. Unvaccinated individuals *should* continue to wear a mask during sports-related activities for indoor sports, but it is not mandated.
3. Unvaccinated individuals are not required to wear a mask during outdoor sports-related activities.

WHEREAS, the current guidance from the State, ISBE, and IDPH require more stringent restrictions and mitigation measures than all other venues, businesses, and spaces in the State, including public venues; and

WHEREAS, a mask mandate is inherently inconsistent with the State's Phase 5 guidance and the All Sports Policy, because, for example, school age children can attend a sporting event, private concert, or go to a restaurant with no mask or social distancing requirements; and

WHEREAS, 28 states have removed mask mandates for schools and will allow local school boards discretion regarding masking policies; and

WHEREAS, a State mask mandate for schools would not be tailored to the specific needs of each school district and region; and

WHEREAS, a Statewide mask mandate for schools would not be based on science and is inconsistent with Illinois Phase 5 guidance for all other venues and gatherings in the State; and

WHEREAS, COVID-19 mitigation measures, including masking policies, should be determined by local school boards and superintendents, in consultation with local public health departments; and

WHEREAS, School Boards need immediate guidance from the State to prepare for the upcoming 2021-2022 school year.

NOW, THEREFORE, It Is Hereby Resolved by the Board of Education of Big Hollow School District 38, County of Lake, Illinois as follows:

Section 1. The preamble recitals of this Resolution are adopted and incorporated herein by this reference and found to be true and accurate statements.

Section 2. The Board requests the State, ISBE, and IDPH to immediately issue guidance to schools that include the following components:

- a. Decisions regarding implementation of COVID-19 mitigation measures, including use of face coverings and social distancing practices, are to be developed and implemented at the exclusive discretion of local school boards and superintendents, in consultation with local public health departments, based on local geographical and student and staff COVID-19 vaccination and transmission data.
- b. Decisions regarding COVID-19 mitigation measures and whether to host events outside of school, such as open houses, registration, prom, graduation ceremonies, and other extracurricular events, shall remain at the exclusive discretion of local school boards and superintendents, in consultation with local public health departments.

c. Aspirational goals for social distancing for in-person learning will remain at 3 ft for students and fully vaccinated staff to the greatest extent possible but is not mandated. Extracurricular activities and athletics should follow existing guidance from IDPH and athletic associations overseeing District athletic events..

d. In the event of a rise in positive COVID-19 cases in a local community, school boards and superintendents, in consultation with local public health departments, will utilize community based student and staff data to implement appropriate layered mitigation strategies, including the following measures as may be deemed necessary from time to time:

1. Contact Tracing
2. BinaxNow or Shield Testing
3. Hosting vaccination clinics
4. Masking requirements
5. One-way hallways and social distancing strategies
6. Additional Cleaning
7. Air quality/ventilation improvements

Such mitigation measures will be implemented based on local community need and are not State mandates.

Section 3. The Board requests the State, ISBE, and IDPH to declare and recognize that COVID-19 mitigation measures are subject to local school board discretion, to remove all COVID-19 mandates in place for school districts, and to align school guidance with Phase 5 guidance for all other venues, businesses, gatherings, and events.

Section 4. This resolution shall take effect immediately upon its passage.

Ayes _____

Nays _____

Absent _____

This resolution is adopted this _____ day of July, 2021.

President, Board of Education

Attest: _____
Secretary, Board of Education



Morley, Melissa <melissamorley@bighollow.us>

Fwd: SmartProcure FOIA Request to Big Hollow School District No. 38 For PO/Vendor Information

1 message

Gold, Bob <bobgold@bighollow.us>
To: Melissa Morley <melissamorley@bighollow.us>

Wed, Jul 7, 2021 at 2:27 PM

See below. This is a recent FOIA request that Lauren completed.

Bob Gold
Superintendent
Big Hollow School District 38

847-740-1490 x5402 (office)
309-645-9237 (cell)

@bobgold_supt(Twitter)
@bobgold72 (Twitter)

Our Vision: *"Big Hollow School District #38 will be a model of student achievement for elementary school districts in the State of Illinois."*

Our Mission: *"Inspiring a diverse school community to be passionate and empathetic learners."*

"This message and any attachment constitute a PRIVATE and CONFIDENTIAL communication and may contain legally privileged information. Do not share any information from this communication with any one unless you have received permission from the sender. If you are not the intended recipient, further distribution or use of these items is prohibited. In that case, do not read, copy or use the information contained herein or disclose it to others. Please notify the sender of the delivery error by replying to this message and then delete it from your system."

----- Forwarded message -----

From: **Sural, Lauren** <laurensural@bighollow.us>
Date: Wed, Jul 7, 2021 at 2:22 PM
Subject: Re: SmartProcure FOIA Request to Big Hollow School District No. 38 For PO/Vendor Information
To: <zyalcin@smartprocure.com>, Gold, Bob <bobgold@bighollow.us>

Zoe,

I have uploaded the requested FOIA records. Have a great day.

Lauren Sural
Bookkeeper

Big Hollow School District 38
26051 W Nippersink Rd
Ingleside IL 60041

E: laurensural@bighollow.us
P: 847-740-1490 x5086
F: 847-740-9172

On Tue, Jul 6, 2021 at 12:35 PM Zoe Yalcin <zyalcin@smartprocure.com> wrote:

Dear Lauren Sural,

SmartProcure is submitting a commercial FOIA request to the Big Hollow School District No. 38 for any and all purchasing records from 03/22/2021 (mm/dd/yyyy) to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
2. Purchase date
3. Line item details (Detailed description of the purchase)
4. Line item quantity
5. Line item price
6. Vendor ID number, name, address, contact person and their email address

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

Please email or click on the button below to upload the information. There is no file size limitation:

[Click Here To Upload](#)

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Zoe Yalcin
Data Acquisition Specialist

SmartProcure

Direct: 561-609-6762

Email: zyalcin@smartprocure.com

Board of Education Administrator Report July 12, 2021

1. Good Things Happening for Kids:

Students prep and lead an “Interview with the Interim Principal”- M
 Student schedules are going through the QC process before they are finalized and prepped to be mailed home by the end of the month- M
 Main classroom schedules are created and feedback is being sought from specials teachers and classroom teachers - P
 Master schedule & class lists completed and distributed to staff.-E
 Getting to Know You sessions provided for incoming kindergarten students and families- P
 Building tours offered - P
 Kindergarten Camp scheduled for August 12 - P
 Summer school offered and implemented-P, E, M
 EL Summer school offered and will begin July 19 - P,E,M

2. Good Things Happening for Staff:

Eight English Language Arts teachers worked with the Center for Talent Development through Northwestern to learn about our new Accelerated ELA curriculum- M
[June communication from BH Principals](#)- P, E,M
 Classroom schedules completed with input from teaching staff. All distributed to staff prior to end of school year.-E
 Building & district administration volunteered at the Grant HS Vaccine Pod - P,E,M
 Staff have volunteered to continue curriculum work this summer - P,E,M
 Building Leadership Team reading The Advantage by Patrick Lencioni on the advantages of Organizational Health. This is preparation for a two day Building Leadership Retreat to be held in August.-E
 Participation in Interview process to fill open third grade and EL positions.-E
 Mentors selected from applications and assigned to 3 new teachers-E
 Kindergarten position filled with internal candidate following established interview process - P
 PreK position filled following established interview process - P
 Robust professional development plans being made for the 2021-22 school year

3. General Information to Share:

Title IX training held for administrators on June 10
 Title IX investigation training for administrators scheduled for August 12
 Plans being created for institute days on August 18, 19, 20
 Interviewing for highly qualified and dynamic team members continue throughout the district- P,E,M
 Development of 2021-2022 School Improvement Plans are underway- P,E,M
 Meet & Greet the Interim Principal started June 28th/29th and will continue: 7/17& 7/18, 8/2 & 8/3- M
 Meet & Greet for students PreK - grade 4 will be held on Thursday, August 19 from 4-6 pm

PLC MEETING AGENDA / ACTION RECORD

Team: Administration Date: June 16, 2021 Time: 12:00 p.m.

<p><u>Team Members Present</u></p> <p>Vicki Michelle Erin Matt Vinni Bob</p> <p>Absent: Christine Lenayn</p>	<p><u>Norm</u></p> <p>Take an inquiry stance Assume positive intentions Stick to protocol (task at hand) Be here now Ground statements in evidence Start and end on time Adhere to team decisions</p>
<p>Roles: Facilitator (be sure to review norms- 5 mins): Bob Recorder: Michelle</p> <p>Time Keeper: _____ Other: Normkeeper: Erin</p>	

<p>Time allocations:</p>	<p>Purpose / Goal(s) for this meeting:</p> <ul style="list-style-type: none"> ● Life-share ● Follow-up from recent Board meeting (15 min) ● Follow-up from recent meeting with union leadership (15 min) ● Program model update from Northwestern 12:45 pm (20 min) <ul style="list-style-type: none"> ○ Please see program model proposal update here. ● Update from LCHD/ISBE/IDPH (15 min) <ul style="list-style-type: none"> ○ ISBE resolution summary ○ Resolution Q&A ○ Interim testing guidance ○ How recent sports guidance may impact future guidance for instruction? ○ Offices...as long as students/parents are not present we can follow regular Phase 5 guidance ○ Board meetings, we can follow Phase 5 guidance unless students are present. ● Crisis Management Planning Update--- Draft (20 min) <ul style="list-style-type: none"> ○ Alertus drills ● Director/Principal updates (20 min)
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	<ul style="list-style-type: none"> ○ Tentative assignments/vacancies- for paraprofessionals (Erin will send a spreadsheet) <ul style="list-style-type: none"> ▪ MS- 1 (hired 1 already) ▪ Elem- 3 (not including Title 1 para) ▪ Primary- 4 ○ SOPPA Update ○ New Hires Procedure ○ Board Meeting Request ● Budget update (10 min) ● Support staff compensation (10 min) ● Promotion/advertisement of current vacancies (5 min) ● Discussion on pending vacancies (5 min) <p>Other : Daily Certification at each building?</p>

Discussions / Decision Summary:

What follow-up is needed based on the information shared at this meeting?

<p><u>Action Steps:</u></p> <ul style="list-style-type: none"> - Please read through crisis management planning document and make comments - Please read through Northwestern program model document and ask questions if you have them (send to Michelle) - Review the SOPPA link and let Matt know if anything is missing 	<p><u>Person Responsible:</u></p> <ul style="list-style-type: none"> - All Admin
<p><u>Agenda for Next Meeting:</u></p> <ul style="list-style-type: none"> - 	<p><u>Data to collect and bring to next meeting:</u></p> <ul style="list-style-type: none"> -
<p><u>Reflection of Norms</u></p> <ul style="list-style-type: none"> - 	<p><u>Date/Time of next meeting:</u></p> <ul style="list-style-type: none"> -