

**Big Hollow School District #38 Ingleside, IL 60041**

**REGULAR BOARD OF EDUCATION MEETING MINUTES**

Monday, May 9, 2022

1. Call to Order and Roll Call:

The regular meeting of the Board of Education was called to order at 6:02 p.m. on Monday, May 9, 2022.

Roll Call:

The following member were in attendance: Bennett, Kueter, Lyons, Pedersen, Plescia

The following members were absent: Cernuska, Dollinger

The following administration was present: Gold

2. Motion to move to Closed Session:

A motion was made by Bennett and seconded by Kueter to move to closed session at 6:04 pm  
Motion carried.

Aye: All

Nay: None

3. Resume to Open Session:

Open session began at 6:45 pm.

The following members were in attendance: Bennett, Kueter, Lyons, Pedersen, Plescia

The following members were absent: Cernuska, Dollinger

The following administration were present: Gold, Biancalana, Hetrovicz, Janusz, King, Pittman

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 Plescia to approve the agenda as presented.  
Motion carried.

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

Nay: None

6. Accomplishment Recognition

For the month of April, the administration would like to honor the following individuals:

- Student of the Month: Kamryn Lord, 4th Grade

- Employee of the Month: Krystal Serafin, Middle School Special Education Teacher

7. Board Member “Code of Conduct” Review:

“I will abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.”

8. Approve Consent Agenda Items:

Questions regarding Bills for April/May 2022 were addressed.

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

Motion carried.

Aye: Pedersen, Plescia, Kueter, Lyons, Bennett

Nay: None

9. Public Comments:

There were no public comments.

10. Superintendent’s Report:

a. Retirees Honored

Mr. Gold presented each of our retirees with a plaque and certificate as well as shared that a new tradition of planting a tree at the outdoor classroom for all retirees will begin this summer.

- Peggy Silverblatt for 16 years of service at BHSD38
- Lisa Russell for 20 years of service at BHSD38
- Julie Castetter for 32 years of service at BHSD38

b. Brilliant Beginnings birth-3 year old program

Dr. Pittman and Mrs. Flade shared with the board details on a new program for families in the Big Hollow district boundaries with children birth-3 years old that may be considered at-risk and needing extra support. The primary outcome of our program is to increase the social, emotional, and academic readiness of our most at-risk children through developmentally appropriate, researched-based, instruction and family support services. Brilliant Beginnings staff will act as outreach liaisons which will include visiting community agencies to gain referrals.

Many questions were raised and addressed.

A motion was made by Plescia and seconded by Kueter to approve the Brilliant Beginnings Program.

Motion carried.

Aye: Plescia, Kueter, Pedersen, Lyons, Bennett

Nay: None

c. ESL/Bilingual Programming and Staffing

Dr. Hetrovicz and Ms. Thelma Allen presented to the board the vision for a Dual Language Immersion Program at Big Hollow School District 38 beginning in the 2022-2023 school year. They shared the benefits to second language proficiency in academics as well as long term in the job market. This program will be limited in enrollment within the district and will begin at Kindergarten level in the 2022-2023 school year. In addition to a dual language teacher and multilingual facilitator an ESL secretary will be hired.

Many questions were raised and addressed.

A motion was made by Bennett and seconded by Plescia to approve the ESL/Bilingual programming and staffing as presented.

Motion carried.

Aye: Bennett, Plescia, Lyons, Kueter, Pedersen

Nay: None

- d. IASB Resolution  
Information regarding submitting IASB resolutions was presented. Vivian Kueter is our current IASB Resolutions representative. No questions/comments.
- e. Summer Office Hours  
A minimum of one main office will be open each day on campus throughout the summer on Monday – Thursday from 7:00 a.m. to 4:00 p.m. Staff will be available for appointment only on Friday's from 7:00 a.m. to 11:00 a.m.
- f. 8th Grade Graduation  
The 2022 8<sup>th</sup> Grade Graduation will take place on Wednesday, May 25, 2022 at the McHenry Outdoor Theater. Gates will open at 7:00 p.m. and the ceremony will begin at dark.

11. Other Action Items:

- a. Summer Maintenance Projects  
An exhibit detailing the 2022 summer maintenance projects as previously discussed at the Building/Grounds/Transportation Committee meeting was shared with the board. A motion was made by Pedersen and seconded by Plescia to approve the 2022 Summer Maintenance Projects as presented.  
Motion carried.

Aye: Pedersen, Plescia, Bennett, Kueter, Lyons

Nay: None

- b. 2022-2023 Education Support Staff Handbook  
A motion was made by Bennett and seconded by Pedersen to approve an 2022-2023 Education Support Staff Handbook as presented.  
Motion carried.

Aye: Bennett, Pedersen, Plescia, Kueter, Lyons

Na: None

c. Honorable Dismissal of Educational Support Staff

A motion was made by Plescia and seconded by Kueter to approve the resolution for honorable dismissal of an educational support personnel employee.

Motion carried.

Aye: Plescia, Kueter, Lyons, Pedersen, Bennett

Nay: None

d. Reduction of Hours of Educational Support Personnel

A motion was made by Bennett and seconded by Plescia to approve the resolution for reduction of hours of a full-time educational support personnel employee

Motion carried.

Aye: Bennett, Plescia, Kueter, Lyons, Pedersen

Nay: None

e. Extra-curricular assignments for 2022-2023

A motion was made by Kueter and seconded by Plescia to approve the extra-curricular assignments for the 2022-2023 school year as presented.

Motion carried.

Aye: Kueter, Plescia, Lyons, Bennett, Pedersen

Nay: None

f. April Employment Report

A motion was made by Bennett and seconded by Plescia to approve the April 2022 employment report with the addition of Dana Orr, 2nd Grade Teacher.

Motion carried.

Aye: Bennett, Plescia, Kueter, Lyons, Pedersen

Nay: None

12. Resignations Accepted:

\*Accepted resignation of Thelma Allen, Bilingual/ESL Teacher, effective May 27, 2022.

\*Accept resignation of Allyson Flackus, 2nd Grade Teacher, effective for the 2022-2023 school year.

\*Accept resignation of Shannon Byker, 3rd Grade Teacher, effective at the end of the 2021-2022 school year.

\*Accept resignation of Jamie Michelau, 6th Grade Math Teacher, effective at the end of the 2021-2022 school year.

\*Accept the resignation of Katie Pfisterer, 4th Grade Teacher, effective at the end of the 2021-2022 school year.

\*Accept the resignation of Julia Duerig, Paraprofessional, effective at the end of the 2021-2022 school year.

\*Accept the resignation of Christine Knapp, Food Service Worker, effective May 4, 2022.

\*Accept the resignation of Britt Axelsson, 2nd Grade Teacher, effective at the end of the 2021-2022 school year.

13. Informational Items:

a. Freedom of Information Act (FOIA) Requests

There were no FOIA requests for the month of April.

b. Monthly Reports

The Monthly Administrator Report, Monthly Attendance Report and Monthly Administrator Agenda for the month of April were presented to the board.

c. A special board meeting to conduct the superintendent evaluation will take place on Friday, June 3, 2022 at 5:30 pm.

d. The next regularly scheduled Board Meeting will take place on Monday, June 13, 2022.

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 Pedersen and seconded by Kueter to adjourn the meeting at 8:03 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

**Big Hollow School District #38 Ingleside, IL 60041**

**SPECIAL BOARD OF EDUCATION MEETING MINUTES**

Friday, June 3, 2022

1. Call to Order and Roll Call:

A special meeting of the Board of Education was called to order at 5:30 p.m. on Friday, June 3, 2022.

Roll Call:

The following members were in attendance: Bennett, Dollinger, Kueter, Lyons, Pedersen, Plescia

The following members were absent: None

The following administration was present: None

2. Pledge of Allegiance:

The Pledge of Allegiance was recited.

3. Public Comments:

There were no public comments.

4. Motion to moved to closed session

A motion was made by Pedersen and seconded by Plescia to move to closed session.

Motion carried.

Aye: All

Nay: None

5. Return to open session

At 6:55 pm board returned to open session

6. Discussion

Mr. Gold's employment contract was discussed

A motion was made by Cernuska and seconded by Pedersen to approve the contract as presented.

Motion carried.

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

Nay: None

6. Adjournment:

A motion was made by Dollinger and seconded by Kueter to adjourn the meeting at 7:00 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
<b>ASSETS</b>									
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	1,888,756	729,086	521,485	696,699	161,608	1,736,656	1,196,189	-55,021	6,875,458
PMA Investment	511,937	283,794	270,475	138,236	53,076	256,512	225,507	1,662	1,741,200
PMA Savings Deposit Account	0	0	0	0	0	0	0	0	0
<b>TOTAL CASH &amp; INVESTMENTS</b>	<b>2,402,693</b>	<b>1,012,880</b>	<b>791,960</b>	<b>834,935</b>	<b>214,684</b>	<b>1,993,168</b>	<b>1,421,696</b>	<b>-53,358</b>	<b>8,618,658</b>
Due From Education Fund	0	0	0	0	0	0	0	0	0
<b>TOTAL ASSETS</b>	<b>2,402,693</b>	<b>1,012,880</b>	<b>791,960</b>	<b>834,935</b>	<b>214,684</b>	<b>1,993,168</b>	<b>1,421,696</b>	<b>-53,358</b>	<b>8,618,658</b>
<b>LIABILITIES</b>									
Tax Anticipation Warrants Payable	0	0	0	0	0	0	0	0	0
Accounts Payable	32,891	-38,315	0	-33,963	-320	0	0	0	-39,706
Due To Working Cash Fund	0	0	0	0	0	0	0	0	0
<b>TOTAL LIABILITIES</b>	<b>32,891</b>	<b>-38,315</b>	<b>0</b>	<b>-33,963</b>	<b>-320</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-39,706</b>
*YTD Revenue	14,195,879	-1,195,231	3,245,555	1,137,315	434,087	2,033,960	55,667	93,010	20,000,242
Sale of Assets									0
YTD Expenditures	-16,689,859	-1,276,675	-5,106,178	-1,245,309	-506,564	-915,065	0	-190,049	-25,929,700
YTD Excess/ (Deficiency)	-2,493,980	-2,471,906	-1,860,623	-107,994	-72,477	1,118,895	55,667	-97,039	-5,929,458
Beginning Fund Balance 07/01/21	4,929,564	3,446,472	2,652,583	908,966	287,481	874,274	1,366,029	43,681	14,509,050
Ending Fund Balance	2,435,584	974,565	791,960	800,972	215,003	1,993,168	1,421,696	-53,358	8,579,592
<b>TOTAL LIABILITIES &amp; FUND BAL.</b>	<b>2,402,693</b>	<b>1,012,880</b>	<b>791,960</b>	<b>834,935</b>	<b>214,684</b>	<b>1,993,168</b>	<b>1,421,696</b>	<b>-53,358</b>	<b>8,618,659</b>

Date

Board of Education Secretary

Date



<b>Big Hollow District #38</b>					
<b>Bank Balances</b>					
<b>5/31/2022</b>					
	<b>Ledger/ Statement</b>	<b>Outstanding Deposits</b>	<b>Outstanding Checks</b>	<b>Adjusting Entry</b>	<b>Adjusted Balance</b>
Education (10)	1,888,755.52				1,888,755.52
Building (20)	729,086.19				729,086.19
Bond & Interest (30)	521,485.14				521,485.14
Transportation (40)	696,699.30				696,699.30
IMRF/SS/MC Fund (50,51)	161,607.79				161,607.79
Capital Projects (60)	1,736,655.88				1,736,655.88
Working Cash (70)	1,196,189.09				1,196,189.09
Tort (80)	(55,020.54)				(55,020.54)
	<u>6,875,458.37</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,875,458.37</u>
Bank of the Ozarks	0.00				0.00
PMA Savings-11534-101	0.00				0.00
PMA Max Class General Fund	5,842,331.24				5,842,331.24
PMA Max Tax Anticipation Warrants	0.00				0.00
State Bank of the Lakes	1,136,090.31		102,963.18		1,033,127.13
Bancorp Bank	0.00				0.00
	<u>6,978,421.55</u>	<u>-</u>	<u>116,701.85</u>	<u>0.00</u>	<u>6,875,458.37</u>
			Variance		-

<b>Education Fund</b>						
<b><u>Revenue</u></b>	<b><u>Budget</u></b>	<b><u>Month to Date</u></b>	<b><u>Year to Date</u></b>	<b><u>Budget Balance</u></b>	<b><u>% of Budget</u></b>	
<b>Local Sources</b>	\$9,004,770	\$425,028	\$5,403,925	\$3,600,845	60%	
<b>State Sources</b>	\$6,265,323	\$766,010	\$5,914,015	\$351,308	94%	
<b>Federal Sources</b>	\$2,076,890	\$146,172	\$2,861,131	(\$784,241)	138%	
<b>Fees</b>	\$24,000	\$75	\$16,808	\$7,192	70%	
<b>Total Revenue</b>	<b>\$17,370,983</b>	<b>\$1,337,285</b>	<b>\$14,195,879</b>	<b>\$3,175,104</b>	<b>82%</b>	
<b><u>Expenses</u></b>	<b><u>Budget</u></b>	<b><u>Month to Date</u></b>	<b><u>Year to Date</u></b>	<b><u>Budget Balance</u></b>	<b><u>% of Budget</u></b>	
<b>Salary</b>	\$12,919,938	\$1,101,066	\$11,286,061	\$1,633,877	87%	
<b>Benefits</b>	\$1,593,085	\$134,175	\$1,363,597	\$229,488	86%	
<b>Purchased Services</b>	\$1,257,059	\$75,600	\$1,003,940	\$253,119	80%	
<b>Supplies and Mat</b>	\$1,814,238	\$110,707	\$1,939,957	-\$125,719	107%	
<b>Capital Outlay</b>	\$0	\$0	\$0	\$0	0%	
<b>Dues and Fees/Tuition</b>	\$0	\$0	\$0	\$0	0%	
<b>Non-Capital Equipment</b>	\$0	\$0	\$0	\$0	0%	
<b>Other Objects</b>	\$1,155,025	\$52,326	\$875,281	\$0	76%	
<b>Transfers</b>	\$522,500	\$0	\$221,022	\$301,478	42%	
<b>Total Expenses</b>	<b>\$19,261,845</b>	<b>\$1,473,873</b>	<b>\$16,689,859</b>	<b>\$2,571,986</b>	<b>87%</b>	

<b>Operations and Maintenance</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$1,383,000	\$40,293	\$754,769	\$628,231	55%	
<b>State Sources</b>	\$0	\$0	\$50,000	\$0	0%	
<b>Federal Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Other Sources Sale of Land</b>	\$0	\$0	\$0	\$0	0%	
	\$0	\$0	\$0	\$0	0%	
<b>Grant Maintenance</b>	\$0	\$0	\$0	\$0	0%	
<b>Fund Transfers</b>	\$0	\$0	(\$2,000,000)	\$2,000,000	0%	
<b>Total Revenue</b>	\$1,383,000	\$40,293	(\$1,195,231)	\$2,628,231	-86%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$375,000	\$30,014	\$318,801	\$56,199	55%	
<b>Benefits</b>	\$30,560	\$3,574	\$33,634	(\$3,074)	110%	
<b>Purchased Services</b>	\$714,700	\$32,099	\$572,102	\$142,598	80%	
<b>Supplies and Materials</b>	\$484,300	\$27,595	\$352,137	\$132,163	73%	
<b>Capital Outlay</b>	\$0	\$0	\$0	\$0	0%	
<b>Dues, Fees, Tuition</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Expenses</b>	\$1,604,560	\$93,282	\$1,276,675	\$327,885	80%	

<b>Debt Service Fund</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$5,147,305	\$145,230	\$2,745,555	\$2,401,750	53%	
<b>State Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Federal Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Fund Transfers</b>	\$0	\$0	\$500,000	(\$500,000)	0%	
<b>Total Revenue</b>	\$5,147,305	\$145,230	\$3,245,555	\$1,901,750	63%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Purchased Services</b>	\$1,000	\$0	\$500	\$500	50%	
<b>Principal and Interest</b>	\$0	\$0	\$0	\$0	0%	
<b>Other Objects</b>	\$5,105,651	\$5,050	\$5,105,678	-\$27	100%	
<b>Total Expenses</b>	\$5,106,651	\$5,050	\$5,106,178	\$473	100%	

<b>Transportation Fund</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$685,650	\$19,610	\$390,491	\$295,159	57%	
<b>State Sources</b>	\$779,860	\$0	\$746,825	\$33,035	96%	
<b>Federal Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Revenue</b>	\$1,465,510	\$19,610	\$1,137,315	\$328,195	78%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$826,500	\$73,847	\$672,494	\$154,006	81%	
<b>Benefits</b>	\$30,825	\$3,142	\$29,893	\$932	97%	
<b>Purchased Services</b>	\$136,600	\$1,762	\$92,616	\$43,984	68%	
<b>Supplies and Mat</b>	\$111,400	\$14,715	\$112,857	-\$1,457	101%	
<b>Capital Outlay</b>	\$0	\$0	\$0	\$0	0%	
<b>Other Objects</b>	\$351,200	\$0	\$337,448	\$13,752	96%	
<b>Total Expenses</b>	\$1,456,525	\$93,466	\$1,245,309	\$211,216	85%	

<b>IMRF/SS Fund</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$538,978	\$14,343	\$434,087	\$104,891	81%	
<b>State Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Federal Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Revenue</b>	\$538,978	\$14,343	\$434,087	\$104,891	81%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$0	\$0	\$0	\$0	0%	
<b>Benefits</b>	\$618,500	\$47,729	\$506,564	\$111,936	82%	
<b>Purchased Services</b>	\$0	\$0	\$0	\$0	0%	
<b>Supplies and Mat</b>	\$0	\$0	\$0	\$0	0%	
<b>Capital Outlay</b>	\$0	\$0	\$0	\$0	0%	
<b>Dues and Fees</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Expenses</b>	\$618,500	\$47,729	\$506,564	\$111,936	82%	

<b>Capital Projects</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$100,500	\$37,348	\$93,960	\$6,540	93%	
<b>State Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Federal Sources</b>	\$0	\$440,000	\$440,000	-\$440,000	0%	
<b>Fund Transfers</b>	\$0	\$0	\$1,500,000	(\$1,500,000)	0%	
<b>Total Revenue</b>	\$100,500	\$477,348	\$2,033,960	(\$1,933,460)	2024%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$0	\$0	\$0	\$0	0%	
<b>Benefits</b>	\$0	\$0	\$0	\$0	0%	
<b>Purchased Services</b>	\$10,000	\$0	\$22,773	(\$12,773)	228%	
<b>Supplies and Mat</b>	\$0	\$0	\$0	\$0	0%	
<b>Capital Outlay</b>	\$241,348	\$0	\$233,616	\$7,732	97%	
<b>Transfers</b>	\$16,000	\$0	\$658,677	(\$642,677)	4117%	
<b>Total Expenses</b>	\$267,348	\$0	\$915,065	(\$647,717)	342%	

<b>Working Cash Fund</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$100,000	\$3,303	\$55,667	\$44,333	56%	
<b>State Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Federal Sources</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Revenue</b>	\$100,000	\$3,303	\$55,667	\$44,333	56%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$0	\$0	\$0	\$0	0%	
<b>Benefits</b>	\$0	\$0	\$0	\$0	0%	
<b>Purchased Services</b>	\$0	\$0	\$0	\$0	0%	
<b>Supplies and Mat</b>	\$0	\$0	\$0	\$0	0%	
<b>Capital Outlay</b>	\$0	\$0	\$0	\$0	0%	
<b>Dues and Fees/Tuition</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Expenses</b>	\$0	\$0	\$0	\$0	0%	





<b>Total All Funds</b>						
<u>Revenue</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Local Sources</b>	\$17,146,203	\$690,069	\$9,971,463	\$7,174,740	58%	
<b>State Sources</b>	\$7,045,183	\$766,010	\$6,710,840	\$334,343	95%	
<b>Federal Sources</b>	\$2,076,890	\$586,172	\$3,301,131	(\$1,224,241)	159%	
<b>Other Sources Sale of Land</b>	\$0	\$0	\$0	\$0	0%	
<b>Fees</b>	\$24,000	\$75	\$16,808	\$7,192	70%	
<b>Maintenance Grant</b>	\$0	\$0	\$0	\$0	0%	
<b>Fund Transfers</b>	\$0	\$0	\$0	\$0	0%	
<b>Total Revenue</b>	\$26,292,276	\$2,042,326	\$20,000,242	\$6,292,034	76%	
<u>Expenses</u>	<u>Budget</u>	<u>Month to Date</u>	<u>Year to Date</u>	<u>Budget Balance</u>	<u>% of Budget</u>	
<b>Salary</b>	\$14,121,438	\$1,204,927	\$12,277,357	\$1,844,081	87%	
<b>Benefits</b>	\$2,272,970	\$188,619	\$1,933,689	\$339,281	85%	
<b>Purchased Services</b>	\$2,315,295	\$109,461	\$1,881,980	\$433,315	81%	
<b>Supplies and Mat</b>	\$2,409,938	\$153,017	\$2,404,951	\$4,987	100%	
<b>Capital Outlay</b>	\$241,348	\$0	\$233,616	\$7,732	97%	
<b>Dues and Fees/Tuition</b>	\$0	\$0	\$0	\$0	0%	
<b>Transfers</b>	\$538,500	\$0	\$879,699	(\$341,199)	163%	
<b>Other Objects</b>	\$6,611,876	\$57,376	\$6,318,408	\$293,468	96%	
<b>Total Expenses</b>	\$28,511,365	\$1,713,400	\$25,929,700	\$2,581,665	91%	

**Big Hollow School District #38  
Accounts Payable Approval Form for June 13, 2022**

<u>Fund</u>	<u>Fund #</u>	<u>Accounts Payable</u>
Education	10	525,418.06
O & M	20	66,813.41
Debt Service	30	\$5,050.00
Transportation	40	31,934.39
IMRF/SS	50	47,728.52
Capitol Projects	60	
Working Cash	70	
TORT	80	
Fire Prev/Safety	90	
<hr/>		
<b>Totals</b>		<b>\$676,944.38</b>

---

Board of Education Secretary \_\_\_\_\_ Date \_\_\_\_\_  
Big Hollow School District #38

---

Board of Education President \_\_\_\_\_ Date \_\_\_\_\_  
Big Hollow School District #38

CHECK DATE	CHECK NUMBER	VENDOR	TOTAL
5/18/2022	51784	United States Treasury	\$79,909.63
5/2/2022	51692	United States Treasury	\$77,848.09
5/12/2022	51752	Gordon Food Service Inc	\$57,822.67
5/18/2022	51783	Teachers Retirement System	\$47,996.22
5/2/2022	51691	Teachers Retirement System	\$47,833.01
5/12/2022	51772	SEDOL	\$42,038.60
5/18/2022	51780	Ill Municipal Retirement Fund	\$26,606.83
5/18/2022	51781	Illinois Dept Of Revenue	\$24,309.59
5/2/2022	51689	Illinois Dept Of Revenue	\$23,917.60
5/26/2022	51837	Techstar America Corporations	\$18,860.70
5/12/2022	51753	Grant Township Highway Department	\$14,700.65
5/12/2022	51749	Emeric Facility Services	\$14,371.00
5/12/2022	51748	Educational Leadership Solutions LLC	\$10,900.00
5/26/2022	51811	First Educational Resources, LLC	\$10,500.00
5/12/2022	51771	Schuring & Schuring, Inc	\$8,348.28
5/26/2022	51834	Spectrum Center Inc	\$7,626.60
5/18/2022	51782	Teacher's Health Insurance Security Fund	\$7,580.13
5/2/2022	51690	Teacher's Health Insurance Security Fund	\$7,526.54
5/12/2022	51744	ComEd	\$7,288.00
5/12/2022	51764	Nicor Gas	\$6,842.85
5/12/2022	51773	State Bank Of The Lakes	\$5,050.00
5/12/2022	51778	Varsity Brands Holding Co Inc	\$4,864.50
5/31/2022	51843	Polo Community School District #222	\$4,800.00
5/12/2022	51762	Mitel	\$4,649.49
5/12/2022	51768	Real Inspiration, Inc	\$4,500.00
5/26/2022	51826	Onyx Asset Services Group LLC	\$4,459.08
5/9/2022	51702	Carroll, Megan	\$3,762.50
5/9/2022	51735	WM Corporate Services, Inc	\$3,684.58
5/26/2022	51823	Martin-Upton, Eileen	\$3,516.01
5/26/2022	51806	Community Mechanical	\$3,471.50
5/26/2022	51799	Amazon	\$3,254.61
5/26/2022	51836	Teaching Strategies, LLC	\$3,190.00
5/9/2022	51716	Martin-Upton, Eileen	\$3,129.40
5/26/2022	51821	Lake County Educational Service Ctr	\$3,062.50
5/12/2022	51761	Midland Paper	\$3,012.00
5/9/2022	51714	Maifield, Denise	\$2,832.00
5/9/2022	51703	Class Act	\$2,826.60
5/26/2022	51805	Carroll, Megan	\$2,681.25
5/26/2022	51825	NCC - Peterson Products	\$2,666.36
5/12/2022	51750	Exceptional Learners Collaborative	\$2,439.04
5/20/2022	51788	Amazon	\$2,395.73
5/20/2022	51792	Lancaster, Kristina	\$2,300.00
5/26/2022	51809	Engler Callaway Baasten & Sraga, LLC	\$1,984.50
5/12/2022	51740	APCP Pizza Inc	\$1,860.00
5/9/2022	51730	Sound Design, Inc.	\$1,777.50

5/9/2022	51726 Raymond's Bowl	\$1,760.00
5/2/2022	51693 Voya Institutional Trust Company	\$1,681.00
5/18/2022	51785 Voya Institutional Trust Company	\$1,681.00
5/9/2022	51736 Ziarko, Chad Allen	\$1,653.00
5/26/2022	51819 Illinois MTSS Network	\$1,627.50
5/26/2022	51841 Wilson, Judith	\$1,612.50
5/26/2022	51818 Hudson Energy Services LLC	\$1,595.74
5/26/2022	51814 Granite Telecommunications	\$1,564.06
5/9/2022	51697 Amazon	\$1,557.25
5/26/2022	51803 Buckwalter, James	\$1,490.16
5/26/2022	51817 Home Depot Credit Services	\$1,434.45
5/12/2022	51763 Net56	\$1,400.00
5/12/2022	51758 Lamination Depot	\$1,299.15
5/20/2022	51789 Glover, Kristen	\$1,285.00
5/12/2022	51769 School Specialty	\$1,277.95
5/20/2022	51796 Truss, Jennifer	\$1,132.86
5/9/2022	51715 Marienthal, Margaret Michelle	\$1,100.00
5/12/2022	51757 Integrated Systems Corporation	\$1,056.00
5/26/2022	51838 The Math Learning Center	\$1,043.25
5/26/2022	51832 Romero, Lisa	\$1,009.73
5/9/2022	51709 Herff Jones Inc	\$1,008.00
5/9/2022	51732 Strickler, Amanda	\$1,000.00
5/12/2022	51739 Amazon	\$994.99
5/18/2022	51786 Wisconsin Dept Of Revenue	\$946.60
5/2/2022	51694 Wisconsin Dept Of Revenue	\$885.73
5/12/2022	51755 IESA	\$845.00
5/20/2022	51794 Nusbaum, Lizette	\$807.25
5/26/2022	51824 Menards	\$753.31
5/12/2022	51779 VEX Robotics Inc	\$715.91
5/26/2022	51808 Dyopath	\$700.00
5/9/2022	51700 Biancalana, Venette Irene	\$670.34
5/20/2022	51790 Gold, Robert	\$656.58
5/20/2022	51791 Huemann, Linda Jean	\$652.13
5/26/2022	51831 ReadyRefresh by Nestle	\$648.09
5/12/2022	51756 IFSI	\$640.00
5/9/2022	51712 K & M Printing	\$635.00
5/26/2022	51797 A Freedom Flag	\$587.95
5/26/2022	51822 Mantzoukis, Sofia	\$551.91
5/12/2022	51765 Olney, Erin	\$550.00
5/9/2022	51728 Scales & Tales Traveling Zoo	\$525.00
5/12/2022	51754 Grower Equipment & Supply Co	\$519.32
5/26/2022	51815 Grower Equipment & Supply Co	\$519.32
5/12/2022	51774 Sterbenz, Alexis	\$475.00
5/9/2022	51701 Canlan Sportsplex Lake Barrington	\$400.00
5/12/2022	51747 DiMaggio, Nicole	\$400.00
5/9/2022	51727 Really Good Stuff	\$375.49
5/26/2022	51827 PAHCS II/Northwestern Occ Health	\$375.00

5/26/2022	51842 Wolters, Eric	\$371.33
5/12/2022	51742 Bezak, Jacqueline Jean	\$363.75
5/12/2022	51751 FSS Technologies, LLC	\$360.00
5/12/2022	51737 Accurate Biometrics	\$345.00
5/9/2022	51696 Alpha Baking Co, Inc.	\$332.85
5/26/2022	51839 Thomson Reuters-West	\$316.00
5/26/2022	51802 Banach, Maria	\$310.33
5/12/2022	51760 MidAmerica Books	\$236.00
5/26/2022	51816 Hanson, Kim Marie	\$227.58
5/12/2022	51743 Borelli, Lorna	\$223.50
5/12/2022	51766 Pittman, Erin	\$210.09
5/12/2022	51767 Quadient Leasing USA, Inc	\$200.97
5/26/2022	51833 Smithereen Pest Management	\$198.00
5/12/2022	51738 Alpha Baking Co, Inc.	\$193.28
5/26/2022	51835 Sposato-Jucha, Chiara Noelle	\$192.47
5/12/2022	51777 Today's Classroom LLC	\$187.00
5/20/2022	51787 Alpha Baking Co, Inc.	\$183.54
5/26/2022	51810 EZfund.Com	\$160.00
5/12/2022	51759 Menards	\$152.97
5/9/2022	51708 Great Minds	\$143.27
5/9/2022	51722 Napa Auto Supply Fox Lake	\$124.30
5/9/2022	51704 Cullotta, Stephanie	\$116.18
5/12/2022	51746 Decker Equipment	\$111.55
5/9/2022	51731 Sposato-Jucha, Chiara Noelle	\$108.17
5/26/2022	51840 Wex Health, Inc	\$108.00
5/12/2022	51776 Techstar America Corporations	\$105.25
5/9/2022	51725 Poulos, Oksana	\$100.00
5/26/2022	51830 Raney Day Services	\$100.00
5/26/2022	51801 Ascension Illinois Att: Finance	\$99.00
5/12/2022	51741 Aramark Uniform & Career Apparel Group Inc	\$94.40
5/9/2022	51695 Alonso, Catherine	\$94.30
5/12/2022	51745 Cozzini Bros., Inc.,	\$81.00
5/12/2022	51775 Steve Weiss Music	\$80.94
5/9/2022	51723 Philippsen, Michelle	\$75.60
5/26/2022	51820 Knudsen, Benjamin	\$75.00
5/26/2022	51804 Burdett, Julie	\$71.46
5/9/2022	51698 Arndt, Christine	\$61.47
5/9/2022	51721 Murphy, Kelly	\$60.00
5/9/2022	51729 Smithereen Pest Management	\$60.00
5/9/2022	51705 Custom Education Solutions, Inc.	\$59.88
5/26/2022	51800 Apple, Inc	\$59.00
5/26/2022	51798 Alpha Baking Co, Inc.	\$58.44
5/9/2022	51706 DeNovo, Kira	\$50.00
5/9/2022	51707 Gold, Robert	\$50.00
5/9/2022	51710 Hetrovicz, Michelle	\$50.00
5/9/2022	51711 Janusz, Lenayn	\$50.00
5/9/2022	51713 King, Victorene Lee	\$50.00

Exhibit 4

5/9/2022	51717 McCulley, Matthew	\$50.00
5/9/2022	51718 Meek, Stephanie	\$50.00
5/9/2022	51719 Morley, Sunny	\$50.00
5/9/2022	51720 Mullen, Rachel Ann	\$50.00
5/9/2022	51724 Pittman, Erin	\$50.00
5/9/2022	51733 Swiderski, Derek	\$50.00
5/20/2022	51793 Loessl, Sarah	\$47.00
5/26/2022	51829 Quill Corp	\$40.47
5/26/2022	51813 Grainger	\$39.20
5/20/2022	51795 Schiller, Kathryn	\$32.98
5/26/2022	51812 Glover, Kristen	\$30.00
5/9/2022	51734 Waukegan Safe And Lock	\$27.00
5/26/2022	51807 Cullotta, Stephanie	\$27.00
5/26/2022	51828 Pendell, Julie	\$13.60
5/12/2022	51770 Schrader, Christin	\$8.10
5/5/2022	51483 Sound Design, Inc.	-\$1,777.50

<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>AMOUNT</u>	<u>VENDOR</u>	<u>ACCOUNT DESCRIPTION</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>	<u>TOTAL</u>
05/05/2022	51483	-1,777.50	Sound Design, Inc.	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Choir Supp/Mat	-1,777.50
05/02/2022	51689	55.00	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
05/02/2022	51689	21,737.68	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
05/02/2022	51689	697.72	Illinois Dept Of Rev	O & M/District	Building- IL State Withholding	
05/02/2022	51689	1,427.20	Illinois Dept Of Rev	TRANSPORTATION/Distr ict	Transportation - IL State With	23,917.60
05/02/2022	51690	3,325.40	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	213.85	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	224.64	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	2,475.60	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	393.39	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	8.23	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/02/2022	51690	8.24	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
05/02/2022	51690	528.63	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	11.07	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/02/2022	51690	11.07	Teacher's Health Ins	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
05/02/2022	51690	159.20	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51690	167.22	Teacher's Health Ins	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	7,526.54
05/02/2022	51691	33,254.17	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51691	2,138.40	Teachers Retirement	EDUCATION/District/E	EDUCATION Employee Deductions	



CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/02/2022	51691	2,246.33	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
05/02/2022	51691	2,143.05	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
05/02/2022	51691	1,383.72	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
05/02/2022	51691	5,286.12	Teachers Retirement	mployee Deductions EDUCATION/District/E	EDUCATION Employee Deductions	
05/02/2022	51691	110.67	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/02/2022	51691	110.67	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
05/02/2022	51691	340.65	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51691	7.13	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/02/2022	51691	7.13	Teachers Retirement	TRANSPORTATION/Distr ict/Employee Deductions	Transportation-Insurance With	
05/02/2022	51691	522.46	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51691	137.79	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	
05/02/2022	51691	144.72	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	47,833.01
05/02/2022	51692	4,427.07	United States Treasu	EDUCATION/District	EDUCATION FICA	
05/02/2022	51692	892.51	United States Treasu	O & M/District	Building - FICA Withholding	
05/02/2022	51692	2,062.63	United States Treasu	TRANSPORTATION/Distr ict		
05/02/2022	51692	1,513.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
05/02/2022	51692	70.00	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withold	
05/02/2022	51692	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
05/02/2022	51692	41,677.67	United States Treasu	ederal Tax Withheld EDUCATION/District/F	EDUCATION FED W/H TAX	
05/02/2022	51692	1,218.03	United States Treasu	ederal Tax Withheld O & M/District/Federal	Building - Federal Withholding	
05/02/2022	51692	1,774.35	United States Treasu	Tax Withheld TRANSPORTATION/Distr	Transportation-Federal Withhold	
05/02/2022	51692	7,666.73	United States Treasu	ict/Federal Tax Withheld		
05/02/2022	51692	224.97	United States Treasu	EDUCATION/District	EDUCATION Medicare Withiheld	
05/02/2022	51692	498.61	United States Treasu	O & M/District	Building- Medicare Withholding	
05/02/2022	51692	7,382.21	United States Treasu	TRANSPORTATION/Distr	Transportation-Medicare With	
05/02/2022	51692	8,390.31	United States Treasu	ict SOCIAL SECURITY/MEDICARE/Di	SS/Medicare - FICA Withholding	
05/02/2022	51692		United States Treasu	strict SOCIAL	SS/Medicare-Medicare Withheld	77,848.09
05/02/2022	51693	92.00	Voya Institutional T	SECURITY/MEDICARE/Di		
05/02/2022	51693	1,589.00	Voya Institutional T	strict EDUCATION/District	EDUCATION ANNUITY	
05/02/2022	51694	802.11	Wisconsin Dept Of Re	EDUCATION/District	EDUCATION ANNUITY	1,681.00
05/02/2022	51694	83.62	Wisconsin Dept Of Re	EDUCATION/District	EDUCATION WISC ST TAX	
05/09/2022	51695	94.30	Alonso, Catherine	TRANSPORTATION/Distr	Transportation -WI State With	885.73
05/09/2022	51696	158.50	Alpha Baking Co, Inc	ict EDUCATION/ELEMENTARY	Elem-- Supp/Mat	94.30
05/09/2022	51696	174.35	Alpha Baking Co, Inc	/ELEMENTARY/SUPPLIES		
05/09/2022	51697	33.14	Amazon	EDUCATION/District/F	FoodSvc--- Food Purch. (Pgrm)	
05/09/2022	51697	44.36	Amazon	OOD		
05/09/2022	51697	278.99	Amazon	SERVICES/SUPPLIES		
05/09/2022	51697		Amazon	EDUCATION/District/F	FoodSvc--- Food Purch. (Pgrm)	332.85
05/09/2022	51697		Amazon	OOD		
05/09/2022	51697		Amazon	SERVICES/SUPPLIES		
05/09/2022	51697		Amazon	EDUCATION/MIDDLE/MID	MS-- Supp/Mat	
05/09/2022	51697		Amazon	DLE-JUNIOR		
05/09/2022	51697		Amazon	HIGH/SUPPLIES		
05/09/2022	51697		Amazon	EDUCATION/District/F	Business-- Supp/Mat	
05/09/2022	51697		Amazon	ISCAL		
05/09/2022	51697		Amazon	SERVICES/SUPPLIES		
05/09/2022	51697		Amazon	EDUCATION/PRIMARY/EL	Pri-- Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/09/2022	51697	49.51	Amazon	EMENTARY/SUPPLIES EDUCATION/MIDDLE/MID DLE-JUNIOR	MS--- STEM Supp/Mat	
05/09/2022	51697	190.00	Amazon	HIGH/SUPPLIES EDUCATION/District/G RANTS/SUPPLIES	ESSER2-- Board Rm supp/mat	
05/09/2022	51697	299.72	Amazon	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
05/09/2022	51697	451.17	Amazon	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA	Elem--- Library Grant	
05/09/2022	51697	146.98	Amazon	SERVICES/SUPPLIES EDUCATION/PRIMARY/HE ALTH	Pri-- Nurse Supp/Mat	
05/09/2022	51697	63.38	Amazon	SERVICES/SUPPLIES EDUCATION/MIDDLE/MID DLE-JUNIOR	MS--- Media Supp/Mat	1,557.25
05/09/2022	51698	50.00	Arndt, Christine	HIGH/SUPPLIES EDUCATION/District/E XECUTIVE	Admin cell phone stipend	
05/09/2022	51698	11.47	Arndt, Christine	ADMINISTRATION SERVI/Other Benefit EDUCATION/District/O FFICE OF THE	Asst. Supt--- Mentor Program	61.47
05/09/2022	51700	50.00	Biancalana, Venette	SUPERINTENDENT S/SUPPLIES EDUCATION/District/E XECUTIVE	Admin cell phone stipend	
05/09/2022	51700	620.34	Biancalana, Venette	ADMINISTRATION SERVI/Other Benefit EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	670.34
05/09/2022	51701	400.00	Canlan Sportsplex La	EDUCATION/District/R EGULAR	Dist--- Convenience Acct S/M	400.00
05/09/2022	51702	3,762.50	Carroll, Megan	PROGRAMS/SUPPLIES EDUCATION/District/H EALTH	SPED-- OT/PT/Health Pur Svc	3,762.50
05/09/2022	51703	2,826.60	Class Act	SERVICES/PROFESSIONA L AND TECHNICAL SER EDUCATION/MIDDLE/MID	MS--- Graduation Supp/Mat	2,826.60

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/09/2022	51704	116.18	Cullotta, Stephanie	DLE-JUNIOR HIGH/SUPPLIES EDUCATION/MIDDLE/Int erscholastic Programs/SUPPLIES	MS-- Acadm Enrich Supp/Mat	116.18
05/09/2022	51705	59.88	Custom Education Sol	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	SPED--- Supp/Mat	59.88
05/09/2022	51706	50.00	DeNovo, Kira	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
05/09/2022	51707	50.00	Gold, Robert	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
05/09/2022	51708	143.27	Great Minds	EDUCATION/ELEMENTARY /ELEMENTARY/Workbook s	Elem--- Math Workbooks	143.27
05/09/2022	51709	1,008.00	Herff Jones Inc	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Graduation Supp/Mat	1,008.00
05/09/2022	51710	50.00	Hetrovicz, Michelle	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
05/09/2022	51711	50.00	Janusz, Lenayn	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
05/09/2022	51712	635.00	K & M Printing	EDUCATION/District/O FFICE OF THE SUPERINTENDENT S/SUPPLIES	Supt-- Supp/Mat	635.00
05/09/2022	51713	50.00	King, Victorene Lee	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	Admin cell phone stipend	50.00
05/09/2022	51714	2,832.00	Maifield, Denise	EDUCATION/MIDDLE/Int	MS-- Asst. Music Director	2,832.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				erscholastic Programs/REGULAR SALARIES		
05/09/2022	51715	1,100.00	Marienthal, Margaret	EDUCATION/District/E	Distr-- Tuition Reimb.	1,100.00
				LEMENTARY/TUITION REIMBURSEMENT		
05/09/2022	51716	3,129.40	Martin-Upton, Eileen	EDUCATION/District/H	SPED-- OT/PT/Health Pur Svc	3,129.40
				EALTH SERVICES/PROFESSIONAL AND TECHNICAL SERVICES		
05/09/2022	51717	50.00	McCulley, Matthew	EDUCATION/District/E	Admin cell phone stipend	50.00
				XECUTIVE ADMINISTRATION		
05/09/2022	51718	50.00	Meek, Stephanie	EDUCATION/District/E	Admin cell phone stipend	50.00
				XECUTIVE ADMINISTRATION		
05/09/2022	51719	50.00	Morley, Sunny	EDUCATION/District/E	Admin cell phone stipend	50.00
				XECUTIVE ADMINISTRATION		
05/09/2022	51720	50.00	Mullen, Rachel Ann	EDUCATION/District/E	Admin cell phone stipend	50.00
				XECUTIVE ADMINISTRATION		
05/09/2022	51721	60.00	Murphy, Kelly	EDUCATION/District/S	SPED--- Hearing/Vision Testing	60.00
				PECIAL EDUCATION/PROFESSIONAL AND TECHNICAL SERVICES		
05/09/2022	51722	107.42	Napa Auto Supply Fox	TRANSPORTATION/District/PUPIL	Trans--- Rep/Maintenance	
				TRANSPORTATION SERVICES/REPAIR AND MAINTENANCE SERVICE		
05/09/2022	51722	16.88	Napa Auto Supply Fox	TRANSPORTATION/District/PUPIL	Trans--- Rep/Maintenance	124.30
				TRANSPORTATION		

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/09/2022	51723	75.60	Philippsen, Michelle	SERVICES/REPAIR AND MAINTENANCE SERVICE EDUCATION/District/O THER FOOD	FoodSvc--- Travel	75.60
05/09/2022	51724	50.00	Pittman, Erin	SERVICES/TRAVEL EDUCATION/District/E XECUTIVE	Admin cell phone stipend	50.00
05/09/2022	51725	100.00	Poulos, Oksana	ADMINISTRATION SERVI/Other Benefit EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	100.00
05/09/2022	51726	1,760.00	Raymond's Bowl	EDUCATION/District/R EGULAR	Dist--- Convenience Acct S/M	1,760.00
05/09/2022	51727	375.49	Really Good Stuff	PROGRAMS/SUPPLIES EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	375.49
05/09/2022	51728	525.00	Scales & Tales Trave	EDUCATION/MIDDLE/MID DLE-JUNIOR	MS--- Spanish Workbooks	525.00
05/09/2022	51729	60.00	Smithereen Pest Mana	HIGH/Workbooks O & M/District/OPERATION	Dist--- Pest Control Services	60.00
05/09/2022	51730	1,777.50	Sound Design, Inc.	AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	EDUCATION/MIDDLE/MID MS--- Choir Supp/Mat DLE-JUNIOR	1,777.50
05/09/2022	51731	108.17	Sposato-Jucha, Chiar	HIGH/SUPPLIES EDUCATION/MIDDLE/EDU CATIONAL MEDIA	MS--- Library Books	108.17
05/09/2022	51732	0.00	Strickler, Amanda	SERVICES/SUPPLIES EDUCATION/District/I MPROVEMENT OF	Impr. of Instr--- STEM	
05/09/2022	51732	1,000.00	Strickler, Amanda	INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	EDUCATION/District/E Distr-- Tuition Reimb. LEMENTARY/TUITION	1,000.00
05/09/2022	51733	50.00	Swiderski, Derek	REIMBURSEMENT TRANSPORTATION/Distr	Trans-- cell phone stipend	50.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/09/2022	51734	27.00	Waukegan Safe And Lo	ict/SERVICE AREA DIRECTION/Other Benefit O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Maintenance Supp/Mat	27.00
05/09/2022	51735	3,629.31	WM Corporate Service	O & M/District/CARE AND UPKEEP OF BUILDING SE/SANITATION SERVICES	Sanitation Services	
05/09/2022	51735	55.27	WM Corporate Service	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SANITATION SERVICES	Trans--- Garbage pickup	3,684.58
05/09/2022	51736	1,653.00	Ziarko, Chad Allen	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	1,653.00
05/12/2022	51737	230.01	Accurate Biometrics	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONA L AND TECHNICAL SER	Board--- Purch Svc	
05/12/2022	51737	114.99	Accurate Biometrics	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER PURCHASED SERVICES	Trans--- Fingerprinting	345.00
05/12/2022	51738	106.38	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Pgrm)	
05/12/2022	51738	86.90	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Pgrm)	193.28
05/12/2022	51739	91.32	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Paper	Elem-- Copy Paper	
05/12/2022	51739	48.20	Amazon	EDUCATION/PRIMARY/IM	Pri-- Impr of Inst. Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/12/2022	51739	105.55	Amazon	PROVEMENT OF INSTRUCTION SER/SUPPLIES	EDUCATION/ELEMENTARY Elem-- Supp/Mat /ELEMENTARY/SUPPLIES	
05/12/2022	51739	31.00	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- STEM Supp/Mat	
05/12/2022	51739	27.98	Amazon	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
05/12/2022	51739	234.49	Amazon	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	
05/12/2022	51739	14.56	Amazon	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	Tech--- Supp/Mat	
05/12/2022	51739	164.85	Amazon	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	Tech-- COVID sup/mat	
05/12/2022	51739	18.49	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- Art Supp/Mat	
05/12/2022	51739	88.50	Amazon	EDUCATION/District/S UMMER SCHOOL/SUPPLIES	Distr--- Summer schl Supp/Mat	
05/12/2022	51739	104.07	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	
05/12/2022	51739	65.98	Amazon	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/REPAIR AND MAINTENANCE SERVICE	Trans--- Rep/Maintenance	994.99
05/12/2022	51740	1,860.00	APCP Pizza Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Pgrm)	1,860.00
05/12/2022	51741	47.20	Aramark Uniform & Ca	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
05/12/2022	51741	47.20	Aramark Uniform & Ca	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	94.40



CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				OOD SERVICES/SUPPLIES		
05/12/2022	51742	363.75	Bezak, Jacqueline Je	EDUCATION/District/S ECRETARY/REGULAR SALARIES	SPED-- Secretary Salary	363.75
05/12/2022	51743	223.50	Borelli, Lorna	EDUCATION/PRIMARY/In terscholastic Programs/SUPPLIES	Pri-- Academic Enrch Supp/Mat	223.50
05/12/2022	51744	3,161.12	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	
05/12/2022	51744	4,126.88	ComEd	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	Energy Electricity	7,288.00
05/12/2022	51745	81.00	Cozzini Bros., Inc.,	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	81.00
05/12/2022	51746	111.55	Decker Equipment	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	111.55
05/12/2022	51747	400.00	DiMaggio, Nicole	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	400.00
05/12/2022	51748	10,900.00	Educational Leadersh	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONA L AND TECHNICAL SER	Strategic Planning-- Pur/Svc	10,900.00
05/12/2022	51749	14,371.00	Emeric Facility Serv	O & M/District/CARE AND UPKEEP OF BUILDING SE/CLEANING SERVICES	Cleaning Service	14,371.00
05/12/2022	51750	2,439.04	Exceptional Learners	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	2,439.04

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/12/2022	51751	180.00	FSS Technologies, LL	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	Elem--- O&M Repairs and Maint	
05/12/2022	51751	180.00	FSS Technologies, LL	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	MS--- O&M Repairs and Maint	360.00
05/12/2022	51752	3,894.50	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51752	256.98	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
05/12/2022	51752	2,333.70	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51752	372.98	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
05/12/2022	51752	3,637.07	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51752	609.36	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
05/12/2022	51752	2,212.63	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51752	269.84	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- S/M (Program)	
05/12/2022	51752	1,851.37	Gordon Food Service	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51752	210.98	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	1,644.18	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	187.57	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	6,611.91	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	499.96	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	1,948.40	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	434.96	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	1,413.07	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	187.60	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	-9.33	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	2,485.34	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	456.93	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	2,775.09	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD		
				SERVICES/SUPPLIES		
05/12/2022	51752	196.73	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	-28.47	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	4,689.71	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	433.98	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	2,237.58	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	187.72	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	2,658.43	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	187.55	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	-9.33	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	3,191.26	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	187.52	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	3,947.21	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	187.73	Gordon Food Service	EDUCATION/District/F	FoodSvc--- S/M (Program)	
				OOD SERVICES/SUPPLIES		
05/12/2022	51752	5,282.34	Gordon Food Service	EDUCATION/District/F	FoodSvc--- Food Purch. (Prgrm)	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/12/2022	51752	187.62	Gordon Food Service	OOD SERVICES/SUPPLIES EDUCATION/District/F	FoodSvc--- S/M (Program)	57,822.67
05/12/2022	51753	14,700.65	Grant Township Highw	OOD SERVICES/SUPPLIES TRANSPORTATION/Distr	Trans--- Fuel	14,700.65
05/12/2022	51754	519.32	Grower Equipment & S	ict/PUPIL TRANSPORTATION SERVICES/GASOLINE O & M/District/CARE	Dist--- O&M Repairs and Maint	519.32
05/12/2022	51755	845.00	IESA	AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	IESA--- Dues & Fees	845.00
05/12/2022	51756	640.00	IFSI	EDUCATION/MIDDLE/Int erscholastic Programs/DUES & FEES	Elem--- O&M Repairs and Maint	640.00
05/12/2022	51757	1,056.00	Integrated Systems C	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	Tech--- Purch Svc	1,056.00
05/12/2022	51758	1,299.15	Lamination Depot	EDUCATION/District/O PERATIONS SERVICES/PROFESSIONA L AND TECHNICAL SER	Pri-- Supp/Mat	1,299.15
05/12/2022	51759	152.97	Menards	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	MS--- Maintenance Supp/Mat	152.97
05/12/2022	51760	236.00	MidAmerica Books	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Library Books	236.00
05/12/2022	51761	753.00	Midland Paper	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES EDUCATION/PRIMARY/EL EMENTARY/Copy Paper	Pri-- Copy paper	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/12/2022	51761	753.00	Midland Paper	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Paper	Elem-- Copy Paper	
05/12/2022	51761	1,506.00	Midland Paper	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/Copy Paper	MS-- Copy Paper	3,012.00
05/12/2022	51762	4,649.49	Mitel	O & M/District/CARE AND UPKEEP OF BUILDING SE/At&t	Phone Services (AT&T)	4,649.49
05/12/2022	51763	1,400.00	Net56	O & M/District/CARE AND UPKEEP OF BUILDING SE/Net56	Internet Services (Net 56)	1,400.00
05/12/2022	51764	3,115.65	Nicor Gas	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	MS--- Natural Gas	
05/12/2022	51764	2,025.41	Nicor Gas	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	Pri--- Natural Gas	
05/12/2022	51764	1,701.79	Nicor Gas	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/NATURAL GAS	Elem--- Natural Gas	6,842.85
05/12/2022	51765	550.00	Olney, Erin	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	550.00
05/12/2022	51766	210.09	Pittman, Erin	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	IDEA-- Impr of Inst	210.09
05/12/2022	51767	200.97	Quadient Leasing USA	EDUCATION/District/B OARD OF EDUCATION SERVICES/COMMUNICATI ON	Board-- Communication	200.97
05/12/2022	51768	4,500.00	Real Inspiration, In	EDUCATION/District/G RANTS/PROFESSIONAL	SEL speaker pur/svc	4,500.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/12/2022	51769	1,277.95	School Specialty	AND TECHNICAL SER EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	1,277.95
05/12/2022	51770	8.10	Schrader, Christin	EDUCATION/District/S ALES TO PUPILS - LUNCH	FoodSvc--- Lunch/Breakfst Rev	8.10
05/12/2022	51771	5,213.02	Schuring & Schuring,	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/12/2022	51771	3,135.26	Schuring & Schuring,	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	8,348.28
05/12/2022	51772	42,038.60	SEDOL	EDUCATION/SEDOL/Spec ED/TuitionOtherDistri cts/Private Tuition	SPED--- SEDOL Tuition	42,038.60
05/12/2022	51773	5,050.00	State Bank Of The La	Debt Service Fund/District/Debt Certificate Intrst 2016/INTEREST	Debt Certificate Int 2016	5,050.00
05/12/2022	51774	475.00	Sterbenz, Alexis	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	475.00
05/12/2022	51775	80.94	Steve Weiss Music	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Band Supp/Mat	80.94
05/12/2022	51776	105.25	Techstar America Cor	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Supplies	Elem-- Copy Supplies	105.25
05/12/2022	51777	187.00	Today's Classroom LL	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	187.00
05/12/2022	51778	4,864.50	Varsity Brands Holdi	EDUCATION/MIDDLE/Int erscholastic Programs/SUPPLIES	MS--- Athletic Uniforms	4,864.50
05/12/2022	51779	715.91	VEX Robotics Inc	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- STEM Supp/Mat	715.91
05/18/2022	51780	3,225.25	Ill Municipal Retire	EDUCATION/District/B enefit Accrual	EDUCATION IMRF Deduction	
05/18/2022	51780	664.78	Ill Municipal Retire	O &	Building - IMRF Withholding	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				M/District/Benefit Accrual		
05/18/2022	51780	1,471.63	Ill Municipal Retire	TRANSPORTATION/District/Benefit Accrual		
05/18/2022	51780	7,601.51	Ill Municipal Retire	IMRF/District/Benefit Accrual	IMRF - IMRF Withholding	
05/18/2022	51780	3,397.83	Ill Municipal Retire	EDUCATION/District/Benefit Accrual	EDUCATION IMRF Deduction	
05/18/2022	51780	585.19	Ill Municipal Retire	O & M/District/Benefit Accrual	Building - IMRF Withholding	
05/18/2022	51780	1,660.06	Ill Municipal Retire	TRANSPORTATION/District/Benefit Accrual		
05/18/2022	51780	8,000.58	Ill Municipal Retire	IMRF/District/Benefit Accrual	IMRF - IMRF Withholding	26,606.83
05/18/2022	51781	55.00	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
05/18/2022	51781	22,025.12	Illinois Dept Of Rev	EDUCATION/District	EDUCATION ILLINOIS TAX	
05/18/2022	51781	614.76	Illinois Dept Of Rev	O & M/District	Building- IL State Withholding	
05/18/2022	51781	1,614.71	Illinois Dept Of Rev	TRANSPORTATION/District	Transportation - IL State Withholding	24,309.59
05/18/2022	51782	3,319.94	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	231.26	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	243.41	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	2,471.53	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	393.39	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	8.23	Teacher's Health Ins	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/18/2022	51782	8.24	Teacher's Health Ins	TRANSPORTATION/District/Employee Deductions	Transportation-Insurance Withholding	
05/18/2022	51782	528.63	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	11.07	Teacher's Health Ins	O &	Building-Insurance Withholding	



CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
				M/District/Employee Deductions		
05/18/2022	51782	11.07	Teacher's Health Ins	TRANSPORTATION/District/Employee Deductions	Transportation-Insurance With	
05/18/2022	51782	172.17	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51782	181.19	Teacher's Health Ins	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	7,580.13
05/18/2022	51783	33,199.50	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	2,312.55	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	2,433.86	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	2,139.53	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	1,220.04	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	5,286.12	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	110.67	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/18/2022	51783	110.67	Teachers Retirement	TRANSPORTATION/District/Employee Deductions	Transportation-Insurance With	
05/18/2022	51783	340.65	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	7.13	Teachers Retirement	O & M/District/Employee Deductions	Building-Insurance Withholding	
05/18/2022	51783	7.13	Teachers Retirement	TRANSPORTATION/District/Employee Deductions	Transportation-Insurance With	
05/18/2022	51783	522.46	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	
05/18/2022	51783	149.04	Teachers Retirement	EDUCATION/District/Employee Deductions	EDUCATION Employee Deductions	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/18/2022	51783	156.87	Teachers Retirement	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	47,996.22
05/18/2022	51784	4,694.69	United States Treasu	EDUCATION/District	EDUCATION FICA	
05/18/2022	51784	783.82	United States Treasu	O & M/District	Building - FICA Withholding	
05/18/2022	51784	2,333.40	United States Treasu	TRANSPORTATION/Distr ict		
05/18/2022	51784	1,588.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
05/18/2022	51784	70.00	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withhold	
05/18/2022	51784	50.00	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
05/18/2022	51784	42,343.42	United States Treasu	EDUCATION/District/F ederal Tax Withheld	EDUCATION FED W/H TAX	
05/18/2022	51784	1,063.34	United States Treasu	O & M/District/Federal Tax Withheld	Building - Federal Withholding	
05/18/2022	51784	2,087.05	United States Treasu	TRANSPORTATION/Distr ict/Federal Tax Withheld	Transportation-Federal Withhold	
05/18/2022	51784	7,780.51	United States Treasu	EDUCATION/District	EDUCATION Medicare Withheld	
05/18/2022	51784	199.54	United States Treasu	O & M/District	Building- Medicare Withholding	
05/18/2022	51784	561.95	United States Treasu	TRANSPORTATION/Distr ict	Transportation-Medicare With	
05/18/2022	51784	7,811.91	United States Treasu	SOCIAL SECURITY/MEDICARE/Di strict	SS/Medicare - FICA Withholding	
05/18/2022	51784	8,542.00	United States Treasu	SOCIAL SECURITY/MEDICARE/Di strict	SS/Medicare-Medicare Withheld	79,909.63
05/18/2022	51785	92.00	Voya Institutional T	EDUCATION/District	EDUCATION ANNUITY	
05/18/2022	51785	1,589.00	Voya Institutional T	EDUCATION/District	EDUCATION ANNUITY	1,681.00
05/18/2022	51786	850.01	Wisconsin Dept Of Re	EDUCATION/District	EDUCATION WISC ST TAX	
05/18/2022	51786	96.59	Wisconsin Dept Of Re	TRANSPORTATION/Distr ict	Transportation -WI State With	946.60
05/20/2022	51787	96.64	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Pgrm)	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/20/2022	51787	86.90	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	183.54
05/20/2022	51788	145.93	Amazon	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/PUPIL TRANSPORTATION	Trans--- Reg Ed. Pur Svc	
05/20/2022	51788	437.85	Amazon	EDUCATION/PRIMARY/ED UCATIONAL MEDIA SERVICES/SUPPLIES	Pri--- Library Grant	
05/20/2022	51788	163.99	Amazon	EDUCATION/District/F ISCAL SERVICES/SUPPLIES	Business-- Supp/Mat	
05/20/2022	51788	274.72	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Art Supp/Mat	
05/20/2022	51788	19.01	Amazon	EDUCATION/PRIMARY/HE ALTH SERVICES/SUPPLIES	Pri-- Nurse Supp/Mat	
05/20/2022	51788	47.95	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
05/20/2022	51788	21.92	Amazon	EDUCATION/PRIMARY/ED UCATIONAL MEDIA SERVICES/SUPPLIES	Pri--- Library Grant	
05/20/2022	51788	108.51	Amazon	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/PUPIL TRANSPORTATION	Trans--- Reg Ed. Pur Svc	
05/20/2022	51788	16.95	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS-- Supp/Mat	
05/20/2022	51788	7.99	Amazon	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Grant	
05/20/2022	51788	24.96	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- PE Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/20/2022	51788	1,042.20	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/TEXTBOOK S	Elem-- Textbks (Schoolwide)	
05/20/2022	51788	83.75	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Media Supp/Mat	2,395.73
05/20/2022	51789	1,285.00	Glover, Kristen	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	1,285.00
05/20/2022	51790	398.98	Gold, Robert	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Admin	
05/20/2022	51790	257.60	Gold, Robert	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	Impr. of Instr--- Admin	656.58
05/20/2022	51791	450.00	Huemann, Linda Jean	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	
05/20/2022	51791	202.13	Huemann, Linda Jean	EDUCATION/PRIMARY/In terscholastic Programs/SUPPLIES	Pri-- Academic Enrch Supp/Mat	652.13
05/20/2022	51792	1,200.00	Lancaster, Kristina	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	
05/20/2022	51792	1,100.00	Lancaster, Kristina	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	2,300.00
05/20/2022	51793	47.00	Loessl, Sarah	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	MS--- Science Supp/Mat	47.00
05/20/2022	51794	807.25	Nusbaum, Lizette	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	807.25
05/20/2022	51795	32.98	Schiller, Kathryn	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	32.98

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/20/2022	51796	1,132.86	Truss, Jennifer	EDUCATION/District/E mployee Deductions	EDUCATION Employee Deductions	1,132.86
05/26/2022	51797	587.95	A Freedom Flag	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- O&M Pur Svc	587.95
05/26/2022	51798	29.22	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	
05/26/2022	51798	29.22	Alpha Baking Co, Inc	EDUCATION/District/F OOD SERVICES/SUPPLIES	FoodSvc--- Food Purch. (Prgrm)	58.44
05/26/2022	51799	-28.99	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem--- Art Supp/Mat	
05/26/2022	51799	498.88	Amazon	EDUCATION/ELEMENTARY /EDUCATIONAL MEDIA SERVICES/SUPPLIES	Elem--- Library Books	
05/26/2022	51799	79.92	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/TEXTBOOK S	Elem-- Textbks (Schoolwide)	
05/26/2022	51799	35.61	Amazon	EDUCATION/PRIMARY/HE ALTH SERVICES/SUPPLIES	Pri-- Nurse Supp/Mat	
05/26/2022	51799	89.91	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	
05/26/2022	51799	311.85	Amazon	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/Workbooks	MS--- Math Workbooks	
05/26/2022	51799	90.40	Amazon	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Paper	Elem-- Copy Paper	
05/26/2022	51799	299.04	Amazon	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Custodial Supp/Mat	
05/26/2022	51799	1,256.16	Amazon	O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51799	452.07	Amazon	SER/SUPPLIES EDUCATION/District/D ATA PROCESSING	Tech--- Supp/Mat	
05/26/2022	51799	93.77	Amazon	SERVICES/SUPPLIES TRANSPORTATION/Distr ict/PUPIL	Trans--- Reg Ed. Pur Svc	
05/26/2022	51799	75.99	Amazon	TRANSPORTATION O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	3,254.61
05/26/2022	51800	59.00	Apple, Inc	SER/SUPPLIES EDUCATION/District/S PECIAL	**IDEA--- Sup/Mat(Prop. Share)	59.00
05/26/2022	51801	99.00	Ascension Illinois A	EDUCATION/SUPPLIES EDUCATION/District/O THER HEALTH	Homebound Inst Pur/Svc	99.00
05/26/2022	51802	153.53	Banach, Maria	SERVICES/PROFESSIONA L AND TECHNICAL SER EDUCATION/MIDDLE/Int	Interschol.--- Travel/Track erscholastic	
05/26/2022	51802	156.80	Banach, Maria	Programs/TRAVEL EDUCATION/MIDDLE/Int	Interschol.--- Travel/Track erscholastic	310.33
05/26/2022	51803	1,490.16	Buckwalter, James	Programs/TRAVEL EDUCATION/District/E LEMENTARY/TUITION	Distr-- Tuition Reimb.	1,490.16
05/26/2022	51804	71.46	Burdett, Julie	REIMBURSEMENT EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri-- Supp/Mat	71.46
05/26/2022	51805	2,681.25	Carroll, Megan	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	SPED-- OT/PT/Health Pur Svc	2,681.25
05/26/2022	51806	559.50	Community Mechanical	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE	Pri--- O&M Repair & Maint	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51806	1,011.00	Community Mechanical	SERVICE O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE	Pri--- O&M Repair & Maint	
05/26/2022	51806	322.00	Community Mechanical	SERVICE O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE	Elem--- O&M Repairs and Maint	
05/26/2022	51806	333.00	Community Mechanical	SERVICE O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE	MS--- O&M Repairs and Maint	
05/26/2022	51806	1,246.00	Community Mechanical	SERVICE O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE	MS--- O&M Repairs and Maint	3,471.50
05/26/2022	51807	27.00	Cullotta, Stephanie	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	Dist--- Convenience Acct S/M	27.00
05/26/2022	51808	700.00	Dyopath	EDUCATION/District/F ISCAL SERVICES/PROFESSIONA L AND TECHNICAL SER	Distr-- Bus P/S (SinglePath)	700.00
05/26/2022	51809	1,984.50	Engler Callaway Baas	EDUCATION/District/B OARD OF EDUCATION SERVICES/LEGAL SERVICES	Board-- Legal Services	1,984.50
05/26/2022	51810	80.00	EZfund.Com	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	
05/26/2022	51810	80.00	EZfund.Com	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	160.00
05/26/2022	51811	10,500.00	First Educational Re	EDUCATION/District/I MPROVEMENT OF	ESSERIII-- Math PD	10,500.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51812	30.00	Glover, Kristen	INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/R EGULAR	Dist--- Convenience Acct S/M	30.00
05/26/2022	51813	39.20	Grainger	PROGRAMS/SUPPLIES EDUCATION/MIDDLE/Int erscholastic	MS-- Acadm Enrich Supp/Mat	39.20
05/26/2022	51814	1,564.06	Granite Telecommunic	O & M/District/CARE AND UPKEEP OF BUILDING SE/At&t	Phone Services (AT&T)	1,564.06
05/26/2022	51815	519.32	Grower Equipment & S	O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	519.32
05/26/2022	51816	227.58	Hanson, Kim Marie	SER/SUPPLIES EDUCATION/MIDDLE/MID DLE-JUNIOR	MS-- Supp/Mat	227.58
05/26/2022	51817	83.81	Home Depot Credit Se	HIGH/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Dist--- Custodial Supp/Mat	
05/26/2022	51817	51.78	Home Depot Credit Se	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Dist--- Maintenance Supp/Mat	
05/26/2022	51817	368.00	Home Depot Credit Se	SE/SUPPLIES O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING	Elem--- Maintenance Supp/Mat	
05/26/2022	51817	66.94	Home Depot Credit Se	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Dist--- Maintenance Supp/Mat	
05/26/2022	51817	1.00	Home Depot Credit Se	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Dist--- Custodial Supp/Mat	



CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51817	657.69	Home Depot Credit Se	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	
05/26/2022	51817	205.23	Home Depot Credit Se	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	Dist--- Grounds Supp/Mat	1,434.45
05/26/2022	51818	662.51	Hudson Energy Servic	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Energy Electricity	
05/26/2022	51818	933.23	Hudson Energy Servic	SE/ELECTRICITY O & M/District/CARE AND UPKEEP OF BUILDING	Energy Electricity	1,595.74
05/26/2022	51819	1,627.50	Illinois MTSS Networ	SE/ELECTRICITY EDUCATION/District/I MPROVEMENT OF INSTRUCTION	IDEA-- Impr of Inst	1,627.50
05/26/2022	51820	75.00	Knudsen, Benjamin	SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/MIDDLE/Int erscholastic Programs/DUES & FEES	Track--- Dues & Fees	75.00
05/26/2022	51821	3,062.50	Lake County Educatio	SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/I MPROVEMENT OF INSTRUCTION	Impr. of Instr--- Staff	3,062.50
05/26/2022	51822	86.91	Mantzoukis, Sofia	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	Elem-- Supp/Mat	
05/26/2022	51822	465.00	Mantzoukis, Sofia	EDUCATION/ELEMENTARY /IMPROVEMENT OF INSTRUCTION	Elem-- Impr of Inst. (staff)	551.91
05/26/2022	51823	3,516.01	Martin-Upton, Eileen	SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/H SPED-- OT/PT/Health Pur Svc		3,516.01

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51824	48.48	Menards	EALTH SERVICES/PROFESSIONAL AND TECHNICAL SERVICES/PRIMA	Pri--- Maintenance Supp/Mat	
05/26/2022	51824	23.97	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
05/26/2022	51824	404.63	Menards	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Maintenance Supp/Mat	
05/26/2022	51824	43.11	Menards	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	MS--- Maintenance Supp/Mat	
05/26/2022	51824	16.87	Menards	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Pri--- Maintenance Supp/Mat	
05/26/2022	51824	13.97	Menards	TRANSPORTATION/District/PUPIL TRANSPORTATION SERVICES/SUPPLIES	Trans--- Supp/Mat	
05/26/2022	51824	50.64	Menards	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Custodial Supp/Mat	
05/26/2022	51824	12.96	Menards	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	Dist--- Custodial Supp/Mat	
05/26/2022	51824	63.97	Menards	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING	Elem--- Maintenance Supp/Mat	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51824	36.47	Menards	SE/SUPPLIES O & M/District/CARE AND UPKEEP OF BUILDING	Dist--- Custodial Supp/Mat	
05/26/2022	51824	38.24	Menards	SE/SUPPLIES O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING	Elem--- Maintenance Supp/Mat	753.31
05/26/2022	51825	344.04	NCC - Peterson Produ	SE/SUPPLIES O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING	Elem--- Custodial Supp/Mat	
05/26/2022	51825	344.05	NCC - Peterson Produ	SE/SUPPLIES O & M/PRIMARY/CARE AND UPKEEP OF BUILDING	Pri--- Custodial Supp/Mat	
05/26/2022	51825	1,345.02	NCC - Peterson Produ	SE/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Custodial Supp/Mat	
05/26/2022	51825	633.25	NCC - Peterson Produ	SE/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING	MS--- Custodial Supp/Mat	2,666.36
05/26/2022	51826	4,459.08	Onyx Asset Services	SE/ELECTRICITY O & M/District/CARE AND UPKEEP OF BUILDING	Energy Electricity	4,459.08
05/26/2022	51827	375.00	PAHCS II/Northwester	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER PURCHASED SERVICES	Trans--- Random Drug Testing	375.00
05/26/2022	51828	13.60	Pendell, Julie	EDUCATION/District/S ALES TO PUPILS - LUNCH	FoodSvc--- Lunch/Breakfst Rev	13.60

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51829	40.47	Quill Corp	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Paper	Elem-- Copy Paper	40.47
05/26/2022	51830	100.00	Raney Day Services	EDUCATION/District/D ATA PROCESSING SERVICES/OTHER PURCHASED SERVICES	Tech--- Suppt Svc (Raney)	100.00
05/26/2022	51831	245.37	ReadyRefresh by Nest	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	MS--- Water/Sewer Services	
05/26/2022	51831	240.18	ReadyRefresh by Nest	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Elem--- Water/Sewer Services	
05/26/2022	51831	162.54	ReadyRefresh by Nest	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	Pri--- Water/Sewer Services	648.09
05/26/2022	51832	136.73	Romero, Lisa	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/TRAVEL	MS--- Travel	
05/26/2022	51832	873.00	Romero, Lisa	EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	Distr-- Tuition Reimb.	1,009.73
05/26/2022	51833	60.00	Smithereen Pest Mana	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Pest Control Services	
05/26/2022	51833	60.00	Smithereen Pest Mana	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Pest Control Services	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT DESCRIPTION	ACCOUNT LEVEL DESCRIPTION	TOTAL
05/26/2022	51833	78.00	Smithereen Pest Mana	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	Dist--- Pest Control Services	198.00
05/26/2022	51834	7,626.60	Spectrum Center Inc	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	SPED--- Private School Tuition	7,626.60
05/26/2022	51835	192.47	Sposato-Jucha, Chiar	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES	MS--- Library Supp/Mat	192.47
05/26/2022	51836	1,595.00	Teaching Strategies,	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	IDEA-- Impr of Inst	
05/26/2022	51836	1,595.00	Teaching Strategies,	EDUCATION/District/I MPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	IDEA-- Impr of Inst	3,190.00
05/26/2022	51837	18,860.70	Techstar America Cor	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	Dist-- Copy Machine Lease	18,860.70
05/26/2022	51838	1,043.25	The Math Learning Ce	EDUCATION/District/G RANTS/SUPPLIES	ESSER2-- Bridges Math	1,043.25
05/26/2022	51839	316.00	Thomson Reuters-West	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONA L AND TECHNICAL SER	Board--- Residency Purch Svc	316.00
05/26/2022	51840	108.00	Wex Health, Inc	EDUCATION/District/B OARD OF EDUCATION SERVICES/DUES & FEES	Board--Dues/Fee RevTrck & Bank	108.00
05/26/2022	51841	1,087.50	Wilson, Judith	EDUCATION/District/S PECIAL	SPED--- Supp/Mat	

<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>AMOUNT</u>	<u>VENDOR</u>	<u>ACCOUNT DESCRIPTION</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>	<u>TOTAL</u>
05/26/2022	51841	525.00	Wilson, Judith	EDUCATION/SUPPLIES EDUCATION/District/S PECIAL	SPED--- Supp/Mat	1,612.50
05/26/2022	51842	212.80	Wolters, Eric	EDUCATION/SUPPLIES EDUCATION/MIDDLE/Int erscholastic Programs/TRAVEL	Interschol.--- Travel/Track	
05/26/2022	51842	158.53	Wolters, Eric	EDUCATION/MIDDLE/Int erscholastic Programs/TRAVEL	Interschol.--- Travel/Track	371.33
05/31/2022	51843	4,800.00	Polo Community Schoo	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	Pri--- Classroom spec request	4,800.00
		676,944.38	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	278,821.43	21.70	246,574.93	525,418.06
20	O & M	7,218.86	0.00	59,594.55	66,813.41
30	Debt Service Fund	0.00	0.00	5,050.00	5,050.00
40	TRANSPORTATION	16,086.02	0.00	15,848.37	31,934.39
50	SOCIAL SECURITY/MEDICARE	32,126.43	0.00	0.00	32,126.43
51	IMRF	15,602.09	0.00	0.00	15,602.09
***	Fund Summary Totals ***	349,854.83	21.70	327,067.85	676,944.38

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

**Big Hollow Student Activity Funds**  
**Balance Sheet**  
As of May 31, 2022

	<u>May 31, 22</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>State Bank Activity Bank Acct</b>	
Girls on the Run	49.13
In & Out Account	1,204.76
National Junior Honor Society	3,614.83
Nature Center	2,616.70
Recycling Club	2,676.83
Student Council	8,465.66
Student Council Elementary	970.02
Sunshine Club - Elementary	252.02
Sunshine Club - Primary	931.01
State Bank Activity Bank Acct - Other	<u>-1,193.48</u>
<b>Total State Bank Activity Bank Acct</b>	<u>19,587.48</u>
<b>Total Checking/Savings</b>	<u>19,587.48</u>
<b>Total Current Assets</b>	<u>19,587.48</u>
<b>TOTAL ASSETS</b>	<b><u>19,587.48</u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Equity</b>	
Retained Earnings	17,382.52
Net Income	<u>2,204.96</u>
<b>Total Equity</b>	<u>19,587.48</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u>19,587.48</u></b>



## Convenience Fund Report May 2022

Account	Beginning Balance	Debits	Credits	Ending Balance
Prek	1010.66			1010.66
KG	2074.18			2074.18
1st Grade	3378.50			3378.5
2nd Grade	542.45			542.45
3rd Grade	5597.08	1790	27.50	3834.58
4th Grade	468.52			468.52
5th Grade	2269.67			2269.67
6th Grade	774.71	400.00	989.50	1364.21
7th Grade	3207.51			3207.51
8th Grade	11111.50	807.25	1770.00	12074.25
Art-P/E	0.00			0
Cheer	945.13			945.13
Computers-P	221.24			221.24
Computers-E	-0.49			-0.49
Concessions-Athletic	2203.95			2203.95
Concessions-PE	4016.26			4016.26
Graphics Arts	331.77			331.77
Lets Read to Grow	813.96			813.96
Library-P/E	32.00			32
Library-MS	679.12			679.12
Music-P/E	-39.71			-39.71
Noetic Math	59.50			59.5
PBIS-MS	2564.53			2564.53
PE-P	25.75			25.75
PE-E	-245.98			-245.98
Poms	544.47	27.00		517.47
Prime Time	2670.00			2670
Reading P/E	4355.65			4355.65
Respect	665.00			665
Special Ed	33.00			33
Sports Camps	318.00			318
STARS-P	1877.93			1877.93
STARS-E	8093.27			8093.27
STEM CLUB	317.28			317.28
Yearbook-M	123.30		264.00	387.3
Yearbook-P/E	757.94			757.94
In & Out Account	9094.21		919.00	10013.21
<b>Total</b>	<b>70891.86</b>	<b>3024.25</b>	<b>3970.00</b>	<b>71837.61</b>

**Big Hollow School District 38  
Payroll Summary**

<b>Date</b>	<b>Education</b>	<b>O&amp;M</b>	<b>Transportation</b>	<b>IMRF/SS</b>	<b>Total</b>
10-May-22	\$606,072.26	\$17,679.18	\$36,275.20	\$23,374.03	\$683,400.67
25-May-22	\$613,796.09	\$15,909.53	\$40,663.78	\$24,354.49	\$694,723.89
<b>Grand Total</b>	<b>\$1,219,868.35</b>	<b>\$33,588.71</b>	<b>\$76,938.98</b>	<b>\$47,728.52</b>	<b>\$1,378,124.56</b>

\_\_\_\_\_  
Board of Education President  
Big Hollow School District 38

Date

\_\_\_\_\_  
Board of Education Secretary  
Big Hollow School District 38

Date

Remit Payment To:

Illinois Association of School Boards  
2921 Baker Drive  
Springfield, Illinois 62703-5929



Total Due: \$4,917.00

Amnt Remitted : \_\_\_\_\_

Bill To:

Customer #: 490380  
Invoice #: 363330

Big Hollow SD 38  
26051 W Nippersink Rd  
Ingleside, IL 60041-8785

Select Payment Method	
<input type="checkbox"/>	Check Enclosed      Check Number _____
If you wish to use another form of payment, please contact IASB at 217/528-9688, ext. 1145. Please note that due to processing fees, payment via credit card will incur an additional 3% transaction fee.	

PLEASE DETACH AND REMIT WITH YOUR PAYMENT



2921 Baker Drive  
Springfield, Illinois 62703-5929  
217/528-9688  
Fax: 217/528-2831  
FEIN: 31-1540788

Customer #: 490380

Invoice #: 363330

**BILL TO**

Big Hollow SD 38  
26051 W Nippersink Rd  
Ingleside, IL 60041-8785

Invoice Date: 5/11/2022

10.0.2310.6400.01  
**Annual Dues**

Current Year Dues	\$4,917.00
Previous Year Dues	\$4,917.00

**AMOUNT DUE: \$4,917.00**

Please note: By accepting membership in the Illinois Assn. of School Boards you are consenting to the receipt of faxed and e-mailed solicitations.

*RBV*  
*6-2-22*

Close Printer Friendly Page

**Applicant:** BIG HOLLOW SD 38

**County:** Lake

Consolidated District Plan ▼

**Application:** 2022-2023 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 23-CDP-00-34-049-0380-02

**Overview**

**PROGRAM:** Consolidated District Plan

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

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

**FY 2023** Title I, Part A - Improving Basic Programs

**Included** Title I, Part A - School Improvement Part 1003

**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

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

Elementary and Secondary School Emergency Relief Grant II

American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)

Foster Care Transportation Plan

**LEGISLATION:** [Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)  
[Coronavirus Response and Relief Supplemental Appropriations Act, 2021 \(CRRSA\) ESSER II](#)  
[American Rescue Plan Elementary and Secondary School Emergency Relief \(ARP ESSER\)](#)  
[Adult Education and Family Literacy Act](#)

**DUE DATE:** District plans must be submitted to the Illinois State Board of Education and approved before any FY 2023 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

**DURATION:** The District Plan was submitted initially for the school year 2022-2023 and must be updated annually thereafter.

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

**INSTRUCTIONS:** [Instructions in PDF format](#)

**COMMON** ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary

**ABBREVIATIONS:** Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38

County: Lake

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 23-CDP-00-34-049-0380-02

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Hetrovicz"/>	<input type="text" value="Michelle"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="847"/>	<input type="text" value="michellehetrovicz@bighollow.us"/>	
<input type="text" value="740"/>		
<input type="text" value="1490"/>		

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 was 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: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

[Click to Return to Application Select](#)

Project Number: 23-CDP-00-34-049-0380-02

Needs Assessment/Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.\* [1]

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

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

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

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

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.

3. Will the LEA braid funding?

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

Yes ▼ Coordinated funds between Title IV, Title II and Title one while maintaining individual identity to improve outcomes for all students

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

Indicate all that apply.



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

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

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

([count] of 7500 maximum characters used)

The LEA conducted a needs assessment was completed with staff. Results will help determine specific budgetary needs throughout the district.

**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:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-34-049-0380-02

**County:** Lake

[Consolidated District Plan](#) ▼  
[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Require</a>
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---	--	---------------------------------------

**Needs Assessment Impact**

**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 need 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 is held at the end of the school year for a review of the Title I Plan and suggestions/ideas to improve the program. The stakeholders include parents, teachers, principals, administrators, students, and support staff. The District Citizens Advisory Committee also meets to contribute suggestions for goals in regards to the upcoming school year. Such suggestions include continued family engagement opportunities and specialized support in the areas of math and reading.

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

Through the BH MTSS process, students who fall below the 20% national norm will be considered for interventions. Additional interventions are provided to students who fall below the 10th percenti Growth is assessed at the end of the year as part of the Title I process. A Needs Assessment that included input from teachers and administrators focused on the continuous need to improve reading 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**

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

Funds transferred from Title I

**G. Title III - LIEP**

A comprehensive needs assessment from all stakeholders, including parents of multilingual learners, identified the need for more dual language support. Continuous expansion of targeted curriculum students who receive multilingual services will occur. The District will continue with a 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**

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

Funds transferred from Title I

**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 reviewing paperwork to determine future needs. Partial salaries and benefits of paraprofessionals who support students identified under IDEA within the classroom were identified as a need. Professional development opportunities will expand. In addition, technology for paperwork continues to be necessary need within the district for special education. The District will continue to expand its continuum of services to utilize a targeted curriculum with students who are eligible under IDEA. The District will continue with a 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 specifically basic 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.

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

A Needs Assessment that included input from teachers and administrators focused on the continuous need to improve reading and math scores. We determined that more instructional support was needed both at the Middle School and elementary level. Salaries and benefits of summer school teachers and paraprofessionals was identified as a need. New technology, technology devices and computer devices were also identified as a need. Virtual reality headsets to make content more comprehensible in Science were identified as a need. Professional development for math intervention resources were identified as a need through our MTSS process. Resources for SEL, including guest speakers, were identified as a need.

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

Through the BH MTSS process, students who fall below the 20th percentile when considering national norms will be considered for interventions. Additional interventions are provided to students who fall below the 10th percentile. A Needs Assessment that included input from teachers and administrators focused on the continuous need to improve reading and math scores. We determined that more instructional support was needed both at the Middle School and elementary level. Salaries and benefits of math and reading specialists who support students were identified as a need. Salary and benefits of bilingual teacher's salaries and benefits, and salaries of summer school teachers and paraprofessionals, and after school enrichment teachers and tutoring services were identified as a need. Professional development to improve math instruction and professional development for diversity, equity, and inclusion practices were identified as a need. Additional technology upgrades were identified as a need. Additional technology upgrades were identified as a need. Additional technology upgrades were identified as a need. Additional technology upgrades were identified as a need. Language, reading, and math universal diagnostic assessments were needed to assist with identifying students for extra support within our MTSS model were identified as a need.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Stakeholder Involvement

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 selected.\*

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

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

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 st 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 (1,7,8,9,10)
B. Principals (1,7,8,9,10)
C. Other school leaders (1,8,9,10)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8,9,10)
F. Charter school leaders (in a local educational agency that has charter schools) (1)
G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (1,7)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Local government representatives (8)
P. Community members and community based organizations (7,8)
Q. Business representatives (2,3,4)
R. Researchers (7)
S. Institutions of Higher Education (7)
T. Other - specify
U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = ESSER II
9 = ARP-LEA (ESSER III)

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

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

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

([count] of 7500 maximum characters used)

September 16, 2021 : BPAC parents and community members met to develop goals for the program.

October 14, 2021: All staff, parents, students, CAC members were invited to review the 21-22 plan/share suggestions, ideas for changes to the plan.

December 9, 2021: Interactive meeting held for students and parents  
 January 13, 2022: Parent Informational Presentation: MTSS For ELs, Formal presentation & Q & A format used, parents able to offer suggestions.  
 February 17, 2022: BPAC Facilitators met with parents to review best practices for ELLs, how parents could help students at home  
 May 12, 2022: Final review of plan by Administrative team before submittal.

**Response from the prior year Consolidated District Plan.**

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.

**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.*

[[count] 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 it's 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 parent/teacher organization which coordinates parent organization programs and activities across the District through the year. A weekly (K-4) and monthly (5-8) newsletter is posted on the school's website. The newsletter includes updates on school activities and classroom activities. The website includes school and district activities as well as important instructional information. The District maintains programs, activities and procedures for involvement of parent/guardians of students receiving services or enrolled in programs under Title 1. These programs, activities, and procedures are described in the Big Hollow Parent Compact including and an annual parent meeting and survey. EL teachers contact parents of students who are English language learners and immigrants through phone calls, letters, emails, and virtual calls. Communications sent home are translated into Spanish. Through our BPAC, the EL department conducts Bilingual Parent Advisory Council meetings and events which focus on empowering parents with information about how to help students at home, in addition to providing them with opportunities for active participation and decision-making within our schools. We plan events to assist parents in learning alongside their children during make and take nights, as well as sharing information about their own cultures during our yearly cultural fair. The cultural fair provides an opportunity for parents of similar backgrounds to band together and support each other within their communities. Parents of students who need tutoring or after school help are provided these services free of charge.

**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 it's 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 parent/teacher organization which coordinates parent organization programs and activities across the District through the year. A weekly (K-4) and monthly (5-8) newsletter is posted on the school's website. The newsletter includes updates on school activities and classroom activities. The website includes school and district activities as well as important instructional information. The District maintains programs, activities and procedures for involvement of parent/guardians of students receiving services or enrolled in programs under Title 1. These programs, activities, and procedures are described in the Big Hollow Parent Compact including and an annual parent meeting and survey. EL teachers contact parents of students who are English language learners and immigrants through phone calls, letters, emails, and virtual calls. Communications sent home are translated into Spanish. Through our BPAC, the EL department conducts Bilingual Parent Advisory Council meetings and events which focus on empowering parents with information about how to help students at home, in addition to providing them with opportunities for active participation and decision-making within our schools. We plan events to assist parents in learning alongside their children during make and take nights, as well as sharing information about their own cultures during our yearly cultural fair. The cultural fair provides an opportunity for parents of similar backgrounds to band together and support each other within their communities. Parents of students who need tutoring or after school help are provided these services free of charge.

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

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

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

[[count] of 7500 maximum characters used)

September 16, 2022- ELL Curriculum Night & Hispanic Heritage Month Planning  
 October 13, 2022- Bilingual Parent Advisory Committee Training  
 December 8, 2022- ELL Make & Take Fun  
 January 12, 2023- ELL/BPAC PRESENTATION  
 February 16, 2023- ELL Meeting to develop goals  
 April 20, 2023- ELL 4th Annual Big Hollow Cultural Fair & Book Fair Week  
 May 11, 2023- ELL/BPAC Speaker, Review Bilingual Service Plan Review EBF Spending Plan

**Response from the prior year Consolidated District Plan.**

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.  
 October 2021: Parent Meeting (Elementary) The Title I program will be reviewed with parents along with Parent Compact Agreement.  
 December 2021: Parent Meeting (Primary) The Title I program will be reviewed with parents along with Parent Compact Agreement.  
 January/February 2022: One Book One School Primary/Elementary Buildings. This will be a virtual event for families, teachers will have activities planned during the school day.  
 March: Zoom Rooms for Read Across America (Primary/Elementary): This will be a virtual event for families.  
 April: 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.  
 May 2022: Make & Take Workshop (Primary & Elementary) Parents create games/activities to use at home or over the summer to work with and improve their children's reading.  
 End of May 2022: Book Swap (Elementary): A book collection is organized where student's get to pick out a book(s) to take home.  
 End of May 2022: Parent Involvement Planning Meeting to review survey results and plan activities for the 22-23 SY.  
 Summer 2022: Grade Level - Book Activity for students (Primary & Elementary) to complete. Big Hollow will purchase the books for the families.

**Title I Requirement:**

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

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

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private 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

# Consolidated District Plan

SESSION TIMEOUT 59:55

Close Printer Friendly Page

## Private School Participation

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

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

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

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

Using the latest available verified data, private schools within the 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

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Gilbert School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="1"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...en"/> <a href="#">Kami Export - 43-20-np-consult-participation St. Gilbert (2).pdf</a>
St. Bedes School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="4"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...en"/> <a href="#">St. Bede Participation Form.pdf</a>
Westlake Christian Academy	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="2"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...en"/> <a href="#">2774_001 (1) Westlake Christian Academy.pdf</a>
Hellenic American Academy	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text" value="2"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> <input type="button" value="No ...en"/> <a href="#">Hellenic American Academy.pdf</a>

Comments:





[Close Printer Friendly Page](#)

**Applicant:** BIG HOLLOW SD 38  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-34-049-0380-02

**County:** Lake

[Consolidated District Plan](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Require</a>
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---	--	---------------------------------------

**Preschool Coordination**

**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 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 success 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 acad 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 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 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 n  
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 addit 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 paraprofessic 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 addit 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 paraprofessic 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

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Require

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 success 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 acad 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 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 teh 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 th [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 n 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)
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 gr assessments allow teachers to determine the effectiveness of teaching strategies and accommodations, curriculum and instructional resources. The District uses NWEA/MAP assessments which 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 c students to make informed instructional decisions. Kindergarten will be using developmentally appropriate methods of assessment including observations using KIDS reporting tool. KIDS domi 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 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 provi (Reading Specialist, paraprofessionals). ELL teachers, and Special Education teachers. During a designated time all staff (teachers, paraprofessionals ) will be working with all students based o 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 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 assess teachers to determine the effectiveness of teaching strategies and accommodations, curriculum and instructional resources. The District uses NWEA/MAP assessments which are administered a 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 stu informed instructional decisions. Kindergarten will be using developmentally appropriate methods of assessment including observations using KIDS reporting tool. KIDS domains will be the foc 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 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 : 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 idi 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, E 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 n 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 thro 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 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 supplem than a student may require additional interventions. Kindergarten will be using developmentally appropriate methods of assessment including observations, using KIDS reporting tool. KIDS do 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 perfo 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 an 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. First grade will use NWEA/MAP Growth and Fluency Tests for both Math and Reading. Second thro 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 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 supplem than a student may require additional interventions. Kindergarten will be using developmentally appropriate methods of assessment including observations, using KIDS reporting tool. KIDS do 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 perfo 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 an Our ELL and bilingual staff will provide language development services up to 5 days per week for 68 minutes a day.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and langu This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content ar 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 n 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 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 receivin 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 receivin 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 learn these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic an 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 n 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 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 add 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 r 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 certif

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 add 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 r 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 certif

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

([count] of 7500 maximum characters used)

According to 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 \ 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 t 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. Paraprofe 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 parapr 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 th 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 requirer "highly qualified" in their respective educational assignments. Teachers are provided with in-district opportunities for professional development that assist them in remaining "high qualified" an 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 \ 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 t 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. Paraprofe 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 parapr 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 th 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 requirer "highly qualified" in their respective educational assignments. Teachers are provided with in-district opportunities for professional development that assist them in remaining "high qualified" an 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 i 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 n *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. 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 (Micro 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. 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 (Micro 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 n *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 Primar 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 stude

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 a designated time at the Primar 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 stude

**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

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

College and Career Readiness

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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 in a way that is 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 needs.

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. 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.

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 p 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 p 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, skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth into 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. 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

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 cont 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 scier mathematics-related topics.

The Elementary and Middle School has partnered with and started a Junior Achievement program.

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 conte 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 scier 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



[Close Printer Friendly Page](#)

**Applicant:** BIG HOLLOW SD 38  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-34-049-0380-02

**County:** Lake

[Consolidated District Plan](#) ▼

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Require</a>
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---	--	---------------------------------------

**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

**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 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 success 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 acad 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 each and every child an education that meets their needs.

**District Goal(s):**

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

**For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by 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 return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

[Not using Federal funds for PD](#)

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

[Not using Federal funds for 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

[Not using Federal funds for PD](#)  
[Transfer Funds to Title I](#)

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

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

[Not using Federal funds for PD](#)  
[Transfer Funds to Title I](#)

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

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

[Professional dEvelopment opportunities include enhancing instructional strategies for special education teachers. Topics for related service providers are specific to their area of service deli identified in the needs assessment.](#)

L. IDEA, Part B - Preschool

[Professional dEvelopment opportunities include enhancing instructional strategies for special education teachers. Topics for related service providers are specific to their area of service deli identified in the needs assessment.](#)

M. Elementary and Secondary School Emergency Relief Grant II

[We will be using funds to provide professional development for math teachers to learn to use a math intervention program.](#)

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

[Professional development opportunities include enhancing and improving our MTSS processes for our multilingual learners and also professional development for our math teachers. This professional development includes best practices in math, and how to conduct small group lessons to meet the needs of wide ranges of learners.](#)

**Legislative Requirement:**

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

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

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



Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

Safe and Healthy Learning Environment

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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 supportive and inclusive practices within Big Hollow.

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

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

Response from the 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, a 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 - SE 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 d 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 incid 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 follo 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 o 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 ident 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 one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The District will not tolerate, harassing, intimidating conduct, or bully 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 c educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physic 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 Pos 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 pron learning environment and school climate. These expectations support self-social awareness, self-management, interpersonal relationships and responsible decision making. PBIS uses proac 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, a 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 - SE 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 d 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 incid 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 follo 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 o 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 ident 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 one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The District will not tolerate, harassing, intimidating conduct, or bully 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 c educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physic 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 Pos 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 pron learning environment and school climate. These expectations support self-social awareness, self-management, interpersonal relationships and responsible decision making. PBIS uses proac 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, att success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.):\*

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

Response from the 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 c has equal access to the same free, appropriate public education as provided to other children and youths, including public pre-school education. A homeless child may attend the District sc attended when permanently housed in which the child was last enrolled. A homeless child living in a District school may attend that school. The superintendent or designee shall review anc 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 transp immunization, residency, birth certificates, school records, and other documentation and guardianship. The Superintendent shall give special attention to ensuring the enrollment and atten 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 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 c 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 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 sh 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 con



transportation, immunization, residency, birth certificates, school records and other documentation and guardianship. The Superintendent shall give special attention to ensuring the enrollment 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. Christine 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 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

[Close Printer Friendly Page](#)

## Attendance Center Designation

[Instructions](#)

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

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
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"/>	

<b>Describe anticipated Reorganizations:</b>	
--	--

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Includes sub-headers for Title I Specific - Part One and Title I Specific - Part Two.

Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use 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 Go 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 success 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 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 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 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 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 n 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 super 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 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 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 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 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 super 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 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 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 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 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 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 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 Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected 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 n 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 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 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 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 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 school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population 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 n  
*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 pro  
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 s  
Title 1 services. Once services are based on a student's needs, parents are notified prior to the implementation of eligible services. Continued communication with parents will take place durin  
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 par

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 pro  
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 s  
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 th  
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 sti

**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 ct  
not meeting such standards.

\*Required Field

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements

IDEA Specific Requirements

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, r 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 Go selected.

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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 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 identitf 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, paperwork to determine future needs. Partial salaries of paraprofessionals who support students identified under IDEA within the classroom were identified as a need.

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, paperwork to determine future needs. Partial salaries of paraprofessionals who support students identified under IDEA within the classroom was identified as a need.

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 were identified as a need. Professional development opportunities will expand. In addition paperwork continues to be a necessary need within the district for special education.

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, paperwork continues to be a necessary need within the district for special education.

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

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Row 1: Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, Care Tran

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 imp 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 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 tri
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. T
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)
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 cont 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 pare 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:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-34-049-0380-02

**County:** Lake

Consolidated District Plan ▾

[Printer-Friendly](#)  
[Click to Return to Application Select](#)

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific</a>
Foster Care Transportation Requirements				Foster Care Plan Contacts		BID - School Stability		

**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 as applicable.**

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Gold	Robert	Superintendent	bobgold@t

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Gold	Robert	Superintendent	bobgold@t

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

\*Required field



Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Row 1: Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, Care Tran

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 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 enrollment. 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, the 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 interest 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.

District Personnel Involved: Superintendent or designee, Homeless/Foster Care Liaison, Transportation Manager, Director of Student 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.

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.

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, 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, 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

Close Printer Friendly Page

Applicant: BIG HOLLOW SD 38
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-34-049-0380-02

County: Lake

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Row 1: Foster Care Transportation Requirements, Foster Care Plan Contacts, BID - School Stability, Care Tran

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.

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 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 so.

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.\*

- [x] a. Pre-existing transportation route
[x] b. New transportation route
[x] c. Route-to-route hand-offs
[x] d. District-to-district boundary hand-offs
[x] e. Other services for which student is eligible, such as IDEA transportation options
[x] f. Options presented by DCFS worker
[x] 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 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 provide 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 b 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 student 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 1 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 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 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 provide 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 b 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 student 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 1 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 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 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 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 a personnel is aware of the planning 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 a 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: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 23-CDP-00-34-049-0380-02

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

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

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for

Agreed to on this Date:  
06/07/2022

the School District Superintendent

RCDT when agreed to: **Exhibit 8** 34-049-  
0380-02



[www.bighollow.us](http://www.bighollow.us)

Mr. Robert Gold, Superintendent

**Big Hollow District Office**  
26051 W. Nippersink Rd.  
Ingleside, IL 60041  
Phone 847-740-1490  
Fax 847-740-9172

**Big Hollow Primary School (EC-1)**  
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

**BOARD OF EDUCATION COMMITTEE REPORT**

**Date:** June 6, 2022 **Location:** BHMS Library

**Committee:** Culture and Climate Committee

**Members Present:** Gary Dollinger, Doug Pedersen, Joe Cernuska

**Others in Attendance:** Bob Gold, Sunny Morley

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

**Topic Points and/or Summary of Discussion:**

- Reviewed a draft of changes to the 2022-2023 Student Handbook
  - Sunny Morley reviewed the process the Parent/Teacher Discipline Advisory Committee completed to develop these recommendations.
  - The Board committee discussed the current dress code language recommendations at length. The administration will finalize the handbook recommendations to bring to the full Board in August.
- Discussed an update to the HumanEx contract starting in FY23.
  - Mr. Gold shared that we will no longer be doing the HumanEx parent and student surveys. The District will continue with the staff survey at this time.

**Submitted by:**



[www.bighollow.us](http://www.bighollow.us)

Mr. Robert Gold, Superintendent

**Big Hollow District Office**  
26051 W. Nippersink Rd.  
Ingleside, IL 60041  
Phone 847-740-1490  
Fax 847-740-9172

**Big Hollow Primary School (EC-1)**  
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

### BOARD OF EDUCATION COMMITTEE REPORT

**Date:** June 9, 2022 **Location:** District Office

**Committee:** Technology Committee

**Members Present:** Ashley Bennett, Kevin Lyons

**Others in Attendance:** Bob Gold, Matt McCulley

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

**Topic Points and/or Summary of Discussion:**

The following items were on the agenda for discussion, and the notes from the meeting are in red.

- Discussed cyber security proposal from Net56.
  - The committee is recommending that we discuss other cyber security options with Net56 rather than a monthly contract. Matt is going to reach out to get cost estimates for annual and/or bi-annual security check-ins.

**Submitted by:**



**OUR MISSION—**

To educate, empower and engage all learners

**OUR VISION—**

**One District~One Community**  
Growing confident, creative and conscientious learners

**WE BELIEVE...**

- ⦿ That all members of the community must respect and celebrate diversity in culture, self, beliefs and ways of thinking through education and the development of relationships
- ⦿ The relationships between all families and school are essential to empower learners in becoming creative, empathetic, confident and adaptive to a changing world
- ⦿ All learners can achieve full growth potential and are entitled to demonstrate their knowledge and skills in ways which recognize their individual abilities, talents and learning styles
- ⦿ Each learner should be given the opportunities to engage in activities which align with real-life experiences
- ⦿ In embracing innovative and dynamic teaching practices

BIG HOLLOW SCHOOL DISTRICT 38  
[www.bighollow.us](http://www.bighollow.us)



**Goal 1: Ensure high levels of growth for all learners.**

**Objective 1: Develop a standards-based reporting system**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 1: Ensure high levels of growth for all learners.**

**Objective 2: Strengthen the systems of supports for all learners**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 1: Ensure high levels of growth for all learners.**

**Objective 3: Enhance Professional Learning Community (PLC) practices**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 2: Cultivate a safe, secure and inclusive learning environment that is responsive to the evolving needs of all stakeholders.**

**Objective 1: Expand the resources and practices that reflect our diverse community**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 2: Cultivate a safe, secure and inclusive learning environment that is responsive to the evolving needs of all stakeholders.**

**Objective 2: Build the capacity of stakeholders to address the social-emotional well being of learners**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 2: Cultivate a safe, secure and inclusive learning environment that is responsive to the evolving needs of all stakeholders.**

**Objective 3: Establish a culture and climate where all stakeholders have a voice and feel valued as part of our educational community**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 2: Cultivate a safe, secure and inclusive learning environment that is responsive to the evolving needs of all stakeholders.**

**Objective 4: Establish and set clear roles for a District Leadership Team consisting of stakeholders through the District.**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					



**Goal 3: Optimize the operations for an improved educational experience for all students by effectively using all resources while maintaining 1**

**Objective 1: Expand opportunities for shared services with local agencies**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 3: Optimize the operations for an improved educational experience for all students by effectively using all resources while maintaining 1**

**Objective 2: Maximize the use of learning space throughout the District**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 3: Optimize the operations for an improved educational experience for all students by effectively using all resources while maintaining 1**

**Objective 3: Formalize a long-term plan for future facility improvements and maintenance**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					

**Goal 3: Optimize the operations for an improved educational experience for all students by effectively using all resources while maintaining 1**

**Objective 4: Ensure stabilization of technology infrastructure and cyber security**

Action	Party Responsible	Start Date <small>(Double-click for calendar)</small>	Due Date <small>(Double-click for calendar)</small>	Notes <small>Type "Control-Enter" to move to the next line within a cell. Start each new entry with at date in the mm/dd/yy format</small>	Status
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					
l.					
m.					
n.					
o.					
p.					
q.					
r.					
s.					
t.					
u.					
v.					
w.					
x.					
y.					
z.					



LAKE COUNTY  
INGLESIDE, IL

Regular Board of Education Meeting Dates

2022-2023 School Year

Monday, August 8, 2022  
Monday, September 12, 2022  
Tuesday, October 11, 2022  
Monday, November 14, 2022  
Monday, December 12, 2022  
Monday, January 9, 2023  
Monday, February 13, 2023  
Monday, March 13, 2023  
Monday, April 10, 2023  
Monday, May 8, 2023  
Monday, June 12, 2023  
Monday, July 10, 2023

**COLLECTIVE LIABILITY INSURANCE COOPERATIVE**  
**2022-2023 WORKERS' COMPENSATION PROGRAM COST COMPARISON**

**District: BIG HOLLOW SCHOOL DISTRICT #38**

<b>Payroll Information</b>	<b>2021-2022 Expiring</b>	<b>2022-2023 Proposed</b>	<b>% Change</b>
7380 – Drivers	\$558,631	\$443,510	
8868 – Teachers/Professionals	\$11,130,825	\$11,526,258	
9082 – Cafeteria	\$180,549	\$150,608	
9101 – Maintenance/All Other	\$148,807	\$248,502	
<b>Total Estimated Payroll</b>	<b>\$12,018,812</b>	<b>\$12,368,878</b>	<b>2.91%</b>
<b>Experience Modification Factor</b>	<b>1.10</b>	<b>1.34</b>	<b>21.82%</b>
<b>Modified Premium</b>	<b>\$94,200</b>	<b>\$106,402</b>	<b>12.95%</b>

<b>Fixed Costs</b>	<b>2021-2022 Expiring</b>	<b>2022-2023 Proposed</b>	<b>% Change</b>
Workers' Compensation Premium	\$4,342	\$6,523	
AJG Co. Administration Fee	\$2,749	\$2,848	
Sedgwick Claims Administration Fee	\$1,657	\$1,695	
Sedgwick Loss Control Fee	\$1,920	\$2,910	
<b>Total Fixed Costs</b>	<b>\$10,669</b>	<b>\$13,977</b>	<b>31.00%</b>

<b>Variable Costs/Loss Fund</b>	<b>2021-2022 Expiring</b>	<b>2022-2023 Proposed</b>	<b>% Change</b>
Loss Fund – Initial 100%	\$109,272	\$127,967	
Actuarial Debit/Credit	-23.4%	-12.3%	
Loss Fund – 100% with Actuarial Debit/Credit	\$83,652	\$112,234	
High/Low Plan 10% Supplemental Loss Fund Contribution, if applicable	\$8,365	\$11,223	
<b>Total Loss Fund w/Debit/Credit and High/Low</b>	<b>\$92,017</b>	<b>\$123,457</b>	<b>34.17%</b>

<b>TOTAL WORKERS COMPENSATION PROGRAM COSTS</b> Expiring vs Proposed Renewal	<b>\$102,686</b>	<b>\$137,434</b>	<b>33.84%</b>
---	------------------	------------------	---------------

<b>TOTAL WORKERS COMPENSATION PROGRAM COSTS</b> <b>Total Due for July 1, 2022-2023</b>	<b>\$137,434</b>
---	------------------

**COLLECTIVE LIABILITY INSURANCE COOPERATIVE** Exhibit 13

2022-2023 PROPERTY/CASUALTY  
PROGRAM COST COMPARISON

**District: Big Hollow School District #38**

Fixed Costs	2021-2022 Expiring	2022-2023 Proposed
Package (includes General Liability, Auto Liability, Garage Liability, Police Professional/Security Guards, Bullying and Crime)	\$6,493	\$7,015
Property (including Auto Physical Damage) <b>\$625,000,000 Limit</b>	\$14,193	\$15,749
Boiler & Machinery	\$1,368	\$1,406
School Board Legal Liability - <b>\$20,000 Deductible</b>	\$5,630	\$5,993
Excess Liability <b>\$36M xs \$1M Limit</b>	\$7,350	\$8,103
Student Accident – Mandatory	\$7,128	\$7,128
Student Accident – Catastrophic	\$1,760	\$1,760
Pollution Liability	\$905	\$949
Cyber Liability/Identity Theft - <b>\$2,000,000 Limit</b>	\$10,740	<b>TBD*</b>
Crisis Protect	\$1,735	\$1,735
Arthur J. Gallagher Risk Management Services Fee	\$2,675	\$3,997
Gallagher Bassett Services Claims Administration Fee	\$1,042	\$965
Gallagher Bassett Services Loss Control Fee	\$995	\$995
CLIC Program Management Operating Fee <sup>(1)</sup>	N/A	N/A
<b>Total Fixed Costs</b>	\$63,197	<b>\$55,795*</b>
% of Change		-11.71%

Variable Costs	2021-2022 Expiring	2022-2023 Proposed
Loss Fund – Package (includes actuarial debit/credit) <sup>(2)</sup>	\$29,210	\$23,628
Actuarial Debit/Credit – Package	-15.3%	-17.1%
Loss Fund – School Board Legal Liability (includes actuarial debit/credit) <sup>(2)</sup>	\$2,062	\$2,705
Actuarial Debit/Credit – School Board Legal Liability	-3.8%	20.0%
<b>Total Program Contribution on a Maximum Cost Basis</b>	\$94,469	<b>\$82,128*</b>
% of Change		-13.06%

<b>Total Program Costs Due for July 1, 2022-2023</b>	<b>\$82,128*</b>
--	------------------

**\*Cyber Pricing is still being finalized and will be added to your invoice at the end of the month.**

Statistical Information	2021-2022 Expiring	2022-2023 Proposed	% Change
Total Insurable Values (Includes Vehicles)	\$72,786,653	38	5.55%
Students	1,760	38	0.00%
Vehicles	26	38	7.69%

<sup>(1)</sup> The CLIC Property/Casualty Program Management Operating Fee is allocated to each member by the CLIC treasurer. This fee is solely used to pay for those expenses such as the Treasurer Services, Legal Services, Publication of Safe Schools Newsletter, Appraisal Cost, Audit Expenses, D&O Insurance, Actuarial Expenses and Meeting Expenses that are needed to operate the pools operations. In the past, the cooperative has utilized loss fund interest earnings to pay for those expenses. Due to the lack of interest income to cover the cooperatives expenses, a slight fee must be allocated to each member. The CLIC Executive Committee concurred that beginning with the 2014/2015 renewal a Program Management Operating Fee will be instituted only on the Property/Casualty Program. The fee will be based upon the minimum fee of \$552 per district with a rate per student charge. The maximum amount a member district could pay is \$5,980. For Fiscal Year 2022-2023, the CLIC Executive Committee has elected to continue the suspension of this charge per the treasurer's recommendation due to sufficient interest earnings to cover these costs.

<sup>(2)</sup> Actuarial Debit/Credit is provided by independent audit firm Milliman, Inc. based on each district's loss experience for the past 5 years, not including the current year.



To: Big Hollow School District 38 Board of Education  
 From: Mr. Bob Gold, Superintendent  
 Dr. Victorene King, Director of Assessment, Data, and Accountability  
 Date: June 2022  
 Re: 2021-2022 Spring NWEA MAP Assessment Report

### FALL 2021 TO SPRING 2022 NWEA MAP GROWTH

Based on our Fall 2021 to Spring 2022 MAP results, many of our grade levels made **growth** within the typical/national average range (50th percentile) as seen in Tables 1 and 2. The column on the farthest right hand labeled *Average RIT per One Year* indicates the growth that most districts make based on each grade level. The column to its left labeled *Observed Growth*, indicates the growth our grade levels made this year.

The only grades and subjects that did not fall within the average range for growth are as follows:

- 6th grade Math: 10th percentile for growth
- 7th grade Math: 13th percentile for growth (see Special Note)
- 8th grade Math: 17th percentile for growth (see Special Note)
- 5th grade Reading: 30th percentile for growth
- 6th grade Reading: 15th percentile for growth
- 7th grade Reading: 14th percentile for growth
- 8th grade Reading: 4th percentile for growth

**Table 1.**

*Math Fall 2021 to Spring 2022 Comparison Data*

Math Fall 2021 to Spring 2022 Comparison Data						
Grade	Fall National Mean RIT	Fall 2021	Spring National Mean RIT	Spring 2022	Observed Growth	Average RIT Growth Per One Year (Fall to Spring Term) based on 50th percentile
1	160	159.9	170.1	175.7	15.8	16.35
2	175	172.3	184.1	186.6	14.3	14.38
3	188.2	183.9	196.2	196.8	12.9	12.6
4	199.5	197.2	206	208.3	11.1	10.96
5	209.1	204.8	214.7	214.1	9.3	9.61
6	214.7	211.9	219.6	217	5.1	8.13
7	220.2	214.6	224	218.6	4	6.52
8	224.9	218	228.1	221	3	5.38

Several of our grades and subjects **achieved** above the typical/national average range (50th percentile) seen in Tables 1 and 2. The column labeled *Spring National Mean RIT* indicates the achievement that most districts attain based on each grade level. The column to its right labeled *Spring 2022*, indicates the achievement made by each grade level this year.



The grades and subjects that did not exceed the average range for achievement are as follows:

- 5th grade Math
- 6th grade Math
- 7th grade Math (see Special Note)
- 8th grade Math (see Special Note)
- 1st grade Reading
- 2nd grade Reading
- 3rd grade Reading
- 6th grade Reading
- 7th grade Reading
- 8th grade Reading

*Special Note.* An important caveat for math in 7th and 8th grades should be noted: Despite the appearance that math did not meet the average standards for achievement, the data in Table 1 does not take into account the students who took the MAP Algebra I and MAP Geometry tests. See Table 5 for how those data change the outcome of how well our students in 7th and 8th grades performed in Math.

**Table 2.**  
*ELA Fall 2021 to Spring 2022 Comparison Data*

Reading Fall 2021 to Spring 2022 Comparison Data						
Grade	Fall National Mean RIT	Fall 2021	Spring National Mean RIT	Spring 2022	Observed Growth	Average RIT Growth Per One Year (Fall to Spring Term) based on 50th percentile
1	155.9	155.8	171.4	170.3	14.5	15.47
2	172.3	169.8	185.6	182.8	13.0	13.22
3	186.6	183.0	197.1	193.4	10.4	10.5
4	196.7	196.4	204.8	204.4	8.0	8.16
5	204.5	205.8	210.9	211.2	5.4	6.5
6	210.2	209.8	215.3	213.2	3.4	5.19
7	214.2	215.5	218.4	217.7	2.2	4.16
8	218	222.3	221.6	222.2	-0.1	3.65

The results of the accelerated and twice accelerated students who took the MAP Course Specific Algebra I or Geometry are depicted in Tables 3 and 4. There are no grade-levels associated with the average RIT scores because many districts do not offer Algebra I or Geometry courses to students in middle school. The typical/average attainment (50th percentile) for Algebra I and Geometry are as follows:

**Algebra I**

Fall: 231  
Spring: 239

**Geometry**

Fall: 235  
Spring: 243

As seen in Tables 3 and 4, there is clear evidence the students taking these courses have been successfully identified and supported.

**Table 3.***Algebra I Fall 2021 to Spring 2022 Results*

Algebra Fall 2021 to Spring 2022 Comparison Data						
Grade	Fall National Mean RIT	Fall 2021	Spring National Mean RIT	Spring 2022	Observed Growth	Average RIT Growth Per One Year (Fall to Spring Term) based on 50th percentile
7	N/A	240.7	N/A	251.5	10.8	7.9
8	N/A	242.8	N/A	250.7	7.9	7.9

Students in Algebra grew between the 55th and 90th percentiles based on their starting RIT.

**Table 4.***Geometry Fall 2021 to Spring 2022 Results*

Geometry Fall 2021 to Spring 2022 Comparison Data						
Grade	Fall National Mean RIT	Fall 2021	Spring National Mean RIT	Spring 2022	Observed Growth	Average RIT Growth Per One Year (Fall to Spring Term) based on 50th percentile
7 & 8	N/A	244.9	N/A	255.9	11.0	8.5

There were several unforeseen challenges associated with our students taking Geometry and yet, they exceeded national averages for growth *and* achievement. Their growth placed them above the 90th percentile based on their starting RIT.

As mentioned previously, the math performance of students in 7th and 8th grades appears not to have exceeded the national average for achievement in Table 1. Yet when we adjust for the 59 students who took an accelerated or twice accelerated math course, the results indicate the students grew above the national average as seen in Table 5.

**Table 5.***Adjusted Fall 2021 to Spring 2022 MAP Growth Results*

Adjusted Math Fall 2021 to Spring 2022 Comparison Data			
Grade	Observed Growth	Conditional Growth Percentile	Average RIT Growth Per One Year (Fall to Spring Term) based on 50th percentile
7	7.5	55	6.52
8	5.5	55	5.38

We cannot simply average RIT scores or percentiles from different assessments, however, MAP is set up to allow us to average conditional growth. Table 5 reflects the allowable averaging to demonstrate the adjusted Math *growth* percentiles for our students in 7th and 8th grade.

## CONCLUSION & FUTURE WORK

These data offer us a great opportunity to celebrate the success of our accelerated math programs as well as our rebound from the effects of the pandemic on our academic performance. We are in line with the national average performance for attainment whereas we were not meeting those same benchmarks during the peak of the pandemic.

Nevertheless, we still have an opportunity to challenge our students' to demonstrate stronger growth. This will be something that we continue to work on next year during each grade level's meetings. The foundation for this work has already begun with the Director of Curriculum and Instruction and through our work developing the Multi-Tiered System of Supports (MTSS).

During future meetings staff will be examining the four critical questions of the professional learning community model:

- What do we want our students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

The *draft* [2022-2023 Assessment Calendar](#) has already been developed, which will help drive the conversations about student attainment and growth with building and district leadership and teacher teams. In fact, district and building leaders have already begun discussing how to respond to these and other data to ensure our students continue to meet the highest standards of learning and growth.

## May 2022 Employment Report

Approve the employment of Kennedy Kiesgan, ESY Teacher, effective June 6, 2022.

Approve the employment of Hailey Szydowski, 6th Grade Middle School Teacher, effective the 2022-2023 school year.

Approve the Agreement to Provide Occupational Therapy Services between Big Hollow School District 38 and Eileen Upton.

Approve the Agreement to Provide Occupational Therapy Services between Big Hollow School District 38 and Megan Carroll DBA Progressive Strides, LLC.

Approve the personnel change for Cathy Alonso, from Elementary Secretary to Business Office Assistant ELL/Curriculum, effective June 13, 2022.

Approve the employment of Megan Schak as Middle School Special Education Teacher, effective 2022-2023 school year.

Approve the employment of Sean Creagh, Middle School 7th Grade Social Studies Teacher, effective August 22, 2022.

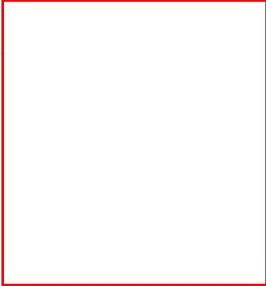
Approve the employment of Caitlyn Raquet, Elementary School Social Worker, effective August 22, 2022.

Approve personnel change for Martha Huizar, from lunch monitor to 12 Month Elementary Secretary, effective July 1, 2022.

BIG HOLLOW SCHOOL DISTRICT #38  
New Hire Information Form

BACKGROUND

Name  
Kennedy Kiesgen



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute: Yes

Technology: Transportation: Other:

Building: Elementary Grade/Area: **ESY**

Start Date: 06/06/2022 BOE Approval Date: (To be completed by District Secretary after board approval)

\* Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: Title:

Name: Title:

BA BA+15 MA MA+15 MA+30

Years Credited Step

BudgetCode

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

Comments:

**This is to be teaching all four weeks of ESY-- this is to not put her on the sub list for next year**

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  
Hailey Szydlowski



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: Big Hollow Midd Grade/Area: 6th grade Math

Start Date: 08/22/2022 BOE Approval Date: (To be completed by District Secretary after board approval)

\* Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: Amy Wilson Title: Teacher

Name: Jake Navarez Title: Teacher

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

Years Credited 0 Step 1

BudgetCode

10-300-1120-1100

Total Years Experience 0 Salary/Hourly Rate 42,917 (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:

**AGREEMENT TO PROVIDE OCCUPATIONAL THERAPY SERVICES**

**BIG HOLLOW SCHOOL DISTRICT #38**

**AND**

**EILEEN UPTON**

This Agreement is entered into 5/17/2022, between EILEEN UPTON, hereinafter referred to as "EILEEN UPTON", and BIG HOLLOW SCHOOL DISTRICT #38, hereinafter referred to as "BHSD38".

WITNESSETH:

WHEREAS, EILEEN UPTON is employed as a Certified Occupational Therapy Assistant who is qualified to practice Occupational Therapy under the supervision of a Certified Occupational Therapist in the State of Illinois; and

WHEREAS, BHSD38 is in need of Occupational Therapy services for eligible students; and

WHEREAS, EILEEN UPTON and BHSD38 desire to enter into a service agreement whereby EILEEN UPTON shall furnish the following described Occupational Therapy services (the "Services") upon the following terms and conditions.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions hereinafter set forth, it is understood and agreed as follows:

1. EILEEN UPTON shall provide Services to eligible students in the BHSD38 under the supervision of a Occupational Therapist.
2. EILEEN UPTON and the Director of Student Services for BHSD38 shall determine the schedule of days, hours, and location(s) for Services performed under this Agreement.
3. EILEEN UPTON shall provide a copy of her Certified Occupational Therapy Assistant license, or ensure it is on file at BHSD38.
4. BHSD38 shall provide equipment and Services as agreed upon by EILEEN UPTON and BHSD38.
5. EILEEN UPTON shall not provide private Occupational Therapy services to any IEP student of the BHSD38 receiving Services under the terms of this Agreement unless such therapy services have been mutually agreed to by BHSD38 and EILEEN UPTON.
6. EILEEN UPTON agrees that before she will be permitted on school grounds while students are present, she will ensure that her background check is on file with BHSD38.
7. The term of this Agreement shall commence on August 22, 2023 and expire on June 2, 2023 unless sooner terminated as hereinafter provided.
8. Services provided by the EILEEN UPTON and authorized by BHSD38 shall be compensated at a rate not to exceed ~~\$39.25~~ per hour.

\$40.00

EP  
5/18/22

9. Total compensation under the terms of this Agreement shall not exceed \$60,000.00. EILEEN UPTON shall maintain a student schedule including the hours of service for each IEP student served. A statement of services rendered by EILEEN UPTON shall be submitted to BHSD38 biweekly. Upon verification of the services, BHSD38 will make payments to EILEEN UPTON within ten (10) days from the date of receipt of EILEEN UPTON's statement.
10. During the term of this Agreement, EILEEN UPTON shall maintain public liability and malpractice insurance. As evidence of such insurance coverage, EILEEN UPTON shall furnish the BHSD38 with a Certificate of Insurance prior to commencing Services under this Agreement.
11. This Agreement shall be construed for all purposes under the laws of the State of Illinois and may not be changed, modified, altered, or amended except by a written instrument signed by both parties to this Agreement.
12. EILEEN UPTON will provide employees and services consistent with the highest degree of care, and shall comply with all medical and ethical requirements imposed by the Illinois State Board of Education, or any other applicable regulatory agency, and shall comply with requirements of the Illinois State Board of Education and BHSD38 pertaining to students.
13. EILEEN UPTON will provide all necessary documentation required by BHSD38 relating to Medicaid reimbursement for Services provided by EILEEN UPTON under the terms of this Agreement.
14. Neither EILEEN UPTON nor BHSD38 shall assign or transfer any interest in this Agreement without the written consent of the other party.
15. EILEEN UPTON and the Superintendent of Schools, or respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.
16. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.
17. Services provided by EILEEN UPTON will include the following: Consultative Services, Goal/Objective Updates, Participation in IEP and Eligibility Meetings, Professional development activities and/ or other services as agreed upon by EILEEN UPTON and BHSD38.
18. Non-reimbursable activities include: sick days, holidays, vacation days, lunch (30 minutes), travel/mileage, and continuing education activities unless agreed upon by EILEEN UPTON and BHSD38.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this day and year written above.

BIG HOLLOW SCHOOL DISTRICT #38

BY: 

Erin Pittman, Director of Student Services/ Date



BY:  5/17/2022  
EILEEN UPTON/Date

**AGREEMENT TO PROVIDE OCCUPATIONAL THERAPY SERVICES**

**BIG HOLLOW SCHOOL DISTRICT #38**

**AND**

**MEGAN CARROLL DBA PROGRESSIVE STRIDES, LLC.**

This Agreement is entered into August 11, 2022, between MEGAN CARROLL DBA PROGRESSIVE STRIDES, LLC., hereinafter referred to as "MEGAN CARROLL", and BIG HOLLOW SCHOOL DISTRICT #38, hereinafter referred to as "BHSD38".

WITNESSETH:

WHEREAS, MEGAN CARROLL is employed as qualified to practice Occupational Therapy in the State of Illinois; and

WHEREAS, the BHSD38 is in need of Occupational Therapy services for eligible students; and

WHEREAS, MEGAN CARROLL and BHSD38 desire to enter into a service agreement whereby MEGAN CARROLL shall furnish the following described Occupational Therapy services (the "Services") upon the following terms and conditions.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions hereinafter set forth, it is understood and agreed as follows:

1. MEGAN CARROLL shall provide Services including evaluations, re-evaluations, and consultations to students in the Big Hollow School District. Megan Carroll and the Director of Student Services for BHSD38 shall determine the schedule of days, hours, and location(s) for Services performed under this Agreement.
  - a. Evaluations at \$325 per evaluation to include domain meeting, evaluation with students (on or off site depending on assessment methods), data analysis and interpretation, evaluation write up.
  - b. 15 guaranteed hours per week at \$75/hour to include COTA supervision, IEP meetings, team collaboration meetings, direct services via Zoom platform, MTSS observation/input in the classroom, parent communication and treatment planning
    - i. Whereas COTA supervision has to be 1:1 observation of direct intervention for each student at least 1x/month per AOTA guidelines for teletherapy plus 1x/week check in meeting
    - ii. Whereas treatment planning includes planning and videos for parents who are choosing pre recorded or worksheets. Treatment planning for regular zoom sessions also included.
  - c. Hours >15 per week are subject to therapist availability. Additional hours will be billed at following rates:
    - i. 16-21 hours at \$85/hour
    - ii. >22 hours at \$95/hour
2. MEGAN CARROLL shall provide a copy of her Occupational therapist license, or ensure it is on file at BHSD38.

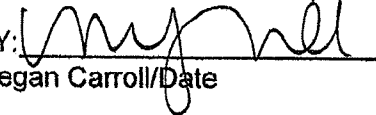
3. The BHSD38 shall provide equipment and Services as agreed upon by MEGAN CARROLL and BHSD38.
4. MEGAN CARROLL shall not provide private Occupational Therapy services to any IEP student of the BHSD38 receiving Services under the terms of this Agreement unless such therapy services have been mutually agreed to by BHSD38 and MEGAN CARROLL.
5. MEGAN CARROLL agrees that before she will be permitted on school grounds while students are present, she will ensure that her background check is on file with BHSD38.
6. The term of this Agreement shall commence on August 14, 2022, and expire on June 1, 2023, unless sooner terminated as hereinafter provided.
7. In the event of a scheduling conflict in which MEGAN CARROLL cannot attend an eligibility meeting either in person or by phone, she will call the student's parent prior to the meeting to discuss evaluation results for occupational therapy.
8. A statement of services rendered by MEGAN CARROLL shall be submitted to BHSD38 biweekly. Upon verification of the services, BHSD38 will make payments to MEGAN CARROLL within ten (10) days from the date of receipt of MEGAN CARROLL's statement.
9. During the term of this Agreement, MEGAN CARROLL shall maintain public liability and malpractice insurance. As evidence of such insurance coverage, MEGAN CARROLL shall furnish the BHSD38 with a Certificate of Insurance prior to commencing Services under this Agreement.
10. This Agreement shall be construed for all purposes under the laws of the State of Illinois and may not be changed, modified, altered, or amended except by a written instrument signed by both parties to this Agreement.
11. MEGAN CARROLL will provide employees and services consistent with the highest degree of care, and shall comply with all medical and ethical requirements imposed by the Illinois State Board of Education, or any other applicable regulatory agency, and shall comply with requirements of the Illinois State Board of Education and the BHSD38 pertaining to students.
12. MEGAN CARROLL shall ensure BHSD38 retains a copy of her professional license.
13. MEGAN CARROLL will provide all necessary documentation required by the BHSD38 relating to Medicaid reimbursement for Services provided by MEGAN CARROLL under the terms of this Agreement.
14. Neither MEGAN CARROLL nor the BHSD38 shall assign or transfer any interest in this Agreement without the written consent of the other party.
15. MEGAN CARROLL and the Superintendent of Schools, or respective designees, shall attempt to resolve any questions or disagreements arising out of the administration or performance of this Agreement before any litigation is instituted.
16. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.
17. Services provided by MEGAN CARROLL will include the following: Evaluations, Re-evaluations, Participation in Domain & Eligibility Meetings and COTA supervision agreed upon by MEGAN CARROLL and BHSD38.
18. Non-reimbursable activities include: sick days, holidays, vacation days, lunch (30 minutes), travel/mileage, and continuing education activities unless agreed upon by MEGAN CARROLL and BHSD38.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals this day and year written above.

BIG HOLLOW SCHOOL DISTRICT #38

BY:   
Erin Pittman, Director of Student Services/ Date

PROGRESSIVE STRIDES, LLC.

BY:  5/19/22  
Megan Carroll/Date

BIG HOLLOW SCHOOL DISTRICT #38  
Personnel Change Form

Employee Name  
Catherine Alonso

Telephone 8477405321

Email Address  
cathyalonso@bighollow.us

New Position: Business Office Assistant (ELL)

Replacement For: new position

Building: District/Middle

Current Position: Elementary Secretary

Date Change is Effective: July 1, 2022  
meeting)

Board Approval Date (if needed): (To be completed by District Secretary after board

Certified Position

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

Years Credited 7 Step 8

Salary: \$23.90 per hr.

Full or Part Time: Full

Years Credited: 7

Sick: 12 Vacation: 15 Personal: 2

Budget Code:  
10e000-2520-1100

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38  
New Hire Information Form

BACKGROUND

Name  
Megan Schak



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: Middle Grade/Area: sped

Start Date: August 18 BOE Approval Date: (To be completed by District Secretary after board approval)

\* Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: Jacob Bretz Title: Vice Principal

Name: Chris Rice Title: Principal

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

Years Credited 7 Step 8

BudgetCode

10e300-1221-1100

Total Years Experience 10 Salary/Hourly Rate 61,102 (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  
**Sean Creagh**



**ASSIGNMENT**

CERTIFIED: Administrator:    Teacher: **Yes** If Teacher Please select ~ Gen Ed: **Yes** SPED:    ESL:  
NON-CERTIFIED: Custodian:    Food Service:    Lunch Monitor:  
Nurse:    Paraprofessional:    Secretary:    Substitute:  
Technology:    Transportation:    Other:

Building: **MS Grade/Area: 7th Grade SS**  
Start Date: **August 22, 2022** BOE Approval Date: (To be completed by District Secretary after board approval)  
\* Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

**REFERENCES CONTACTED (list 2)**

Name: **Sheila Klich** Title: **Principal**  
Name:    Title:

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

Years Credited **4 Step 5**  
BudgetCode  
**10e300-1120-1100**

Total Years Experience **5** Salary/Hourly Rate **\$48,303** (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  
**Caitlyn Raquet**



**ASSIGNMENT**

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other: **School Social Worker**

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

Start Date: **August, 2022** BOE Approval Date: (To be completed by District Secretary after board approval)

\* Board Approval is pending the completion of fingerprints, current physical, TB test, and all required paperwork

REFERENCES CONTACTED (list 2)

Name: **Jeni Pilcher** Title: **Assistant Principal**

Name: **Ryan Wollberg** Title: **Principal**

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

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

BudgetCode  
**10-200-2110-1100**

Total Years Experience **6** Salary/Hourly Rate **\$60,474** (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  
**Martha Huizar**

Telephone **815-385-3567**

Email Address  
**marthahuizar@bighollow.us**

New Position: **Administrative Assistant- 12 month**

Replacement For: **Cathy Alonso**

Building: **Elementary**

Current Position: **Lunch Monitor**

Date Change is Effective: **July 1, 2022**  
meeting)

Board Approval Date (if needed): (To be completed by District Secretary after board

**Certified Position**

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

Years Credited Step **1**

Salary: **16.03**

Full or Part Time: **Full Time**

Years Credited:

Sick: Vacation: Personal:

Budget Code:  
**10-200-2412-1100**

Employee Signature:

Date:

**Statement of Work  
For  
Big Hollow School District  
vCFO Services**

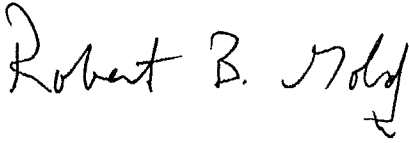
Big Hollow School District 38 has identified the need for a Managed Accounting Services to provide support for the current environment. Diane Spakowski will be providing vCFO services including 8 hours a month onsite support with phone support available to district business office staff. This support will start on July 1st, 2022 ending June 30, 2023. Diane Spakowski will provide the following services and resources to Big Hollow School District 38 during this time frame:

- **Virtual CFO Services (8 Hours per month onsite, with unlimited Phone Support):**
  - Business Office Consulting Services
  - Evaluate and review current business office processes
  - Outline current environment, document recommended changes to align with business office best practices
  - Identify automation workflow process improvements
  - Business Office Support Services
  - Payroll support
  - Treasurer Reporting
  - Monthly Reconciliation
  - Accounts Payable
  - Accounts Receivable
  - Benefit Administration
  - Student Activity
  - Auditor Assistance
  - Short-Term Budget Management
  - Fixed Assets - Inventory Depreciation
  - Financial Reporting Review and Assess current environment (Part A - Assessment; Any district plans)

**Terms & Conditions:**

1. **Term:** The Monthly rate for these services: **\$700.00** per month for support.

**Signatures**

<b>Big Hollow School District 38</b>	
<b>Name:</b>	Robert B. Gold
<i>(Please print or type full name)</i>	
<b>Signature:</b>	

**Title:** Superintendent

**Date:** June 1, 2022

<b>Name:</b>
<i>(Please print or type full name)</i>
<b>Signature:</b>

**Title:**

**Date:**



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



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

POWER OF ATTORNEY

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

Principal Name: Diane Elizabeth Spakowski

Obligee Name: Big Hollow School District 38

Surety Bond Number: 404240567 Bond Amount: See Bond Form

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



The Ohio Casualty Insurance Company  
Liberty Mutual Insurance Company  
West American Insurance Company  
By: David M. Carey  
David M. Carey, Assistant Secretary

STATE OF PENNSYLVANIA ss  
COUNTY OF MONTGOMERY

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

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



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

By: Teresa Pastella  
Teresa Pastella, Notary Public

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

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

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

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

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

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

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 6th day of June, 2022.



By: Renee C. Llewellyn  
Renee C. Llewellyn, Assistant Secretary



Morley, Melissa &lt;melissamorley@bighollow.us&gt;

**Re: Big Hollow SD 38 School Board Email Addresses**

1 message

**Gold, Bob** <bobgold@bighollow.us>

Thu, May 12, 2022 at 9:10 PM

To: Andrew Bambrick &lt;bambrickandrew@gmail.com&gt;, Melissa Morley &lt;melissamorley@bighollow.us&gt;

Cc: boardofed@bighollow.us

Andrew-

Here are the addresses you requested:

Gary Dollinger: [garydollinger@bighollow.us](mailto:garydollinger@bighollow.us)Ashley Bennett: [ashleybennett@bighollow.us](mailto:ashleybennett@bighollow.us)

Please let me know if you need anything else.

Bob Gold  
Superintendent  
Big Hollow School District 38

On Thu, May 12, 2022 at 7:44 PM Andrew Bambrick <[bambrickandrew@gmail.com](mailto:bambrickandrew@gmail.com)> wrote:

Hello, my name is Andrew Bambrick, and I work for a nonprofit called [Ballotpedia](#). Our organization is a free, neutral, and digital encyclopedia of American politics. We have covered hundreds of school boards across the United States since 2013, and we are in the process of expanding that coverage now to include every school board in the country.

Through the state's public records act, I'm requesting an email address for each of the following school board members:

- Ashley Bennett
- Gary Dollinger

Thank you for providing this information; I appreciate your help!

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."



Gold, Bob <bobgold@bighollow.us>

### FOIA Request

Chris Adkins <75522@kaneland.org>  
To: "bobgold@bighollow.us" <bobgold@bighollow.us>

Tue, May 24, 2022 at 9:54 AM

Dear Mr. Gold,

Please accept this Freedom of Information Act (FOIA) request, dated 5/24/2022. Kaneland CUSD #302 is seeking any and all disciplinary records, investigatory notes, parent complaints, staff complaints, onboarding paperwork, assignment/transfer/position change records, reference check paperwork, Board of Education (BOE) notes, BOE transcripts, BOE action items, BOE correspondence, etc related to Mr. Steven Ostergaard (DOB: 5/17/1985).

A .pdf of the completed FOIA request can be sent within the statutory five (5) days to:

Dr. Chris Adkins, Director of Human Resources  
Kaneland CUSD #302  
[Chris.Adkins@kaneland.org](mailto:Chris.Adkins@kaneland.org)

Thank you for your time and consideration.

Dr. Adkins

--



## Dr. Christopher Adkins

*Director of Human Resources* Kaneland CUSD 302  
(630) 365-5100 ext. 71114



*Proud to be a Knight!*

**National Suicide Prevention Hotline: 1-800-273-8255**  
**Crisis Text Line: Text START to 741-741**

# Board of Education Administrator Report June 13, 2022

## **1. Good Things Happening for Kids:**

BHE Student Council Adopt a Pet Event on Saturday 5/21 at BHE: -E  
 Lemonade Stand Sale for PBIS by second graders on Sunday 5/22 at BHE-E  
 The Inaugural “Fly Up Day” was an incredible success for the entire district and we look forward to this annual event- P, E, M  
 7th Grade Leadership Development Day after Fly Up Day was also an exciting investment into our future 8th graders- M  
 Celebrated Asian American Pacific Islander Heritage Month - May  
 PBIS Celebrations - April-P, E, M  
 Birthday books provided to each student - P  
 Birthday gifts and a book provided to each student-E  
 Positive Office Referrals, Classroom STARbucks, Bus STARbuck raffles - P  
 Positive Office & Bus Referrals, Positive Phone Calls home, Communication via Twitter-E  
 Enrichment Activities-Chess Club, Good News Club (P, E), Garden Club, Girls on the Run, Walking Club-E  
 Variety of enrichment activities after school - P  
 Adjusted graduation plans due to inclement weather, and the response was positive-M

## **2. Good Things Happening for Staff:**

Celebrated Asian American Pacific Islander Heritage Month - May  
 Interviews and Recommendations for new staff- E  
 ROE continues to support staff in GVC work-P, E, M  
 Building Equity Team continues their Identity and Belonging BINGO with staff - M  
 New teacher meetings continue between new teacher and mentor-P, E, M  
*Schoolwide* (Literacy Program) Virtual Touchpoint meetings with staff in grades 1-8-P, E, M  
 Math workshops to improve Guided Math instruction & learning continue in grades 1-8 -P, E, M  
 Building Leadership Teams monitor MTSS goals/action steps based upon survey results-P, E, M  
 Building Leadership Team monitor culture and climate goals and action steps based upon HumanEx data-P, E, M  
 Many staff members are enrolled in the ESL Certification Cohort, as well as graduate school coursework and continue to learn and improve their instruction. Coursework is supported financially by our BH School Board-P, E, M  
 Otus Training offered to all staff throughout the summ-P, E, M  
 Mentor Meetings occurred between Admin and Mentors-P, E  
 New teacher meetings occurred between Admin and new teachers - P, E, M  
 Summer Patio PD resumed for this first time since the pandemic. Staff are reading *Relationship, Responsibility, and Regulation: Trauma-invested practices for fostering resilient learners*- M

## **3. General Information to Share:**



BPAC meeting - May 12  
All end of year check out and reports completed-P, E, M  
Maintenance & Repair Walkthrough with Mr. Swiderski-E  
Continue planning for the 2022-23 school year  
Strategic Planning Continues P, E, M

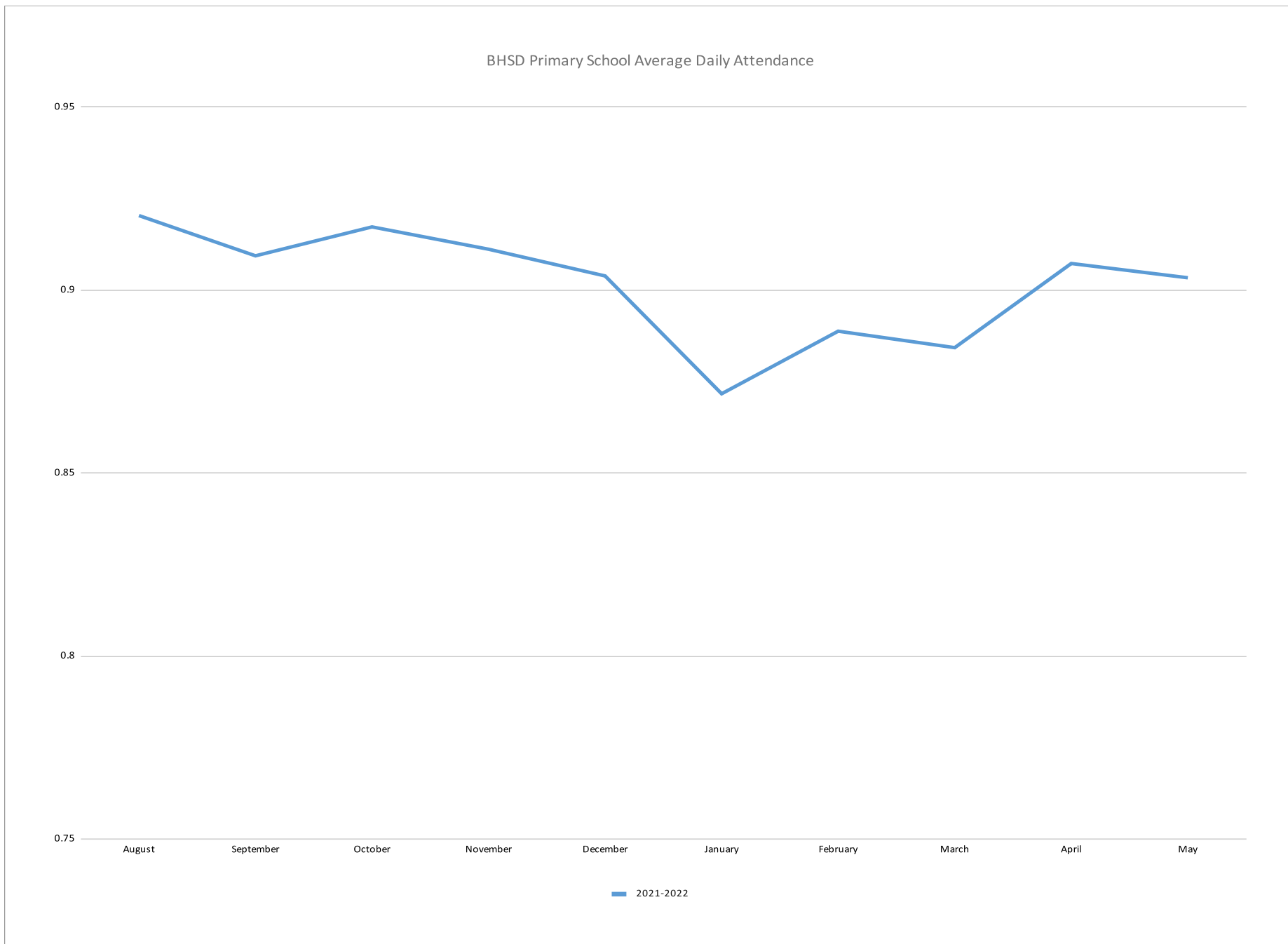
## May 9, 2022

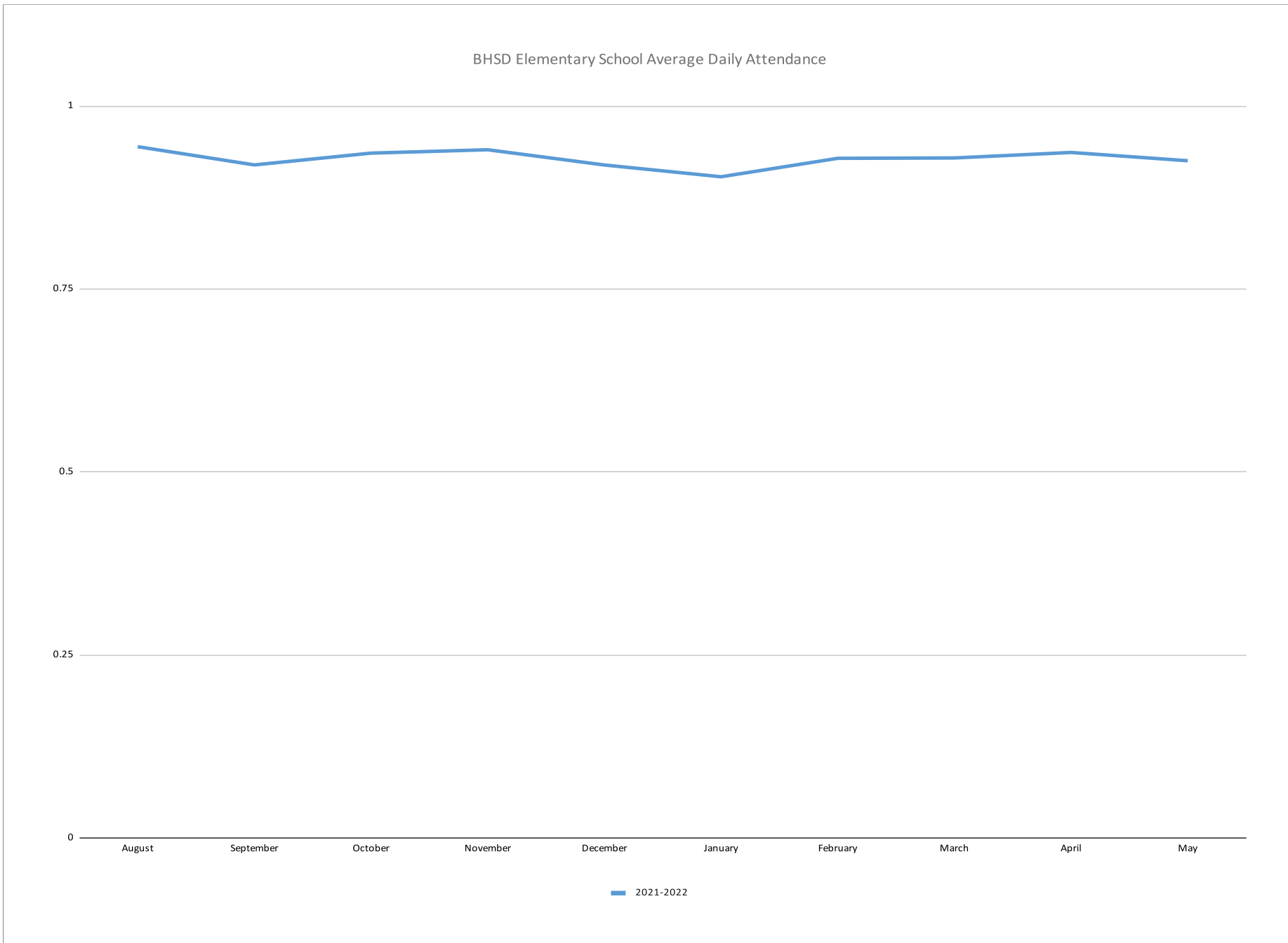
### **1. Good Things Happening for Kids:**

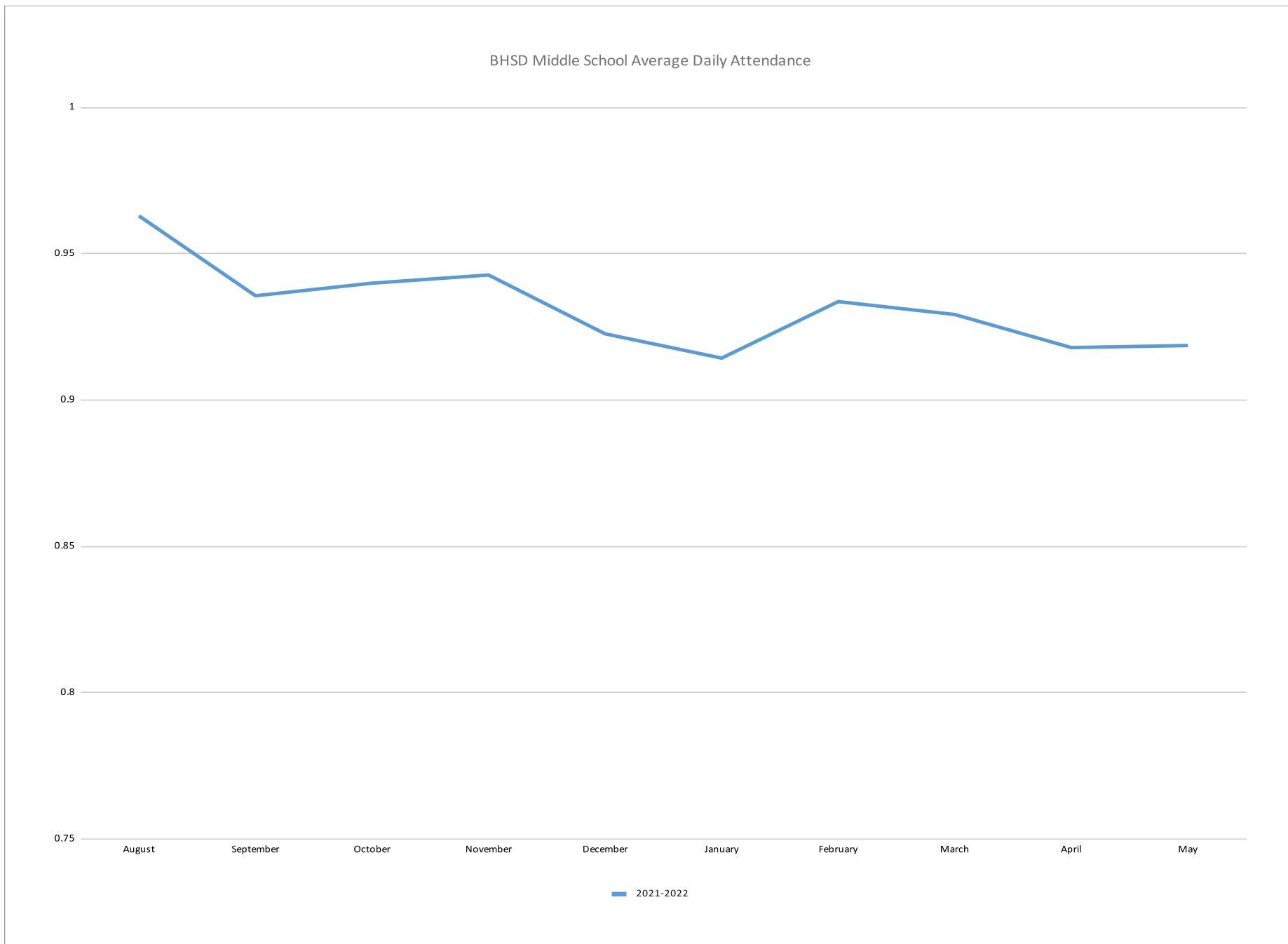
PTO book fair returned in person!  
Cultural Fair April 19  
BHE Student Council Planning for Adopt a Pet Event on Saturday 5/21 at BHE: -E  
Preparation for a Lemonade Stand Sale for PBIS by second graders on Sunday 5/22 at BHE-E  
Preparing for “Fly Up Day”- P, E, M  
Screen Free Week Activities-E  
Principal’s Science Challenge-Met the goal of 600 science experiments!!-E  
Field Trips-Bowling (Grades 3 & 4), Volo Bog (Grade 4)-E  
Spring Pictures April 25&26  
Celebrating Asian American Pacific Islander Heritage Month - May  
PBIS Celebrations - April-P, E, M  
PBIS Raffles ongoing-M  
Birthday books provided to each student - P  
Birthday gifts and a book provided to each student-E  
Positive Office Referrals, Classroom STARbucks, Bus STARbuck raffles - P  
Positive Office & Bus Referrals, Positive Phone Calls home, Communication via Twitter-E  
Athletic events have been a great source of enjoyment for students and families- M  
Enrichment Activities-Chess Club, Good News Club (P, E), Garden Club, Girls on the Run, Walking Club-E  
Variety of enrichment activities after school - P  
Mixed Community Club ongoing-M  
Socially Active and Anime Clubs just launched- M  
Anime Club sponsors a “Cosplay Day” to raise funds for NICASA, a local mental health clinic-M  
Student Council collected 750 items for Chemo Care Packages-M  
Musical Performance- *Matilda*- M  
Audition Choir performing in the community-M  
National Junior Honor’s Society *Bernie’s Book Bank* drive collects 1,600 books for donation-M  
Student Council will be volunteering for *Feed My Starving Children* at the end of the month-M  
In person activities planning for graduation underway-M

### **2. Good Things Happening for Staff:**

Cultural Fair April 19







## PLC MEETING AGENDA / ACTION RECORD

Team: Administration Date: May 11, 2022 Time: Noon

<p><b><u>Team Members Present</u></b></p> <p>Matt Bob Michelle Lenayn Vicki Christine Erin Vinni</p>	<p><b><u>Norm</u></b></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><b>Roles:</b> Facilitator (be sure to review norms- 5 mins): Bob Recorder: Michelle  Time Keeper: Christine Other: Normkeeper: Erin</p>	

<p><b>Time allocations:</b></p>	<p><b>Purpose / Goal(s) for this meeting:</b></p> <ul style="list-style-type: none"> <li>● Opening <ul style="list-style-type: none"> <li>○ Work, Rest &amp; Play: Finding the balance</li> </ul> </li> <li>● Follow-up from recent Board meeting (10 min)</li> <li>● Follow-up from recent meeting with union leadership (5 min)</li> <li>● Strategic Plan update <ul style="list-style-type: none"> <li>○ <a href="#">Draft Plan</a></li> <li>○ <a href="#">Draft 1-pager</a></li> <li>○ Where would a culture/climate focus fit in?</li> </ul> </li> <li>● <a href="#">2022-2023 Student Handbook</a> discussion (10 min)</li> <li>● HumanEx update</li> <li>● <a href="#">Legislative Update</a></li> <li>● Asst. Supt/Director Updates <ul style="list-style-type: none"> <li>○ Tech- absence reporting for 2022-2023</li> </ul> </li> <li>● <a href="#">Summer facilities work</a> update (Bob)</li> <li>● End-of-year State reporting <ul style="list-style-type: none"> <li>○ With significant administrative movement for 2022-2023, please be sure there is a plan in place to get the end of year reporting completed as soon as school concludes.</li> </ul> </li> <li>● 2022-2023 Activity Calendar (1 min) <ul style="list-style-type: none"> <li>○ Set date for Meet &amp; Greet?</li> </ul> </li> </ul>
---------------------------------	---

	<ul style="list-style-type: none"> <li>○ Thoughts on an end of year open house at Pri/Elem</li> <li>○ Melissa provided everyone a spreadsheet to enter activities and is staying in contact with each of them.</li> <li>● 2022-2023 Budget discussion             <ul style="list-style-type: none"> <li>○ If you have any significant needs/wants that are outside of the typical budget allotment, please discuss with Mr. Gold by June 3rd.</li> </ul> </li> <li>● 2 items for opening day institute             <ul style="list-style-type: none"> <li>○ Skit</li> <li>○ Pictures</li> </ul> </li> <li>● Substitute teachers             <ul style="list-style-type: none"> <li>○ Any thoughts on something special we can do for our subs at the conclusion of this year?</li> </ul> </li> <li>● Discussion on pending vacancies (2 min)</li> </ul> <p>Other :</p>

Discussions / Decision Summary:

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

<b><u>Action Steps:</u></b> -	<b><u>Person Responsible:</u></b> -
<b><u>Agenda for Next Meeting:</u></b> -	<b><u>Data to collect and bring to next meeting:</u></b> -
<b><u>Reflection of Norms</u></b> -	<b><u>Date/Time of next meeting:</u></b>