

Big Hollow School District #38 Ingleside, IL 60041

REGULAR BOARD OF EDUCATION MEETING MINUTES

Monday, May 10, 2021

1. Call to Order and Roll Call:
The regular meeting of the Board of Education was called to order at 6:00 p.m. on Monday, May 10, 2021.

Roll Call:
The following members were in attendance: Bennett, Cernuska, Dollinger, Kueter, Lyons, Pedersen, Plescia
The following members were absent: none
The following administration was present: Gold, Arndt

2. Motion to move to Closed Session:
A motion was made by Kueter and seconded by Pedersen to move to closed session.
Motion carried.

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

3. Resume to Open Session:
Open session began at 6:28 p.m.
The following members were in attendance: Bennett, Cernuska, Dollinger, Kueter, Lyons, Pedersen, Plescia
The following members were absent: none
The following administration were present: Gold, Arndt, Biancalana, Hetrovicz, Janusz, King, McCulley, Pittman
The meeting was live streamed.

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

5. Added Items/Approval of the Agenda:
A motion was made by Kueter and seconded by Pedersen to approve the agenda as presented.
Motion carried.

Aye: All
Nay: None

6. Accomplishment Recognition

- For the month of April, the administration honored the following individuals who have been nominated by staff and selected by the administration for the following awards:
 - Student of the Month: The April Student of the Month will be honored at the June 14, 2021 Board Meeting
 - Employee of the Month: Brian Summers, 4th Grade Teacher
Cathy and Jen were nominated by his 4th grade team.
Amanda Strickler and Jessica Coletto-Scott spoke on how he took on the challenge of teaching students both in person and remotely simultaneously and did so seamlessly. He always puts students first and does what is best for them. He continues to go above and beyond for his students and you can see how much he cares for them through his interactions.

7. Board member “Code of Conduct” Review:

Item #4: “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:

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

Motion carried.

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

Nay: None

9. Public Comments:

No public comments were presented.

10. Superintendent’s Report:

a. Retirees Honored

The following staff members who are retiring at the end of the 2020-2021 school year were honored.

* Eileen Hastings for 30 years of service

* Robin Jensen for 20 years of service

Both retirees were thanked for their time and dedication to Big Hollow and presented with a plaque.

b. NWEA (MAP) Data

Dr. King presented to the board a data update on MAP growth. The graphs showed the National norms as well as Big Hollow averages. Discussion focused on the impact of the pandemic as compared to prior years.

c. 1st Reading for the adoption of the Amplify Science curriculum for grades 5-8

Dr. Hetrovicz and Adrian Peyrot, 6th grade Science Teacher, presented to the board the results of 3 pilot programs. Mr. Peyrot gave the board a very detailed presentation on the

benefits to students and teachers with the Amplify Science program. This program really involves the students and is a cross category program which involves ELA, Math, etc as well as Science.

A motion was made by Cernuska and seconded by Plescia to approve on 1st reading the adoption of the Amplify Science curriculum for grades 5-8.

Motion carried.

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

Nay: None

- d. IASB Resolutions Update
Vivian Kueter, IASB Representative, explained to the board how IASB resolutions are discussed and voted upon. No resolutions were submitted by the Big Hollow Board of Education at this time.
- e. Summer Office Hours
All buildings will be open Monday-Thursday 7:00 am - 4:00 pm and Friday 7:00 am - 11:00 am. Offices will be open to the public by appointment only on Fridays.
- f. 8th Grade Graduation
The 2021 8th Grade Graduation will take place on Wednesday, May 26, 2021 at the McHenry Outdoor Theater. Gates will open at 5:30 pm and the ceremony will begin at dark. This will be a fun family event with food and activities available.
The board was encouraged to attend this event.

11. Other Action Items:

- a. Education Support Staff Handbook
A motion was made by Pedersen and seconded by Kueter to approve the Education Support Staff Handbook for 2021-2022.
Motion carried.

Aye: Pedersen, Kueter, Lyons, Bennett, Dollinger, Plescia, Cernuska
Nay: None
- b. Resolution for the Annexation Agreement with the Village of Volo
An exhibit was presented to the board of the Annexation and Development Agreement between the Village of Volo and Big Hollow School District 38. Mike May who is with the Village of Volo was in attendance to answer questions.
A motion was made by Plescia and seconded by Pedersen to approve the Resolution of Annexation Agreement with the Village of Volo.
Motion carried.

Aye: Plescia, Pedersen, Cernuska, Bennett, Kueter, Dollinger
Nay: Lyons
- c. Proposal to Increase Substitute teacher pay
Based on local averages, it is recommended that the substitute teacher pay be increased

from the current rate of \$110 per day to \$120 per day. This pay has not been increased since 2018-2019. Currently, substitute teachers who work 10 consecutive days covering for the same teacher are paid \$181.69 per day after the 10th day. Again, after comparing local school districts it is recommended to increase this amount to \$210 per day.

A motion was made by Cernuska and seconded by Kueter to approve the proposal to increase substitute teacher pay as recommended.

Motion carried.

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

Nay: None

d. April Employment Report

A motion was made by Cernuska and seconded by Kueter to approve the April employment report.

Motion carried.

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

Nay: None

12. Resignations Accepted:

- Accepted resignation from Holly Ascencio, Elementary Paraprofessional, effective May 28, 2021.
- Accepted resignation from Melissa McMillan, Bus Driver, effective April 23, 2021.
- Accepted resignation from Dane Shimizu, Middle School Paraprofessional, effective May 28, 2021.

13. Informational Items:

a. Freedom of Information Act (FOIA) Requests
There were no FOIA requests this month.

b. Monthly Reports
The Monthly Administrator Report and Administrator meeting agenda from April were presented to the board.

c. Mr. Gold formally invited the Board members to the end-of-the-year all staff meeting and lunch on Friday, May 28th from 10:00 am to 12:30 pm.

d. The next regularly scheduled Board Meeting will take place on Monday, June 14, 2021 with closed session beginning at 6:00 p.m and open session beginning immediately after. Open session will continue to be held immediately after closed session, this will be noted on the website as well as the agenda each month.

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 Cernuska and seconded by Kueter to adjourn the meeting at 7:34 p.m.

Motion carried.

Aye: All

Nay: None

Board of Education President
Big Hollow School District #38

Board of Education Secretary
Big Hollow School District #38

	EDUCATION FUND (10)	OPER. & MAINT. FUND (20)	DEBT SVC FUND (30)	TRANS. FUND (40)	SS/MED/IMRF FUND (50/51)	CAPITAL PROJ FUND (60)	WORKING CASH FUND (70)	TORT FUND (80)	TOTAL ALL FUNDS
ASSETS									
Cash & Investments									
Imprest Fund	2,000	0	0	0	0	0	0	0	2,000
Cash in Bank BMO	0	0	0	0	0	0	0	0	0
Cash in Bank Win Trust Land of Lakes Bank	1,943,862	2,784,915	455,806	657,885	76,045	778,043	1,261,287	-31,329	7,926,514
PMA Investment	189,499	153,663	9,520	34,616	12,935	37,866	61,201	0	499,300
PMA Savings Deposit Account	0	0	0	0	0	0	0	0	0
TOTAL CASH & INVESTMENTS	2,135,361	2,938,578	465,327	692,500	88,980	815,910	1,322,488	-31,329	8,427,814
Due From Education Fund	0	0	0	0	0	0	0	0	0
TOTAL ASSETS	2,135,361	2,938,578	465,327	692,500	88,980	815,910	1,322,488	-31,329	8,427,814
LIABILITIES									
Tax Anticipation Warrants Payable	0	0	0	0	0	0	0	0	0
Accounts Payable	87,876	-17,229	0	-40,280	0	-3,690	0	0	26,677
Due To Working Cash Fund	0	0	0	0	0	0	0	0	0
TOTAL LIABILITIES	87,876	-17,229	0	-40,280	0	-3,690	0	0	26,677
YTD Revenue	11,392,180	823,161	2,753,605	1,140,203	308,208	281,250	57,010	79,732	16,835,349
Sale of Assets									0
YTD Expenditures	-14,130,827	-1,201,698	-4,869,778	-996,718	-442,005	-255,212	0	-156,190	-22,052,429
YTD Excess/ (Deficiency)	-2,738,647	-378,538	-2,116,173	143,485	-133,797	26,038	57,010	-76,458	-5,217,080
Beginning Fund Balance 07/01/20	4,961,883	3,299,886	2,581,499	508,736	222,777	793,562	1,265,478	45,129	13,678,951
Ending Fund Balance	2,223,236	2,921,349	465,327	652,221	88,980	819,600	1,322,488	-31,329	8,461,871
TOTAL LIABILITIES & FUND BAL.	2,135,361	2,938,578	465,327	692,500	88,980	815,910	1,322,488	-31,329	8,427,814

Board of Education President
Big Hollow School District 38

Date

Board of Education Secretary
Big Hollow School District 38

Date

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

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

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

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

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

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

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

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

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

**Big Hollow School District #38
Accounts Payable Approval Form for June 14, 2021**

<u>Fund</u>	<u>Fund #</u>	<u>Accounts Payable</u>
Education	10	\$472,095.22
O & M	20	\$60,850.68
Debt Service	30	\$7,428.00
Transportation	40	\$23,555.52
IMRF/SS	50	\$42,331.42
Capitol Projects	60	
Working Cash	70	
TORT	80	
Fire Prev/Safety	90	
<hr/>		
Totals		\$606,260.84

Board of Education Secretary _____ Date _____
Big Hollow School District #38

Board of Education President _____ Date _____
Big Hollow School District #38

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/11/2021	49642	-205.08	Hetrovicz, Michelle	Dir of Curr/Inst Sup/Mat	EDUCATION/District/D IRECTION OF CENTRAL SUPPORT S/SUPPLIES	
05/11/2021	49642	-50.00	Hetrovicz, Michelle	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	-255.08
05/04/2021	49677	25.00	Illinois Dept Of Rev	EDUCATION ILLINOIS TAX	EDUCATION/District	
05/04/2021	49677	19,125.16	Illinois Dept Of Rev	EDUCATION ILLINOIS TAX	EDUCATION/District	
05/04/2021	49677	501.24	Illinois Dept Of Rev	Building- IL State Withholding	O & M/District	
05/04/2021	49677	1,328.05	Illinois Dept Of Rev	Transportation - IL State With	TRANSPORTATION/Distr ict	20,979.45
05/04/2021	49678	4,327.16	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	178.73	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	130.25	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	3,210.46	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	564.22	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	10.99	Teacher's Health Ins	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/04/2021	49678	10.98	Teacher's Health Ins	Transportation-Insurance With	TRANSPORTATION/Distr ict/Employee Deductions	
05/04/2021	49678	760.49	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	14.81	Teacher's Health Ins	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/04/2021	49678	14.80	Teacher's Health Ins	Transportation-Insurance With	TRANSPORTATION/Distr ict/Employee Deductions	
05/04/2021	49678	132.63	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49678	96.71	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/E	9,452.23

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/04/2021	49679	31,406.93	Teachers Retirement	EDUCATION Employee Deductions	employee Deductions EDUCATION/District/E	
05/04/2021	49679	1,297.45	Teachers Retirement	EDUCATION Employee Deductions	employee Deductions EDUCATION/District/E	
05/04/2021	49679	945.62	Teachers Retirement	EDUCATION Employee Deductions	employee Deductions EDUCATION/District/E	
05/04/2021	49679	2,024.02	Teachers Retirement	EDUCATION Employee Deductions	employee Deductions EDUCATION/District/E	
05/04/2021	49679	5,519.28	Teachers Retirement	EDUCATION Employee Deductions	employee Deductions EDUCATION/District/E	
05/04/2021	49679	107.45	Teachers Retirement	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/04/2021	49679	107.45	Teachers Retirement	Transportation-Insurance With	TRANSPORTATION/Distr ict/Employee Deductions	
05/04/2021	49679	355.62	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49679	6.93	Teachers Retirement	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/04/2021	49679	6.92	Teachers Retirement	Transportation-Insurance With	TRANSPORTATION/Distr ict/Employee Deductions	
05/04/2021	49679	1,297.73	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49679	83.63	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	
05/04/2021	49679	60.89	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/E mployee Deductions	43,219.92
05/04/2021	49680	3,514.82	United States Treasu	EDUCATION FICA	EDUCATION/District	
05/04/2021	49680	620.76	United States Treasu	Building - FICA Withholding	O & M/District	
05/04/2021	49680	1,925.33	United States Treasu		TRANSPORTATION/Distr ict	
05/04/2021	49680	1,183.00	United States Treasu	EDUCATION FED W/H TAX	EDUCATION/District/F ederal Tax Withheld	
05/04/2021	49680	60.00	United States Treasu	Transportation-Federal Withhold	TRANSPORTATION/Distr ict/Federal Tax	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/04/2021	49680	50.00	United States Treasu	EDUCATION FED W/H TAX	Withheld EDUCATION/District/Federal Tax Withheld	
05/04/2021	49680	37,856.07	United States Treasu	EDUCATION FED W/H TAX	EDUCATION/District/Federal Tax Withheld	
05/04/2021	49680	872.31	United States Treasu	Building - Federal Withholding	O & M/District/Federal Tax Withheld	
05/04/2021	49680	1,586.14	United States Treasu	Transportation-Federal Withhold	TRANSPORTATION/District/Federal Tax Withheld	
05/04/2021	49680	6,875.27	United States Treasu	EDUCATION Medicare Withheld	EDUCATION/District	
05/04/2021	49680	160.82	United States Treasu	Building- Medicare Withholding	O & M/District	
05/04/2021	49680	465.94	United States Treasu	Transportation-Medicare With	TRANSPORTATION/District	
05/04/2021	49680	6,060.91	United States Treasu	SS/Medicare - FICA Withholding	SOCIAL SECURITY/MEDICARE/District	
05/04/2021	49680	7,502.03	United States Treasu	SS/Medicare-Medicare Withheld	SOCIAL SECURITY/MEDICARE/District	68,733.40
05/04/2021	49681	1,179.95	Wisconsin Dept Of Re	EDUCATION WISC ST TAX	EDUCATION/District	
05/04/2021	49681	93.45	Wisconsin Dept Of Re	Transportation -WI State With	TRANSPORTATION/District	1,273.40
05/07/2021	49682	83.39	Ace Hardware Home Ce	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	83.39
05/07/2021	49683	478.63	Amazon	MS--- Library Books	EDUCATION/MIDDLE/EDUCATIONAL MEDIA SERVICES/SUPPLIES	
05/07/2021	49683	190.80	Amazon	PTO Designated Exp	EDUCATION/District/REGULAR PROGRAMS/SUPPLIES	
05/07/2021	49683	12.65	Amazon	Elem-- Supp/Mat	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	
05/07/2021	49683	372.63	Amazon	Curr Dir. Supp/Mat	EDUCATION/District/OFFICE OF THE PRINCIPAL	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/07/2021	49683	96.86	Amazon	Elem-- Supp/Mat	SERVIC/SUPPLIES EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	1,151.57
05/07/2021	49684	158.00	Apple, Inc	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	158.00
05/07/2021	49685	5,854.59	Connection's Day Sch	SPED--- Private School Tuition	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	5,854.59
05/07/2021	49686	5,726.70	Connection's Academy	SPED--- Private School Tuition	EDUCATION/Connection Day SC-Palatine/Spec Ed Private Tuition/Private Tuition	5,726.70
05/07/2021	49687	73.00	Cozzini Bros., Inc.,	FoodSvc--- S/M (Program)	EDUCATION/District/F OOD SERVICES/SUPPLIES	73.00
05/07/2021	49688	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/07/2021	49688	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/07/2021	49688	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	7,920.00
05/07/2021	49689	2,314.78	Exceptional Learners	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/H EALTH SERVICES/PROFESSIONA	2,314.78

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/07/2021	49690	180.00	FSS Technologies, LL	Pri--- Security Svc	L AND TECHNICAL SER O & M/PRIMARY/SECURITY SERVICES/PROFESSIONA	
05/07/2021	49690	180.00	FSS Technologies, LL	MS--- Security Svc	L AND TECHNICAL SER O & M/MIDDLE/SECURITY SERVICES/PROFESSIONA	360.00
05/07/2021	49691	3,568.10	Gordon Food Service	FoodSvc--- Food Purch. (Prgrm)	L AND TECHNICAL SER EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/07/2021	49691	195.67	Gordon Food Service	FoodSvc--- S/M (Program)	EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/07/2021	49691	247.97	Gordon Food Service	FoodSvc--- Food Pur (Non-Prog)	EDUCATION/District/F OOD SERVICES/SUPPLIES	4,011.74
05/07/2021	49692	488.99	Midwest Transit Equi	Trans--- Rep/Maintenance	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/REPAIR AND MAINTENANCE SERVICE	488.99
05/07/2021	49693	836.00	Midwest Service Corp	Trans--- Bus Driver Physicals	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER PURCHASED SERVICES	836.00
05/07/2021	49694	7.98	Napa Auto Supply Fox	Trans--- Rep/Maintenance	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/REPAIR AND MAINTENANCE SERVICE	7.98
05/07/2021	49695	1,400.00	Net56	Internet Services (Net 56)	O & M/District/CARE AND UPKEEP OF BUILDING SE/Net56	1,400.00
05/07/2021	49696	4,950.00	Nierman Landscape &	Grounds Upkeep Service	O & M/District/CARE AND UPKEEP OF GROUNDS	4,950.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/07/2021	49697	8,000.00	Oertle, Steve	Impr. of Instr--- Staff	SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/I MPROVEMENT OF INSTRUCTION	8,000.00
05/07/2021	49698	12,610.00	Project Lead the Way	MS--- STEM Supp/Mat	SER/PROFESSIONAL AND TECHNICAL SER EDUCATION/MIDDLE/MID DLE-JUNIOR	12,610.00
05/07/2021	49699	197.25	Quadient Leasing USA	Board-- Communication	HIGH/SUPPLIES EDUCATION/District/B OARD OF EDUCATION SERVICES/COMMUNICATI ON	197.25
05/07/2021	49700	145.79	Quill Corp	FoodSvc-- S/M (non-program)	EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/07/2021	49700	89.31	Quill Corp	Distr-- Copy Supp/Mat	EDUCATION/District/M IDdle-JUNIOR	235.10
05/07/2021	49701	125.00	Raney Day Services	Tech--- Suppt Svc (Raney)	HIGH/Copy Supplies EDUCATION/District/D ATA PROCESSING SERVICES/OTHER	125.00
05/07/2021	49702	1,020.00	SEDOL	SPED--- SEDOL Itenerant	PURCHASED SERVICES EDUCATION/SEDOL/Spec ED/PAYMENTS FOR SPECIAL	
05/07/2021	49702	16,826.80	SEDOL	SPED--- SEDOL Tuition	EDUCATION/PROFESSION AL AND TECHNICAL SER	17,846.80
05/07/2021	49703	6,877.52	Spectrum Center Inc	SPED-- Other Dist Contr Svcs	EDUCATION/SEDOL/Spec ED/TuitionOtherDistri cts/Private Tuition	6,877.52
05/07/2021	49704	11,550.00	Speech Path Speciali	SPED--- Psych Pur Svc	EDUCATION/District/P AYMENTS FOR SPECIAL EDUCATION/PROFESSION AL AND TECHNICAL SER	11,550.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/07/2021	49705	304.44	Sposato-Jucha, Chiar	MS-- Acadm Enrich Supp/Mat	PSYCHOLOGICAL SERVICES/PROFESSIONAL AND TECHNICAL SERVICES/EDUCATION/MIDDLE/Interscholastic Programs/SUPPLIES	304.44
05/07/2021	49706	7,428.00	State Bank Of The La	Debt Certificate Int 2016	Debt Service Fund/District/Debt Certificate Intrst 2016/INTEREST	7,428.00
05/07/2021	49707	1,080.00	Strand, Melissa Lynn	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/HEALTH SERVICES/PROFESSIONAL AND TECHNICAL SERVICES	1,080.00
05/07/2021	49708	1,250.00	The Public Face, LLC	Impr. of Instr--- Staff	EDUCATION/District/IMPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SERVICES	1,250.00
05/07/2021	49709	217.50	Waukegan Safe And Lo	Dist--- Maintenance Supp/Mat	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	217.50
05/14/2021	49710	2,592.76	Ill Municipal Retire	EDUCATION IMRF Deduction	EDUCATION/District/Benefit Accrual	
05/14/2021	49710	473.51	Ill Municipal Retire	Building - IMRF Withholding	O & M/District/Benefit Accrual	
05/14/2021	49710	1,439.60	Ill Municipal Retire		TRANSPORTATION/District/Benefit Accrual	
05/14/2021	49710	7,099.24	Ill Municipal Retire	IMRF - IMRF Withholding	IMRF/District/Benefit Accrual	
05/14/2021	49710	2,761.62	Ill Municipal Retire	EDUCATION IMRF Deduction	EDUCATION/District/Benefit Accrual	
05/14/2021	49710	478.68	Ill Municipal Retire	Building - IMRF Withholding	O & M/District/Benefit Accrual	
05/14/2021	49710	1,502.50	Ill Municipal Retire		TRANSPORTATION/District/Benefit Accrual	

<u>CHECK DATE</u>	<u>CHECK NUMBER</u>	<u>AMOUNT</u>	<u>VENDOR</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>	<u>ACCOUNT DESCRIPTION</u>	<u>TOTAL</u>
05/14/2021	49710	7,472.54	Ill Municipal Retire	IMRF - IMRF Withholding	IMRF/District/Benefit Accrual	23,820.45
05/14/2021	49711	25.00	Illinois Dept Of Rev	EDUCATION ILLINOIS TAX	EDUCATION/District	
05/14/2021	49711	19,715.57	Illinois Dept Of Rev	EDUCATION ILLINOIS TAX	EDUCATION/District	
05/14/2021	49711	512.99	Illinois Dept Of Rev	Building- IL State Withholding	O & M/District	
05/14/2021	49711	1,370.45	Illinois Dept Of Rev	Transportation - IL State With	TRANSPORTATION/District	21,624.01
05/14/2021	49712	4,326.09	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	209.24	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	210.25	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	3,209.66	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	564.22	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	10.99	Teacher's Health Ins	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/14/2021	49712	10.98	Teacher's Health Ins	Transportation-Insurance With	TRANSPORTATION/District/Employee Deductions	
05/14/2021	49712	760.49	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	14.81	Teacher's Health Ins	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/14/2021	49712	14.80	Teacher's Health Ins	Transportation-Insurance With	TRANSPORTATION/District/Employee Deductions	
05/14/2021	49712	155.23	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49712	155.99	Teacher's Health Ins	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	9,642.75
05/14/2021	49713	31,399.18	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	1,518.63	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/14/2021	49713	1,525.95	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	2,023.52	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	20.61	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	5,519.28	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	107.45	Teachers Retirement	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/14/2021	49713	107.45	Teachers Retirement	Transportation-Insurance Withholding	TRANSPORTATION/District/Employee Deductions	
05/14/2021	49713	355.62	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	6.93	Teachers Retirement	Building-Insurance Withholding	O & M/District/Employee Deductions	
05/14/2021	49713	6.92	Teachers Retirement	Transportation-Insurance Withholding	TRANSPORTATION/District/Employee Deductions	
05/14/2021	49713	1,297.73	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	97.85	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	
05/14/2021	49713	98.33	Teachers Retirement	EDUCATION Employee Deductions	EDUCATION/District/Employee Deductions	44,085.45
05/14/2021	49714	3,800.40	United States Treasury	EDUCATION FICA	EDUCATION/District/Employee Deductions	
05/14/2021	49714	654.10	United States Treasury	Building - FICA Withholding	O & M/District/Employee Deductions	
05/14/2021	49714	2,012.12	United States Treasury		TRANSPORTATION/District/Employee Deductions	
05/14/2021	49714	1,183.00	United States Treasury	EDUCATION FED W/H TAX	EDUCATION/District/Federal Tax Withheld	
05/14/2021	49714	20.00	United States Treasury	Transportation-Federal Withholding	TRANSPORTATION/District/Federal Tax Withheld	
05/14/2021	49714	50.00	United States Treasury	EDUCATION FED W/H TAX	EDUCATION/District/Federal Tax Withheld	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/14/2021	49714	39,112.85	United States Treasu	EDUCATION FED W/H TAX	EDUCATION/District/Federal Tax Withheld	
05/14/2021	49714	881.83	United States Treasu	Building - Federal Withholding	O & M/District/Federal Tax Withheld	
05/14/2021	49714	1,710.80	United States Treasu	Transportation-Federal Withhold	TRANSPORTATION/District/Federal Tax Withheld	
05/14/2021	49714	7,075.24	United States Treasu	EDUCATION Medicare Withheld	EDUCATION/District	
05/14/2021	49714	168.63	United States Treasu	Building- Medicare Withholding	O & M/District	
05/14/2021	49714	486.21	United States Treasu	Transportation-Medicare With	TRANSPORTATION/District	
05/14/2021	49714	6,466.62	United States Treasu	SS/Medicare - FICA Withholding	SOCIAL SECURITY/MEDICARE/District	
05/14/2021	49714	7,730.08	United States Treasu	SS/Medicare-Medicare Withheld	SOCIAL SECURITY/MEDICARE/District	71,351.88
05/14/2021	49715	1,183.92	Wisconsin Dept Of Re	EDUCATION WISC ST TAX	EDUCATION/District	
05/14/2021	49715	107.89	Wisconsin Dept Of Re	Transportation -WI State With	TRANSPORTATION/District	1,291.81
05/21/2021	49716	172.50	Accurate Biometrics	Board--- Purch Svc	EDUCATION/District/BOARD OF EDUCATION SERVICES/PROFESSIONAL AND TECHNICAL SER	172.50
05/21/2021	49717	5,244.60	Advanced Disposal	Sanitation Services	O & M/District/CARE AND UPKEEP OF BUILDING SE/SANITATION SERVICES	5,244.60
05/21/2021	49718	38.64	Alpha Baking Co, Inc	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/FOOD SERVICES/SUPPLIES	
05/21/2021	49718	22.08	Alpha Baking Co, Inc	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/FOOD SERVICES/SUPPLIES	
05/21/2021	49718	30.72	Alpha Baking Co, Inc	FoodSvc--- S/M (Program)	EDUCATION/District/FOOD SERVICES/SUPPLIES	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49718	64.35	Alpha Baking Co, Inc	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/F OOD SERVICES/SUPPLIES	155.79
05/21/2021	49719	197.85	Amazon	MS-- Supp/Mat	EDUCATION/MIDDLE/MID DLE--JUNIOR HIGH/SUPPLIES	
05/21/2021	49719	107.70	Amazon	Trans--- Supp/Mat	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	
05/21/2021	49719	24.99	Amazon	Dist--- O&M Pur Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49719	129.38	Amazon	Elem-- Supp/Mat	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	
05/21/2021	49719	157.88	Amazon	Dir Data/Assmt/Acct Supp/Mat	EDUCATION/District/D IRECTION OF CENTRAL SUPPORT S/SUPPLIES	
05/21/2021	49719	147.33	Amazon	Pri-- Supp/Mat	EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	
05/21/2021	49719	722.16	Amazon	MS--- Library Books	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES	
05/21/2021	49719	100.89	Amazon	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/21/2021	49719	8.49	Amazon	Board-- Supp/Mat	EDUCATION/District/B OARD OF EDUCATION SERVICES/SUPPLIES	
05/21/2021	49719	-18.47	Amazon	MS--- Library Books	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES	
05/21/2021	49719	-17.61	Amazon	MS--- Library Books	EDUCATION/MIDDLE/EDU CATIONAL MEDIA SERVICES/SUPPLIES	1,560.59
05/21/2021	49720	25.53	Aramark Uniform & Ca	FoodSvc--- Food Pur (Non-Prog)	EDUCATION/District/F OOD	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49720	25.53	Aramark Uniform & Ca	FoodSvc--- Food Pur (Non-Prog)	SERVICES/SUPPLIES EDUCATION/District/F OOD	
05/21/2021	49720	25.53	Aramark Uniform & Ca	FoodSvc--- Food Pur (Non-Prog)	SERVICES/SUPPLIES EDUCATION/District/F OOD	76.59
05/21/2021	49721	1,476.18	Buckwalter, James	Distr-- Tuition Reimb.	SERVICES/SUPPLIES EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	1,476.18
05/21/2021	49722	2,431.25	Carroll, Megan	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	2,431.25
05/21/2021	49723	3,213.86	ComEd	Energy Electricity	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	3,213.86
05/21/2021	49724	853.00	Community Mechanical	Pri--- O&M Repair & Maint	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	
05/21/2021	49724	120.00	Community Mechanical	Pri--- O&M Repair & Maint	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	
05/21/2021	49724	884.00	Community Mechanical	MS--- O&M Repairs and Maint	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	
05/21/2021	49724	360.00	Community Mechanical	MS--- O&M Repairs and Maint	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/REPAIR AND MAINTENANCE SERVICE	
05/21/2021	49724	120.00	Community Mechanical	FoodSvc--- Repairs and Maint	EDUCATION/District/F	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49724	480.00	Community Mechanical	Elem--- O&M Repairs and Maint	OOD SERVICES/REPAIR AND MAINTENANCE SERVICE	2,817.00
05/21/2021	49725	125.00	Croteau, Christine	Stdnt Fees--Txtbk/Tuition/Othr	EDUCATION/District/Tuition & Textbook Fees	125.00
05/21/2021	49726	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49726	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49726	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49726	2,112.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49726	2,640.00	Emeric Facility Serv	Dist-- COVID Pur/Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	12,672.00
05/21/2021	49727	1,344.70	GHA Technologies Inc	Tech-- Chromebook licenses	EDUCATION/District/DATA PROCESSING	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49727	14,625.55	GHA Technologies Inc	Tech-- COVID sup/mat	SERVICES/DUES & FEES EDUCATION/District/D ATA PROCESSING	15,970.25
05/21/2021	49728	5,890.50	Goalbook	SPED--- Software (Lexia)	SERVICES/SUPPLIES EDUCATION/District/S PECIAL	5,890.50
05/21/2021	49729	3,985.50	Gordon Food Service	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/F OOD	
05/21/2021	49729	240.65	Gordon Food Service	FoodSvc--- S/M (Program)	SERVICES/SUPPLIES EDUCATION/District/F OOD	
05/21/2021	49729	245.75	Gordon Food Service	FoodSvc--- Food Pur (Non-Prog)	SERVICES/SUPPLIES EDUCATION/District/F OOD	4,471.90
05/21/2021	49730	7,328.25	Grant Township Highw	Trans--- Fuel	TRANSPORTATION/Distr ict/PUPIL	7,328.25
05/21/2021	49731	42.30	Grower Equipment & S	Dist--- Grounds Supp/Mat	TRANSPORTATION SERVICES/GASOLINE O & M/District/CARE AND UPKEEP OF GROUNDS	
05/21/2021	49731	310.32	Grower Equipment & S	Dist--- Grounds Supp/Mat	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	
05/21/2021	49731	21.95	Grower Equipment & S	Dist--- Grounds Supp/Mat	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	
05/21/2021	49731	58.53	Grower Equipment & S	Dist--- Grounds Supp/Mat	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF GROUNDS	
05/21/2021	49731	109.90	Grower Equipment & S	Dist--- Grounds Supp/Mat	SER/SUPPLIES O & M/District/CARE AND UPKEEP OF	543.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49732	1,945.10	Hodges, Loizzi, Eise	Board-- Legal Services	EDUCATION/District/BOARD OF EDUCATION SERVICES/LEGAL SERVICES	1,945.10
05/21/2021	49733	753.21	Home Depot Credit Se	Dist--- Maintenance Supp/Mat	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	753.21
05/21/2021	49734	1,900.00	Illinois Association	Board--- Press Plus	EDUCATION/District/BOARD OF EDUCATION SERVICES/DUES & FEES	1,900.00
05/21/2021	49735	844.80	Integrated Systems C	Tech--- Purch Svc	EDUCATION/District/OPERATIONS SERVICES/PROFESSIONAL AND TECHNICAL SER	844.80
05/21/2021	49736	791.67	Janusz, Lenayn	Pri-- Supp/Mat	EDUCATION/PRIMARY/ELEMENTARY/SUPPLIES	791.67
05/21/2021	49737	324.83	Kully Supply	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	649.66
05/21/2021	49737	324.83	Kully Supply	Elem--- Maintenance Supp/Mat	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	649.66
05/21/2021	49738	137.14	Lakeshore Learning C	SPED--- Supp/Mat	EDUCATION/District/SPECIAL EDUCATION/SUPPLIES	137.14
05/21/2021	49739	200.00	Lamb's Decorating an	Dist--- Convenience Acct S/M	EDUCATION/District/REGULAR PROGRAMS/SUPPLIES	200.00
05/21/2021	49740	45.35	Language Line Servic	SPED--- Pur Svc	EDUCATION/District/SPECIAL EDUCATION/PROFESSIONAL AND TECHNICAL	45.35

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49741	118.00	Learning A-Z	SPED--- Software (Misc)	SER EDUCATION/District/S PECIAL	118.00
05/21/2021	49742	1,200.00	Malinger, Stephanie	Distr-- Tuition Reimb.	EDUCATION/SOFTWARE EDUCATION/District/E LEMENTARY/TUITION REIMBURSEMENT	1,200.00
05/21/2021	49743	3,005.04	Martin-Upton, Eileen	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	3,005.04
05/21/2021	49744	78.53	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	22.67	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	50.76	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	83.95	Menards	Dist--- Maintenance Supp/Mat	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	22.91	Menards	MS--- Maintenance Supp/Mat	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	12.50	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	15.36	Menards	Tech--- Supp/Mat	EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	
05/21/2021	49744	44.79	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49744	13.78	Menards	Pri--- Maintenance Supp/Mat	AND UPKEEP OF BUILDING SE/SUPPLIES O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	114.14	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/21/2021	49744	27.72	Menards	Elem--- Maintenance Supp/Mat	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	487.11
05/21/2021	49745	5,699.33	Onyx Asset Service G	Energy Electricity	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	5,699.33
05/21/2021	49746	47.85	Philippsen, Michelle	FoodSvc--- Travel	EDUCATION/District/OTHER FOOD SERVICES/TRAVEL	47.85
05/21/2021	49747	375.00	Provo, Jeanette	Distr-- Tuition Reimb.	EDUCATION/District/ELEMENTARY/TUITION REIMBURSEMENT	375.00
05/21/2021	49748	160.00	Regional Office of E	Impr. of Instr--- Staff	EDUCATION/District/IMPROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	160.00
05/21/2021	49749	62.84	Romero, Lisa	MS--- Science Supp/Mat	EDUCATION/MIDDLE/MIDDLE-JUNIOR HIGH/SUPPLIES	62.84
05/21/2021	49750	605.64	Schuring & Schuring,	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/FOOD SERVICES/SUPPLIES	
05/21/2021	49750	479.47	Schuring & Schuring,	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/FOOD	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49750	718.83	Schuring & Schuring,	FoodSvc--- Food Purch. (Prgrm)	SERVICES/SUPPLIES EDUCATION/District/F OOD	
05/21/2021	49750	605.64	Schuring & Schuring,	FoodSvc--- Food Purch. (Prgrm)	SERVICES/SUPPLIES EDUCATION/District/F OOD	
05/21/2021	49750	567.42	Schuring & Schuring,	FoodSvc--- Food Purch. (Prgrm)	SERVICES/SUPPLIES EDUCATION/District/F OOD	2,977.00
05/21/2021	49751	160.00	SEDOL Foundation/AFC	Distr-- Substitutes	SERVICES/SUPPLIES EDUCATION/District/E LEMENTARY/TEMPORARY SALARIES	160.00
05/21/2021	49752	3,244.69	Simha Trading Inc	Tech--- Purch Svc	EDUCATION/District/O PERATIONS SERVICES/PROFESSIONA L AND TECHNICAL SER	
05/21/2021	49752	769.92	Simha Trading Inc	Tech--- Purch Svc	EDUCATION/District/O PERATIONS SERVICES/PROFESSIONA L AND TECHNICAL SER	4,014.61
05/21/2021	49753	1,200.00	Skyward, Inc	MS-- Impr of Inst. (admin)	EDUCATION/MIDDLE/IMP ROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	1,200.00
05/21/2021	49754	78.00	Smithereen Pest Mana	Dist--- Pest Control Services	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49754	60.00	Smithereen Pest Mana	Dist--- Pest Control Services	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/21/2021	49754	60.00	Smithereen Pest Mana	Dist--- Pest Control Services	O & M/District/OPERATION AND MAINTENANCE OF	198.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/21/2021	49755	1,419.00	Snyder, Laura	Distr-- Tuition Reimb.	P/PROFESSIONAL AND TECHNICAL SER EDUCATION/District/ELEMENTARY/TUITION REIMBURSEMENT	1,419.00
05/21/2021	49756	1,206.00	Strand, Melissa Lynn	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/H EALTH SERVICES/PROFESSIONAL AND TECHNICAL SER	1,206.00
05/21/2021	49757	120.00	TALX UC Express	Board--- Unemployment Ins	EDUCATION/District/B OARD OF EDUCATION SERVICES/INSURANCE (OTHER THAN EMPLOYEE	120.00
05/21/2021	49758	272.00	Techstar America Cor	Business-- Supp/Mat	EDUCATION/District/F ISCAL SERVICES/SUPPLIES	272.00
05/21/2021	49759	306.80	Thomson Reuters-West	Board--- Residency Purch Svc	EDUCATION/District/B OARD OF EDUCATION SERVICES/PROFESSIONAL AND TECHNICAL SER	306.80
05/21/2021	49760	1,065.00	Vilt, Kennedy	Distr-- Tuition Reimb.	EDUCATION/District/ELEMENTARY/TUITION REIMBURSEMENT	1,065.00
05/21/2021	49761	80.00	Wex Health, Inc	Board--Dues/Fee RevTrck & Bank	EDUCATION/District/B OARD OF EDUCATION SERVICES/DUES & FEES	80.00
05/21/2021	49762	22.24	Wiley, Stephaney	Trans--- Supp/Mat	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	22.24
05/21/2021	49763	562.50	Wilson, Judith	SPED-- OT/PT/Health Pur Svc	EDUCATION/District/H EALTH SERVICES/PROFESSIONAL AND TECHNICAL SER	562.50
05/27/2021	49764	165.00	Alexian Brothers Beh	Distr-- Health Pur Svc	EDUCATION/District/ELEMENTARY/PROFESSIONAL AND TECHNICAL	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49764	99.00	Alexian Brothers Beh	Distr-- Health Pur Svc	SER EDUCATION/District/E LEMENTARY/PROFESSION AL AND TECHNICAL	264.00
05/27/2021	49765	33.82	Amazon	Tech--- Supp/Mat	SER EDUCATION/District/D ATA PROCESSING SERVICES/SUPPLIES	
05/27/2021	49765	66.85	Amazon	Elem-- Supp/Mat	EDUCATION/ELEMENTARY /ELEMENTARY/SUPPLIES	
05/27/2021	49765	480.00	Amazon	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/27/2021	49765	116.97	Amazon	Trans--- Cameras	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	
05/27/2021	49765	95.80	Amazon	Dist--- Maintenance Supp/Mat	O & M/District/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49765	118.38	Amazon	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/27/2021	49765	69.98	Amazon	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/27/2021	49765	233.28	Amazon	LIPLEPS--- Supp/Mat	EDUCATION/District/B ILINGUAL PROGRAMS/SUPPLIES	
05/27/2021	49765	52.74	Amazon	Dist--- O&M Pur Svc	O & M/District/OPERATION AND MAINTENANCE OF P/PROFESSIONAL AND TECHNICAL SER	
05/27/2021	49765	25.99	Amazon	MS--- Band Supp/Mat	EDUCATION/MIDDLE/MID DLE-JUNIOR HIGH/SUPPLIES	
05/27/2021	49765	194.85	Amazon	Pri-- Supp/Mat	EDUCATION/PRIMARY/EL	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49765	58.32	Amazon	MS-- Impr of Inst. Supp/Mat	EMENTARY/SUPPLIES EDUCATION/MIDDLE/IMP ROVEMENT OF INSTRUCTION SER/SUPPLIES	
05/27/2021	49765	152.95	Amazon	MS-- Principal Supp/Mat	EDUCATION/MIDDLE/Pri ncipals/SUPPLIES	1,699.93
05/27/2021	49766	598.00	Apple, Inc	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/27/2021	49766	916.00	Apple, Inc	SPED--- Summer School Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	1,514.00
05/27/2021	49767	25.53	Aramark Uniform & Ca	FoodSvc--- S/M (Program)	EDUCATION/District/F OOD SERVICES/SUPPLIES	25.53
05/27/2021	49768	50.00	Arndt, Christine	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49769	5,000.00	Arthur J Gallagher R	Board--Treasurer Bond	SERVI/Other Benefit EDUCATION/District/B OARD OF EDUCATION SERVICES/CLIC Property Insurance	5,000.00
05/27/2021	49770	50.00	Biancalana, Venette	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49771	1,581.25	Carroll, Megan	SPED-- OT/PT/Health Pur Svc	SERVI/Other Benefit EDUCATION/District/H EALTH SERVICES/PROFESSIONA L AND TECHNICAL SER	1,581.25
05/27/2021	49772	99.73	ComEd	Energy Electricity	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	
05/27/2021	49772	2,942.17	ComEd	Energy Electricity	O & M/District/CARE AND UPKEEP OF BUILDING	3,041.90

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49773	330.00	Compass Health Cente	Distr-- Health Pur Svc	SE/ELECTRICITY EDUCATION/District/E LEMENTARY/PROFESSION AL AND TECHNICAL SER	330.00
05/27/2021	49774	50.00	DeNovo, Kira	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	50.00
05/27/2021	49775	666.25	Discount School Supp	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	
05/27/2021	49775	54.97	Discount School Supp	SPED--- Supp/Mat	EDUCATION/District/S PECIAL EDUCATION/SUPPLIES	721.22
05/27/2021	49776	700.00	Dyopath	Distr-- Bus P/S (SinglePath)	EDUCATION/District/F ISCAL SERVICES/PROFESSIONA L AND TECHNICAL SER	700.00
05/27/2021	49777	110.00	ED Clark Photography	Dist--- Convenience Acct S/M	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	110.00
05/27/2021	49778	19.04	Gold, Robert	Supt---Travel	EDUCATION/District/O FFICE OF THE SUPERINTENDENT S/TRAVEL	
05/27/2021	49778	15.68	Gold, Robert	Board-- Travel	EDUCATION/District/B OARD OF EDUCATION SERVICES/TRAVEL	
05/27/2021	49778	11.20	Gold, Robert	Supt---Travel	EDUCATION/District/O FFICE OF THE SUPERINTENDENT S/TRAVEL	
05/27/2021	49778	10.08	Gold, Robert	Supt---Travel	EDUCATION/District/O FFICE OF THE SUPERINTENDENT S/TRAVEL	
05/27/2021	49778	33.60	Gold, Robert	Supt---Travel	EDUCATION/District/O FFICE OF THE	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49778	50.00	Gold, Robert	Admin cell phone stipend	SUPERINTENDENT S/TRAVEL EDUCATION/District/E XECUTIVE ADMINISTRATION	139.60
05/27/2021	49779	4,888.34	Gordon Food Service	FoodSvc--- Food Purch. (Prgrm)	SERVI/Other Benefit EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/27/2021	49779	422.32	Gordon Food Service	FoodSvc--- S/M (Program)	EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/27/2021	49779	167.10	Gordon Food Service	FoodSvc--- Food Pur (Non-Prog)	EDUCATION/District/F OOD SERVICES/SUPPLIES	
05/27/2021	49779	726.00	Gordon Food Service	FoodSvc--- Food Purch. (Prgrm)	EDUCATION/District/F OOD SERVICES/SUPPLIES	6,203.76
05/27/2021	49780	50.00	Hetrovicz, Michelle	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49781	205.08	Hetrovicz, Michelle	Dir of Curr/Inst Sup/Mat	SERVI/Other Benefit EDUCATION/District/D IRECTION OF CENTRAL SUPPORT S/SUPPLIES	205.08
05/27/2021	49782	60.22	Hudson Energy Servic	Energy Electricity	O & M/District/CARE AND UPKEEP OF BUILDING SE/ELECTRICITY	60.22
05/27/2021	49783	182.00	Huemann, Linda Jean	Pri-- Academic Enrch Supp/Mat	EDUCATION/PRIMARY/In terscholastic Programs/SUPPLIES	182.00
05/27/2021	49784	655.00	IESA	IESA--- Dues & Fees	EDUCATION/MIDDLE/Int erscholastic Programs/DUES & FEES	655.00
05/27/2021	49785	50.00	Janusz, Lenayn	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49786	50.00	King, Victorene Lee	Admin cell phone stipend	SERVI/Other Benefit EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49787	158.30	Knowles, Daniel Fran	MS-- Impr of Inst. (staff)	SERVI/Other Benefit EDUCATION/MIDDLE/IMP ROVEMENT OF INSTRUCTION SER/PROFESSIONAL AND TECHNICAL SER	158.30
05/27/2021	49788	51.05	Lamb, Jodi	FoodSvc--- Lunch/Breakfst Rev	EDUCATION/District/S ALES TO PUPILS - LUNCH	51.05
05/27/2021	49789	39.18	Marienthal, Margaret	Dist--- Convenience Acct S/M	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	39.18
05/27/2021	49790	50.00	McCulley, Matthew	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49791	50.00	Meek, Stephanie	Admin cell phone stipend	SERVI/Other Benefit EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49792	122.98	Menards	Elem--- Maintenance Supp/Mat	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49792	75.44	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49792	99.94	Menards	Pri--- Maintenance Supp/Mat	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49792	38.91	Menards	Dist--- Custodial Supp/Mat	O & M/District/CARE AND UPKEEP OF	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49792	15.99	Menards	MS--- Maintenance Supp/Mat	BUILDING SE/SUPPLIES O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	353.26
05/27/2021	49793	50.00	Morley, Sunny	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	50.00
05/27/2021	49794	50.00	Mullen, Rachel Ann	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION SERVI/Other Benefit	50.00
05/27/2021	49795	385.00	NASSP	NJHS--- Dues & Fees	EDUCATION/MIDDLE/Int erscholastic Programs/DUES & FEES	385.00
05/27/2021	49796	106.58	NCC - Peterson Produ	MS--- Custodial Supp/Mat	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49796	2,483.86	NCC - Peterson Produ	Elem--- Custodial Supp/Mat	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49796	98.61	NCC - Peterson Produ	Trans--- COVID Supp/Mat)	TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/SUPPLIES	
05/27/2021	49796	155.00	NCC - Peterson Produ	MS--- Custodial Supp/Mat	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/SUPPLIES	
05/27/2021	49796	155.00	NCC - Peterson Produ	Elem--- Custodial Supp/Mat	O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49796	155.00	NCC - Peterson Produ	Pri--- Custodial Supp/Mat	SE/SUPPLIES O & M/PRIMARY/CARE AND UPKEEP OF BUILDING	3,154.05
05/27/2021	49797	110.00	PAHCS II/Northwester	Trans--- Bus Driver Physicals	SE/SUPPLIES TRANSPORTATION/Distr ict/PUPIL TRANSPORTATION SERVICES/OTHER	110.00
05/27/2021	49798	50.00	Pittman, Erin	Admin cell phone stipend	PURCHASED SERVICES EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49799	575.85	PMA Leasing, INC	Dist-- Copy Machine Lease	SERVI/Other Benefit EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	
05/27/2021	49799	547.00	PMA Leasing, INC	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	
05/27/2021	49799	1,865.00	PMA Leasing, INC	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	
05/27/2021	49799	865.00	PMA Leasing, INC	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	
05/27/2021	49799	560.00	PMA Leasing, INC	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	
05/27/2021	49799	1,698.41	PMA Leasing, INC	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	6,111.26
05/27/2021	49800	429.00	Pro-Ed, Inc	Dist--- Radios (Internal)	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	429.00
05/27/2021	49801	7.10	Provo, Jeanette	Elem-- Academic Enrch Supp/Mat	EDUCATION/ELEMENTARY /Interscholastic Programs/SUPPLIES	7.10
05/27/2021	49802	1,500.00	Quadient Finance USA	Board-- Communication	EDUCATION/District/B	1,500.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
					BOARD OF EDUCATION SERVICES/COMMUNICATION	
05/27/2021	49803	0.00	Quill Corp			
05/27/2021	49804	164.24	Quill Corp	Elem-- Copy Paper	EDUCATION/ELEMENTARY /ELEMENTARY/Copy Paper	
05/27/2021	49804	279.04	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	60.89	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	41.39	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	143.95	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	125.90	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	175.87	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	33.20	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49804	1,950.44	Quill Corp	Title I--- Homeless Supp/Mat	EDUCATION/District/G RANTS/SUPPLIES	2,974.92
05/27/2021	49805	49.50	Quinlan & Fabish Mus	MS--- Band Supp/Mat	EDUCATION/MIDDLE/MIDDLE-JUNIOR HIGH/SUPPLIES	
05/27/2021	49805	46.80	Quinlan & Fabish Mus	MS--- Band Supp/Mat	EDUCATION/MIDDLE/MIDDLE-JUNIOR HIGH/SUPPLIES	
05/27/2021	49805	58.50	Quinlan & Fabish Mus	MS--- Band Supp/Mat	EDUCATION/MIDDLE/MIDDLE-JUNIOR HIGH/SUPPLIES	
05/27/2021	49805	49.50	Quinlan & Fabish Mus	MS--- Band Supp/Mat	EDUCATION/MIDDLE/MIDDLE-JUNIOR HIGH/SUPPLIES	204.30
05/27/2021	49806	207.82	ReadyRefresh by Nest	MS--- Water/Sewer Services	O & M/MIDDLE/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER	

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49806	135.00	ReadyRefresh by Nest	Elem--- Water/Sewer Services	SERVICES O & M/ELEMENTARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	
05/27/2021	49806	148.98	ReadyRefresh by Nest	Pri--- Water/Sewer Services	O & M/PRIMARY/CARE AND UPKEEP OF BUILDING SE/WATER/SEWER SERVICES	491.80
05/27/2021	49807	8,373.00	Sound Design, Inc.	ESSER2-- Board rm tech pur/svc	EDUCATION/District/G RANTS/PROFESSIONAL AND TECHNICAL SER	
05/27/2021	49807	4,340.90	Sound Design, Inc.	ESSER2-- Board Rm supp/mat	EDUCATION/District/G RANTS/SUPPLIES	
05/27/2021	49807	18,888.00	Sound Design, Inc.	ESSER2-- Board rm equip	EDUCATION/District/G RANTS/Equipment not capitalized	31,601.90
05/27/2021	49808	50.00	Swiderski, Derek	Trans-- cell phone stipend	TRANSPORTATION/Distr ict/SERVICE AREA DIRECTION/Other Benefit	50.00
05/27/2021	49809	203.88	Techstar America Cor	Pri- Copy Supp/Mat	EDUCATION/PRIMARY/EL EMENTARY/Copy Supplies	
05/27/2021	49809	18,000.00	Techstar America Cor	Dist-- Copy Machine Lease	EDUCATION/District/C ARE AND UPKEEP OF EQUIPMENT S/RENTALS	18,203.88
05/27/2021	49810	227.17	The Original Seat Sa	Dist--- Convenience Acct S/M	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	
05/27/2021	49810	956.03	The Original Seat Sa	PTO Designated Exp	EDUCATION/District/R EGULAR PROGRAMS/SUPPLIES	1,183.20
05/27/2021	49811	996.00	Uline	Dist--- COVID Supp/Mat	O & M/District/CARE AND UPKEEP OF BUILDING	996.00

CHECK DATE	CHECK NUMBER	AMOUNT	VENDOR	ACCOUNT LEVEL DESCRIPTION	ACCOUNT DESCRIPTION	TOTAL
05/27/2021	49812	496.14	USimprints.com	MS--- Graduation Supp/Mat	SE/SUPPLIES EDUCATION/MIDDLE/MID DLE-JUNIOR	496.14
05/27/2021	49813	100.00	Vasica, Janine	Pri-- Supp/Mat	HIGH/SUPPLIES EDUCATION/PRIMARY/EL EMENTARY/SUPPLIES	100.00
05/27/2021	49814	50.00	Whipple, Scott	Admin cell phone stipend	EDUCATION/District/E XECUTIVE ADMINISTRATION	50.00
05/27/2021	49815	174.48	Zeiger, Elyse	Pri-- Academic Enrch Supp/Mat	SERVI/Other Benefit EDUCATION/PRIMARY/In terscholastic Programs/SUPPLIES	174.48
		606,260.84	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	253,149.32	176.05	218,769.85	472,095.22
20	O & M	5,605.23	0.00	55,245.45	60,850.68
30	Debt Service Fund	0.00	0.00	7,428.00	7,428.00
40	TRANSPORTATION	14,388.78	0.00	9,166.74	23,555.52
50	SOCIAL SECURITY/MEDICARE	27,759.64	0.00	0.00	27,759.64
51	IMRF	14,571.78	0.00	0.00	14,571.78
***	Fund Summary Totals ***	315,474.75	176.05	290,610.04	606,260.84

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

CHECK			
CHECK DATE	NUMBER	VENDOR	TOTAL
5/14/2021	49714	United States Treasury	\$71,351.88
5/4/2021	49680	United States Treasury	\$68,733.40
5/14/2021	49713	Teachers Retirement System	\$44,085.45
5/4/2021	49679	Teachers Retirement System	\$43,219.92
5/27/2021	49807	Sound Design, Inc.	\$31,601.90
5/14/2021	49710	Ill Municipal Retirement Fund	\$23,820.45
5/14/2021	49711	Illinois Dept Of Revenue	\$21,624.01
5/4/2021	49677	Illinois Dept Of Revenue	\$20,979.45
5/27/2021	49809	Techstar America Corporations	\$18,203.88
5/7/2021	49702	SEDOL	\$17,846.80
5/21/2021	49727	GHA Technologies Inc	\$15,970.25
5/21/2021	49726	Emeric Facility Services	\$12,672.00
5/7/2021	49698	Project Lead the Way	\$12,610.00
5/7/2021	49704	Speech Path Specialists	\$11,550.00
5/14/2021	49712	Teacher's Health Insurance Security Fund	\$9,642.75
5/4/2021	49678	Teacher's Health Insurance Security Fund	\$9,452.23
5/7/2021	49697	Oertle, Steve	\$8,000.00
5/7/2021	49688	Emeric Facility Services	\$7,920.00
5/7/2021	49706	State Bank Of The Lakes	\$7,428.00
5/21/2021	49730	Grant Township Highway Department	\$7,328.25
5/7/2021	49703	Spectrum Center Inc	\$6,877.52
5/27/2021	49779	Gordon Food Service Inc	\$6,203.76
5/27/2021	49799	PMA Leasing, INC	\$6,111.26
5/21/2021	49728	Goalbook	\$5,890.50
5/7/2021	49685	Connection's Day School	\$5,854.59
5/7/2021	49686	Connection's Academy East	\$5,726.70
5/21/2021	49745	Onyx Asset Service Groups LLC	\$5,699.33
5/21/2021	49717	Advanced Disposal	\$5,244.60
5/27/2021	49769	Arthur J Gallagher Risk Mgmt Service	\$5,000.00
5/7/2021	49696	Nierman Landscape & Design	\$4,950.00
5/21/2021	49729	Gordon Food Service Inc	\$4,471.90
5/21/2021	49752	Simha Trading Inc	\$4,014.61
5/7/2021	49691	Gordon Food Service Inc	\$4,011.74
5/21/2021	49723	ComEd	\$3,213.86
5/27/2021	49796	NCC - Peterson Products	\$3,154.05
5/27/2021	49772	ComEd	\$3,041.90
5/21/2021	49743	Martin-Upton, Eileen	\$3,005.04
5/21/2021	49750	Schuring & Schuring, Inc	\$2,977.00
5/27/2021	49804	Quill Corp	\$2,974.92
5/21/2021	49724	Community Mechanical	\$2,817.00
5/21/2021	49722	Carroll, Megan	\$2,431.25
5/7/2021	49689	Exceptional Learners Collaborative	\$2,314.78
5/21/2021	49732	Hodges, Loizzi, Eisenhammer, Rodick,Kohn	\$1,945.10
5/21/2021	49734	Illinois Association Of School Boards	\$1,900.00
5/27/2021	49765	Amazon	\$1,699.93

5/27/2021	49771 Carroll, Megan	\$1,581.25
5/21/2021	49719 Amazon	\$1,560.59
5/27/2021	49766 Apple, Inc	\$1,514.00
5/27/2021	49802 Quadiant Finance USA, Inc	\$1,500.00
5/21/2021	49721 Buckwalter, James	\$1,476.18
5/21/2021	49755 Snyder, Laura	\$1,419.00
5/7/2021	49695 Net56	\$1,400.00
5/14/2021	49715 Wisconsin Dept Of Revenue	\$1,291.81
5/4/2021	49681 Wisconsin Dept Of Revenue	\$1,273.40
5/7/2021	49708 The Public Face, LLC	\$1,250.00
5/21/2021	49756 Strand, Melissa Lynn	\$1,206.00
5/21/2021	49742 Malinger, Stephanie Lyn	\$1,200.00
5/21/2021	49753 Skyward, Inc	\$1,200.00
5/27/2021	49810 The Original Seat Sack Company	\$1,183.20
5/7/2021	49683 Amazon	\$1,151.57
5/7/2021	49707 Strand, Melissa Lynn	\$1,080.00
5/21/2021	49760 Vilt, Kennedy	\$1,065.00
5/27/2021	49811 Uline	\$996.00
5/21/2021	49735 Integrated Systems Corporation	\$844.80
5/7/2021	49693 Midwest Service Corp	\$836.00
5/21/2021	49736 Janusz, Lenayn	\$791.67
5/21/2021	49733 Home Depot Credit Services	\$753.21
5/27/2021	49775 Discount School Supplies	\$721.22
5/27/2021	49776 Dyopath	\$700.00
5/27/2021	49784 IESA	\$655.00
5/21/2021	49737 Kully Supply	\$649.66
5/21/2021	49763 Wilson, Judith	\$562.50
5/21/2021	49731 Grower Equipment & Supply Co	\$543.00
5/27/2021	49812 USimprints.com	\$496.14
5/27/2021	49806 ReadyRefresh by Nestle	\$491.80
5/7/2021	49692 Midwest Transit Equipment	\$488.99
5/21/2021	49744 Menards	\$487.11
5/27/2021	49800 Pro-Ed, Inc	\$429.00
5/27/2021	49795 NASSP	\$385.00
5/21/2021	49747 Provo, Jeanette	\$375.00
5/7/2021	49690 FSS Technologies, LLC	\$360.00
5/27/2021	49792 Menards	\$353.26
5/27/2021	49773 Compass Health Center, LLC	\$330.00
5/21/2021	49759 Thomson Reuters-West	\$306.80
5/7/2021	49705 Sposato-Jucha, Chiara Noelle	\$304.44
5/21/2021	49758 Techstar America Corporations	\$272.00
5/27/2021	49764 Alexian Brothers Behavioral Hospital	\$264.00
5/7/2021	49700 Quill Corp	\$235.10
5/7/2021	49709 Waukegan Safe And Lock	\$217.50
5/27/2021	49781 Hetrovicz, Michelle	\$205.08
5/27/2021	49805 Quinlan & Fabish Music Co	\$204.30
5/21/2021	49739 Lamb's Decorating and Construction	\$200.00

5/21/2021	49754 Smithereen Pest Management	\$198.00
5/7/2021	49699 Quadiant Leasing USA, Inc	\$197.25
5/27/2021	49783 Huemann, Linda Jean	\$182.00
5/27/2021	49815 Zeiger, Elyse	\$174.48
5/21/2021	49716 Accurate Biometrics	\$172.50
5/21/2021	49748 Regional Office of Education	\$160.00
5/21/2021	49751 SEDOL Foundation/AFC	\$160.00
5/27/2021	49787 Knowles, Daniel Francis	\$158.30
5/7/2021	49684 Apple, Inc	\$158.00
5/21/2021	49718 Alpha Baking Co, Inc.	\$155.79
5/27/2021	49778 Gold, Robert	\$139.60
5/21/2021	49738 Lakeshore Learning Center	\$137.14
5/7/2021	49701 Raney Day Services	\$125.00
5/21/2021	49725 Croteau, Christine	\$125.00
5/21/2021	49757 TALX UC Express	\$120.00
5/21/2021	49741 Learning A-Z	\$118.00
5/27/2021	49777 ED Clark Photography	\$110.00
5/27/2021	49797 PAHCS II/Northwestern Occ Health	\$110.00
5/27/2021	49813 Vasica, Janine	\$100.00
5/7/2021	49682 Ace Hardware Home Center	\$83.39
5/21/2021	49761 Wex Health, Inc	\$80.00
5/21/2021	49720 Aramark Uniform & Career Apparel Group Inc	\$76.59
5/7/2021	49687 Cozzini Bros., Inc.,	\$73.00
5/21/2021	49749 Romero, Lisa	\$62.84
5/27/2021	49782 Hudson Energy Services LLC	\$60.22
5/27/2021	49788 Lamb, Jodi	\$51.05
5/27/2021	49768 Arndt, Christine	\$50.00
5/27/2021	49770 Biancalana, Venette Irene	\$50.00
5/27/2021	49774 DeNovo, Kira	\$50.00
5/27/2021	49780 Hetrovicz, Michelle	\$50.00
5/27/2021	49785 Janusz, Lenayn	\$50.00
5/27/2021	49786 King, Victorene Lee	\$50.00
5/27/2021	49790 McCulley, Matthew	\$50.00
5/27/2021	49791 Meek, Stephanie	\$50.00
5/27/2021	49793 Morley, Sunny	\$50.00
5/27/2021	49794 Mullen, Rachel Ann	\$50.00
5/27/2021	49798 Pittman, Erin	\$50.00
5/27/2021	49808 Swiderski, Derek	\$50.00
5/27/2021	49814 Whipple, Scott	\$50.00
5/21/2021	49746 Philippsen, Michelle	\$47.85
5/21/2021	49740 Language Line Services	\$45.35
5/27/2021	49789 Marienthal, Margaret Michelle	\$39.18
5/27/2021	49767 Aramark Uniform & Career Apparel Group Inc	\$25.53
5/21/2021	49762 Wiley, Stephaney	\$22.24
5/7/2021	49694 Napa Auto Supply Fox Lake	\$7.98
5/27/2021	49801 Provo, Jeanette	\$7.10
5/11/2021	49642 Hetrovicz, Michelle	-\$255.08 VOID

Big Hollow Student Activity Funds
Balance Sheet
As of June 1, 2021

	<u>Jun 1, 21</u>
ASSETS	
Current Assets	
Checking/Savings	
State Bank Activity Bank Acct	
Girls on the Run	49.13
In & Out Account	1,204.76
National Junior Honor Society	1,725.89
Nature Center	2,616.70
Recycling Club	2,676.83
Student Council	6,809.53
Sunshine Club - Elementary	42.02
Sunshine Club - Primary	861.01
State Bank Activity Bank Acct - Other	406.65
Total State Bank Activity Bank Acct	<u>16,392.52</u>
Total Checking/Savings	<u>16,392.52</u>
Total Current Assets	<u>16,392.52</u>
TOTAL ASSETS	<u>16,392.52</u>
LIABILITIES & EQUITY	
Equity	
Retained Earnings	16,292.52
Net Income	100.00
Total Equity	<u>16,392.52</u>
TOTAL LIABILITIES & EQUITY	<u>16,392.52</u>

Convenience Fund Report May 2021

Account	Beginning Balance	Debits	Credits	Ending Balance
Prek	1010.66			1010.66
KG	2054.18			2054.18
1st Grade	3894.28			3894.28
2nd Grade	1217.97			1217.97
3rd Grade	6353.40	266.35		6087.05
4th Grade	506.09			506.09
5th Grade	2269.67			2269.67
6th Grade	766.71			766.71
7th Grade	2457.51			2457.51
8th Grade	11779.98	550.00	2640.00	13869.98
Art-P/E	0.00			0.00
Cheer	945.13			945.13
Computers-P	221.24			221.24
Computers-E	-0.49			-0.49
Concessions-Athletic	2090.08			2090.08
Concessions-PE	7429.08			7429.08
Graphics Arts	331.77			331.77
Lets Read to Grow	813.96			813.96
Library-P/E	32.00			32.00
Library-MS	679.12			679.12
Music-P/E	-39.71			-39.71
Noetic Math	59.50			59.50
PBIS-MS	2564.53			2564.53
PE-P	25.75			25.75
PE-E	-245.98			-245.98
Poms	656.23			656.23
Prime Time	2670.00			2670.00
Reading P/E	4355.65			4355.65
Respect	665.00			665.00
Special Ed	33.00			33.00
Sports Camps	318.00			318.00
STARS-P	2020.60			2020.60
STARS-E	3310.77			3310.77
STEM CLUB	317.28			317.28
Yearbook-M	632.30	110.00	23.00	545.30
Yearbook-P/E	581.94			581.94
In & Out Account	2447.94	656.35	814.45	2606.04
Total	65225.14	1582.70	3477.45	67119.89

**Big Hollow School District 38
Payroll Summary**

Date	Education	O&M	Transportation	IMRF/SS	Total
10-May-21	\$542,932.19	\$12,662.43	\$34,406.16	\$20,662.18	\$610,662.96
25-May-21	\$556,877.29	\$13,200.42	\$35,802.59	\$21,669.24	\$627,549.54
Grand Total	\$1,099,809.48	\$25,862.85	\$70,208.75	\$42,331.42	\$1,238,212.50

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

Amount Due \$4,917.00

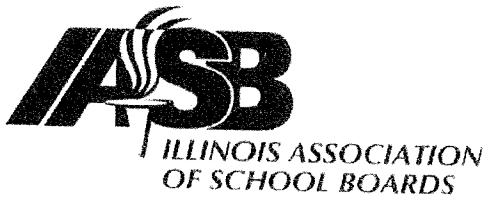


Bill To:

Customer #: 490380
 Invoice #: 344498
 Big Hollow SD 38
 Attn: Accounts Payable
 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

BILL TO

Big Hollow SD 38
 Attn: Accounts Payable
 26051 W Nippersink Rd
 Ingleside, IL 60041-8785

INVOICE

Invoice #: 344498
 Invoice Date: 05/05/2021
 PO #:

DUE UPON RECEIPT

SHIP TO

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

Description	Quantity	Price	Discount	Amount
IASB Active Membership Dues	1	\$4,917.00	\$0.00	\$4,917.00

Invoice Total	\$4,917.00
Taxes	\$0.00
Amount Paid	\$0.00
PLEASE PAY	\$4,917.00



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: May 13, 2021 **Location:** BHMS Library

Committee: Curriculum Committee

Members Present: Gary Dollinger, Ashley Bennett

Others in Attendance: Bob Gold, Michelle Hetrovicz, Vicki King

Duration of Meeting: 3:15 p.m. - 5:00 p.m.

Topic Points and/or Summary of Discussion:

- o Amplify Science
 - Dr. Hetrovicz discussed our recent recommendation to the full Board regarding the approval of the Amplify Science curriculum resource for grades 5 - 7.

- o Big Hollow Middle School Updates
 - Dr. King provided the committee with an update on the accelerated placement program at BHMS.
 - Dr. Hetrovicz provided a math curriculum alignment update.

- o Questions from Board members
 - Gary Dollinger discussed some concerns regarding the BHMS grading policy. As a committee, we discussed the next steps in modifying the current practices.

Robert B. Gold

Submitted by:

2021-2022 IESA Registration

[Member Center](#) | [Log Out](#)

Big Hollow Middle School
26051 W. Nippersink Rd.
Ingleside, IL 60041
County: Lake
Contact: Ms. Deonna Klobe, AD
Phone: (847) 740-5322
Fax: (847) 740-9021
deonnaklobe@bighollow.us

Board Approval Date:

Ingleside Big Hollow		
Office Use Only		
Submitter	Deonna Klobe	
Submitted	5/24/2021 12:29:02 PM	
Date Rcvd.		
Total Rcvd.		
Check No.		
Invoice <input type="checkbox"/>	School ID	1004
Entry <input type="checkbox"/>	Update ID	31123

Register for the following activities:

Activity	Fee	Credit	Line Total
2021 Boys 1A/2A/3A Cross-Country	\$100.00	(\$45.00)	\$55.00
2021 Girls 1A/2A/3A Cross-Country	\$100.00	(\$45.00)	\$55.00
2022 Boys Wrestling	\$65.00	(\$55.00)	\$10.00
2022 8A/8AA Girls Volleyball	\$65.00	(\$27.50)	\$37.50
2022 7A/7AA Girls Volleyball	\$65.00	(\$27.50)	\$37.50
2022 8A/8AA Boys Track	\$70.00	(\$30.00)	\$40.00
2022 7A/7AA Boys Track	\$70.00	(\$30.00)	\$40.00
2022 8A/8AA Girls Track	\$70.00	(\$30.00)	\$40.00
2022 7A/7AA Girls Track	\$70.00	(\$30.00)	\$40.00
2021-2022 MEMBERSHIP DUES			\$300.00
TOTAL FEES OWED			\$655.00

Checks must be postmarked by June 7, 2021.

PLEASE PRINT TWO COPIES OF THIS PAGE

- Keep one copy for your records
- Mail one copy with your **school check** to the IESA

Mail to: IESA, 1015 Maple Hill Rd., Bloomington, IL 61705
SCHOOL CHECK(s) ONLY — NO PERSONAL CHECKS/PURCHASE ORDERS

NOTE: Your check is cashed using remote deposit (it is scanned and electronically deposited). Please use the following guidelines:

- Computer generated checks are preferred
- Blue or black ink only
- Print clearly
- Do not write over the numbers located across the bottom of the check
- Do not staple or tape
- Postdated checks are not acceptable

BIG HOLLOW SCHOOL DISTRICT 38



MTSS HANDBOOK

UPDATED

June 7, 2021

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BIG HOLLOW SCHOOL DISTRICT 38

BOARD OF EDUCATION

Mr. Kevin Lyons..... President
Mr. Joe Cernuska.....Vice President
Mrs. Lauren Plescia.....Secretary
Mr. Gary Dollinger.....Member
Mrs. Vivian Kueter.....Member
Mr. Doug Pedersen.....Member
Mr. Ashley Bennett.....Member

DISTRICT OFFICE ADMINISTRATION

Bob Gold.....Superintendent of Schools
Christine Arndt.....Assistant Superintendent
Michelle Hetrovicz.....Director of Curriculum and Instruction
Vicki King.....Director of Data, Assessment and Accountability
Matt McCulley.....Director of Technology
Erin Pittman..... Director of Special Services

MTSS COMMITTEE (HANDBOOK) MEMBERS

Molly Bataglini.....Middle School Psychologist
Elizabeth Cintron.....Primary School Psychologist
Michelle Hetrovicz.....Director of Curriculum and Instruction
Vicki King.....Director of Data, Assessment and Accountability
Sarah Nettis.....Elementary School Psychologist
Erin Pittman..... Director of Special Services

MISSION STATEMENT

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

VISION STATEMENT

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

GOALS

- Encourage diversity and build a supportive and inclusive Big Hollow community.
- Successfully acquire, integrate, and implement technology into supporting the learning of students.
- To have a coordinated and collaborative effort to meet the unique educational needs of our student body.
- Build a cohesive, vertically aligned curriculum that supports teaching and learning.
- Ensure long-term financial stability of the District with resources aligned to priorities.

MTSS MISSION AND VISION

Everyone at Big Hollow School District 38 is part of the MTSS team. As members, we strive to create a process that helps ALL learners. We believe we can accomplish this by pledging to be:

- **Collaborative-** Multidisciplinary team openly and respectfully shares expertise
- **Accountable-** Data collection is based on reliable measures, valid metrics, and district-approved indicators that are easy to explain and understand
- **Results Oriented-** Practical application of information from data collection to intervention are provided by the entire multidisciplinary team
- **Engaged-** Next steps are agreed upon and known to all team members within a reasonable timeframe

INTRODUCTION

Big Hollow School District 38 staff believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality educational environment, student academic and behavioral needs are identified and monitored continuously by using documented student performance data to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. A Multi-Tiered System of Supports (MTSS), formerly known as Response to Instruction/Intervention or RtI, is a general education framework through which a school creates a high-quality educational environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of students; and continually monitoring progress to ensure success. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels and tiers of the educational system to support students. High quality education requires collaborative efforts from all district staff, including administrators, general educators, special educators, bilingual/English Learner (EL) educators, paraprofessionals and parents to facilitate that process.

The purpose of this document is to provide an overview for the MTSS practices in Big Hollow School District 38 and explain the essential components of MTSS. This MTSS guidance document is designed to assist parents and district staff in understanding MTSS, its usefulness and value, and how it can be implemented. It is not intended to be a substitute for training but rather to increase understanding of the various aspects of the district's MTSS framework.

LAWS

The problem solving/response to intervention (PS/RtI) component of MTSS is required in the reauthorization of the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Improvement Act (IDEA 2004). Problem solving and measuring the response to intervention through progress monitoring ensures the quality and validity of classroom instruction.

The Every Student Succeeds Act (ESSA, 2015), the December 2015 reauthorization of the Elementary and Secondary Education Act (ESEA, 2001) and the reauthorized “Individuals with Disabilities Education Act” (IDEA) of 2004 share a common goal for improved student outcomes which measure school accountability. Furthermore, ESSA calls for the responsibility to ensure that every child has educational opportunity, preparation for college and career, high expectations, access to the arts and humanities, support for building social and emotional skills, fair access to resources, and access to high-quality curriculum and instruction, to name a few. According to the legislation, “opportunity is not optional.” The implementation of MTSS, and all included components, with fidelity, will foster adherence to this bill.

The Every Student Succeeds Act (2015) and Individuals with Disabilities Education Act (2004) require the use of evidence-based practices to ensure that all students receive appropriate instruction as well as a requirement for determining eligibility for special education. Therefore, it is both necessary and worthwhile to apply the principles of MTSS, and problem solving (PS) to all school-wide academic and behavioral efforts.

[105 ILCS 5/14-8.02h](#)

Sec. 14-8.02h. Response to scientific, research-based intervention.

(a) In this Section, "response to scientific, research-based intervention" or "multi-tiered system of support" means a tiered process of appropriate instruction and support that utilizes differentiated instructional strategies for students, provides students with an evidence-based curriculum and interventions aligned with State standards, continuously monitors student performance using scientific, research-based progress monitoring instruments, and makes data-driven educational decisions based on a student's response to the interventions. Response to scientific, research-based intervention or a multi-tiered system of support uses a problem-solving method to define the problem, analyzes the problem using data to determine why there is a discrepancy between what is expected and what is occurring, establishes one or more student performance goals, develops an intervention plan to address the performance goals, and delineates how the student's progress will be monitored and how

implementation integrity will be ensured.

(b) (Blank).

(c) The response to scientific, research-based intervention or a multi-tiered system of support process should use a collaborative team approach and include the engagement of and regular communication with the child's parent or guardian. The parent or guardian of a child shall be provided with written notice of the school district's use of scientific, research-based intervention or a multi-tiered system of support for the child and may be part of the collaborative team approach at the discretion of the school district. The parent or guardian shall be provided all data collected and reviewed by the school district with regard to the child in the scientific, research-based intervention or multi-tiered system of support process. The State Board of Education may provide guidance to school districts and identify available resources related to facilitating parent or guardian engagement in the response to scientific, research-based intervention or a multi-tiered system of support process.

(d) Nothing in this Section affects the responsibility of a school district to identify, locate, and evaluate children with disabilities who are in need of special education services in accordance with the federal Individuals with Disabilities Education Act, this Code, or any applicable federal or State rules.

(Source: P.A. 101-515, eff. 8-23-19; 101-598, eff. 12-6-19; 101-643, eff. 6-18-20.)

For More Information please visit:

[IGA Website](#)

[Full Bill Text](#) (*Above taken from Section 11 lines 10-25 and Section 12 lines 1-23*)

Illinois Administrative Code [Section 226.130 Additional Procedures for Students Suspected of or Having a Specific Learning Disability](#)

a) In addition to the requirements set forth in Sections 226.110 and 226.120 of this Part, the district shall adhere to the procedures set forth at 34 CFR 300.307, 300.308, 300.309, 300.310, and 300.311 when evaluating a student who is suspected of, or who has been identified as having, a specific learning disability as described in 34 CFR 300.8.

b) Provided that the requirements of this subsection (b) are met, each district shall implement the use of a process that determines how the child responds to scientific, research-based interventions or multi-tiered systems of support as part of the evaluation procedure of this type, the district shall not use any child's participation in the process as the basis for denying a parent's request for an evaluation.

WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS?

A Multi-Tiered System of Supports (MTSS) is a prevention framework that organizes building level resources to set each student up for academic, physical, social-emotional, and behavioral success. MTSS looks at the whole child, allowing for the early identification of concerns and timely intervention for students.

The **Illinois definition of MTSS** reads as follows:

“A Multi-Tiered System of Supports is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of all learners.”

The key features of MTSS include:

- Standards-aligned instruction
- Universal screening of all students in academics and behavior
- Shared responsibility of all students
- Positive school-wide behavior supports
- Data-based decision making
- Research-based, tiered interventions aligned to core curriculum
- Continuous cycle of improvement

The core of MTSS is data-based decision-making. This involves collecting data, monitoring a child's individual performance, and designing and implementing strategies and support or evidence-based interventions so each child's needs are met.

The following basic understandings/core components are present in the MTSS framework:

- **Tier 1** (Universal) represents universal instruction for all students. This instruction is high-quality, differentiated, standards-based, and carried out by highly-qualified teachers who use evidence-based strategies.
- **Tier 2** (Targeted) represents targeted instruction and/or support for some students (15%).
- **Tier 3** (Intensive) represents individualized instruction and/or support for few students (5%).



Tier 1 (Universal)

Tier 1 (Universal) is represented by the "green" area of the MTSS graphic. At Tier 1, high quality core instruction in the general classroom should meet the instructional needs of most students, defined as 80% of the student population.

During Tier 1, the teacher may identify students who need additional support or enrichment primarily using *universal screener data* but may also recognize a student has already mastered, or is experiencing difficulty mastering, specific standards.

Therefore, students within this tier will likely need differentiated lessons and enriched learning experiences within the classroom conducted by the classroom teacher to support and/or enhance core instruction.

All students receive effective, differentiated instruction provided by a classroom teacher using evidence-based core curriculum and positive behavioral management strategies. Ongoing professional development is provided to teachers to enable them with the necessary tools to ensure all students receive quality instruction.

Tier 1 Key Identifiers

- ALL Students receive Tier 1, Universal Instruction and Supports, aligned with Illinois Learning Standards
 - Represents students with projected proficiencies **above-, at-, and below-** grade-level in academics or social and emotional development
 - Tier 1 instruction is successful when 80% of students can meet or exceed expectations
- Students receive evidence-based and differentiated core curriculum instruction that is culturally and linguistically inclusive
- Research based strategies are effectively and routinely utilized to support and enhance students' academic, physical, social, and emotional developmental needs

- Effective classroom management practices
- Frequent positive feedback on academic and behavioral performance
- Reinforcement of appropriate performance

Tier 2 (Targeted)

Tier 2 (Targeted) is typically represented by the “yellow” portion of the MTSS triangle. Tier 2 supplemental, targeted interventions are provided *in addition to* core academic and behavioral instruction and are matched to the student’s deficit area(s). The purpose of Tier 2 support is to “close the gap” between the identified student and his/her grade level peers. Tier 2 supports are an important part of the continuum of MTSS support needed in schools and can often be implemented by classroom teachers or other general education personnel. This may involve a variety of academic, social-emotional and behavioral supports such as academic support, group counseling, a behavioral contract, or other supports designed to generally meet the needs of 15% of the student population. Student progress at Tier 2 is typically reviewed after a minimum of 8 weeks.

Students may be identified as needing Tier 2 support through the universal screening process and consideration of other relevant data. The student’s parents/guardians will be informed when a child is referred for Tier 2.

Progress monitoring of students receiving Tier 2 interventions is conducted on a frequent basis (biweekly) to determine intervention effectiveness. Students who respond well to Tier 2 support will remain in that support until they are no longer behind on the standard being addressed during their Tier 2 intervention. If data indicates an intervention is not successful, the Individual Student Support (ISST) Team will make appropriate changes and continue to monitor student progress. There is not an expiration date for Tier 2 support so long as the student is making an adequate rate of improvement; however, the minimum duration a student will remain in a Tier 2 intervention is 8 weeks. When students do not respond to the Tier 2 supports, it is important to review implementation integrity and fidelity and make adjustments to the plan if needed. If implementation integrity and fidelity has been met, the team should consider either intensifying the current intervention, or implementing another intervention that targets the identified needed standard of support.

For more information on this process, please refer to the [Data Based Student Support](#) Process section of this document.

Tier 2 Key Identifiers

- Represents approximately 15% of the student population, those whose universal screener results show below grade level performance in academics, or social and emotional development, or those requiring extensions beyond Tier 1 differentiation
- Research-based interventions matched to student's targeted deficit area(s) that are aligned with core curriculum and expectations
- Documented attendance and progress monitoring data
- Small, fluid groups with students having similar needs (3-6) that meet for a minimum of thirty minutes, three to five times a week, or as recommended by the intervention developer for a minimum of 8 weeks
- Progress communicated to parents during intervention period
- Intervention periods are a minimum of 8 weeks
- Bi-weekly Progress Monitoring
- PST meetings once every other month (or after 6-8 of data points)

Tier 3 (Intensive)

Tier 3 (Intensive) is often depicted as the “red” portion of the MTSS graphic. A small percentage of students, approximately 5% of the student population, will need this level of support. Tier 3 involves the application of intensive, daily, individualized, evidence-based interventions which are designed to increase the rate of student progress. Tier 3 provides intense individual interventions, building on Tier 1 universal instruction, and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic, social-emotional and behavior needs. The purpose of Tier 3 support is to “close the gap” between the targeted student and his/her grade level peers. These interventions are provided *in addition to* core academic and behavioral instruction.

Students may be identified as needing Tier 3 support through the universal screening process and consideration of other relevant data. Students may also qualify for Tier 3 support if they do not respond adequately to Tier 2 support, or have such intensive needs that Tier 3 support is warranted without a trial of Tier 2 support. The student's parents/guardians will be informed when a child is referred for Tier 2.

Good progress after Tier 3 support results in the student being returned to Tier 2. Slow progress results in the student continuing in Tier 3. No or minimal progress over time after 12 weeks may result in the student's intervention plan being intensified or altered, or the student may be referred for further evaluation.

For more information on this process, please refer to the [Data Based Student Support Process](#) of this document.

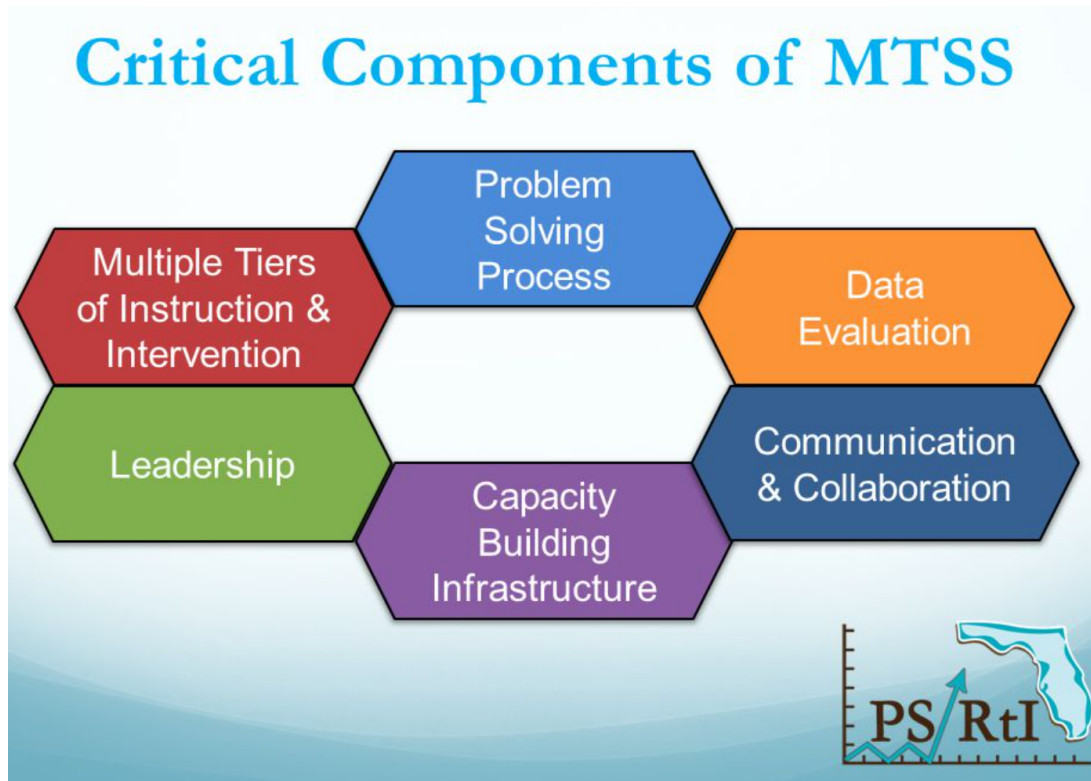
Tier 3 Key Identifiers

- Represents students whose data shows proficiencies of **significantly below grade** level in academics or social and emotional development, approximately 5% of students
- Research-based interventions matched to student's targeted deficit area(s) that are aligned with Tier 1 core curriculum and expectations and Tier 2 supports
- SEL and Academic interventions may happen 1:1 or in settings that allow for **explicit evidence-based instructions focusing on targeted skills**
- Documented intervention, attendance and progress monitoring data
- Progress communicated to parents during intervention period
- Weekly Progress Monitoring
- Intervention at **minimum of 12 weeks**
- ISST meetings once every other month (or after 6-8 charted data points)

MTSS PURPOSE

[This presentation](#) describes and outlines the purpose and vision of the MTSS process in Big Hollow School District 38.

CRITICAL COMPONENTS OF MTSS



1. Leadership

Leadership is key to successful implementation of any large-scale innovation such as MTSS. MTSS leadership teams at the district and school levels are critical to implementing MTSS at the district and school levels respectively. MTSS leadership engages staff in ongoing professional learning for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The district and building MTSS leadership also support the implementation of MTSS by communicating a vision and mission to district and school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff has the data needed for data-based problem- solving.

2. Capacity-Building/Infrastructure for Implementation

District- and school-wide capacity and infrastructure are required to implement and sustain MTSS. These typically include ongoing professional learning and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

3) Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Implementation of an MTSS framework can be thwarted by a lack of consensus, a lack of feedback to implementers to support continuous improvement, and by not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that the MTSS framework will be implemented and sustained.

4) Data-Based Problem-Solving

The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem-solving for student outcomes across content areas (e.g., academics, behavior, attendance), grade levels, and tiers, as well as the use of problem-solving to address barriers to school wide implementation of MTSS. The four-step problem-solving process includes: 1) Problem identification: defining the goals and objectives to be attained, 2) Problem analysis: identifying possible reasons why the desired goals are not being attained, 3) Intervention planning & implementation: developing a plan for and implementing evidence-based strategies to attain the goals, and 4) Determining effectiveness: evaluating the effectiveness of the plan.

5) Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the universal instruction, supports, and practices provided to all students; Tier 2 includes targeted instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individualized interventions for students facing significant barriers to regular school attendance and learning the skills required for school success. It is important to consider attendance, academic, behavior, and social-emotional instruction and interventions when utilizing a three-tiered framework.

6) Data-Evaluation

Given the importance of data-based problem-solving within an MTSS model, the need for a data and evaluation system is clear. To do data-based problem-solving effectively, district and school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and using relevant data allow district and school staff to use student data to make appropriate educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow district and school leadership to examine current practices and make changes to strengthen implementation of their MTSS framework and increase student success.

ASSESSMENTS

Various types of assessments are necessary to ensure student success. These include assessments for benchmarking/screening, diagnostics, progress monitoring, and summative evaluations. It is essential that these assessments are reliable and valid for the purposes for which they are used. A brief description of each type of assessment used within the district's MTSS framework follows. In addition, each assessment is aligned with the corresponding step in the [Data Based Student Support Process](#) for which each assessment is appropriate.

Benchmarking/Screening (Step 1: Problem Identification)

Benchmarking (universal screening) assessments are brief measures that occur 3 times per year for the purpose of identifying students who may be at risk for not meeting expectations. Performance on benchmark assessments is compared to cut scores (criterion) and/or grade-level norms. Benchmark assessments also can help evaluate the effectiveness of instruction at each tier. For example, if less than 80% of students are meeting Tier 1 expectations, then core instruction needs to be strengthened. Benchmarking data can be used to identify concerns at the district, school, grade, group, and individual student levels.

Diagnostic Assessments (Step 2: Problem Analysis)

Diagnostic assessments help identify a student's particular academic, social-emotional or behavioral needs so that instruction can be provided to address those needs. Some types of diagnostic assessments used in the district include: informal reading inventories, running records, record reviews, interviews, observations, behavior rating scales, and functional behavioral assessments.

Progress Monitoring (Step 3: Plan Development and Implementation)

Progress monitoring involves a brief and systematic collection of data at regular intervals for decision making related to student performance. Formative assessments are another form of progress monitoring and are conducted throughout the year. Student progress is evaluated in relation to that student's goal(s).

Summative Evaluations (Step 4: Program Evaluation)

Summative evaluations are typically given at the end of the school year to determine how well students mastered the critical skills for their grade level. The "critical skills" are those skills aligned with the Illinois Learning Standards. Current summative evaluations used in the district include the Illinois Assessment of Readiness (IAR), ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners), and Dynamic Learning Maps (DLM) assessments.

Please note:

- The *District Assessment Matrix* includes all of the assessments currently used in the district and the assessments are organized according to their usage as screening tools, diagnostic assessments, progress monitoring tools, or summative evaluations.
- The [*District Approved Universal Screeners Chart*](#) and the [*Additional District-Approved Assessment Instruments*](#) are listed below. These are used in Step 1: Problem Identification to determine a student's tier.
- The [*Academic and SEL Criteria for Tiers*](#) is listed below. Students will need to meet specific criteria for the social-emotional learning and academic categories to be considered for Tier 2 and Tier 3 services. The established criteria and decisions-rules shown in the charts are based on points aligned to “risk” which is determined by each instrument’s norms. The higher the point score, the greater the risk.
- These tables, charts and processes are district-wide in order to ensure placement of students is equitable, as well as evidence and data-based.

DISTRICT APPROVED UNIVERSAL SCREENERS

Table 1. District Approved Universal/Diagnostic Screeners by Grade-Level

Grade	Universal Screener Instrument	Administration Frequency	Category
Kindergarten	KIDS (all 5 readiness domains)	twice/year	SEL & Academic Growth
Grade 1-4	Developmental Spelling Inventory	once/year	Academic Attainment
Grade 1- Grade 8	MAP Reading & Math	thrice/year	Academic Growth
Grade 1	MAP Reading Fluency: Foundational Skills	thrice/year	Academic Growth
Kinder-Grade 8	DESSA (Mini and Full)	thrice/year	SEL
Grades 2-4	MAP Reading Fluency: Sentence Reading & WCPM	thrice/year	Academic Growth

Other district-approved instruments used to identify students' overall strengths and areas needing support are listed below in Table 2.

Table 2. Additional District-Approved Assessment Instruments

Grade	Instrument	Administration Frequency	Category
K-8	ACCESS	once/year-	Academic Growth/Attainment
K-8	SWIS Behavior Data	bi-weekly	SEL
K-8	Attendance & Personalized Learning Platform Usage	bi-weekly	SEL & Academic Growth
Grades 3-8	IAR ELA & Math	once/year	Academic Attainment
Grades 5 & 8	ISA	once/year	Academic Attainment
Grades 5-8	CogAT	once/year	Academic Attainment

ACADEMIC and SEL CRITERIA FOR TIERS

These criteria tables were created by combining norm and tier information from all the screeners outlined in the above tables. This allows for taking the whole child approach to using data to properly support students.

Table 3. Tier One Criteria (in points)

Category	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SEL		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5
Academic		5-9	6-11	7-13	7-13	5.5-14.5	3-5	3-5	3.5-6.5

Table 4. Tier Two Criteria (in points)

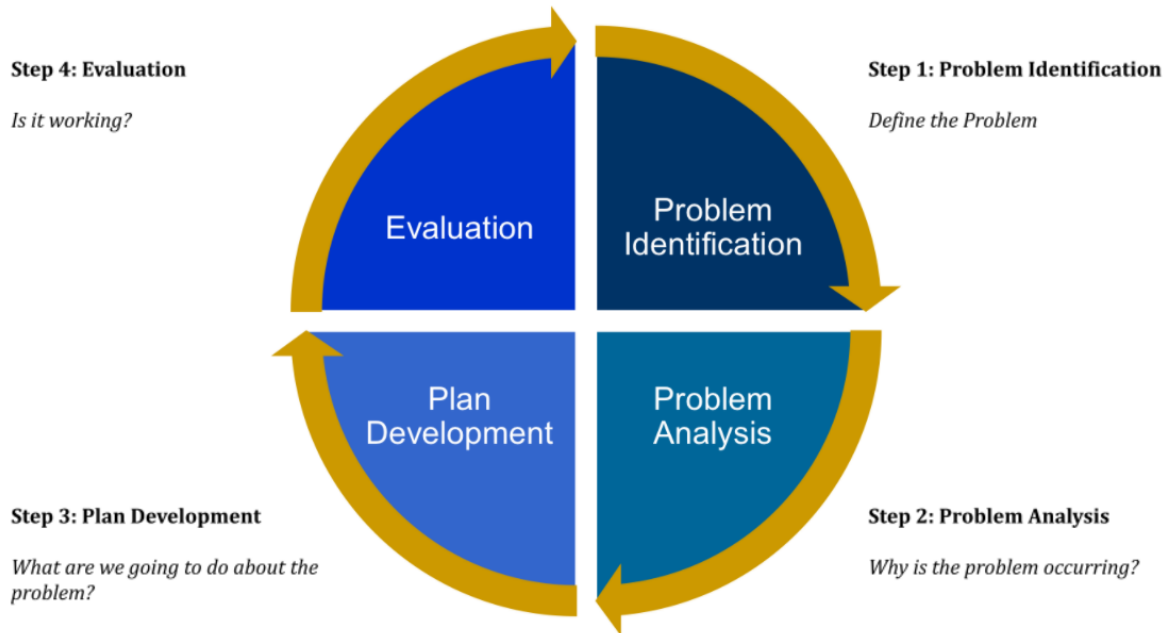
Category	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SEL		6-7	6-7	6-7	6-7	6-7	6-7	6-7	6-7
Academic		10-12	12-14	14-16	14-16	15-16.5	6-7	6-7	7-8.5

Table 5. Tier Three Criteria (in points)

Category	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SEL		8-9	8-9	8-9	8-9	8-9	8-9	8-9	8-9
Academic		13-15	15-18	17-21	17-21	17-18.5	8-9	8-9	9-9.5

DATA BASED STUDENT SUPPORT PROCESS

The data based problem solving process consists of the four steps described below.



Please ensure you document this process at TIER 1 [on this form](#).
 Please ensure you document this process at TIER 2 [HERE on this form](#).
 Please ensure you document this process at TIER 3 [HERE on this form](#).

NOTE: When completing this process on a student who is identified as a **Multilingual Learner**, please ensure this process is completed while taking the [Data Based Student Support Process Considerations for Multilingual Learners](#) is taken into consideration, along with the steps outlined below.

This process is used to maximize student academic, behavior, and social emotional outcomes across content areas, grade levels, and tiers. Across all tiers, data are used to identify the difference or “gap” between expected outcomes and current student performance relative to academic, behavior, and social-emotional goals/standards. These data are used effectively to improve learning, and inform how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are addressed.

This process can be utilized by all teams (district, building, grade level/content area, individual) to analyze data from as many sources and levels (aggregated, disaggregated, strand, item, and student work) to identify the discrepancy between what is expected and what is occurring. The goal is to glean as much information about student learning and/or program evaluation from the data sources as possible.

Step 1: Problem Identification

The first step is to identify the concern by asking the following questions:

What is the concern?

How does current performance compare to expected level of performance?

To answer these questions, the team will collect data regarding the current level of performance and the expected level(s) of performance. These data can be gathered from a variety of sources including universal screeners, assessment outcomes, assessment norms, and Illinois Learning Standards.

The team will need to be able to review the data and disaggregate it in a variety of ways such as by district, building, grade level/content area, classroom and subgroup.

Once these data are reviewed, a gap analysis can be conducted to determine the difference between current and expected level of performance. This analysis will be documented in the proper form, the forms are linked above. This is an important step in the process as this information will be used when creating a plan, writing goals, and evaluating the effectiveness of the intervention(s).

Step 2: Problem Analysis

The second step is to identify reasons why the concern(s) may be happening and wonder what would happen if certain steps were taken. This can be accomplished by asking the following questions:

What is the teams' hypothesis about why the discrepancy is occurring?

What is the root cause?

What would happen if _____ would occur?

Can the team validate these ideas with data?

To answer these questions, the team will generate hypotheses, identifying the root cause, and gathering information to confirm or refute hypotheses generated. Problem analysis is crucial as the time spent analyzing a problem through gathering known and unknown information will help teams make sound, defensible decisions leading to implementation of a well-designed plan that will have a greater likelihood for success.

In order to gather proper data to begin generating hypotheses, the team can utilize the [ICEL/RIOT](#) template. This template ensures that demographic, perception, process, and student outcome data is gathered through the use of Reviews, Interviews, Observations, and Tests (RIOT).

Once the team has enough information, hypotheses are generated about why the problem is occurring. Hypotheses are generated in the domains of Instruction, Curriculum, Environment, and/or the Learner (ICEL).

Hypotheses should:

- Be based on data relevant to outcomes, targeted skill and behaviors
- Focus on alterable variables (variables that the school and staff can positively impact)
- Lead to improvement and intervention
- Consider both skill and performance deficits of adults and students

Once hypotheses are generated, the team utilizes the information gathered to validate or rule out each hypothesis until one is selected and agreed upon. This is crucial because if the hypothesis is inaccurate and the wrong solution/ strategy/intervention is implemented, valuable time could be wasted on actions that were not appropriate.

The agreed upon hypothesis, which describes the reason the concern is occurring, should be developed and documented in the appropriate form.

Step 3: Plan Development

The third step is to identify what the team can do to intervene and help close the performance gap that has been identified. This can be accomplished by asking the following questions:

- How can the educator close this identified gap?
- What will the educator(s) do/teach?
- Is this solution/strategy/intervention aligned with the identified concern?
- How will this plan be implemented?

It is important to put together and document this plan to ensure successfully mitigating the concern.

The plan should contain the following:

- Goal Statement
 - Specific, measurable, attainable, relevant, rigorous and timebound
 - Taking into consideration current and desired performance
- Plan

- Person(s) responsible for implementation
- State the strategies, activities and skills aligned to the core curriculum
- State what materials, resources or programs that will be used
- Implementation logistics such as number of days and times
- Progress Monitoring Plan
 - Person(s) responsible for conducting the progress monitoring
 - Name of progress monitoring tool
 - Frequency of administration
 - Schedule of data review and evaluation by the team
- Fidelity
 - Person(s) responsible for documenting fidelity
 - Type of fidelity data to be collected
 - How often this fidelity data is collected
 - Schedule of fidelity review and evaluation by the team

These components are essential in ensuring that an intervention is implemented as intended. This information will also be important in the next, and final step of this process.

Step 4: Evaluation

The fourth, and final step in this process is to determine the effectiveness or impact of the plan based on collected data. This can be accomplished by asking the following questions:

Did the plan work?

What evidence supports the effectiveness of the plan?

Have the outcomes improved for the student(s)?

What are the next steps? Intensify, alter or fade interventions?

The team will determine if the implemented intervention is closing the gap and resulting in improved outcomes. If the intervention plan is successful, activities can be faded or discontinued. If the intervention plan isn't producing the desired outcomes, the plan needs to be re-evaluated. When re-evaluated the plan, it is important to review the fidelity and implementation documentation, attendance records, and repeat the problem solving process. Document this process on the appropriate form.

Guiding questions for this process can be found [here](#)

TIER 1: UNIVERSAL CORE INSTRUCTION

LITERACY

The core of Big Hollow School District 38’s literacy programming for students in grades K-8 includes *Schoolwide Reading and Writing Fundamentals* resources.

Reading Fundamentals has a central mission to develop, expand, and enhance the skills, strategies, and tools students can use to make meaning of and interact with text. Reading Fundamentals Units of Study exist inside a balanced literacy framework. Within this framework, there are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books and texts at their independent reading levels).

Because writing matters for success in school, the community, and the workplace, *Schoolwide’s Writing Fundamentals Units of Study* have a central mission to improve students’ writing by providing explicit instruction that focuses on demonstrating why writers write and how writers communicate their ideas effectively. In order for students to write with power and purpose, the *Writing Fundamentals* units use quality literature and informational texts to provide authentic examples of various genres and text types.

Imagine Literacy and Language is also included as a part of the Tier I core curriculum. Imagine Language & Literacy is an adaptive learning solution that accelerates reading and language proficiency for students in grades PreK–6. Designed to supplement core literacy instruction, Imagine Language & Literacy provides instruction and practice in all four domains of literacy—reading, writing, listening, and speaking.

MATHEMATICS

District 38 uses the *Eureka Math* program for core instruction in kindergarten through eighth grade. This program is a resource that carefully sequences the mathematical progressions into expertly crafted modules. Eureka Math provides educators with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials. The lessons give students the opportunity to develop procedural fluency and to use clear, precise mathematical language.

In addition to *Eureka Math*, 7th and 8th grade classrooms are supplemented with *Big Ideas Math* program for core instruction in Pre-Algebra, Algebra, and Geometry. This curriculum balances conceptual understanding with procedural fluency.

Imagine Math is also included as a part of the Tier I core curriculum. *Imagine Math* and *Imagine Math Facts* support students and teachers with personalized, interactive math instructions for grades PreK through High School.

SOCIAL-EMOTIONAL LEARNING

All Big Hollow School District 38 schools implement *Positive Behavioral Intervention and Supports* (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

PBIS is not a packaged curriculum or program. Rather, schools implement the core features of evidence-based, school-wide practices in a way that fits with the school's values.

Specific school-wide practices that are implemented in all schools include:

- Document a shared vision and approach to supporting and responding to student behavior in a mission or vision statement.
- Establish 3-5 positively-stated school-wide expectations and define them for each school routine or setting.
- Explicitly teach school-wide expectations and other key social-emotional and behavioral skills to set all students up for success.
- Establish a continuum of recognition strategies to provide specific feedback and encourage contextually appropriate behavior.
- Establish a continuum of response strategies to provide specific feedback, re-teach contextually appropriate behavior, and discourage contextually inappropriate behavior.

Second Step is a supplementary resource. Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from PreKindergarten through Grade 8.

The Zones of Regulation, is a systematic, cognitive behavioral approach that may also be used to teach self-regulation from PreKindergarten through Grade 8.

TEAMING

DISTRICT LEADERSHIP TEAM

The Big Hollow District Leadership Team is essential for ensuring consistency and effective implementation of MTSS across all district schools. The team meets at least once per month and is responsible for reviewing district level data, providing district level MTSS guidance, appropriate professional learning opportunities, and completing and updating the district MTSS plan.

THIS TEAM INCLUDES:

- Superintendent
- Assistant Superintendent
- Director of Student Services
- Director of Curriculum and Instruction
- Director of Data, Assessment, & Accountability
- Director of Technology
- Principals and Assistant Principals
- District Administrative Assistant for capturing minutes/notes

RESPONSIBILITIES OF THE DLT INCLUDE:

- Enlists participation of all stakeholders
- Communicate MTSS status to all stakeholders
- Establishes policies and practices based on local needs
- Develops and implements District Improvement Plan
- Define MTSS and ensure district staff understanding
- Align functions of all teams
- Ensures the smooth operation of all components of MTSS
- Provides organizational support
- Facilitate implementation of MTSS within the district improvement plan process
- Identify and Review data systems and platforms
- Review data at all levels regularly and create district wide goals and plans
- Help ensure that teachers and support staff receive the training, support, and materials necessary to differentiate core instruction to meet the individual needs of all students
- Plan Professional Learning and coaching supports
- Evaluate the effectiveness of MTSS programs and processes
- Annually monitor the progress of the district's implementation of MTSS
- Annually review list of available resources and interventions

BUILDING LEADERSHIP TEAM (BLT)

The Building Leadership Team is essential for ensuring consistency and effective implementation of MTSS in that school building. This team supports a structure for school based decision making, coordinates the delivery of services to all students, and assesses student outcomes. The BLT members provide support to teachers and other school personnel as the school strives to accommodate the needs of all students.

THIS TEAM INCLUDES:

- Building Principal and/or Assistant Principal
- School Psychologist
- Social Worker (one representative if the building has more than one)
- General Education Teacher (one representative from each grade and/or department)
- EL Teacher (one representative if the building has more than one)
- Resource Teacher (one representative if the building has more than one)
- Related Services Provider (one representative if the building has more than one- may be an Interventionist/Specialist)
- PBIS Coach

RESPONSIBILITIES OF THE BLT INCLUDE:

- Develop and maintain a building culture and climate of equity
- Create and support and facilitate the implementation of the school-based MTSS structure
- Align functions of all school based teams/committees
- Annually review list of school level resources and interventions
- Survey and implement MTSS Professional Development opportunities (involving Director C & I when necessary)
- Participate in data-driven decisions about school and grade level data for student-level progress
- Review school level data, academic and core curriculum data to assess the effectiveness of current programs and activities - 80% meets goal using the data district-approved data system and data platform
- Review universal screening data 3 times per year
- Annually monitor the progress of the School's implementation of MTSS and develop an action plan for the coming year based on results

GRADE LEVEL TEAM (GLT)

The Grade Level Team is essential for ensuring consistency and effective implementation of MTSS within that grade level or content area. This team focuses on the grade level or content area core curriculum and organizes Tier 2 interventions within the general education classroom and meets on a weekly basis. **The GLT will meet to focus on MTSS data and interventions once a month.** For year one of the MTSS rollout, students who do not qualify for Tier II based on district-approved benchmark data will not be moved into Tier II until additional benchmarking data are available and their data and these responses indicate additional support is required for the student.

THIS TEAM INCLUDES:

- Grade level classroom teachers
- Specialist(s)/Interventionist(s)
- Administrator
- Grade level EL Teachers
- Grade level Resource teachers

RESPONSIBILITIES OF THE GLT INCLUDE:

- Ensure a supportive environment for all students and educators
- Ensure Curriculum and Instruction Supports are in place at all tiers
- Monitor and evaluate student progress at all tiers to ensure success in core curriculum for all students
- Identify (through universal screening data) students who may need additional support, enrichment, or assessment at the Tier 2 level
- Group students for Tier 2 interventions.
- Ensure interventions are aligned with the core at all tiers
- Develop and document Tier 2 interventions plans and progress monitoring tools. This includes students who are receiving specific services for Special Education. If a student is receiving special education services, the classroom teacher is required to administer Tier 2 interventions aligned with the specific area of need, and collect routine progress monitoring data. If the student has multiple special education qualifications, the classroom teacher will coordinate with the special education teacher to identify the most appropriate Tier 2 intervention.
- Monitor data, ensure fidelity of the intervention process at Tier 2, and make decisions about instruction based on an analysis of data
- Identify Tier 2 students to be referred for Tier 3 intervention based on results of the academic and/or behavioral data that have been collected
- Identify students who no longer need Tier 2 support and create an exit support plan

INDIVIDUAL STUDENT SUPPORT TEAM (ISST)

The Individual Student Support Team is focused on the individual student in Tier 3 and/or students in Tier 2 who are making inadequate progress. This team takes a whole child approach by reviewing academic, behavior, and social emotional learning areas. This team utilizes the student support process to develop a plan to accelerate the student's rate of growth. The ISST will meet **at least twice a month.**

THIS TEAM INCLUDES:

- General education teacher(s) (of student being discussed/supported)
- Interventionist/Specialist(s)
- Administrator
- Psychologist
- Social worker (if more than one is in the building, only the SW who is working with, or will work with, the student being discussed should be present)

Other staff members that may attend *as needed* include:

- Related service providers
- EL teachers
- School nurse

RESPONSIBILITIES OF THE ISST INCLUDE:

- Implementing the Data Based Student Support Process for Tier 2 students who are making *inadequate* progress
- Develop individual intervention plans by
 - Reviewing data from past interventions
 - Analyze screening and diagnostic data
 - Determine best fit intervention based on student need and demographics
- Create an individualized intervention plan that details what evidence based intervention will be implemented, identify a progress monitoring tool, create goal(s) and document the plan appropriately for Tier 3 students
- Monitor for fidelity of intervention implementation for current Tier 3 students
- Review student intervention progress monitoring data and determine next steps: continue, intensify, fade or refer
- If continuing interventions, document the plan and continue to plan for interventions and progress monitoring
- If intensifying intervention is warranted, develop an intensive individualized plan to accelerate the student's rate of growth
- If discontinuing (fading) Tier 3 interventions, create a plan for a monitored return to Tier 2 intervention
- If identifying students to be reviewed by the Special Education Team for possible Section 504 or case study evaluation, gather all relevant MTSS data

NON-CLASSROOM TEACHER ROLE EXPECTATIONS

ACADEMIC INTERVENTIONISTS/SPECIALISTS

Interventionists are vital to the MTSS framework in a variety of ways as they can help support all learners. Specifically, interventionists:

- Can provide support to general education classroom or content area teachers by sharing and introducing new research and evidence based instructional strategies that may be beneficial to Tier 1, Core instructional practices
- Can support general education classroom or content area teachers by participating in grade level meetings and share expertise during the Data Based Student Support Process that will help determine appropriate tier 2 interventions for students
- Can support general education classroom or content area teachers by sharing expertise that will help the classroom educator implement Tier 2 interventions in their classroom
- Are responsible for creating, scheduling and documenting interventions for their Tier 3 caseload students
- Are responsible for progress monitoring each student on their Tier 3 caseload and communicating these progress monitoring results with the classroom teacher and the parent/guardian on a regular basis
- Are responsible for staying in communication with their caseload's general education teachers. By communicating regularly with classroom teacher(s), interventionists can share instructional strategies that are useful in the intervention setting, and the classroom teacher(s) can share instructional strategies that are useful in the classroom setting with the interventionist. This will ensure the student gets consistent support in both the intervention and classroom setting.

OCCUPATIONAL THERAPISTS

Occupational therapists are vital to the MTSS framework as they can provide valuable support to all learners. Specifically, occupational therapists:

- Will provide support to pre-k and kindergarten teachers by conducting weekly observations in every classroom. These student centered observations will be beneficial in collecting observational data on all students, which will help identify trends and patterns across the grade

level.

- Will provide guidance and support to pre-k and kindergarten teachers by attending their grade level team meetings once every 4 to 6 weeks. This guidance and support will be based on noted trends and patterns gathered from the weekly classroom observations.
- Will support a pre-k and kindergarten classroom teacher who has a specific student concern by collect data on that specific student when conducting weekly observations
- Will provide support to any pre-k and kindergarten classroom teacher who has a specific student concern by providing specific guidance based on information gathered during weekly classroom observations
- Will attend Grades 1 - 8's GLT (Grade Level Team) meetings once a month to offer suggestions/strategies and support for Tier 1 and Tier 2 sensory and Fine Motor/Visual Support
- Will provide support to any grade 1 - 8 classroom teacher who has a specific student concern and offers suggestions/strategies and support for sensory and/or Fine Motor/Visual Support.

ENGLISH LANGUAGE TEACHER

English Language Teachers are vital to the MTSS framework in a variety of ways as they can help support all learners; however, their main role and function is to support students who have been identified as English Language Learners. English Language Learners are part of the “all” students and the MTSS framework must meet their unique and common needs while they also receive language support services. Language support is available for Multilingual Learners regardless of their placement in MTSS tiers. Until specifically discussed by the Individual Student Support Team, EL Teachers will not be delivering Tier 2 or Tier 3 services that are not directly connected to their language service delivery model. Specifically, EL Teachers:

- Can provide support to general education classroom or content area teachers by sharing and introducing new research and evidence based instructional strategies that may be beneficial to students learning the English language
- Will deliver research and evidence based instructional strategies that are proven to be effective for English Development
- May attend GLT meetings when a student they provide services for is being discussed for the purpose of providing additional research and instructional strategies the general education

teacher can be implementing in the classroom

- Are responsible for creating, scheduling and documenting services for their caseload students
- Are responsible for progress monitoring the language development of each student on their caseload and communicating these progress monitoring results with the classroom teacher and the parent/guardian on a regular basis
- Are responsible for staying in communication with their caseload's general education teachers. By communicating regularly with classroom teacher(s), EL teachers can share instructional strategies that are useful in their instructional setting, and the classroom teacher(s) can share instructional strategies that are useful in the classroom setting with the EL teacher. This will ensure the student gets consistent support from both their EL and classroom setting teacher.

BHSD38 READING, MATH & SEL APPROVED INTERVENTIONS AND PROGRESS MONITORING TOOLS

TIER 1, Universal

[Click HERE for the Approved Big Hollow School District 38 Reading, Math, and SEL interventions and progress monitoring tools.](#)

* Bridges offers progress monitoring after every 5 (30-minute) sessions. The progress monitoring is tied to the math domain addressed in the specific Bridges volume.

** SOAR offers a survey that can be used after a universal screener (NWEA/MAP) is administered. The survey allows educators to narrow down the specific skill deficit or difficulty the student is having to identify a specific math domain on which to focus. There are checklists available to help collect data on student progress as the activities progress.

Additionally, easyCBM math offers progress monitoring for the following areas:

- Numbers & Operations
- Numbers, Operations, & Algebra
- Geometry
- Measurement
- Geometry, Measurement, & Algebra
- Common Core Math

TIER 2, Targeted

Guided Math: ETA Hand2Mind Resources

Developed by Reagan Tunstall, a nationally-recognized speaker on guided math, this essential classroom resource helps teachers successfully plan, organize, implement, and manage Guided Math. The unit bundles contain detailed and differentiated lesson plans, activities, games, and cards for your Guided Math whole group and small group lessons! Each of the 9 units includes 19 detailed whole group lessons, small group lessons with activities, as well as an end-of-unit assessment for all 9 units.

[Available here are CCSS Correlation Charts for each ETA Hand2Mind Guided Math Unit by grade level.](#)

Kindergarten

- Unit 1 Numbers 0-5 & 6-10

- Unit 2 Numbers 11 to 20
- Unit 3 Comparing Numbers to 20
- Unit 4 Understanding Addition
- Unit 5 Understanding Subtraction
- Unit 6 Shapes and Solids
- Unit 7 Time, Data, and Measurement
- Unit 8 Coins and Personal Financial Literacy
- Unit 9 Mixed Review

First Grade

- Unit 1 Number Sense
- Unit 2 Addition & Subtraction
- Unit 3 More Addition & Subtraction
- Unit 4 Place Value
- Unit 5 Geometry & Fractions
- Unit 6 Time & Measurement
- Unit 7 Money, Financial Literacy & Graphing
- Unit 8 Addition & Subtraction Review
- Unit 9 Place Value Review

Second Grade:

- Unit 1 Graphing & Number Sense
- Unit 2 Place Value
- Unit 3 Addition & Subtraction Strategies
- Unit 4 More Addition & Subtraction
- Unit 5 Time & Measurement
- Unit 6 Geometry & Fractions
- Unit 7 Money & Financial Literacy
- Unit 8 Graphs and Data
- Unit 9 Multiplication & Division

Third Grade:

- Unit 1: Place Value
- Unit 2: Addition & Subtraction
- Unit 3: Multiplication & Division
- Unit 4: More Multiplication & Division
- Unit 5: Fractions
- Unit 6: Measurement & Elapsed Time
- Unit 7: Geometry
- Unit 8: Data & Financial Literacy
- Unit 9: Test Prep Review

Fourth Grade:

- Unit 1 Place Value
- Unit 2 Multiplication & Division
- Unit 3 More Multiplication & Division
- Unit 4 Decimals
- Unit 5 Fractions
- Unit 6 Measurement
- Unit 7 Geometry
- Unit 8 Data & Financial Literacy
- Unit 9 Spiral Review

TIER 3, Intensive**Number Worlds:**

- K-8 [Correlation of Number Worlds to Common Core Standards for Mathematics](#)
- See page 19 of this document for more information regarding grade levels and program descriptions:
https://www.fhdschools.org/UserFiles/Servers/Server_995699/File/2014-2015/Academics/Best%20Practices%20in%20Math%20Interventions.pdf

Bridges Math Intervention - Grades K-5:

- [CCSS and Volume Correlations](#)
- [Targeted Support Information](#)

SOAR Math Intervention - Grades 6-8:

- Number and Operations in Base Ten: (Grades 1 and Up)
- Operations and Algebraic Thinking: Addition and Subtraction (Grades 1 to 5)
- Operations and Algebraic Thinking: Multiplication and Division (Grades 3 and Up)
- Number and Operations: Fractions (Grades 3 to 6)
- Ratios and Proportional Relationships (Grades 6 and Up)
- Expressions and Equations (Grades 6 and Up)

INSTRUCTIONAL INTEGRITY

Instructional integrity, also known as treatment fidelity, has been defined as the degree to which educational instruction or intervention is implemented as planned, intended, or originally designed. One of the primary tenets of the MTSS framework is that evidence-based interventions are implemented with integrity. The validity of MTSS instruction depends on the thorough and effective implementation of instruction and interventions. If instructional integrity is not ensured, educators are unable to determine if the student's progress is traceable to the instruction or intervention used. If a student fails to make progress in response to a scientifically validated intervention, it is critical to ascertain whether the intervention, which has been established as effective for other students with similar needs, was implemented with sufficient integrity.

MTSS FOR KINDERGARTEN

Early childhood education has experienced great change over the past two decades. Policy makers, as well as national organizations for early educators have recognized the importance of providing young children with high quality learning experiences that meet the needs of all students. This work is reflected in educational policies from a national level such as Head Start, to the state level with the implementation of Preschool for All programs. These policies are shaped by research and advancement by such organizations as The National Association for the Education of Young Children (NAEYC). An examination of NAEYC's nine principles that guide their recommendations can be found [here](#). These guidelines align to the Illinois definition of MTSS, as well as the key features of the MTSS framework.

Most importantly, due to rapid developmental changes of early learners, the need for support is fluid and constantly adjusting. For that reason, MTSS in kindergarten does not follow the same fixed timelines and expectations on rates of improvement as interventions and programming for subsequent grades. Regardless, it is crucial to be intentional in providing these students with the skills needed to not only be successful in school, but to also foster a love of learning and a desire to become a lifelong learner.

Assessing learning and development in young children is important for a variety of reasons, but can look different than the assessments given in grades 2 and beyond. Assessments of students in preK and kindergarten rely on observation, documentation of actions and products (work produced in oral and written form) and assessments that are oftentimes administered individually, or in small groups by an educator. It is important to ensure that these assessments are rooted in evidence, proven through independent research, and administered with integrity and validity. In the state of Illinois, the Kindergarten Individual Development Survey (KIDS) is utilized by all public schools. As stated by the Illinois State Board of Education,

"This observational tool is designed to improve understanding of children's development in key areas of learning for long term success, including social and emotional learning, language and literacy, mathematics, and approaches to learning. KIDS is validated, informed by research, and aligned with state learning standards. This is not a "test," but is a set of documented teacher observations of students' demonstration of developmental skills and interactions." (isbe.net)

The KIDS tool reiterates that *all* kindergartners are developmentally *within* the expected range for students in that age-group.

At Big Hollow School District 38, KIDS and DESSA are the universal screening tools for kindergarten to assess for both academic and social emotional growth. In first grade MAP Reading Fluency: Foundational Skills is given, as well as MAP Reading and Math, Developmental Spelling Inventory, and DESSA.

The information gathered at both the kindergarten and first grade level work together to give educators a comprehensive assessment of the student's academic and social development. By utilizing these data and combining it within an MTSS framework and the Data Based Student Support System, educators can analyze student strengths, as well as identify areas of needed support. By continuing to monitor student progress, educators can ensure students are developing the academic and social skills necessary to be successful during that school year, and in the subsequent school years.

Increasing the level of support within the classroom given to students in the formative years of education, specifically K-3 are crucial to student success. By combining the information gleaned from the universal screeners with high quality instruction aligned to the developmental needs of early learners and intensive interventions implemented within the classroom setting as soon as possible, students will have a greater likelihood of not needing continued intensive support in subsequent years.

MTSS FOR MULTILINGUAL LEARNERS

“EL service is exactly that: a *service*, not a *place*.”

English Language learners (ELs) are generally identified through a home-language survey that is given when enrolling in the district. This survey asks two questions: "Is a language other than English spoken in the home?" and "Does the student speak a language other than English?" If a parent or guardian answers yes to one or both of these questions, then, per Illinois Administrative Code, the district must administer an individual language proficiency assessment to the student within 30 days of the student's enrollment in the district for the purpose of determining the student's eligibility for bilingual education services. It is important to note that some students can automatically be placed in English Language services if certain criteria are present, such as the student has completed ACCESS testing within the last 12 months either in Illinois or another WIDA state and that student did not meet the Illinois criteria for English language proficiency. Additionally, all ELs must take the annual English language proficiency assessment (ACCESS). Districts use these scores to make annual placement determinations for ELs.

Classroom teachers need to ensure that English Language learners have sufficient exposure to high-quality, appropriate teaching that includes academic English instruction in an environment that is supportive of their language development. The following practices are essential for providing meaningful, understandable lessons for students learning English:

- **Pay Systematic Attention to Language Development.** Systematic attention to language development includes vocabulary knowledge. Teachers can present new terms in context, talk about them, encourage students to use them in conversation and peer dialogue, and post them for students to see and use.
- **Build on Student's Background Experiences.** Teachers can tap into students' experiences and link them to the lesson by asking questions about the topic being discussed and can be applied with historical events, science concepts, and math word problems.
- **Use Techniques that make the Lesson More Understandable.** Use visual cues, gestures, modeling, pictures, demonstrations, and graphic organizers. Words and key lesson information should be posted in the classroom as a reference for later use. Scaffolding instruction so that it models a gradual release of responsibility.
- **Create Opportunities for Practice and Application.** Support may include hands-on activities that are meaningful and engaging, more teacher modeling or guided practice, scaffolding of tasks (e.g., providing partially completed graphic organizers or outlines for students to fill in), and explanations in the student's primary language.
- **Use Repetition and Redundant Information.** Say it, show it, repeat it.

- **Assess Frequently and Reteach as Needed.** Periodic review and practice are called for because English learners require repetition and redundancy. English learners improve their conceptual understanding and English proficiency with repeated exposure to learning (Echevarria, J. & Hasbrouck, J.et. al., 2009)

Additionally, language support is available for all Multilingual Learners as deemed necessary by their ACCESS scores. Classroom teachers are encouraged to collaborate with English Language teachers as often as possible to ensure that the needs of their students are being met. Classroom teachers should also familiarize themselves with their English Learner student's ACCESS scores and correlate those scores to the [WIDA can-do descriptors](#). This ensures a supportive and successful learning experience for multilingual learners. The following are resources that can be utilized and implemented in the general education classroom by the classroom teacher.

Universal, Tier 1 Classroom Resources:

- [Collaborative Reading](#)
- [Reciprocal Teaching](#)
- [Language Experience Approach](#)
- [Modified Guided Reading Document](#)
- [List of strategies and interventions for ELs](#)

Universal, Tier 1 Core Lesson Planning Strategies:

- [PLUSS Framework for Evidenced Based Teaching of ELLs](#)

Tier 2 and 3 MTSS Supports

An MTSS framework serves all learners, including English language learners. Research has found that there are unique factors to consider when problem solving English language learning and evaluating what MTSS supports they might need to receive. Again, classroom teachers are encouraged to discuss and collaborate with English Language teachers in order to best meet the needs of multilingual learners.

To learn more about these factors that need consideration, please refer to these training resources:

- [This is the handout from the Culturally and Linguistically Responsive MTSS For Multilingual Learners](#) Training provided by Christina Sanchez-Lopez.
- [Here is the subsequent presentation our Big Hollow EL team created and shared with staff](#) (it is an abbreviated version based on the handout from the training).

The training linked above focused on the *Seven Integral Factors* that impact achievement for multilingual learners, as well as the process for collecting data and monitoring student progress within

these factors. The creators of this model focus on the whole child and describe the child from different perspectives and settings in order to build instructional plans based on the student's identified strengths. It is imperative to be as specific as possible as to what the child can do, and utilize the [WIDA can-do descriptors](#) in order to create a supportive and successful learning experience for multilingual learners.

The Seven Integral Factors are:

- Learning Environment
- Personal & Family
- Physical & Psychological
- Previous Schooling
- Oral Language & Literacy
- Academic Achievement and Instruction
- Cross-Cultural

When these seven factors have been examined, a *full profile* of the student will be created.

Data Based Student Support Process Specifics for English Language Learners

The following are considerations that should be applied when using the [DATA BASED STUDENT SUPPORT PROCESS](#) to support multilingual learners:

- Consider student strengths/linguistic and cultural resources/ funds of knowledge
- Think about the observable behaviors in English (Listening, Speaking, Reading, Writing)
- When creating an intervention plan, consider what instruction will be conducted in a student's Home Language, and/or what instruction will be conducted in English
- When discussing an English language learner, this [Seven Factors Chart](#) **must** be utilized, and filled out by the classroom teacher, *in conjunction with* the English Language teacher. This chart would replace the ICEL/RIOT chart during step 2 of the data-based student support process. By utilizing this tool, the team can avoid common pitfalls when implementing an intervention for multilingual learners.
- The [Culturally & Linguistically Responsive Visual Planning Guide](#) can be beneficial as well to the student support process. Again, this is a document that should be filled out by the classroom teacher, *in conjunction with* the English Language teacher.
- Regardless of Tier, it is best practice to analyze any data collected on multilingual learners against culturally and linguistically like peers rather than all grade level peers. This ensures that proficiency levels, years in program, years of formal schooling, and other factors are equally compared.

- When evaluating interventions, it is imperative to also check whether or not the intervention has been validated for multilingual learners. There are sites linked in the resources section of this handbook that can be utilized to evaluate interventions.

Finally, the WIDA Consortium has developed a guide that is a valuable resource when applying academic interventions to English Language learners. This guide can be found here: [WIDA guide to MTSS for ELs](#).

PARENT/GUARDIAN INVOLVEMENT AND COMMUNICATION

Effective MTSS implementation cannot occur without parental involvement. Parents are considered essential members of the MTSS and ISST teams at the district, school, and individual student levels. Parent involvement is actively encouraged within the district in a variety of ways that are briefly described below.

Parents are encouraged to stay informed, and ask questions - Parents are encouraged to keep in close communication with their children's teachers. Additionally, teachers and interventionists are required to provide notification of services and progress updates to families. This allows for strong two way communication, which is in the best interest of the learner. The following are examples of statements and questions that a parent or guardian might ask regarding MTSS:

- What can I do to support my child? How can I help to continue in school supports at home?
- School is using a Multi-Tiered System of Supports. Can you tell me:
 - What do these supports look like for academic needs?
 - What do these supports look like for behavioral needs?
 - What do these supports look like for social-emotional needs?
- School is providing instruction and interventions that are evidence-based and implemented with fidelity. Can you share with me how evidence-based instruction and interventions are identified? How do you ensure fidelity of instruction?
- The district ensures that teachers receive adequate training in a particular curriculum or approach that they are using in their classrooms. Is there anything from these training sessions that would be beneficial to share with us as parents/guardians?
- MTSS supports are based on benchmarking (screening) assessments. What assessments are you administering to my child? How will I be informed of my child's benchmarking results?
- There are established criteria for when a student will receive Tier 2 support, and a parent will be notified when their child qualifies for this support. A parent may wonder the following:
 - How is Tier 2 support provided? What does it look like?
 - How often will the teacher progress monitor my child?
 - How will I be informed of their child's progress monitoring results?
- There are established criteria for when a student will receive Tier 3 support and a parent will be notified when their child qualifies for this support. A parent may wonder the following:
 - How is Tier 3 support provided? What does it look like?
 - How often will the interventionist be progress monitoring my child?
 - How will I be informed of my child's progress monitoring results?

- A parent may wonder what might happen if their child isn't responding to Tier 3 support. It is important to keep parents informed after ISST meetings so that parents are aware of what intervention(s) has been tried, what the implementation integrity and fidelity data shows, how current interventions are intensified or modified, and what progress monitoring data reveals. This will ensure that parents are informed of, and part of, the MTSS process, as well as have a trusted partner in their child's education that they feel comfortable with to ask questions.

Parents are encouraged to participate in meetings at their child's school - The more informed parents are, the more confident they become in their ability to help their children be successful in school. One of the best ways for parents to become informed is to actively participate in meetings at their children's school. These meetings can take a variety of forms and provide a variety of information. For example, during parent-teacher conferences parents are able to learn how their child is progressing in school, to share important information about their children, and to ask the teacher specific questions about their student. Additional opportunities include family events that focus on academics and social emotional development and can provide tips on how to implement these practices in their homes. Finally, as mentioned above, it is important to keep parents informed about their child, but at some point, it may be beneficial to the process to invite a parent or guardian to the ISST meeting, or have a follow up meeting with the parent to ensure information is gathered from both school and home, as well as to keep the two way communication channels open.

Parents are encouraged to support their child's learning at home - There are many ways that a parent can support their child's learning at home. General examples include:

- Provide a quiet well-lit space to do homework
- Encourage communication about the school day and activities
- Communicate with child's teacher on a consistent basis

As educators, it is important to share specific information about how a parent or guardian can support their child at home. This information can be shared with parents at specific times such as conferences and after benchmark assessments, but can also happen informally as well.

Finally, there may be times when a child's needs extend beyond what the school and the parents can provide. In those cases, parents can help their child by seeking appropriate community resources for assistance. If parents are unsure what resources are available to address their child's needs, often school personnel such as the school principal, school social worker, school nurse, school psychologist, or the school website may be of some assistance.

FREQUENTLY ASKED QUESTIONS (FAQs)

What is the purpose of an MTSS framework?

The purpose of an MTSS framework is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral concerns, and ensure that these students receive appropriate instruction and related supports. By utilizing a data based decision making process, this ensures that students are not only given the intervention that best meets their identified needs, but also that their progress with the intervention is proven through evidence.

What impact does MTSS have on students who are not struggling?

An important component of an effective MTSS framework is the quality of the core curriculum, where **all** students receive high-quality instruction that is culturally and linguistically responsive and aligned to Illinois State Standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well-designed MTSS, Tier I core instruction should be effective and sufficient for at least 80% of the student population.

What are culturally and linguistically responsive practices?

The use of culturally and linguistically responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or struggles in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to students strengths and identified weaknesses, building on existing student knowledge and experience, and be language appropriate. In addition, decisions about Tier 2 and Tier 3 interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges.

What are differentiated learning activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve such activities as mixed instructional groupings, co-teaching, peer tutoring, and learning centers to ensure that all students have access to the instructional

program. Differentiated instruction is NOT the same as providing more intensive interventions to students with identified learning concerns.

Is MTSS a special education program or a path to special education?

No. MTSS is a general education initiative that is designed to meet the needs of all learners. However, special education is an important component of a comprehensive MTSS framework. All school staff (i.e., principal, certified staff, paraprofessionals, social workers, counselors, psychologists, etc.) should work together to implement their MTSS framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the framework should be a high priority, as appropriate.

What does MTSS have to do with identifying students for special education?

[IDEA 2004](#) allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD) and Illinois has endorsed this approach. In an MTSS framework, a student's response to -- or success with -- instruction and interventions received across the levels of an MTSS framework would be considered as part of the comprehensive evaluation for SLD eligibility. A MTSS approach is not mandatory in determining eligibility for other conditions such as speech, occupational therapy or physical therapy, but it is recommended.

Can students move among the tiers of an MTSS framework?

While Tier 1 refers to core instruction provided to all students, students can move across other levels of an MTSS framework (Tier 2 or Tier 3) based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, (e.g., according to their documented progress based on data). Additionally, it is important to note that students can receive intervention in one or more academic areas at Tier 2 or Tier 3 but will also still receive core instruction at Tier 1. Supports at Tier 2 and 3 are given in addition to, not instead of, core Tier 1 instruction.

How do we know when Tier 1 instruction is effective?

Tier 1 instruction can be considered effective when it's addressing the needs of at least 75-80% of all students. An effective Tier 1 system should reduce the number of students who need more extensive and time consuming resources at Tiers 2 to no more than 15% of students and at Tier 3 to no more than 5% of all students.

How do we know when Tier 2 supplemental instruction and supports are effective?

Tier 2 supplemental supports can be considered effective when no more than 15% of your student body needs Tier 2 supports, the majority of students in Tier 2 are meeting or exceeding the rate of improvement needed for them to reach grade level by the end of the year, and less than 5% of students are in Tier 3. If greater than 15% of students require Tier 2 support, schools need to determine how to bolster or strengthen their core curriculum. If a majority of students in Tier 2 are not making adequate progress, then appropriate changes in Tier 2 support should also be considered.

How do we know when Tier 3 supplemental instruction and supports are effective?

Tier 3 supplemental supports can be considered effective when the majority of students receiving Tier 3 supports are making adequate progress.

How do we know when an *individual* Tier 3 plan is effective?

A Tier 3 plan is deemed effective for an individual student when the student's rate of improvement meets or exceeds what is needed for the student to meet his/her goals.

Why is it important to consider “peer comparisons” at Tier 3?

To ensure that a behavior and/or academic concern is not a result of the classroom environment, schools have to consider how a student's behavior/rate of learning compares to that of his or her peers. In most cases it is unlikely that more than 1-2 students in a general education classroom should require Tier 3 supports (should be less than 5% of students if Tiers 1 and 2 are in place and effective). If many students are struggling academically and behaviorally in a classroom, there are likely to be systems or classroom level concerns that need to be addressed before more intensive interventions are considered.

Can we ever fade supports at Tiers 2 or 3?

Yes! Many students can be successful in a core general education setting when provided appropriate support. Once a student demonstrates a consistent pattern of success, teams should consider whether elements of the Tier 2 or 3 interventions can be reduced or gradually eliminated (faded) without negatively affecting the student's performance.

What may be done if a student does not respond to Tier 3 supports?

If a student is making insufficient progress with Tier 3 supports the student should be considered for possible evaluation. This consideration would be made during an ISST meeting, after ensuring the proper protocol has been implemented and the student has not shown success with intensified and modified interventions. Additionally, if the student cannot sustain improved levels of behavior and/or

academic skills without the availability of intensive supportive services or is suspected of having needs that exceed general education supports, then the student may be considered for a meeting to determine if an evaluation for special education eligibility is appropriate.

Who should be involved in functional behavioral assessments and behavioral intervention planning?

Tier 3 Intensive/Individual Supports are most effective when approached as a collaborative (rather than expert-driven) process. Support teams can include the student and his/her family, educators, staff knowledgeable about the FBA/BIP process (e.g., school psychologists, school social workers), and/or other direct service providers who should be involved in assessment and intervention. It is critical that personnel charged with implementing the plan be involved in the team process. In general, support teams should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, understand the FBA/BIP process, and have access to resources needed for support.

What should be done when there is a crisis situation?

Tier 3 Intensive/Individual Supports is a process that takes time, planning, organization and consistency to be effective. When severe episodes of problem behavior occur, it is important to provide a rapid response to ensure the safety of all involved and produce a rapid de-escalation of the behavior. To support Tier 3 Intensive/Individual Supports safe crisis management procedures are needed and should be planned thoroughly in advance. It is important to remember that the goals of crisis management procedures are to ensure the safety of the student and all others, and to de-escalate the problem as rapidly as possible in the least intrusive manner so as to reduce the probability of future occurrences.

GLOSSARY

ACCESS Tests: ACCESS for ELLs assesses a students' language in the four domains: Listening, Reading, Speaking, Writing.

Accommodations: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curricula, and assessments.

Aim-line: Line on a graph that illustrates a student's expected rate of progress over time

Behavior Intervention Plan (BIP): A plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the behavior, global and specific hypotheses as to why the behavior occurs and intervention strategies that include positive behavioral supports.

Benchmarking (Screening): A screening assessment that occurs 3 times per year for the purpose of identifying students who may be at risk for not meeting expectations

CogAT Test (Cognitive Abilities Test): CogAT measures students' learned reasoning and problem solving abilities through a battery of verbal, quantitative, and nonverbal test items. This assessment is used in the decision-rules for Advanced Placement coursework.

Core Instruction: The delivery of the core curricula. The core curricula is deemed critical and usually made mandatory for all students of a school or school system. Core instruction and curricula must be scientific and research based and aligned with the Illinois Learning Standards.

Cut Scores: Cut points that specify the score at or below which students would be considered for intervention

Data-Based Student Support System: A systematic four step process often referred to as the problem solving process that includes the following steps: problem identification, problem analysis, plan development and implementation, and plan evaluation, which facilitate effective decision-making.

Decision-making Guidelines: A set of guidelines to assist schools in the effective implementation of a Multi-Tiered System of Supports.

DESSA (Devereux Student Strength Assessment) : DESSA is a standardized, strength-based SEL (social-emotional learning) assessment that measures the social and emotional competence of youth in kindergarten through 8th grade.

Developmental Spelling Inventory: These spelling inventories are used to help group students by spelling developmental stage. They contain lists of words that were chosen to represent a variety of spelling features at increasing levels of difficulty. These features might include consonants, digraphs, blends, short vowels, and so forth.

Diagnostic Assessment: Identifies or pinpoints a student’s particular academic or behavioral needs so that instruction can be provided to address those needs

Differentiated Instruction: According to the National Center on Response to Intervention, differentiated instruction refers to strategies used by teachers to adjust the curriculum, the teaching environment, or instructional practices to align instruction with the needs of individual students. Four aspects of the curriculum may be differentiated: content, process, products, and learning environment.

Evidence-based: A practice/strategy/program that is based on rigorous research designs, has demonstrated a record of success for improving student outcomes, and has undergone a systematic review process using quality indicators to evaluate levels of evidence

Free Appropriate Public Education (FAPE) : An educational program that is individualized to fit the specific needs of a child having a disability or qualifying for special education. The program must meet the child’s unique needs, provide access to the general education curriculum and meet State grade level standards.

Functional Behavioral Assessment (FBA): A process that identifies a specific or target behavior that interferes with a student’s education. The assessment attempts to designate the particular behavior, identify the factors that support the behavior, and determine the purpose of the behavior.

GOLD: The GOLD assessment is an authentic part of instruction, not a disruption or separate part of the learning process. Teachers use interactions with, and observations of, children in the classroom or while on zoom as formative assessment practices.

IAR (Illinois Assessment of Readiness): IAR assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.

ISA (Illinois Science Assessment): ISA is aligned to the Illinois Learning Standards in Science (ILS-Science) which are based on the Next Generation Science Standards (NGSS). The assessment goes beyond asking students to memorize facts, and asks students to “answer” questions with facts and be able to explain why and support their answers with evidence and reasoning.

Illinois Learning Standards: The Illinois Learning Standards establish expectations for what all students should know and be able to do in each subject at each grade. The standards emphasize depth over breadth, building upon key concepts as students advance. The standards promote student-driven learning and the application of knowledge to real world situations to help students develop deep conceptual understanding. Intentionally rigorous, the Illinois Learning Standards prepare students for the challenges of college and career.

Individual Student Support Team: Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

Individualized Education Plan/Program (IEP): A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services as needed for academic success.

Instructional Integrity: The degree to which an intervention or treatment is implemented as planned, intended, or originally designed – also referred to as treatment fidelity

KIDS (The Kindergarten Individual Development Survey) is an observational tool designed to help teachers, administrators and families better understand the developmental readiness of children entering kindergarten. There are five domains of readiness that will be observed:

- Approaches to Learning and Self-Regulation (ATL-REG)
- Social and Emotional Development (SED)
- Language and Literacy Development (LLD)
- Cognition: Math (COG:MATH)
- Physical Development (PD)

Least Restrictive Environment (LRE): The requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with their peers and that special education students are not removed from regular classes, unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.

Modifications: Alterations that change, lower, or reduce learning expectations

Multi-Tiered System of Supports (MTSS): A systemic, continuous- improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students

NWEA MAP (Measure of Academic Progress) Growth : MAP Growth tests produce both an overall subject score and scores for the instructional areas.

- **Math Instructional Areas:**
 - Statistics and Probability
 - Operations and Algebraic Thinking
 - The Real and Complex Number Systems
 - Geometry
- **Reading Instructional Areas:**
 - Vocabulary: Acquisition and Use
 - Literary Text: Language, Craft, and Structure
 - Literary Text: Key Ideas and Details
 - Informational Text: Key Ideas and Details
 - Informational Text: Language, Craft, and Structure

NWEA MAP Reading Fluency (MRF) : MRF is an adaptive universal screening and progress monitoring assessment for grades pre-K to 5. It provides a view of early literacy skills and learning needs for students.

Positive Behavioral Intervention and Supports (PBIS): A framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students

Problem: A data based discrepancy between what is expected (e.g., standards or norms) and what is occurring (current performance)

Profile of Creative Abilities (PCA) Home Scales: The PCA is a measure of creative ability. It is specifically designed to identify students gifted in the area of creative thinking. These scales are completed by families of students interested in participating in Advanced Placement courses.

Progress Monitoring: The systematic collection of data at regular intervals for decision making related to student performance. Student progress is evaluated in relation to a goal

Renzulli Scales: The Renzulli Scales are research-based scales to identify the characteristics of talented, gifted, and high-ability students. For the purposes of Big Hollow School District 38, the first four Renzulli scales will be used to screen and select students who will receive Advanced English Language Arts instruction. These scales will be completed by teachers of students interested in participating in Advanced Placement courses. BHMS will use the most commonly applied scales for the identification of talented and gifted students:

- **Learning-** Behaviors that reflect an individual’s ability to perceive and acquire knowledge.
- **Creativity-** Behaviors that reflect an individual’s ability to produce original, novel, and unique ideas or products.
- **Motivation-** Behaviors that reflect an individual’s ability to bring energy to bear on problems or tasks.
- **Leadership-** Behaviors that reflect an individual’s ability to guide or direct actions by other individual

Scientifically-based Instruction: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Summative Assessment: Occurs after instruction; used to evaluate the effectiveness of programs, achievement of school goals, and curriculum alignment

Survey Level Assessment (SLA): Survey Level Assessments are conducted to determine the grade level at which a student in Tier 3 should be progress monitored

WIDA: WIDA provides language development resources to those who support the academic success of multilingual learners. WIDA is part of the University of Wisconsin–Madison.

MTSS RESOURCES

American Institutes for Research (AIR) Early Warning Systems (EWS)

(www.earlywarningsystems.org) For Middle Schools and High Schools, this website provides a wealth of free resources on implementing an research-informed EWS to track student attendance, academics, and behavior. Resources include an on-line version of the tool and an Excel spreadsheet version of the tool, in addition to technical and implementation manuals.

Best Evidence Encyclopedia (www.bestevidence.org) Provides summaries about the evidence supporting educational programs for children grades K-12.

Big Hollow School District 38 (<https://www.bighollow.us/>) Provides information and resources for the educators, students, families and community of Big Hollow School District 38.

Collaborative for Academic, Social, and Emotional Learning - CASEL (www.casel.org) Includes a variety of resources on promoting students' social and emotional learning (SEL)

Evidence-Based Intervention Network (<http://ebi.missouri.edu>) This website is housed at the University of Missouri. The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting in the areas of reading, math, and behavior.

Florida Center for Reading Research (<https://www.fcrr.org/student-center-activities>) A team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.

Illinois Early Warning Project (<https://illinoisearlylearning.org/>) The Illinois Early Learning Project Web site is a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children in Illinois.

Illinois Multi-Tiered System of Supports Network (www.iltss.net) Provides educational materials related to MTSS topics to school personnel and parents as well as opportunities for relevant professional learning.

Illinois State Board of Education (<https://www.isbe.net/>) Provides educational information and policies pertinent to the state of Illinois for administrators, teachers, families and students, and community and partners.

National Center on Intensive Intervention (www.intensiveintervention.org) Many resources available to help students in Tier 3 supports. Also includes a review of evidence-based tools and assessments on tiered instruction, progress monitoring, and screening available under "Tools Charts" tab.

National Center on Positive Behavior Interventions and Supports, OSEP Technical Assistance Center (www.pbis.org) Includes a variety of resources on the effective implementation of PBIS at all three tiers.

National Child Traumatic Stress Network (<http://www.nctsn.org>) Includes a wealth of resources on childhood stress, including evidence-based practices under the tab titled “Treatments that Work”

PBISWorld (<https://www.pbisworld.com/>) PBIS World is a website containing links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into the tier 1 through 3 framework.

Pyramid Model Consortium (<https://www.pyramidmodel.org/>) The Pyramid Model has worked to support social and emotional development in early childhood classrooms. Through evidence-based research, innovative techniques, and global reach, we empower children, birth to 5 years, to succeed in school and life.

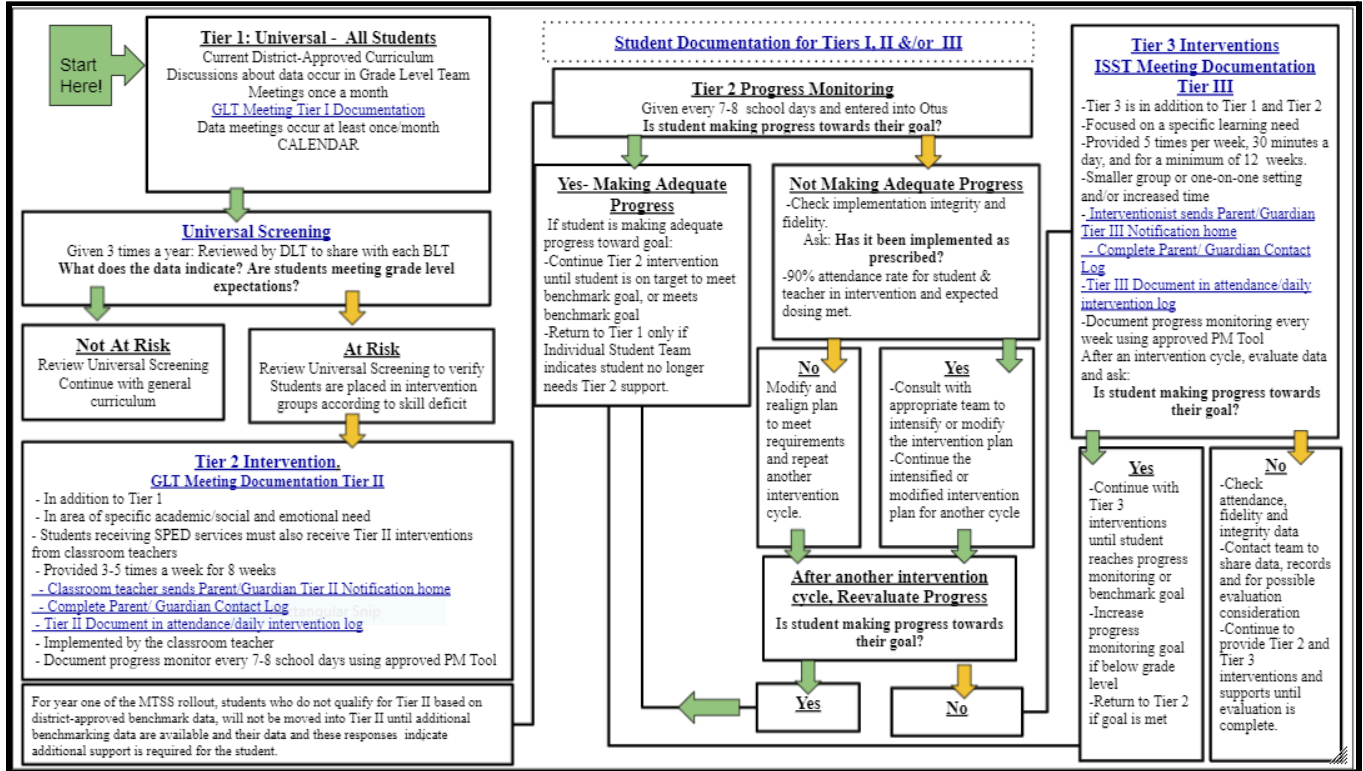
What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>) Practice guides on reading, mathematics, behavior and a variety of other topics available under “Publications and Products” and reviews of the evidence base for published interventions – also has subsection titled “Doing What Works” that provides additional resources regarding evidence-based practices including demonstration videos and additional information.

WIDA: (<https://wida.wisc.edu/>) WIDA provides language development resources to those who support the academic success of multilingual learners. WIDA is part of the University of Wisconsin–Madison. Core programs include

- [WIDA Consortium](#) – A U.S.-based collaborative group of 40 member states, territories and federal agencies
- [WIDA International School Consortium](#) – A network of approximately 500 member schools
- [WIDA Early Years](#) – A program to support multilingual children in early care and education (ECE) settings
- [WIDA Español](#) – A program to support Spanish language development of multilingual learners, Grades K–12

MTSS FLOWCHART

MTSS FLOWCHART



MTSS 21-22 CALENDAR**District Leadership Team Data Meeting**

Day	Timeframe
1st Monday of Month	TBD

Building Leadership Team Data Meetings

Building	Day	Timeframe
Primary	4th Tuesday of month	TBD (most likely after school)
Elementary	4th Friday of month	7:40-8:40am
Middle	4th Thursday of month	3:00-4:00pm

Grade Level Team Data Meetings

Building	Grade & Day		Timeframe
Primary	Kinder	First Thursday of Month	8:10-8:40am
	1st	First Wednesday of Month	
Elementary	2nd	Second Wednesday of Month	
	3rd	Third Wednesday of Month	
	4th	Fourth Wednesday of Month	
Middle	5th	First Wednesday of Month	8:51-9:59
	6th	First Tuesday of Month	7:40-8:48
	7th	Second Thursday of Month	1:37-2:45
	8th	Third Thursday of Month	12:26-1:34

Individual Student Support Team Meetings

Building	Days	Timeframe
Primary	1st & 3rd Tuesday of Month	9:00-9:30am
Elementary	1st & 3rd Friday of Month	9:00-9:30am
Middle	1st & 3rd Friday of Month	10:45-11:45

AUGUST 2021

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
1	2	3	4	5	6	7	Aug 18-20 Teacher Institute
							Aug 23 First Day of School
8	9	10	11	12	13	14	Aug 2 DLT (MTSS)
							Aug 24 Primary BLT (MTSS) 3-4pm
15	16	17	18	19	20	21	Aug 25 Middle BLT (MTSS) 3-4pm
							Aug 27 Elem. BLT (MTSS) 7:40-8:40am
22	23	24	25	26	27	28	
29	30	31					

SEPTEMBER 2021

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
			1	2	3	4	Sep 3 Early Release BET
							Sep 6 Labor Day- No School
5	6	7	8	9	10	11	Sep 17 Early Release
							Sep 13 DLT (MTSS)
12	13	14	15	16	17	18	Sep 22 Middle BLT (MTSS) 3-4pm
							Sep 24 Elem. BLT (MTSS) 7:40-8:40am
19	20	21	22	23	24	25	Sep 28 Primary BLT (MTSS) 3:40-4:40pm
26	27	28	29	30			

Notes continued:

GLT MTSS Meetings

Sep 1	First GLT (MTSS) 8:10-8:40am
Sep 1	Fifth GLT (MTSS) 8:51-9:59am
Sep 2	Kinder GLT (MTSS) 8:10-8:40am
Sep 7	Sixth GLT (MTSS) 7:40-8:48am
Sep 8	Second GLT (MTSS) 8:10-8:40am
Sep 9	Seventh GLT (MTSS) 1:37-2:45pm
Sep 15	Third GLT (MTSS) 8:10-8:40am
Sep 16	Eighth GLT (MTSS) 12:26-1:34pm
Sep 22	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Sep 3	Elem ISST 9-9:30am
Sep 3	Middle ISST 10:45-11:15am
Sep 7	Primary ISST 9-9:30
Sep 15	Elem ISST 9-9:30am
Sep 15	Middle ISST 10:45-11:15am
Sep 21	Primary ISST 9-9:30am

OCTOBER 2021

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
					1	2	Oct 1 Early Release Oct 8 Early Release DET (9-12)
3	4	5	6	7	8	9	Oct 11 Columbus Day- No School Oct 15 Early Release
10	11	12	13	14	15	16	Oct 4 DLT (MTSS) Oct 22 Elem. BLT (MTSS) 7:40-8:40am
17	18	19	20	21	22	23	Oct 26 Primary BLT (MTSS) 3:40-4:40pm
24	25	26	27	28	29	30	Oct 28 Middle BLT (MTSS) 3-4pm
31							

Notes continued:

GLT MTSS Meetings

Oct 5	Sixth GLT (MTSS) 7:40-8:48am
Oct 6	First GLT (MTSS) 8:10-8:40am
Oct 6	Fifth GLT (MTSS) 8:51-9:59am
Oct 7	Kinder GLT (MTSS) 8:10-8:40am
Oct 13	Second GLT (MTSS) 8:10-8:40am
Oct 14	Seventh GLT (MTSS) 1:37-2:45pm
Oct 20	Third GLT (MTSS) 8:10-8:40am
Oct 21	Eighth GLT (MTSS) 12:26-1:34pm
Oct 27	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Oct 1	Elem ISST 9-9:30am
Oct 1	Middle ISST 10:45-11:15am
Oct 5	Primary ISST 9-9:30
Oct 15	Elem ISST 9-9:30
Oct 15	Middle ISST 10:45-11:15am
Oct 19	Primary ISST 9-9:30am

NOVEMBER 2021

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
	1	2	3	4	5	6	Nov 04 Conferences
							Nov 05 Teacher Institute BET
7	8	9	10	11	12	13	Nov 12 DET (9-12)
							Nov 19 Early Release
14	15	16	17	18	19	20	Nov 24-26 Thanksgiving Break
							Nov 1 DLT (MTSS)
21	22	23	24	25	26	27	Nov 23 Primary BLT (MTSS) 3:40-4:40pm
							Nov 18 Middle BLT (MTSS) 3-4pm
28	29	30					Nov 19 Elem BLT (MTSS) 7:40-8:40am

Notes continued:

GLT MTSS Meetings

Nov 2	Sixth GLT (MTSS) 7:40-8:48am
Nov 3	First GLT (MTSS) 8:10-8:40am
Nov 3	Fifth GLT (MTSS) 8:51-9:59am
Nov 11	Kinder GLT (MTSS) 8:10-8:40am
Nov 10	Second GLT (MTSS) 8:10-8:40am
Nov 11	Seventh GLT (MTSS) 1:37-2:45pm
Nov 17	Third GLT (MTSS) 8:10-8:40am
Nov 18	Eighth GLT (MTSS) 12:26-1:34pm
Nov 18	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Nov 2	Primary ISST 9-9:30am
Nov 5	NO Elem ISST due to TI
Nov 5	No Middle ISST due to TI
Nov 16	Primary ISST 9-9:30am
Nov 19	Elem ISST 9-9:30am
Nov 19	Middle ISST 10:45-11:15am

DECEMBER 2021

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
			1	2	3	4	Dec 03 Early Release BET
							Dec 17 Early Release
5	6	7	8	9	10	11	Dec 20-31 Winter Break
							Dec 6 DLT (MTSS)
12	13	14	15	16	17	18	NOT BLT (MTSS)
19	20	21	22	23	24	25	
26	27	28	29	30	31		

Notes continued:

GLT MTSS Meetings

Dec 1	First GLT (MTSS) 8:10-8:40am
Dec 1	Fifth GLT (MTSS) 8:51-9:59am
Dec 2	Kinder GLT (MTSS) 8:10-8:40am
Dec 7	Sixth GLT (MTSS) 7:40-8:48am
Dec 8	Second GLT (MTSS) 8:10-8:40am
Dec 9	Seventh GLT (MTSS) 1:37-2:45pm
Dec 15	Third GLT (MTSS) 8:10-8:40am
Dec 16	Eighth GLT (MTSS) 12:26-1:34pm
Dec 16	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Dec 3	Elem ISST 9-9:30am
Dec 3	Middle ISST 10:45-11:15am
Dec 7	Primary ISST 9-9:30
Dec 17	Elem ISST 9-9:30
Dec 17	Middle ISST 10:45-11:15am
Dec 21	NO Primary ISST 9-9:30am

JANUARY 2022

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
						1	Jan 07 Early Release
							Jan 17 ML King's BDay- No School
2	3	4	5	6	7	8	Jan 21 Early Release
							Jan 3 DLT (MTSS)
9	10	11	12	13	14	15	Jan 25 Primary BLT (MTSS) 3:40-4:40pm
							Jan 27 Middle BLT (MTSS) 3-4pm
16	17	18	19	20	21	22	Jan 28 Elem BLT (MTSS) 7:40-8:40am
23	24	25	26	27	28	29	
30	31						Jan 14 DET (9-12)

Notes continued:

GLT MTSS Meetings

Jan 4	Sixth GLT (MTSS) 7:40-8:48am
Jan 5	First GLT (MTSS) 8:10-8:40am
Jan 5	Fifth GLT (MTSS) 8:51-9:59am
Jan 6	Kinder GLT (MTSS) 8:10-8:40am
Jan 12	Second GLT (MTSS) 8:10-8:40am
Jan 13	Seventh GLT (MTSS) 1:37-2:45pm
Jan 19	Third GLT (MTSS) 8:10-8:40am
Jan 20	Eighth GLT (MTSS) 12:26-1:34pm
Jan 26	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Jan 4	Primary ISST 9-9:30am
Jan 7	Elem ISST 9-9:30am
Jan 7	Middle ISST 10:45-11:15
Jan 18	Primary ISST 9-9:30am
Jan 21	Elem ISST 9-9:30am
Jan 21	Middle ISST 10:45-11:15am

FEBRUARY 2022

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
		1	2	3	4	5	Feb 04 Early Release BET
							Feb 18 Early Release
6	7	8	9	10	11	12	Feb 21 President's Day Feb 22 Conferences
13	14	15	16	17	18	19	Feb 7 DLT (MTSS) Feb 8 Primary BLT (MTSS) 3:40-4:40pm
20	21	22	23	24	25	26	Feb 24 Middle BLT (MTSS) 3-4pm Feb 25 Elem BLT (MTSS) 7:40-8:40am
27	28						

Notes continued:

GLT MTSS Meetings

Feb 1	Sixth GLT (MTSS) 7:40-8:48am
Feb 2	First GLT (MTSS) 8:10-8:40am
Feb 2	Fifth GLT (MTSS) 8:51-9:59am
Feb 3	Kinder GLT (MTSS) 8:10-8:40am
Feb 9	Second GLT (MTSS) 8:10-8:40am
Feb 10	Seventh GLT (MTSS) 1:37-2:45pm
Feb 16	Third GLT (MTSS) 8:10-8:40am
Feb 17	Eighth GLT (MTSS) 12:26-1:34pm
Feb 23	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Feb 1	Primary ISST 9-9:30am
Feb 4	Elem ISST 9-9:30am
Feb 4	Middle ISST 10:45-11:15
Feb 15	Primary ISST 9-9:30am
Feb 18	Elem ISST 9-9:30am
Feb 18	Middle ISST 10:45-11:15am

MARCH 2022

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
		1	2	3	4	5	Mar 04 Early Release BET Mar 18 Early Release
6	7	8	9	10	11	12	Mar 28-31 Spring Break Mar 7 DLT (MTSS)
13	14	15	16	17	18	19	Mar 22 Primary BLT (MTSS) 3:40-4:40pm Mar 24 Middle BLT (MTSS) 3-4pm
20	21	22	23	24	25	26	Mar 25 Elem BLT (MTSS) 7:40-8:40
27	28	29	30	31			

Notes continued:

GLT MTSS Meetings

Mar 1	Sixth GLT (MTSS) 7:40-8:48am
Mar 2	First GLT (MTSS) 8:10-8:40am
Mar 2	Fifth GLT (MTSS) 8:51-9:59am
Mar 3	Kinder GLT (MTSS) 8:10-8:40am
Mar 9	Second GLT (MTSS) 8:10-8:40am
Mar 10	Seventh GLT (MTSS) 1:37-2:45pm
Mar 16	Third GLT (MTSS) 8:10-8:40am
Mar 17	Eighth GLT (MTSS) 12:26-1:34pm
Mar 23	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Mar 1	Primary ISST 9-9:30am
Mar 4	Elem ISST 9-9:30am
Mar 4	Middle ISST 10:45-11:15
Mar 15	Primary ISST 9-9:30am
Mar 18	Elem ISST 9-9:30am
Mar 18	Middle ISST 10:45-11:15am

APRIL 2022

SUN	MO N	TUE	WE D	THU	FRI	SAT	NOTES:
					1	2	Apr 1 Spring Break
							Apr 15 Non Attendance Day
3	4	5	6	7	8	9	Apr 4 DLT (MTSS)
							Apr 26 Primary BLT (MTSS) 3:40-4:40pm
10	11	12	13	14	15	16	Apr 28 Middle BLT (MTSS)
							Apr 29 Elem BLT (MTSS)
17	18	19	20	21	22	23	Apr 8 DET (9-12)
24	25	26	27	28	29	30	

Notes continued:

GLT MTSS Meetings

Apr 5	Sixth GLT (MTSS) 7:40-8:48am
Apr 6	First GLT (MTSS) 8:10-8:40am
Apr 6	Fifth GLT (MTSS) 8:51-9:59am
Apr 7	Kinder GLT (MTSS) 8:10-8:40am
Apr 13	Second GLT (MTSS) 8:10-8:40am
Apr 14	Seventh GLT (MTSS) 1:37-2:45pm
Apr 20	Third GLT (MTSS) 8:10-8:40am
Apr 21	Eighth GLT (MTSS) 12:26-1:34pm
Apr 27	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

Apr 1	No Elem ISST due to Spring Break
Apr 1	No Middle ISST due to Spring Break
Apr 5	Primary ISST 9-9:30
Apr 15	Elem ISST 9-9:30
Apr 15	Middle ISST 10:45-11:15am
Apr 19	Primary ISST 9-9:30am

MAY 2022

SUN	MON	TUE	WED	THU	FRI	SAT	NOTES:
1	2	3	4	5	6	7	May 6 Early Release
							May 20 Early Release
8	9	10	11	12	13	14	May 25 Graduation
							May 27 Last Day of School
15	16	17	18	19	20	21	May 2 DLT (MTSS)
							May 19 Middle BLT (MTSS) 3-4pm
22	23	24	25	26	27	28	May 24 Primary BLT (MTSS) 3:40-4:40pm
							May 27 Elem BLT (MTSS) 7:40-8:40am
29	30	31					May 13 DET (9-12)

Notes continued:

GLT MTSS Meetings

May 3	Sixth GLT (MTSS) 7:40-8:48am
May 4	First GLT (MTSS) 8:10-8:40am
May 4	Fifth GLT (MTSS) 8:51-9:59am
May 5	Kinder GLT (MTSS) 8:10-8:40am
May 11	Second GLT (MTSS) 8:10-8:40am
May 12	Seventh GLT (MTSS) 1:37-2:45pm
May 18	Third GLT (MTSS) 8:10-8:40am
May 19	Eighth GLT (MTSS) 12:26-1:34pm
May 25	Fourth GLT (MTSS) 8:10-8:40am

ISST Meetings

May 3	Primary ISST 9-9:30am
May 6	Elem ISST 9-9:30am
May 6	Middle ISST 10:45-11:15
May 17	Primary ISST 9-9:30am
May 20	Elem ISST 9-9:30am
May 20	Middle ISST 10:45-11:15am



LAKE COUNTY
INGLESIDE, IL

Regular Board of Education Meeting Dates

2021-2022 School Year

Monday, August 9, 2021
Monday, September 13, 2021
Tuesday, October 12, 2021
Monday, November 8, 2021
Monday, December 13, 2021
Monday, January 10, 2022
Monday, February 14, 2022
Monday, March 14, 2022
Monday, April 11, 2022
Monday, May 9, 2022
Monday, June 13, 2022
Monday, July 11, 2022



Collective Liability Insurance Cooperative

July 1, 2021 to July 1, 2022

Property/Casualty/Student Accident Program

Exhibit 12

INVOICE

School District: Big Hollow School District #38

DUE BY: July 31, 2021

Effective Date	Policy #	Company	Description	Annual Premium
July 1, 2021	CLICCR2021; CLICGL2021; CLICAL2021;	CLIC / Great American Insurance Company	Package Policy	\$6,493
July 1, 2021	CLICPR2021	CLIC / Travelers Insurance Company	Property (\$625,000,000 limit)	\$14,193
July 1, 2021	76401709	Chubb Insurance Group	Boiler & Machinery	\$1,368
July 1, 2021	CLICSBL2021	CLIC / QBE Insurance Corporation	School Board Legal Liability	\$5,630
July 1, 2021	CLICXS2021	CLIC Old Republic / CLIC Brit-Markel / CLIC Old Republic-American Hallmark-Genesis/ CLIC Everest/ CLIC Great American	Excess Liability (\$36,000,000 limit)	\$7,350
July 1, 2021	13379921	Gerber Life Insurance Co.	Student Accident – Mandatory	\$7,128
July 1, 2021	1306000221	Gerber Life Insurance Co.	Student Accident – Catastrophic	\$1,760
July 1, 2021	TBD	BCS/Lloyd's of London	Cyber Liability – (\$2,000,000 limit)	\$10,703
July 1, 2021	001063508	Ironshore Specialty Ins. Co.	Pollution Liability	\$905
July 1, 2021	B1262FC0228321	Lloyd's of London	Gallagher Crisis Protect (GCP)	\$1,735
July 1, 2021	N/A	Arthur J. Gallagher	Risk Management Services Fee	\$2,675
July 1, 2021	N/A	Gallagher Bassett Services	Claims Administration Fee	\$1,042
July 1, 2021	N/A	Gallagher Bassett Services	Loss Control Services	\$995
July 1, 2021	N/A	CLIC	CLIC Program Management Operating Fee	N/A
July 1, 2021	N/A	CLIC	Loss Fund – Package	\$29,210
July 1, 2021	N/A	CLIC	Loss Fund – School Board Legal	\$2,062
TOTAL PROGRAM COSTS DUE				\$93,250

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

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

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



Collective Liability Insurance Cooperative

July 1, 2021 to July 1, 2022

Exhibit 12

INVOICE

Workers Compensation Program

DUE BY: JULY 31, 2021

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

Effective Date	Policy #	Company	Description	Annual Premium
July 1, 2021	CLICWC2021	Safety National Casualty Company	Workers Compensation Premium	\$4,342
July 1, 2021	N/A	Arthur J. Gallagher Risk Management Services, Inc.	Program Administration	\$2,749
July 1, 2021	N/A	Sedgwick CMS	Claims Administration	\$1,657
July 1, 2021	N/A	Sedgwick CMS	Loss Control	\$1,920
July 1, 2021	N/A	CLIC	Workers' Compensation Loss Fund	\$83,652
July 1, 2021	N/A	CLIC	High/Low Plan 10% Supplemental Loss Fund Contribution (if applicable)	\$8,365
TOTAL PROGRAM COSTS DUE				\$102,686

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

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

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

May 2021 Employment Report

Approve employment of Maria Meza, Summer School Teacher, effective June 7, 2021

Approve the employment of Jasmine Lardizabal, Summer School staff, effective June 7, 2021

Approve the employment of Nancy Bolanos, Summer School Teacher, effective June 7, 2021

Approve the reinstatement of Julia Duerig's, Primary School Paraprofessional, who has been on furlough, effective 2021-2022 school year.

Approve personnel change of Stephaney Wiley from Facilities and Transportation Assistant to Food Service Assistant/Custodial.

Approve the employment of Bertha Cervantes, Food Service, effective August 9, 2021.

Approve personnel change for Heather Fischer from 5th Grade ELA Teacher to Grant Funded Math Specialist for the 2021-2022.

Approve FMLA for Hayley Janney, 1st Grade Teacher, effective approximately September 9, 2021 and ending approximately December 6, 2021.

Approve the employment of Nicole Buschek as 6th Grade ELA Teacher effective August 2021.

Approve paternity leave for Chad Ziarko, Elementary Special Education Teacher, effective November 4, 2021 and ending December 17, 2021.

Approve the employment of Amanda McDonough as 5th Grade Math Teacher effective August 2021.

Approve FMLA for Oksana Poulos, Kindergarten Special Education Teacher, effective the end of October 2021 and lasting 12 weeks.

Approve personnel change for Courtney Wegrzyn from 8th Grade ELA to Grant Funded Reading Specialist for the 2021-2022.

Approve the employment of Thomas Schorsch as 8th Grade ELA Teacher effective August 2021.

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 employment of Chloe Kotiw as 7th Grade Social Studies Teacher effective August 2021.

Approve the employment of Heather Kolaski as 5th Grade ELA Teacher effective August 2021.

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Maria Meza



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **elementary** Grade/Area: **2/3**
Start Date: **June 7th, 2021** BOE Approval Date:

REFERENCES CONTACTED (list 2)

Name: Title:
Name: Title:

BA BA+15 MA MA+15 MA+30

Years Credited Step
BudgetCode
TBD

Total Years Experience Salary/Hourly Rate **\$50** (may be adjusted if circumstances require)
Comments:

Technology:

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

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Jasmine
Lardizabal



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other: **Summer School Staff**

Building: **Elementary** Grade/Area: **3rd-4th**
Start Date: **June 7th** BOE Approval Date:

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:

Technology:

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

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Nancy Bolanos



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other: **Summer schl teacher**

Building: **Primary Grade/Area: 1st/2nd**

Start Date: **June 7th** BOE Approval Date:

REFERENCES CONTACTED (list 2)

Name: Title:

Name: Title:

BA BA+15 MA MA+15 MA+30

Years Credited Step

BudgetCode

TBD

Total Years Experience **0** Salary/Hourly Rate **\$50** (may be adjusted if circumstances require)

Comments:

Technology:

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

Employee Signature:

Date:



Morley, Melissa <melissamorley@bighollow.us>

Fwd: Return from furloughsatement

1 message

Truss, Jennifer <jennifertruss@bighollow.us>

Thu, May 13, 2021 at 8:55 AM

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

Below is Julia Duerig's statement that she is returning to school next year.

Jen

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

From: **Julia Duerig** <juliaduerig21@gmail.com>

Date: Thu, May 13, 2021 at 8:38 AM

Subject: Return from furloughsatement

To: Lenayn Janusz <lenaynjanusz@bighollow.us>, Truss, Jennifer <jennifertruss@bighollow.us>

Belie is my statement so the board can approve me for the fall. Let me know if I need to make any changes or add any other information.

To whom it may concern,

This email is my statement of intent to return for the fall 2021-22 school year. I am requesting to come off furlough.

Thank you,

Julia Duerig

--

Jen Truss

Business Office Assistant

[Big Hollow School District #38](#)

26051 W. Nippersink Rd.

Ingleside, IL 60041

847-740-1490 ext. 5046

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

BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form

Employee Name
Stephaney Wiley

Telephone 4011

Email Address
stephaneywiley@bighollow.us

New Position: Food Service Assistant/ Custodial

Replacement For: Emric contract services

Building: All

Current Position: Facilities and Transportation Assistant

Date Change is Effective: June 15, 2021

Board Approval Date (if needed):

Certified Position

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

Years Credited Step

Salary: No Change

Full or Part Time: FULL

Years Credited:

Sick: Vacation: Personal:

Budget Code:
TBD

Employee Signature:

Date:

BIG HOLLOW SCHOOL DISTRICT #38

New Hire Information Form

BACKGROUND

Name Bertha Cervantes

[Redacted area]

ASSIGNMENT

CERTIFIED	NON-CERTIFIED	<input type="checkbox"/> Nurse	<input type="checkbox"/> Technology
<input type="checkbox"/> Administrator	<input type="checkbox"/> Custodian	<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> Transportation
<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> Food Service	<input type="checkbox"/> Secretary	<input type="checkbox"/> Other
	<input type="checkbox"/> Lunch Monitor	<input type="checkbox"/> Substitute	

Building P/E

Grade/Area Food Service-Server-5 hours daily

Start Date 8/9/2021 BOE Approval Date

REFERENCES CONTACTED (list 2)

Name	Title
Name	Title

OFFICE USE ONLY

SALARY LANE/HOURS

BA BA+15 MA MA+15 MA+30

Total Years Experience Years Credited Step

Salary/Hourly Rate \$14.35 BudgetCode

(may be adjusted if circumstances require)

Months 9 Vacation N/A Sick 9 Personal 0

Comments:

Pending fingerprints, physical/TB test, and paperwork.

Signature of Superintendent

Date

Employee Signature

Date

BIG HOLLOW SCHOOL DISTRICT #38
Personnel Change Form

Employee Name
Heather Fischer

Email Address
heatherfischer@bighollow.us

New Position: **Grant Funded Math Specialist**

Replacement For: **N/A**

Building: **BHMS**

Current Position: **5th Grade ELA**

Date Change is Effective: **08/01/2021**

Board Approval Date (if needed):

Certified Position

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

Years Credited Step

Salary:

Full or Part Time: **full**

Years Credited:

Sick: Vacation: Personal:

Budget Code:
TBD

Employee Signature:

Date:

May 19th, 2021

Dear Mr. Gold,

I am writing to inform you that I am expecting my first child in the coming months. My physician estimates that the baby will be born on September 9th, 2021.

Because of this expected arrival, I would like to formally request an FMLA parental leave of absence for this coming fall. It is my hope to begin the 2021-2022 school year with my new students and commence the parental leave once the baby arrives on/near September 9th, 2021. I would like to request 12 weeks of parental leave. I would also like to request the use of my sick days that I have accumulated in order to maintain my health benefits and a consistent income during my leave. I expect to return to work on/near December 6, 2021; assuming that I am fully recovered and cleared by my physician.

Thank you for taking the time to consider my request. I look forward to hearing your response.

Sincerely,
Hayley Janney

A handwritten signature in cursive script that reads "Hayley Janney".

1st Grade Teacher
Big Hollow Primary School
847-740-5320 ext. 3051

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Nicole Buschek



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **BHMS** Grade/Area: **6/ELA**
Start Date: **8/18/2021** BOE Approval Date:

REFERENCES CONTACTED (list 2)

Name: **Jennifer Searle** Title: **Student Teaching Supervisor**
Name: **Katie Reed** Title: **Teacher 6th ELA/SS**

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

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

BudgetCode
10-0-1120-1100

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

Comments:

anticipated BA
May 2021
Pending
fingerprints,
physical/Tb, and
paperwork

Technology:

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

Employee Signature:
Nicole Buschek

Dear Mr. Gold and School Board,

My wife and I are expecting a baby and I am requesting paternity leave for next school year. The dates that I am requesting are from November 4th, 2021 till December 17th, 2021. I plan to return after winter break. We are very excited for this new addition to our family and time together. Thank you for all your support.

Thank you,

Chad Ziarko

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Amanda
McDonough



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **BHMS** Grade/Area: **5th Math**
Start Date: **8/18/2021** BOE Approval Date:

REFERENCES CONTACTED (list 2)

Name: **Timothy P Sullivan** Title: **Principal**
Name: **Kate Valenzuela** Title: **Principal**

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

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

BudgetCode
10-0-11120-1100

Total Years Experience **9** Salary/Hourly Rate **\$61,672** (may be adjusted if circumstances require)

Comments:

6yrs Exp.
Step 7 on schedule
Pending
fingerprints,
physical/TB. and
paperwork.

Technology:

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

Employee Signature:

May 28th, 2021

Big Hollow School District 38 Board of Education
Mr. Bob Gold
26051 W. Nippersink Rd.
Ingleside, IL 60041

Dear Members of the Board and Mr. Gold,

This letter is to inform you that my husband and I are expecting our second child at the end of October of 2021. I wish to take maternity leave during the 21-22 school year, starting end of October, lasting 12 weeks from delivery. If anything changes I will be sure to inform you as pregnancies can be unpredictable. I plan on returning to school to finish out the 2021-2022 school year.

Please let me know if you have any questions. Thank you for your consideration in this matter

Sincerely,

Oksana Poulos
Kindergarten Special Education Resource Teacher
Big Hollow Primary School

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

Employee Name
Courtney Wegrzyn

[Redacted]

Email Address
courtneywegrzyn@bighollow.us

New Position: **Grant Funded Reading Specialist**

Replacement For: **N/A**

Building: **Middle School**

Current Position: **8th Grade Reading**

Date Change is Effective: **08/01/2021**

Board Approval Date (if needed):

Certified Position

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

Years Credited Step

Salary:

Full or Part Time: **Full**

Years Credited:

Sick: Vacation: Personal:

Budget Code:
TBD

Employee Signature:
Stephanie Meek

Date: **05/24/2021**

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Thomas Schorsch



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **Big Hollow MS** Grade/Area: **8th Grade ELA**

Start Date: **08/01/2021** BOE Approval Date:

REFERENCES CONTACTED (list 2)

Name: **Tracye Zeman** Title: **Director of Student and Family Support**

Name: **Lori Naumowicz** Title: **Principal**

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

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

BudgetCode

Total Years Experience **9** Salary/Hourly Rate **58,735** (may be adjusted if circumstances require)

Comments:

**Pending
fingerprints,
physical/TB, and
paperwork.**

Technology:

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

Employee Signature:

Date:

AGREEMENT TO PROVIDE OCCUPATIONAL THERAPY SERVICES

BIG HOLLOW SCHOOL DISTRICT #38

AND

EILEEN UPTON

This Agreement is entered into 4/19/2021, 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 18, 2021 and expire on May 27, 2022 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.

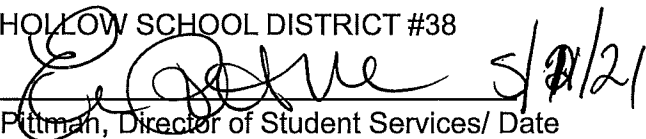
9. Total compensation under the terms of this Agreement shall not exceed \$60,000.00. EILEEN UPTON shall maintain a student schedule including the hours of service for each IEP student served. A statement of services rendered by EILEEN UPTON shall be submitted to BHSD38 biweekly. Upon verification of 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:  4/20/2021
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, 2021, 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:

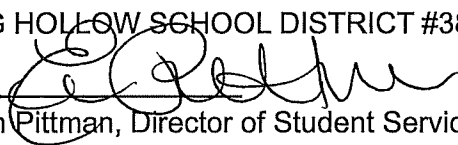
1. MEGAN CARROLL shall provide Services including evaluations, re-evaluations, and consultations to students in the Big Hollow School District. Megan Carroll and the Director of Student Services for BHSD38 shall determine the schedule of days, hours, and location(s) for Services performed under this 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, 2020, and expire on June 1, 2021, 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:  5/11/21
Erin Pittman, Director of Student Services/ Date

PROGRESSIVE STRIDES, LLC.

BY: _____
Megan Carroll/Date

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name
Chloe Kotiw



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **BHMS** Grade/Area: **07 SS**

Start Date: **08/01/2021** BOE Approval Date: **06/14/2021**

REFERENCES CONTACTED (list 2)

Name: **Sue Wings** Title: **Superintendent**

Name: **Chris Evans** Title: **Principal**

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

Years Credited **4** Step **5**

BudgetCode

10-3-1120-1100

Total Years Experience **4** Salary/Hourly Rate **47,825** (may be adjusted if circumstances require)

Comments:

Technology:

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

Employee Signature:

Date: **06/04/2021**

BIG HOLLOW SCHOOL DISTRICT #38
New Hire Information Form

BACKGROUND

Name

Heather Kolaski



ASSIGNMENT

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

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

Nurse: Paraprofessional: Secretary: Substitute:

Technology: Transportation: Other:

Building: **BHMS** Grade/Area: **5th ELA**

Start Date: **08/01/2021** BOE Approval Date: **06/14/2021**

REFERENCES CONTACTED (list 2)

Name: **Matt Condon** Title: **Principal**

Name: **Shawn Hanrahan** Title: **Co Teacher**

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

Years Credited **7** Step **8**

BudgetCode

10-3-1120-1100

Total Years Experience **10** Salary/Hourly Rate **52529** (may be adjusted if circumstances require)

Comments:

Technology:

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

Employee Signature:

Date:

BHSD38 BELIEVING
IN HIGHER
STANDARDS
BIG HOLLOW SCHOOL DISTRICT 38

www.bighollow.us

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

SPORT	SY 20-21 COACHES	RECOMMENDED SY 21-22 COACHES
Athletic Director	Deonna Klobe	Deonna Klobe
Basketball, Boys (6th Grade)	Brian Summers	Brian Summers
Basketball, Boys (7th Grade)		
Basketball, Boys (8th Grade)	David Jesmer	David Jesmer
Basketball, Girls (6th Grade)	Christina Hagen	Krystal Serafin
Basketball, Girls (7th Grade)		
Basketball, Girls (8th Grade)	Christina Hagen	
Cheerleading	Nicole Zeppo	Nicole Zeppo
Cross Country	Eric Wolters	Eric Wolters
Cross Country Asst.	Maria Banach <i>*if #'s warrant</i>	Maria Banach <i>*if #'s warrant</i>
POMS / Dance (Middle School)	Stephanie Cullotta	Stephanie Cullotta
Soccer, Boys	Carrie Miller	Carrie Miller
Soccer, Girls		Sarah Loessl
Soccer, Asst.	Not Necessary	
Track, Boys	Eric Wolters	Eric Wolters
Track, Boys Asst.	Vacant	VACANT <i>if #'s warrant</i>
Track, Girls	Robin Jensen	
Track, Girls Asst.	Maria Banach	Maria Banach
Volleyball, Boys (7th Grade)	Deonna Klobe	Deonna Klobe
Volleyball, Boys (8th Grade)	Courtney Wegrzyn	Courtney Wegrzyn

Volleyball, Girls (7th Grade)	Heather Wick	Heather Wick
Volleyball, Girls (8th Grade)	Robin Jensen	Kim Jensen
Wrestling	Eric Wolters	Eric Wolters
Wrestling Asst.	Vacant	<i>Vacant if #'s warrant</i>
Softball, Girls (7th and 8th)	N/A	Deonna Klobe
Band (extra-curricular)	Sara Kumpula / Dan Knowles	Sara Kumpula / Dan Knowles
Choir (extra-curricular)	Julie Dee	Julie Dee
Fall Musical Director	Denise Maifield	Denise Maifield
Fall Musical Asst. Director	Julie Dee	Julie Dee
Fall Musical Choreographer	Lindsay Brillion	Lindsay Brillion
Fine Arts Facilitator	Julie Dee / Sara Kumpula	Julie Dee / Sara Kumpula
Homework Club	Nicole Zeppo	Nicole Zeppo
Honor Society	Courtney Wegrzyn / Julie Dee	Courtney Wegrzyn / Julie Dee
Jazz Band	Sara Kumpula	Sara Kumpula
Set Design	Kori Paulson	Kori Paulson
Set Design Asst.	Annie Wahls	Annie Wahls
Speech, Debate & Acting	Denise Maifield	Denise Maifield
Speech, Debate & Acting, Asst.	Lindsay Brillion	Lindsay Brillion
Spelling Bee (Middle School)	Valerie Reil	
Spring Play Director	Denise Maifield	Denise Maifield
Spring Play Asst. Director	Julie Dee / Lindsay Brillion	Julie Dee / Lindsay Brillion
Student Council	Erin Peska / Sienna Kohlbrecher	
Variety Show (Middle School)	Julie Dee / Sara Kumpula	Julie Dee / Sara Kumpula
Variety Show (Pri/Ele)	Kennedy Vilt / Carrie Miller / Casper Provo	Kennedy Vilt / Carrie Miller / Casper Provo
Yearbook (Middle School)	Jennifer Mobus	Jennifer Mobus

Yearbook (Pri/Ele)	Brenda Weiskopf / Dawn Lucas	Brenda Weiskopf / Dawn Lucas Exhibit 14
7th Grade Trip Facilitator	Jen Mobus	Jen Mobus
8th Grade Trip Facilitator	8th Grade Team	8th Grade Team

**INTERGOVERNMENTAL AGREEMENT
FOR INSTRUCTIONAL PLACEMENT SERVICES**

This Intergovernmental Agreement by and between the Big Hollow School District 38, Lake County, Illinois (hereinafter "Big Hollow") and Gavin School District 37, Lake County, Illinois (hereinafter "Gavin") is made and entered into this 14th day of June, 2021.

WITNESSETH:

WHEREAS, Article VII, Section 10 of the Constitution of the State of Illinois of 1970 authorizes units of local government to contract or otherwise associate among themselves to exercise, combine, or transfer any power or function in any manner not prohibited by law or ordinance; and

WHEREAS, the *Illinois Local Government Cooperation Act*, 5 ILCS 220/1 *et. seq.*, provides that "...Any power or powers, privileges or authority exercised or which may be exercised by a public agency of the State may be exercised and enjoyed jointly with any other public agency of this State..."; and

WHEREAS, Gavin and Big Hollow are each separately governed, independent duly formed public agencies; and

WHEREAS, Gavin and Big Hollow desire to realize the educational and cost benefits of shared food services; and

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the parties agree as follows:

1. **Shared management/employee costs of the food service program:** It is agreed that Big Hollow will hire a director of food services who will provide management oversight of the food service programs in both Big Hollow and in Gavin. All associated costs for this director will be split equally among the two school districts. It is also the understanding that there may be a need for either district to temporarily share other food service employees from time to time. Again, all associated costs for the shared employee will be billed by the home district of the employee being shared. Invoices will be sent on the final day of each month.
2. **Term.** This agreement shall commence on July 1, 2021 as determined by the parties and expire on June 30, 2022.
3. **Good Faith Dispute and Resolution.** In the event of any dispute or controversy arising out of or relating to this Agreement, the parties agree to exercise their best efforts to resolve the dispute as soon as possible. The parties shall, without delay, continue to perform their respective obligations under this Agreement which are not affected by the dispute. In the event of a dispute arising under this Agreement which cannot be resolved informally by the Gavin Superintendent and Big Hollow Superintendent, the parties may later agree to mediate and/ or arbitrate the dispute on terms that are mutually agreeable to the parties.

4. **Agreement Modifications.** Any proposed modification to this Agreement shall be submitted in writing by the Gavin Superintendent or Big Hollow Superintendent for approval.
5. **Severability.** If for any reason any provision of this Agreement is determined to be invalid or unenforceable by the arbitrator or court of law, that provision shall be deemed severed and the balance of the Agreement shall otherwise remain in full force and effect.
6. **Governing Law.** This Agreement shall be governed by and interpreted according to the law of the State of Illinois.

IN WITNESS WHEREOF, the parties hereto, having been first duly authorized by appropriate action of their respective governing bodies, executed this Agreement on the dates indicated below.

Dated 2021 **Big Hollow School District #38**

:

By:

Superintendent, Big Hollow

Dated 2021 **Gavin School District 37**

:

By:

Superintendent, Gavin

**AGREEMENT FOR TRANSPORTATION SERVICES BETWEEN
THE BOARD OF EDUCATION OF BIG HOLLOW SCHOOL
DISTRICT NO. 38 AND ST. BEDE CATHOLIC SCHOOL**

THIS AGREEMENT is made and entered into this 14th day of June 2021, by and between the Board of Education of Big Hollow School District No. 38, Lake County, Illinois (“Board”), and St. Bede Catholic School, located at 36399 N Wilson Rd., Ingleside, IL 60041 (“St. Bede”) (collectively, the “Parties”).

WITNESSETH:

WHEREAS, the Board currently provides limited transportation along the Board’s regular school bus routes to certain students of St. Bede who are Board residents as required under Section 29-4 of the *School Code*, for which the Board may claim reimbursement from the State; and

WHEREAS, St. Bede is located outside the Board’s boundaries, and the Board’s current transportation for students of St. Bede extends only within the Board’s boundaries; and

WHEREAS, St. Bede has requested that the Board provide an additional route for its students between Big Hollow Middle School and St. Bede, and said route would be beyond the requirements of Section 29-4 and would be non-reimbursable from the State; and

WHEREAS, the Board is authorized pursuant to Article 29 of the *School Code* to provide transportation services to out-of-district schools or other organizations and to make a charge for such transportation in an amount equal to the cost thereof, which shall include a reasonable allowance for insurance premiums and depreciation of the vehicles so used.

NOW, THEREFORE, in consideration of the terms and conditions herein, and other good and valuable consideration, the sufficiency which is hereby acknowledged, the Parties agree as follows:

1. SCOPE OF SERVICES. The Board shall add one morning and one afternoon bus route between Big Hollow Middle School and St. Bede per each school day when the Board is in session, in exchange for the reimbursement in Section 2 below. The Board will continue to transport certain students of St. Bede who are Board residents along the Board’s regular bus routes, to and from some point on the regular route nearest or most easily accessible to their homes and Big Hollow Middle School, at no charge to St. Bede, as provided under Section 29-4 of the *School Code*.

2. REIMBURSEMENT. The Board shall charge St. Bede for the Board’s costs of providing the additional transportation route in Section 1 above, including a reasonable allowance for insurance premiums and depreciation of the vehicles, in the amount of \$44 per

day. This will include supervision of students on the Big Hollow School District campus during times of transition. Said amount shall be due on the 1st day of each month. The Board shall submit monthly invoices to St. Bede for such reimbursement in advance of the payment due date. If St. Bede fails to pay timely on the due date, the Board shall have the right to terminate services hereunder, and interest on any unpaid balance shall accrue at 1% per month until paid.

3. TERM/TERMINATION/RENEWAL. This agreement shall be for the 2021-2022 school year based on the school calendar as adopted and amended by the Board from time to time. The agreement may be terminated by either Party for any reason upon seven (7) days' written notice, and St. Bede shall reimburse the Board for any services received hereunder before the effective date of termination. The agreement may be extended for one (1) year upon mutual written agreement of the Parties. Upon extension of the agreement, all terms and conditions herein not explicitly amended shall remain in full force and effect during the renewal term.

4. MISCELLANEOUS. The Board expressly disclaims any and all warranties concerning the services provided hereunder and shall not be liable for any damages whatsoever to St. Bede as a result of this agreement. The Board's exclusive liability to St. Bede shall be to provide the limited services as specified above. The agreement shall be governed by Illinois law and shall constitute the entire agreement between the Parties. Neither Party shall assign this agreement without prior written consent of the Party. This agreement is not intended to, and does not, confer any right or benefit upon any third or other party other than St. Bede and the Board. No other party other than St. Bede or the Board, or their successors or assigns, shall have any right or standing to enforce or pursue legal action to enforce this agreement. No amendment, waiver or modification of any term or condition of this agreement shall be binding or effective for any purpose unless expressed in writing and signed by the Parties. St. Bede represents that it is operating in compliance with all applicable laws and has all necessary licenses and authorizations to conduct its business lawfully. Each individual signing this agreement represents and warrants that he or she is duly authorized to execute and deliver this agreement on behalf of their respective entity, and that this agreement is binding on the Parties in accordance with its terms. This agreement may be executed in multiple counterparts, each of which, when executed, shall be deemed to be an original and all of which together shall constitute one and the same agreement. Facsimile signatures shall be sufficient to bind the Parties.

IN WITNESS WHEREOF, the parties have this Agreement on the date(s) written below.

(SIGNATURE PAGE TO FOLLOW)

St. Bede Catholic School
Lake County, Illinois

Board of Education of
Big Hollow School District No. 38,
Lake County, Illinois

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

DYOPATH

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. DYOPATH 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 June 1st, 2021 ending July 31, 2022. DYOPATH 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
 - Treasure 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.
- **This Agreement (including but not limited to Proposals, Quotes, Attachment A) is governed by the DYOPATH Managed Services Agreement, effective on the date this Agreement is signed, which are incorporated in full by this reference.**

- The DYOPATH Managed Services Agreement is available at <https://dyopath.com/wp-content/uploads/2020/05/MSA.pdf> and will also be sent by email to the purchaser upon request.
- Client, by its signature on the Agreement, unequivocally accepts the Managed Services Agreement and all related Attachments, Amendments and/or Addendums and their respective terms and agrees that DYOPATH will not be bound by any variations from or additions to the terms and conditions contained in the Managed Services Agreement and all related Attachments, Amendments and/or Addendums or any other document submitted by purchaser unless agreed to in writing by an authorized representative of DYOPATH.
- Client agrees to obtain Services under the terms of the Managed Services Agreement for the terms specified above.
- Unless otherwise agreed to in writing by DYOPATH and the Client, revisions made to this contract shall be coterminous with the term of this Agreement. As described in "Section 3.10- Service Term" of the Managed Services Agreement, the Client acknowledges that it is financially responsible for the Services provided hereunder at the rates set forth in this Agreement for the term of this Agreement unless terminated earlier pursuant to the Managed Services Agreement.
 - Pricing does not include taxes, travel, shipping or handling.
 - This Agreement is valid for 30 calendar days from the following date on this document.
 - This Agreement is contingent pending credit approval.
- Pricing does not include carrier services, equipment or installation (unless otherwise specified) including but not limited to: Wiring, circuit and/or station identification ("toning and tagging"), patch cables, cross connects, patch panels, racks, shelves, rack mounting kits, wire management, cable labels/tags, demarcation extension, environmentals, UPS, or electrical.

Signatures

Big Hollow School District 38	
Name:	Robert Gold
<i>(Please print or type full name)</i>	
Signature:	
Title:	Superintendent
Date:	June 9, 2021

DYOPATH

Name:

(Please print or type full name)

Signature:

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 Jodie Sellers of the city of Rolling Meadows, state of IL its true and lawful attorney-in-fact, with full power and authority hereby conferred to sign, execute and acknowledge the following surety bond:

Principal Name: 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 12th day of March, 2021.



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

STATE OF PENNSYLVANIA ss
COUNTY OF MONTGOMERY

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

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



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

By: Teresa Pastella
Teresa Pastella, Notary Public

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

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

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

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

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

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

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 18th day of May, 2021.



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

Bond No.404240567

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

STATE OF ILLINOIS)
) SS
COUNTY OF Lake)

We, Diane Elizabeth Spakowski, as Principal and Liberty Mutual Insurance Company as Surety, are obligated, jointly and severally to the School Board of Big Hollow School District District # 38 in the above mentioned county or successors in office, in the penal sum of Five Million Dollars and 00/100 dollars (\$ 5,000,000.00) for the payment of which we bind ourselves, our heirs, executors, administrators.

In witness whereof we have hereto set our hands and seals this 18th day of May 2021. THIS BOND TO BE EFFECTIVE July 1, 2021. THIS BOND WILL EXPIRE June 30, 2022.

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

Diane Elizabeth Spakowski PRINCIPAL
Liberty Mutual Insurance Company SURETY
By: Jodie Sellers Attorney (Seal)
STATE OF ILLINOIS)
) SS
COUNTY OF)

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

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

Approved and accepted by: BOARD OF EDUCATION (or BOARD OF DIRECTORS) of _____ District No. _____ on this _____ day of _____

By: SECRETARY _____ PRESIDENT _____

Approved and filed this _____ day of _____

Regional Superintendent of Schools



To: Big Hollow School District 38 Board of Education
 From: Dr. Michelle Hetrovicz, Director of Curriculum & Instruction
 Date: May 10, 2021
 Re: Middle School Science Department Resource Adoption Proposal

MIDDLE SCHOOL SCIENCE RESOURCE PILOTS & CURRICULUM WORK

Introduction.

Since the adoption of the Next Generation Science Standards (NGSS)¹, our Middle School Science Department has been making efforts towards updating our courses, texts and resources to the current standards and best practice in science instruction. During the transition, our district has supplemented the current curriculum to help address *NGSS* that were underrepresented in the previously adopted science materials.

Science Adoption Committee.

- Ellen Ehlert, 5th Grade
- Erin Peska, 5th Grade
- Adrian Peyrot, 6th Grade
- Lisa Romero, 6th Grade
- Laura Wolframski, 7th Grade
- Sarah Loessl, 7th Grade
- Christina Hagen, 8th Grade
- Michael Gorelick, 8th Grade
- Vicki King, Director of Data, Accountability & Assessment
- Barbara Steinseifer, Curriculum Coordinator
- Michelle Hetrovicz, Director of Curriculum & Instruction
- Scott Whipple, Principal
- Stephanie Meek, Assistant Principal
- Rachel Mullen, Assistant Principal

History.

Starting in the Spring of 2019, Mrs. Barbara Steinseifer began working with the Middle School principal and science teachers to research quality science materials and resources. Mrs. Steinseifer involved the staff in the process of visiting schools that were in the middle of curricular review cycles and piloting various science programs to gather information about. Based on their research and school visits, the team led by Mrs. Steinseifer elected to first pilot a program called *IQWST*, presented by *Activate Learning*, starting in Fall of 2019. *IQWST* is a phenomenon-driven, research-based program supported by the National Science Foundation.² The science team piloted *IQWST* until Winter of 2020.

¹ <https://www.nextgenscience.org/>

² <https://activatelearning.com/iqwst/>

In Winter 2020, after the conclusion of the *IQWST* pilot, the team chose to pilot an additional program, *Carolina Biological*. In an attempt to adequately compare *IQWST* and *Carolina Biological* materials, each grade level teacher piloted the same unit topics for both programs. The *Carolina Biological* pilot was underway before the pandemic began and teachers had an opportunity to utilize the materials with students in-person. However, because the pandemic continued into the start of the 2020-2021 school year, teachers requested to continue their *Carolina Biological* into the Fall of 2020. *Carolina Biological* granted an extension of the pilot so that teachers could have ample opportunity to utilize the units and materials with fidelity. The *Carolina Biological* pilot concluded in Winter of 2021.

In the midst of the curricular and standards work the teachers were doing during professional development days in the 2020-2021 school year, teachers made the decision to change from a traditional science teaching model to an integrated science teaching model. An integrated science teaching model enables the science staff to focus on using the science and engineering practices as the foundation of science instruction as opposed to teaching solely through the lens of the science disciplinary core idea domains (earth and space science, life science, physical science, and engineering, technology, and the application of science). Teaching through the lens of the science and engineering practices help teachers and students describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.³ Because of this change, and in order to avoid adopting a new science resource in the middle of the 2020- 2021 school year, the science team decided to pilot one more program, *Amplify Science*. The *Amplify Science* resource supports effective scaffolding of science content that a middle school integrated science model requires.

Recommendation for Adoption.

The Big Hollow Science team of teachers and administrators conducted all pilots with the basic understanding that the students were in need of a coherent science curriculum that provides school-to-school and classroom-to-classroom consistency and is equitable for students. The staff's desire was to provide our students with a science curriculum that allows students to engage in critical thinking, problem-solving strategies, real-world, hands-on science experiences, and which is aligned to the *NGSS*. The team believes that with the implementation of an updated science curriculum focused on current standards, phenomena-based learning, three-dimensional learning and coherent instruction, our middle school students will excel in science. Based on these beliefs, and after a thorough search of current materials, the *Amplify* integrated science resource is being recommended for adoption and use starting in the 2021-2022 school year.

Rationale for Amplify Science Adoption Proposal.

EQuIP Rubric

The Big Hollow Science Adoption Committee met on multiple occasions to evaluate each resource being piloted from 2019 until the present time. The science team individually and collaboratively analyzed adherence of each piloted resource using the *EQuIP* Rubric for Science. The *EQuIP* Rubric for Science provides criteria by which to measure how well lessons and units are designed for the *NGSS*.

³ <https://ngss.nsta.org/disciplinarycoreideastop.aspx>

“The purpose of the rubric and review process is to: (1) review existing lessons and units to determine what revisions are needed; (2) provide constructive criterion-based feedback and suggestions for improvement to developers; (3) identify examples/models for teachers’ use within and across states; and (4) to inform the development of new lessons, units, and other instructional materials.”⁴ Based on the EQUiP Rubric, three categories are scored:

- **Category I:** *NGSS 3D Design* (lessons and units): The lesson/unit is designed so students make sense of phenomena and/or design solutions to problems by engaging in student performances that integrate the three dimensions of *NGSS*.
- **Category II:** *NGSS Instructional Supports* (lessons and units): The lesson/unit supports three-dimensional teaching and learning for ALL students by placing the lesson in a sequence of learning for all three dimensions and providing support for teachers to engage all students.
- **Category III:** *Monitoring NGSS Student Progress* (lessons and units): The lesson/unit supports monitoring student progress in all three dimensions of the *NGSS* as students make sense of phenomena and/or design solutions to problems.

Findings of Science Adoption Committee

Additionally, using the measures found in the *EQUiP* Rubric, the findings of the Science Adoption Committee related to the proposal of an *Amplify Science* resource adoption are outlined below:

Standards Alignment.

- *Amplify Science* is a robust, multimodal, hands-on program made to fulfill 100 percent of the *NGSS*, as well as a substantial number of the Common Core ELA and Math standards.

Organization and Presentation of Materials

- *Amplify Science* digital simulations in each unit allow students to visualize scientific phenomena.
- *Amplify Science* kits and manipulatives emphasize the importance of hands-on science.
- *Amplify Science* contains engaging media in each unit that draw students into the authentic problem-solving context and narrative.
- *Amplify Science* scientific articles help students develop the disciplinary literacy skills necessary to read and write like scientists.
- *Amplify Science* formative assessments empower teachers with actionable data and insight into each student’s progress.
- *Amplify Science* embedded supports equip teachers with strategies to adapt lessons to fit their and students needs.
- At-home lessons and simulations enable students learning remotely to engage deeply with science content.

Accuracy of Information

- *Amplify Science* is a flexible, truly blended program with compelling online content, print components for offline engagement, and hands-on kits in every unit.

⁴ <https://www.nextgenscience.org/resources/equip-rubric-science>

- *Amplify Science* has embedded assessments throughout the program—formative and summative—with auto grading and real-time reporting to easily visualize students’ growth.

Support Materials

- *Amplify Science* supports a diverse classroom, with carefully crafted lessons, standards alignment, differentiation strategies, and ELL supports throughout the program.

Student Interest

- *Amplify Science* is highly engaging, multimodal curriculum that invites students to take on the role of a scientist or engineer in every unit to solve relevant real-world problems
- *Amplify Science* student questions and prior experiences related to the phenomenon or problem motivate sense-making and/or problem solving.
- *Amplify Science’s* focus of the lesson is to support students in making sense of phenomena and/or designing solutions to problems.

Quality of Information

- *Amplify Science* is authored by the science curriculum team at UC Berkeley’s Lawrence Hall of Science, who have 40 years of experience in K–12 science education.
- *Amplify Science* is an entirely web-based curriculum and is made up of a series of learning modules that cover the fundamentals of programming.

Usability – Teachers and Students

- *Amplify Science* is designed to support three-dimensional teaching and learning.
- *Amplify Science* reinforces scientific concepts in multiple ways, through the research-based pedagogy: Do, Talk, Read, Write, Visualize.
- *Amplify Science* integrates the latest strategies in science teaching and learning, as well as interactive digital tools and hands-on activities.
- *Amplify Science* contains scaffolding strategies and automated progress monitoring throughout the program to help teachers ensure that students at all levels engage successfully with the lessons.
- *Amplify Science* engages students with scientific concepts in vivid, engaging ways, from rich media and digital simulations to engineering internships where students design novel solutions to compelling real-world problems.
- *Amplify Science* lessons build understanding of multiple grade appropriate elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and cross-cutting concepts (CCCs) that are deliberately selected to aid student sense-making of phenomena and/or designing of solutions.

Ed Reports & EdWeek Reviews

EdReports.org is an independent nonprofit organization designed to improve education by providing reviews of K-12 instructional materials. *EdReports.org* increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert

educators, *EdReports* reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.⁵

EdReports conducted an evaluation of *Amplify Science* most recently in 2018. Their findings were published and contained results for alignment with NGSS and usability. *Amplify Science* met expectations for all three gateways: *Usability, Coherence and Scope, and Design for NGSS*. The specific results and ratings are available on the *EdReports* website for grades 5-8.⁶ For grades 6-8 in 2019, *Amplify Science* was the only resource to clear all three gateways and receive top reviews.⁷ For grade 5 in 2019, *Amplify Science* scored in the “meets expectations” range for the gateway of *Coherence and Scope* and scored in the “partially meets expectations” range for the gateway of *NGSS*.

The Science Adoption Committee would like to recognize that, just as with any curricular resource adoption, teachers are given leverage to supplement their curriculum with additional resources, materials, and activities as needed to meet the needs of their students and ensure quality of instruction. All teachers are committed to continuing our curricular and standards work as staff continues to engage in school and district improvement processes. The staff will continue to participate in regular review cycles related to curriculum and resource implementation and reviews.

Next Steps.

Upon School Board review, the Big Hollow Science Adoption Committee recommends a full 6-year adoption of *Amplify Science*. With board approval, a 6-year initial purchase totaling approximately \$80,000 will be made. This cost includes online curriculum access (teacher/student) and science kits. Both teachers and students will utilize the online platform. Amplify will connect directly to our learning management system. Additionally, there are six days for teacher training included in the initial purchase. Yearly costs would be incurred for replacement of consumable kit materials.

⁵ <https://edreports.org/about>

⁶ <https://www.edreports.org/reports/overview/amplify-science-2018>

⁷ <https://www.edreports.org/reports/overview/amplify-science-2018>



Morley, Melissa <melissamorley@bighollow.us>

Fwd: Project Update Request

1 message

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

Mon, May 17, 2021 at 2:38 PM

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

From: <Dtriana@constructionjournal.com>
Date: Mon, May 17, 2021 at 2:12 PM
Subject: Project Update Request
To: <bobgold@bighollow.us>

Hi Robert ,

We are currently reporting the following project which recently bid. May I have the bid tabulation? If it has been awarded, may I also have the name of the awarded contractor and the award amount? If not yet available, do you have an anticipated date the bid tab and/or award will be released?

Thanks for your help and stay well,
David Triana
772-781-2144 ext. 434
Construction Journal

Concrete Repairs
Project #: 38
[26051 West Nippersink Road](#)
[Ingleside, IL](#)
CJ Project #2087593
Bids Due: 04/27/21

[View Project Report](#)

--

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."



Morley, Melissa <melissamorley@bighollow.us>

Concrete Bid

1 message

Morley, Melissa <melissamorley@bighollow.us>
To: Dtriana@constructionjournal.com

Mon, May 17, 2021 at 2:45 PM

Good Afternoon,
Attached is the bid information you requested from our Concrete Project.

Please let me know if you have any questions.

--

Melissa Morley

District Secretary

Superintendent's Office

Big Hollow District #38

847-740-1490 x 5015

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 **Final-Notice of Award.docx.pdf**
137K



Morley, Melissa <melissamorley@bighollow.us>

Fwd: ConstructConnect IL Bidder Confirmation Request

1 message

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

Fri, May 28, 2021 at 9:23 AM

Bob Gold
Superintendent
Big Hollow School District 38

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

@bobgold_supt(Twitter)
@bobgold72 (Twitter)

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----- Forwarded message -----
From: <update@constructconnect.com>
Date: Thu, May 27, 2021 at 5:05 PM
Subject: ConstructConnect IL Bidder Confirmation Request
To: <bobgold@bighollow.us>



ConstructConnect IL Bidder Confirmation Request

It's a fact: COVID-19 is disrupting construction. You need to know if projects are getting pushed, put on-hold, or outright cancelled. Don't get caught short - [Download the free report](#)

Dear: Robert Gold,

This is a Project Update Request:

ConstructConnect has you and your firm listed as a Owner on the below project: Concrete Repair located in Ingleside, IL. According to our records the project bid on 04/27/2021. We currently have the project in Post-Bid Status. In order for us to provide the construction community with accurate information, please select one of the buttons below to provide an update on the project and/or request for additional contact from your dedicated ConstructConnect representative.

Concrete Repair			ID: 5365750
Bid Date: Apr 27, 2021	Start Date*: May 27, 2021	Location: Ingleside, IL	Value*: \$600,000
Sector: Public - City	Status: Post-Bid	Building Use: Educational - Junior High Schools	
Project Type: Renovation			
View Project			

*Estimated Value is based on ConstructConnect’s proprietary historical project type valuation system, if you have the actual reported value for a project please contact projects@constructconnect.com.

Award This project has been awarded. Please provide award information.

Status Change There has been a change of status on this project. The bidding for this project has been extended, postponed or addenda have been issued.

Contact Please have my dedicated ConstructConnect representative contact me. I have additional information on this and/or other projects for ConstructConnect.

Bid Result or Award Information Available Online Please provide URL where bid results or award information is available.

Click [HERE](#) to view project.

ConstructConnect reports on 1000's of project every day - thank you for your help with keeping projects you are listed on updated!
The ConstructConnect Content Management Team.

To stop receiving this email click here to [opt out of future mailings](#).
If the link above does not work, copy and paste the following link into the address bar of your browser.

https://contact.constructconnect.com/unsubscribe.html?vals=9WJ-p7M7fJIStb-EKKGeghLz6EaHJlkwNuC7CdETHbycvGvLZzzm1CJs7-B0sOgaFDqCc7HGminj1_GD0Ep_1n_uAldF0H8sUcX_3iXptH8

3825 Edwards Rd Suite 800 | Cincinnati, OH 45209 | (800)424-3996

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Morley, Melissa <melissamorley@bighollow.us>

Fwd: Freedom of Information Act Request

1 message

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

Wed, Jun 2, 2021 at 3:13 PM

Can you take care of this one?

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."

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

From: **Joe Sutton** <jj.sutton85@gmail.com>
Date: Wed, Jun 2, 2021 at 12:48 PM
Subject: Freedom of Information Act Request
To: <bobgold@bighollow.us>

Dear Public Records Officer:

This is a request under the Freedom of Information Act.

I request that a digital copy (PDF) of the following documents be provided to me:

- The district's current website and/or content management system (CMS) provider contract.
- The district's current alerts and/or emergency notification provider contract.
- The district's current mobile app provider contract.
- The district's current learning management system (LMS) provider contract.

Thank you for your consideration of this request.

Sincerely,



Morley, Melissa <melissamorley@bighollow.us>

FOIA

1 message

Morley, Melissa <melissamorley@bighollow.us>
To: jj.sutton85@gmail.com

Thu, Jun 3, 2021 at 8:48 AM

Below is the information you requested:

Dear Public Records Officer:

This is a request under the Freedom of Information Act.

I request that a digital copy (PDF) of the following documents be provided to me:

- The district's current website and/or content management system (CMS) provider contract. **We utilize Campus Suites for a website content management. I have attached our most recent invoice.**
- The district's current alerts and/or emergency notification provider contract. **We use Skylert (Intrado School Messenger) for alerts and emergency communication. I have attached the most recent invoice.**
- The district's current mobile app provider contract. **Our website provider (Campus Suite) also provides our mobile app.**
- The district's current learning management system (LMS) provider contract. **We use Google as our current LMS. There is no contract.**

Thank you for your consideration of this request.

Sincerely,

Joe Sutton

jj.sutton85@gmail.com

--

Melissa Morley

District Secretary

Superintendent's Office

Big Hollow District #38

847-740-1490 x 5015

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2 attachments

 **Invoice_18489_from_Innersync_Studio.pdf**
38K

 **Big Hollow_Invoice.pdf**
18K

Board of Education Administrator Report June 14, 2021

1. Good Things Happening for Kids:

[Kindergarten](#) and [first grade](#) musical composition videos - P
Online Art Showcase by each classroom completed-E
Afterschool Enrichment in Physical Education -Get Moving!-P, E
Elementary Specials and Physical Education Teachers continue to offer “live instruction” -E
May, June & July Birthday Lunches-E
Birthday gift deliveries-E
Transportation staff delivering meals to students - P, E, M
Some Teachers making SOM trips and doing yard signs-M
Diversity Student team to plan celebratory months- M

2. Good Things Happening for Staff:

De-Stress Event - May 20 - P
End of Year Presentation on Using Humor in the Classroom by Michael Edgar Myers-P, E, M
Food Truck lunch provided for all staff on Institute Day-P, E, M
Finalizing School Improvement Plans - P, E, M
Met with parent representatives from CAC, AAPAC, & BPAC to solicit information/input regarding SIP-E
Check out procedures provided to all staff-P, E
Handwriting Without Tears Training - PreK-4 - P, E
Report Card Comments Professional Development for Grades 2-4 - E
School Improvement Plan Updates-P, E, M
Continued work on Priority Standards, Learning Progressions & Success Criteria with Teachers-P, E, M
Elementary Equity Team meeting-April 9
Continued work on School Improvement Plans-P,E,M
New Teacher Meetings continue-E
BEST (teacher support group) meeting weekly led by social workers- M
Curriculum/Grading work happening-M

3. General Information to Share:

Title IX Training for Administrators with School District Law Firm-P, E, M
IAR Testing Completed with all in person learners and those remote learners who chose to attend in person-E, M
School year 2021-22 PD planning
Exit interviews with all staff who are leaving BHSD-E
Interviews including grade level reps for third grade openings completed
Title I Parent Involvement Meeting - P, E
Class Placements completed - P, E
Scheduling for 2021-22 completed-E

Planning for Cultural Fair-P, E, M
Planning for Hispanic Heritage Month 2021 (9/15-10/15)
Plans to have a yearbook this year
District Equity Team continues
Continuing list of Buddy Families in order to match new families with a BH families

May 10, 2021

1. Good Things Happening for Kids:

Environmental Activities for Earth Month and Earth Day with Fun Challenges for Staff on Video-E
Afterschool Enrichment in Physical Education -Get Moving!-P, E
Primary PE continues to offer optional live lessons 2 times a day Monday- Thursday - P
Primary specials continues to offer optional live activities on Friday for a total of 2 ½ hours - P
Primary specials offering optional live lessons weekly - P
Principals communicated with families to ensure parents who answered survey were satisfied with teacher response - P, E, M
Elementary Specials and Physical Education Teachers continue to offer “live instruction” -E
SEL Morning Meetings occurring every morning (& afternoon) with all students-P, E, M
April March Birthday Lunches-E
Birthday gift deliveries-E
Birthday Book Deliveries - P
Transportation staff delivering meals to students - P, E, M
Transportation staff delivering materials/supplies to students - P, E
Home Visits for some students not engaging- P, E, M
Some Teachers making SOM trips and doing yard signs-M
Diversity Student team to plan celebratory months- M
Fire drill conducted with Fire Department - April 13 - P, E
ALICE drill conducted - April 19 - P, E, M
Beginning plans for 2021-22 Hispanic Heritage Month - P, E
District Wellness Committee Meeting - April 22

2. Good Things Happening for Staff:

Report Card Comments Professional Development for Grades 2-4-E
Staff Appreciation recognition and events-P, E, M
School Improvement Plan Updates-P, E, M
Support Staff Evaluations conducted - P, E, M
KIDS assessment refresher training for kindergarten - P
Creative Curriculum Training for PreK and kindergarten - P
Goalbook Pathways Training - P, E, M
Imagine Literacy & Math training - P, E
Info Share provided by Kristina Vanderwerff, Social Worker, and Kira Denovo, Special Education Coordinator on De-escalation Strategies; recording shared with all staff- P, E

PLC MEETING AGENDA / ACTION RECORD

[Join Zoom Meeting](#)

ID: 81310818617

Passcode: 678672

Team: Administration Date: May 12, 2021 Time: 9:30 a.m.

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

<p>Time allocations:</p>	<p>Purpose / Goal(s) for this meeting:</p> <ul style="list-style-type: none"> ● Follow-up from recent Board meeting (15 min) ● Follow-up from recent meeting with union leadership (15 min) ● Update from LCHD/ISBE/IDPH (15 min) <ul style="list-style-type: none"> ○ Quarantine pilot program (starting May 17th) ● Upcoming vaccination opportunity for students (ages 12-17) at GCHS <ul style="list-style-type: none"> ○ Thursday, June 3 ○ Thursday, June 24 ● Agenda for final day with teachers on May 28th <ul style="list-style-type: none"> ○ Draft agenda <ul style="list-style-type: none"> ▪ 8:00 - 10:00 <ul style="list-style-type: none"> ● Building meetings and teacher work time ● Vinni will find out if the presenter can set up between 8-10 am. ▪ 10:00 - 11:30 <ul style="list-style-type: none"> ● Mr. Gold (10-10:30) ● “The ‘sense’ of humor” with Michael Edgar Myers ● YouTube demonstration link ▪ 11:30 - 12:30
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<p>Helpful Hints The data team measurement will needs of the fac presentation on th to have a discus purpose of using scores?</p> <p>Reflection and I</p> <ol style="list-style-type: none"> 1. Summariz 2. Summariz each. 3. Discuss I provided i 	<ul style="list-style-type: none"> ● All staff lunch (food trucks) ● Encourage “tailgate” ● Budget needs for 2021-2022 ● 2021-2022 remote learning planning update <ul style="list-style-type: none"> ○ Share current survey results ● Logistics for opening 2021-2022 with full in-person learning (20 min) <ul style="list-style-type: none"> ○ Morning drop-off ○ Pick-up ○ Classroom setup- 3 feet social distancing ○ Lunch/recess - 6 feet social distancing while masks are off ○ Calendar of Events- ○ Certification Process-Skyward? ● Discussion on pending vacancies (5 min) <p>Other : Tech Drop Off</p>
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Commented [1]: @stephaniemeek@bighollow.us @rachelmullen@bighollow.us Do we have this in place for next year already? Thanks! Vicki
Assigned to Stephanie Meek

Discussions / Decision Summary:

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

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