

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION REGULAR MEETING
THURSDAY, MAY 18, 2023
7:00 PM - LIBRARY
285 E. GRAND AVENUE
FOX LAKE, ILLINOIS 60020**

AGENDA

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Consent Agenda **	3
V.	Superintendent's Report – Recognition and Informational Items	
	A. Student of the Month	51
	B. IHSA State Journalism Champion	
	C. Excellence in Education Award – 4 th Quarter	52
	D. Curriculum & Instruction Update – Dr. Stacie Noisey	54
	E. Honors Night	71
	F. Lake County Educator of the Year Awards	
	G. Hall of Fame 2023	
	H. Principal's Report	84
	I. Student Representative's Report	86
VI.	Public Comment	
VII.	Superintendent's Report – Action Items	
	A. November Board of Education Meeting Date **	
	B. Consolidated District Plan **	87
	C. School Board Policy Modifications – Second Reading **	128
	D. Community Youth Network Counseling Support 2023/24 **	163
	E. Lake County Health Department – Assessment and Counseling Services 2023/24 **	164
	F. Overnight Travel Requests **	166
	G. Co-Curricular Sponsors 2023/24 **	169
	H. Fall Coaches 2023/24 **	171
	I. Personnel ** <u>REVISED</u>	172
VIII.	Business Affairs	
	A. 2022/23 Amended Budget	
	B. Newsela Contract **	179
	C. District Website Provider **	182
IX.	Other Business	
	A. FOIA	183
X.	Closed Session	
	A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **	
	B. Matters relating to individual students 5 ILCS 120/2 (c)(10) **	
	C. Collective negotiating matters between the public body and its employees or their representatives. 5 ILCS 120/2 (c)(2) **	
XI.	Action items from closed session discussion	
	A. Potential Board action regarding personnel and compensation **	
	B. Potential Board action regarding matters relating to individual students **	
	C. Potential Board action regarding collective bargaining matters **	

XII. Adjourn

** Indicates potential action item in open session

The next regular Board of Education meeting will be held on Thursday, June 15, 2023

NOTICE OF SPECIAL MEETING

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124 SPECIAL BOARD OF EDUCATION MEETING THURSDAY, APRIL 27, 2023 7:00 P.M. – LIBRARY

AGENDA

- I. Call to Order
- II. Pledge of Allegiance
- III. Roll Call
- IV. Proclamation of Winners as canvassed by the Lake County Clerk's Office from the April 4, 2023 Consolidated Election **
- V. Comments from Board Members/Administration
- VI. Adjournment of Retiring Board *sine die* **

** Indicates potential action item in open session

The next regular Board of Education meeting will be held immediately following this Special Meeting.

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

MINUTES OF BOARD OF EDUCATION MEETING

APRIL 27, 2023

CALL TO ORDER

A Regular Meeting of the Board of Education of Grant Community High School District 124, County of Lake, State of Illinois, was held on Thursday, April 27, 2023 and called to order at 7:03 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake.

ROLL CALL

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

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

Members absent: None

Administration present:

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

Student Representative: Nicole Kaminski

AUDIENCE

Raquel Babani, Salomon Babani, Melissa Babani, Caitrin Myers, Marissa Myers, Karen Ramilec, Josh Altergutt

SUPERINTENDENT'S REPORT – Recognition and Informational Items

April Student of the Month

Dr. Sefcik introduced Raquel Babani, in the presence of her parents, as the April Student of the Month. She read Raquel's profile of accomplishments, which included academic achievements, extracurricular activities, service to the community, what she enjoys in her spare time, and future plans. Dr. Sefcik offered Raquel the opportunity to speak to the Board and she thanked the Board for providing the tools and support that students need to be successful and for making the school a better place. The Board and audience applauded Raquel and Dr. Sefcik presented her with a certificate to commemorate being chosen as the April Student of the Month.

REORGANIZATION OF THE BOARD

Oath of Office

Mr. Hill asked the newly elected Board Members to stand and take their Oath of Office. Mrs. Fleming, Mr. Jared, and Mrs. Kusiak recited their Oath of Office.

Elect President of the Board of Education

Mr. Hill asked for nominations for the office of President and Mr. Jared and Mrs. Kusiak nominated Steve Hill for the office of President. No other nominations were received.

** A motion was made by Mr. Jared, second by Mr. Lescher to elect Steve Hill as Board President.

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

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

Nay: None

Absent: None

Motion – **Passed**

Elect Vice-President of the Board of Education

Mr. Hill asked for nominations for the office of Vice-President and Mr. Jared nominated Kathy Kusiak for the office of Vice President. No other nominations were received.

** A motion was made by Mrs. Booth, second by Mrs. Fleming to elect Kathy Kusiak as Board Vice-President.

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

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

Nay: None

Absent: None

Motion – **Passed**

Elect Secretary of the Board of Education

Mr. Hill asked for nominations for the office of Secretary and Mr. Hill nominated John Jared for the office of Secretary. No other nominations were received.

** A motion was made by Mr. Lescher, second by Mrs. Booth to elect John Jared as Board Secretary.

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

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

Nay: None

Absent: None

Motion – **Passed**

Appoint Treasurer to the Board of Education

Mr. Hill asked for a motion to appoint Beth Reich to serve as Treasurer for the Board.

** A motion was made by Mr. Jared, second by Mrs. Fleming to appoint Beth Reich to serve as Treasurer for the Board.

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

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

Nay: None

Absent: None

Motion – **Passed**

Establish day, time, and location of Board of Education Meetings

Mr. Hill asked for a motion to set the day and time of the Grant Community High School Board of Education meetings for the third Thursday of each month, through June 2025, and that the remaining meetings in the existing schedule will be maintained.

** A motion was made by Mr. Yanik, second by Mr. Jared to set the day and time of the Board of Education meetings for the third Thursday of each month, through June 2025, and that the remaining meetings in the existing schedule will be maintained.

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

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

Nay: None

Absent: None

Motion – **Passed**

Committee Appointments

Mr. Hill asked for, and received, volunteers to fill the following committee appointments:

SEDOL Delegate – Kathy Kusiak

SEDOL Alternate – Shelly Booth

Site & Facility Committee Member – Steve Hill

Site & Facility Alternate – John Jared

IASB Representative – Ivy Fleming

IASB Alternate – Kathy Kusiak

PBIS Committee Member – John Jared

PBIS Alternate – Bob Yanik

Insurance Committee Member – Ivy Fleming

Insurance Committee Alternative – Ed Lescher

CONSENT AGENDA

Minutes of regular meeting held March 16, 2023

April Bills Payable

March Treasurer's Report

Destruction of closed meeting audio recording from October 21, 2021

Quarterly list of authorized depositories, investment managers, dealers, and brokers

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

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

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

Nay: None

Absent:

Motion – **Passed**

SUPERINTENDENT'S REPORT – Recognition and Informational Items (continued)

Student Services Data

Dr. Sefcik informed the Board that the Student Services Data report would be online and if they have any questions, they can reach out to the Principal, Jeremy Schmidt or Ryan Geist, Assistant Principal.

Distinguished Bulldog Recognition

Dr. Sefcik provided details of the new student recognition program, the *Distinguished Bulldog* recognition, to support and enhance the development of college and career ready students. The requirements are:

- Minimum GPA of 3.75
- Minimum SAT Composite Score of 1400
- 95% attendance junior and senior year (average of the two years ≥ 95%)
- At least one academic indicator in English language arts and mathematics
- Three career ready indicators

School Board Policy Modifications – First Reading

Dr. Sefcik provided the following Board policies for a first reading. They will be presented for a second reading and potential action at the May meeting.

Section 200 School Board

2:110 Qualifications, Term, and Duties of Board Officers

Section 400 Operational Services

4:60 Purchases and Contracts

Section 500 Personnel

5:125 Personal Technology and Social Media; Usage and Conduct

5:150 Personnel Records

5:260 Student Teachers

5:30 Hiring Process and Criteria

5:90 Abused and Neglected Child Reporting

Section 600 Instruction

6:135 Accelerated Placement Program

6:230 Library Media Program

Coffee Shop Planning

Dr. Sefcik said that a group of students and administrators visited Huntley High School to tour their coffee shop as efforts continue in the planning of our coffee shop. We are scheduled to open at the start of the 2023/24 school year and we look forward to the employment opportunities for our Transition students.

Graduation

Dr. Sefcik noted the graduation ceremony will be held on Sunday, May 21st, at 2:00 pm in the Fieldhouse. She welcomed all Board members to attend and Mr. Yanik, Mrs. Booth, Mr. Lescher, Mr. Jared, Mr. Hill, and Mrs. Fleming responded that they will be there and Mrs. Kusiak will confirm closer to the event. They will soon determine seating and diploma distribution.

Student Representative to the Board of Education

Dr. Sefcik was pleased to announce that junior student, Julia Podgorski, has been selected as the Student Representative to the Board of Education for the 2023/24 school year. Julia will join us for the May and June meetings to shadow Nicole.

Principal's Report

Mr. Schmidt presented his monthly report which included information on Elyssa's Mission, End of Semester Information, Assessment Updates, Spring Events and Activities: Career Fair, Activity Fair, Health and Wellness Fair, Spring Musical, and Prom, Student Recognition: National Honor Society, NLCC Art Festival, Illinois Principals Association, and Freshman Honors Breakfast.

Student Representative's Report

Nicole Kaminski provided her report which included information on student clubs and activities.

PUBLIC COMMENT

Josh Altergutt requested to address the Board on the subject of Sports Code of Conduct.

SUPERINTENDENT'S REPORT – Action Items**Threat Assessment**

Dr. Sefcik reported that Threat Assessment is a violence prevention practice that is used when an individual threatens to commit a violent act or engages in threatening behavior. Our school threat assessment model, developed by Dr. Dewey Cornell, allows school-based teams to follow a decision-tree process to resolve less serious transient threats quickly while focusing greater attention on more serious, substantive threats.

** A motion was made by Mr. Lescher, second by Mr. Jared to approve the District's Threat Assessment Protocol and Threat Assessment Team.

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

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

Nay: None

Absent:

Motion – **Passed**

Future Business Leaders of America National Competition (FBLA)

Dr. Sefcik proudly announced that twelve students qualified for the National FBLA Competition and National Leadership Conference. The competition will take place in Atlanta, Georgia from June 27 – 30. The cost to the District will be \$11,520.86 for sponsor, an additional chaperone, and the twelve students for airfare, airport shuttle, and other costs, as presented.

** A motion was made by Mrs. Kusiak, second by Mr. Lescher to approve the cost for the FBLA competition, as presented.

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

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

Nay: None

Absent:

Motion – **Passed**

Overnight Travel

Dr. Sefcik presented overnight travel requests from the following:

- Journalism-three students qualified for the State competition on Friday, April 21st, and requested to travel to Bloomington-Normal. Cost to the District was \$737.20.
- Dance Team-the Dance Team is requesting to travel to Bloomington, IL, for the Unity Camp, from June 26-28 and will include three coaches and approximately 30 student-athletes. Student-athletes will be responsible for their own costs and the cost for coaches will be paid with activity funds.
- Wrestling Team-the Wrestling Team is requesting to travel to Waverly, IA, for the Wartburg Wrestling Team Camp, from June 14-17, and will include five coaches and approximately 20-30 student-athletes. Student-athletes will be responsible for their own costs and the cost for coaches will be paid with activity funds.

** A motion was made by Mr. Jared, second by Mrs. Booth to approve the overnight travel for Journalism, the Dance Team, and the Wrestling Team, as presented.

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

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

Nay: None

Absent:

Motion – **Passed**

Personnel

Dr. Sefcik made the following personnel recommendations:

Employment of the following individuals:

- Mike Kennedy, move from Student Dean to Full-time Special Education-Transitions Program Teacher for 2023/24 school year
- Trisha Crambes, move from Math Teacher to Full-time Instructional Coach for 2023/24 school year
- Stephanie Lesperance, Teacher Leader - Electives
- Laura Widenhoefer, Special Education Teacher, MA Step 0, 2023/24
- Martin Mayer, 2nd Shift Custodian, \$16/hr., starting April 10, 2023
- Nicholas Peterson, Asst. Cheer Coach

Accept the resignation letter from the following:

- Cory Dooley, Math Teacher, effective end of 2022/23 school year
- John Florian, Transportation, effective April 14, 2023
- Joseph Peters, Custodian, effective April 14, 2023.
- Emily Torrey, Asst. Marching Band, effective immediately

Notification of FMLA request from the following:

- Lauren Behm, Teacher, starting April 19 through May 22, 2023
- Rosa Ramirez, Food Service, starting March 13 through May 22, 2023

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

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

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

Nay: None

Absent:

Motion – **Passed**

BUSINESS AFFAIRS

2022/23 Tentative Amended Budget

Mrs. Reich provided the 2022/23 tentative amended budget for review. Changes have been made to accommodate increases in Title I, II and IV grants, increase in costs on special education tuition and transportation. Mrs. Reich requested approval to place the tentative 2022/23 budget on public display for the statutory 30 days.

** A motion was made by Mr. Yanik, second by Mrs. Booth to place the tentative 2022/23 budget on public display for 30 days.

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

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

Nay: None

Absent:

Motion – **Passed**

2023/24 Budget

Mrs. Reich reported that the 2023/24 Budget is under construction and contract negotiations and health insurance renewal rates have not been determined. Based on the unknowns and that there is not 30 days between the May and June meeting, she will bring the tentative budget in June to place on public display.

Tax Cap Adjustment

Mrs. Reich informed the Board that the state multiplier from the Illinois Department of Revenue is 1.00 for tax year 2022. This equalizer is then applied to our equalized assessed value (EAV) resulting in a total EAV of \$1,078,742,086. This is an increase of \$90,127,906 from 2021. The EAV increased 9.12% from last year. As a result, the tax rate is 2.263175. The consumer price index for this tax cycle was over 7%, so it was capped at 5%. Approximately, \$267,882 had to be cut to comply with the tax cap limitation. A copy of the detailed cap adjustments was provided, as well as a comparison of Grant High School's tax rate to other high school districts in Lake County.

Architectural Facility Vision/Master Plan Engineering Services Campus MEPFP Assessment

Mrs. Reich stated that during our search for architectural services, the District expressed the need for a list of priority projects and most important was the Facility Master Plan. Our architect of record, Wight & Company, has proposed a total fee of \$40,000 for this work. The plan will include evaluating the district's mechanical, electrical, plumbing, and fire protection systems and assign a rating system to prioritize projects to maintain the building systems.

** A motion was made by Mrs. Kusiak, second by Mr. Jared to approve Wight & Company to create the Architectural Facility Vision/Master Plan for the amount of \$40,000, as presented.

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

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

Nay: None

Absent:

Motion – **Passed**

Wight & Company Project Authorization Exhibit – Weight Room Expansion

Mrs. Reich said a second priority for Wight & Company, is to modify the district's weight room to accommodate the increasing enrollment in *Intro to Strength and Conditioning* and *Advanced Strength and Conditioning*. Enrollment in these courses has more than doubled in the last five years. We would like to authorize Wight & Co. to begin work on schematic designs to improve this space. This will be done on an hourly basis that will roll into the fee for the overall project. When designs are ready, they will be brought to the Site and Facility Committee for review and will make a recommendation to the Board.

** A motion was made by Mrs. Booth, second by Mr. Yanik to approve the authorization for Wight & Company to begin schematic designs for the weight room, as presented.

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

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

Nay: None

Absent:

Motion – **Passed**

OTHER BUSINESS

Dr. Sefcik informed the Board that there were four Freedom of Information Act requests received and fulfilled.

CLOSED SESSION

- ** At 7:52 p.m. a motion was made by Mrs. Kusiak, second by Mr. Jared to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1); other matters relating to individual students 5 ILCS 120/2 (c)(10); student disciplinary cases 5 ILCS 120/2 (c)(9); and collective negotiating matters between the public body and its employees or their representatives 5 ILCS 120/2 (c)(2).

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

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

Nay: None

Absent:

Motion – **Passed**

- ** At 8:23 p.m. a motion was made by Mrs. Fleming, second by Mr. Lescher to end closed session and return to open session.

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

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

Nay: None

Absent:

Motion – **Passed**

ACTION CLOSED SESSION

No action was taken as a result of closed session

ADJOURN

- ** At 8:24 p.m. a motion was made by Mr. Jared, second by Mrs. Booth to adjourn the meeting.

Steve Hill, President

John Jared, Secretary

Grant Community High School District 124
AP Invoice Listing Report
May 18, 2023

Total Invoices:	261	\$904,424.03
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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
ACCURATE001	ACCURATE BIOMETRICS	198662304	0000000000	SK0523	AP	Fingerprinting APR23	B	04/30/2023	05/18/2023	R	\$234.00
							22-23				\$234.00
						NUMBER OF INVOICES: 1					\$234.00
ADAMS DE000	Adams Decorating Supply Inc	G0012474	0000000000	SK0523	AP	Paint	B	04/17/2023	05/18/2023	R	\$663.48
							22-23				\$663.48
						NUMBER OF INVOICES: 1					\$663.48
AIRGAS U000	Airgas Usa, Llc	9996530603	0000000000	SK0523	AP	Cylinder Rental	B	04/30/2023	05/18/2023	R	\$108.77
							22-23				\$108.77
						NUMBER OF INVOICES: 1					\$108.77
ALEXIAN 000	Alexian Brothers Behavioral Health	8113253-2 MAR23	0000000000	SK0523	AP	030123-030923	B	03/09/2023	05/18/2023	R	\$240.00
							22-23				\$240.00
ALEXIAN 000	Alexian Brothers Behavioral Health	8114453-1 MAR23	0000000000	SK0523	AP	031023-031523	B	03/15/2023	05/18/2023	R	\$120.00
							22-23				\$120.00
ALEXIAN 000	Alexian Brothers Behavioral Health	8115134-1 MAR23	0000000000	SK0523	AP	032223-033123	B	03/31/2023	05/18/2023	R	\$120.00
							22-23				\$120.00
						NUMBER OF INVOICES: 3					\$480.00
ALPHA BA000	Alpha Baking Co., Inc.	APR 2023	0000000000	SK0523	AP	Baking 04032023-04272023	B	04/27/2023	05/18/2023	R	\$1,221.19
							22-23				\$1,221.19
						NUMBER OF INVOICES: 1					\$1,221.19
ALVARNAT001	Alvarado, Nathan	05092023	0000000000	SK0523	AP	Volleyball Boys V/JV	B	05/09/2023	05/18/2023	R	\$113.00
							22-23				\$113.00
						NUMBER OF INVOICES: 1					\$113.00
AMAZON C000	Amazon Capital Services	1DLG-DWF3-NRQL	0002300042	SK0523	AP	Amazon purchases 2022-2023	B	05/01/2023	05/18/2023	R	\$5,076.23

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
AMAZON C000	Amazon Capital Services	1DLG-DWF3-NRQL	*****CONTINUED*****				22-23				\$5,076.23
AMAZON C000	Amazon Capital Services	CM#1DQW-VVXJ-MLML	0002300042	SK0523	AP	Amazon purchases 2022-2023	B	05/01/2023	05/18/2023	R	\$-316.24
							22-23				\$-316.24
NUMBER OF INVOICES: 2											\$4,759.99
ANDERJER001	Anderson, Jeremy	05032023	0000000000	SK0523	AP	PBIS donut reimbursement	B	05/03/2023	05/18/2023	R	\$75.96
							22-23				\$75.96
ANDERJER001	Anderson, Jeremy	05082023	0000000000	SK0523	AP	Picnic reimbursement	B	05/08/2023	05/18/2023	R	\$55.00
							22-23				\$55.00
NUMBER OF INVOICES: 2											\$130.96
ANNARKEV000	Annarella, Kevin	04252023	0000000000	SK0523	AP	Theater class trip reimbursement	B	04/25/2023	05/18/2023	R	\$24.00
							22-23				\$22.00
NUMBER OF INVOICES: 1											\$22.00
ASSETWOR000	AssetWorks Risk Management Inc	INV000000000002460	0000000000	SK0523	AP	Claim Gen & Processing	B	05/10/2023	05/18/2023	R	\$59.85
							22-23				\$59.85
NUMBER OF INVOICES: 1											\$59.85
AT&T	002 AT&T	847587259704	0000000000	SK042523	AP	84758725975566 032023-041923	H	04/19/2023	04/25/2023	R	\$9,919.06
							22-23			113289	\$9,919.06
NUMBER OF INVOICES: 1											\$9,919.06
ATLAS LA000	Atlas Language Services Inc.	P212	0000000000	SK0523	AP	Translation Service	B	05/01/2023	05/18/2023	R	\$78.24
							22-23				\$78.24

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
ATLAS LA000	Atlas Language Services Inc.	P214	0000000000	SK0523	AP	Translation Service	B	05/01/2023	05/18/2023	R	\$65.00
							22-23				\$65.00
						NUMBER OF INVOICES: 2					\$143.24
AVALON P000	Avalon Petroleum Co.	561839	0000000000	SK0523	AP	RFG 10% Ethanol	B	04/28/2023	05/18/2023	R	\$4,124.70
							22-23				\$4,124.70
AVALON P000	Avalon Petroleum Co.	575301	0000000000	SK0523	AP	RFG 10% Ethanol	B	04/07/2023	05/18/2023	R	\$3,876.40
							22-23				\$3,876.40
AVALON P000	Avalon Petroleum Co.	575302	0000000000	SK0523	AP	RFG 10% Ethanol	B	04/14/2023	05/18/2023	R	\$3,779.71
							22-23				\$3,779.71
AVALON P000	Avalon Petroleum Co.	575397	0000000000	SK0523	AP	RFG 10%Ethanol	B	04/21/2023	05/18/2023	R	\$3,851.24
							22-23				\$3,851.24
						NUMBER OF INVOICES: 4					15 \$15,632.05
BARCHKAT000	Barchman, Kathy	05022023	0000000000	SK0523	AP	Job site mileage reimbursement	B	05/02/2023	05/18/2023	R	\$213.13
							22-23				\$213.13
						NUMBER OF INVOICES: 1					\$213.13
BARKEALL000	Barker, Allison	05022023	0000000000	SK0523	AP	Spec Olympic mileage reimbursement	B	05/02/2023	05/18/2023	R	\$59.35
							22-23				\$59.35
						NUMBER OF INVOICES: 1					\$59.35
BEHM DAV002	Behm, Dave	05102023	0000000000	SK0523	AP	Baseball SB gas reimbursement	B	05/10/2023	05/18/2023	R	\$592.41
							22-23				\$592.41

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$592.41
BELL BLE000	Bell, Blenn	04212023	0000000000	SK0523	AP	Softball Varsity	B	04/21/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
BELL BLE000	Bell, Blenn	05022023	0000000000	SK0523	AP	Softball Varsity	B	05/02/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
NUMBER OF INVOICES: 2											\$150.00
BENNY'S 000	Benny's Service Center Inc.	4654	0000000000	SK0523	AP	Brakeline repair-ACT bus	B	04/20/2023	05/18/2023	R	\$221.61
							22-23				\$221.61
BENNY'S 000	Benny's Service Center Inc.	4670	0000000000	SK0523	AP	Safety Inspections	B	05/01/2023	05/18/2023	R	\$459.00
							22-23				\$459.00
NUMBER OF INVOICES: 2											\$680.61
BERGEDOU000	Berger, Douglas	04272023	0000000000	SK0523	AP	Track Boys Varsity	B	04/27/2023	05/18/2023	R	\$200.00
							22-23				\$200.00
NUMBER OF INVOICES: 1											\$200.00
BILBRAMA000	Bilbrey, Amanda	05012023	0000000000	SK0523	AP	Wellness Fair reimbursement	B	05/01/2023	05/18/2023	R	\$44.00
							22-23				\$44.00
BILBRAMA000	Bilbrey, Amanda	05012023.	0000000000	SK0523	AP	Wellness fair reimbursement	B	05/01/2023	05/18/2023	R	\$92.58
							22-23				\$92.58
BILBRAMA000	Bilbrey, Amanda	05022023	0000000000	SK0523	AP	Wellness fair reimbursement	B	05/02/2023	05/18/2023	R	\$57.93
							22-23				\$57.93
NUMBER OF INVOICES: 3											\$194.51
BLICK AR000	BLICK ART MATERIALS	464184	0042300023	SK0523	AP	Blick Order	F B	03/09/2023	05/18/2023	R	\$436.74
							22-23				\$436.74

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ</u>	<u>S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
BLICK AR000	BLICK ART MATERIALS	667594	0042300027	SK0523	AP	Art Supplies (Mattboard for the NLCC Art Show)	F	B	04/18/2023	05/18/2023	R	\$210.45
								22-23				\$210.45
						NUMBER OF INVOICES: 2						\$647.19
BLUM GER000	Blum, Gerard	04202023	0000000000	SK0523	AP	Baseball Varsity		B	04/20/2023	05/18/2023	R	\$75.00
								22-23				\$75.00
BLUM GER000	Blum, Gerard	04292023	0000000000	SK0523	AP	Baseball V-show up fee		B	04/29/2023	05/18/2023	R	\$30.00
								22-23				\$30.00
						NUMBER OF INVOICES: 2						\$105.00
BROOKSTO000	Brookstone Printing Company	105056	0000000000	SK0523	AP	Bark Magazine		B	04/21/2023	05/18/2023	R	\$3,170.00
								22-23				\$3,170.00
						NUMBER OF INVOICES: 1						17 \$3,170.00
BUILDING000	Building Blocks For Kids Success	485	0000000000	SK0523	AP	OT Svc Mar/Apr/May23		B	05/01/2023	05/18/2023	R	\$6,444.00
								22-23				\$6,444.00
						NUMBER OF INVOICES: 1						\$6,444.00
CAROLDEB000	Carole, Debbie	04212023	0000000000	SK050923	AP	Bus Driver Luncheon		H	04/21/2023	05/09/2023	R	\$260.00
								22-23		113302		\$260.00
CAROLDEB000	Carole, Debbie	05092023	0000000000	SK0523	AP	CDL reimbursement		B	05/09/2023	05/18/2023	R	\$61.35
								22-23				\$61.35
CAROLDEB000	Carole, Debbie	05092023.	0000000000	SK0523	AP	License plate reimbursement		B	05/09/2023	05/18/2023	R	\$30.00
								22-23				\$30.00
						NUMBER OF INVOICES: 3						\$351.35
CENTRAL 010	Central Clothing Company	2355	0000000000	SK0523	AP	AP Psych Shirts		B	04/20/2023	05/18/2023	R	\$359.60

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
CENTRAL 010	Central Clothing Company	2355		*****CONTINUED*****			22-23				\$359.60
						NUMBER OF INVOICES: 1					\$359.60
CHANGE A000	Change Academy at Lake of the Ozar	INV067280	0000000000	SK0523	AP	Rsdnt/Tuition APR23	B 04/30/2023	05/18/2023	R		\$14,144.50
							22-23				\$14,144.50
						NUMBER OF INVOICES: 1					\$14,144.50
CHICAGO 004	Chicago Tribune	146308153	0000000000	SK0523	AP	Pays thru 05/28/2023	B 04/02/2023	05/18/2023	R		\$42.24
							22-23				\$42.24
						NUMBER OF INVOICES: 1					\$42.24
CHUPIJAS000	Chupich, Jason	04252023	0000000000	SK0523	AP	Volleyball Boys V/JV	B 04/25/2023	05/18/2023	R		\$113.00
							22-23				\$113.00
CHUPIJAS000	Chupich, Jason	04282023	0000000000	SK0523	AP	Volleyball Boys V/JV	B 04/28/2023	05/18/2023	R		\$112.00
							22-23				\$112.00
						NUMBER OF INVOICES: 2					\$225.00
CINTAS 4000	Cintas 47P	APR2023	0000000000	SK0523	AP	Towel Service	B 04/28/2023	05/18/2023	R		\$385.00
							22-23				\$385.00
						NUMBER OF INVOICES: 1					\$385.00
CITYWIDE000	Citywide Building Maintenance Inc	46472	0000000000	SK0523	AP	MAY23 Janitorial Service	B 05/01/2023	05/18/2023	R		\$17,462.02
							22-23				\$17,462.02
						NUMBER OF INVOICES: 1					\$17,462.02
COLLIDON000	Collings, Don	04202023	0000000000	SK0523	AP	Softball Varsity	B 04/20/2023	05/18/2023	R		\$75.00
							22-23				\$75.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
COLLIDON000	Collings, Don	04282023	0000000000	SK0523	AP	Softball Varsity	B	04/28/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
						NUMBER OF INVOICES: 2					\$150.00
COMCAST 002	Comcast Cable	8771010010005972	0000000000	SK050923	AP	Stdnt Internet 042523-052423	H	04/22/2023	05/09/2023	R	\$9.95
							22-23			113303	\$9.95
COMCAST 002	Comcast Cable	8771100240009348	0000000000	SK050923	AP	CABLE 050823 - 060723	H	04/28/2023	05/09/2023	R	\$10.58
							22-23			113303	\$10.58
COMCAST 002	Comcast Cable	8771100240354868	0000000000	SK042523	AP	Internet 041723-051623	H	04/13/2023	04/25/2023	R	\$140.85
							22-23			113290	\$140.85
						NUMBER OF INVOICES: 3					\$161.38
COMMUNIT005	Community Mechanical & Automation	1993	0000000000	SK0523	AP	APR23 Service Calls	B	05/01/2023	05/18/2023	R	\$8,736.00
							22-23				\$8,736.00
						NUMBER OF INVOICES: 1					\$8,736.00
CONNECTI001	Connections Day School South	30922	0000000000	SK0523	AP	Tuition APR2023	B	04/28/2023	05/18/2023	R	\$5,494.42
							22-23				\$5,494.42
						NUMBER OF INVOICES: 1					\$5,494.42
CONNECTI002	Connections Day School	34717	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34718	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34719	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
CONNECTI002	Connections Day School	34720	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34721	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34722	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34723	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,298.31
							22-23				\$6,298.31
CONNECTI002	Connections Day School	34787	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$2,320.43
							22-23				\$2,320.43
CONNECTI002	Connections Day School	34788	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$3,646.39
							22-23				\$3,646.39
NUMBER OF INVOICES: 9											\$50,054.99
CONNECTI004	Connections Academy East	11040	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,290.90
							22-23				\$6,290.90
CONNECTI004	Connections Academy East	11041	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,290.90
							22-23				\$6,290.90
CONNECTI004	Connections Academy East	11042	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,290.90
							22-23				\$6,290.90
CONNECTI004	Connections Academy East	11070	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$1,655.50
							22-23				\$1,655.50
NUMBER OF INVOICES: 4											\$20,528.20
CONSOLID001	Consolidated Flooring of Chicago L	35327	0000000000	SK0523	AP	Carpet & labor 50% pay	B	05/04/2023	05/18/2023	R	\$18,797.37
							22-23				\$18,797.37

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES:	1				\$24,175.08
EI US LL000	EI US LLC	INV141986	0000000000	SK0523	AP	Hospital tutoring	B	04/14/2023	05/18/2023	R	\$748.15
							22-23				\$748.15
						NUMBER OF INVOICES:	1				\$748.15
ESCOBADA001	Escobedo, Adan	04272023	0000000000	SK0523	AP	Baseball Varsity	B	04/27/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
						NUMBER OF INVOICES:	1				\$75.00
FOLLETT 009	Follett Content Solutions LLC	655794	0000000000	SK0523	AP	Library Supply	B	04/10/2023	05/18/2023	R	\$430.93
							22-23				\$430.93
						NUMBER OF INVOICES:	1				\$430.93
FRANCMIC000	Francisco, Michael	05092023	0000000000	SK0523	AP	IHSA - GSOC JV2	B	05/09/2023	05/18/2023	R	\$70.00
							22-23				\$70.00
						NUMBER OF INVOICES:	1				\$70.00
FRETTNIC000	Frett, Nicole	EDU 6380	0000000000	SK0523	AP	22/23 Tuition reimbursement	B	05/10/2023	05/18/2023	R	\$1,515.00
							22-23				\$1,515.00
						NUMBER OF INVOICES:	1				\$1,515.00
FSS TECH000	FSS TECHNOLOGIES	514440	0000000000	SK0523	AP	Cntrl-Stn Mntr GCHS	B	04/15/2023	05/18/2023	R	\$180.00
							22-23				\$180.00
						NUMBER OF INVOICES:	1				\$180.00
GBJ SALE000	GBJ Sales, LLC	4879	0000000000	SK0523	AP	Wipers	B	05/07/2023	05/18/2023	R	\$619.95
							22-23				\$619.95

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$619.95
GENDEBOB000	Gende, Bob	04282023	0000000000	SK0523	AP	Baseball Frosh/Soph	B 22-23	04/28/2023	05/18/2023	R	\$72.00 \$72.00
						NUMBER OF INVOICES: 1					\$72.00
GERAGBRI000	Geraghty, Brian	04202023	0000000000	SK0523	AP	Baseball Varsity	B 22-23	04/20/2023	05/18/2023	R	\$75.00 \$75.00
						NUMBER OF INVOICES: 1					\$75.00
GFC LEAS000	GFC Leasing	I00816755	0000000000	SK0523	AP	Copier Lease PYMT	B 22-23	04/16/2023	05/18/2023	R	\$7,270.76 \$7,270.76
						NUMBER OF INVOICES: 1					\$7,270.76
GIANT ST000	Giant Steps	124G-0323SF	0000000000	SK0523	AP	Free/Reduce lunch MAR23	B 22-23	04/28/2023	05/18/2023	R	\$117.00 \$117.00
						NUMBER OF INVOICES: 1					23
GIANT ST000	Giant Steps	124G-0423S	0000000000	SK0523	AP	Tuition APR23	B 22-23	04/28/2023	05/18/2023	R	\$6,561.27 \$6,561.27
						NUMBER OF INVOICES: 2					\$6,678.27
GILLELES000	Gillengerten, Leslie	04242023	0000000000	SK0523	AP	Life Insurance reimbursement	B 22-23	04/24/2023	05/18/2023	R	\$289.00 \$289.00
						NUMBER OF INVOICES: 1					\$289.00
GORDON F000	Gordon Flesch Company Inc.	IN13961231	0000000000	SK0523	AP	Per copy Maint Charge	B 22-23	11/05/2022	05/18/2023	R	\$39.90 \$39.90
GORDON F000	Gordon Flesch Company Inc.	IN14185740	0000000000	SK0523	AP	Toner Ink charges	B 22-23	04/25/2023	05/18/2023	R	\$429.00 \$429.00

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	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
GORDON F000	Gordon Flesch Company Inc.	IN14197559	0000000000	SK0523	AP	Per copy Maint charges	B	05/05/2023	05/18/2023	R	\$2,004.26
							22-23				\$2,004.26
GORDON F000	Gordon Flesch Company Inc.	IN14197560	0000000000	SK0523	AP	Per copy Maint charges	B	05/05/2023	05/18/2023	R	\$51.36
							22-23				\$51.36
NUMBER OF INVOICES: 4											\$2,524.52
GORDON F001	Gordon Food Service, Inc.	227062941	0000000000	SK0523	AP	Food Lab Supply	B	04/25/2023	05/18/2023	R	\$298.28
							22-23				\$298.28
GORDON F001	Gordon Food Service, Inc.	227129269	0000000000	SK0523	AP	Food Lab Supply	B	04/27/2023	05/18/2023	R	\$244.71
							22-23				\$244.71
GORDON F001	Gordon Food Service, Inc.	APR23 100217416	0000000000	SK0523	AP	Food APR2023	B	04/27/2023	05/18/2023	R	\$43,166.79
							22-23				\$43,166.79
NUMBER OF INVOICES: 3											24 \$43,709.78
GRAINGER001	Grainger	9687920091	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	04/26/2023	05/18/2023	R	\$102.60
							22-23				\$102.60
NUMBER OF INVOICES: 1											\$102.60
GRANT CH003	Grant Chsd 124 Activity Fund	04242023	0000000000	SK0523	AP	PBIS PROM23 ticket	B	04/24/2023	05/18/2023	S	\$75.00
							22-23				\$75.00
GRANT CH003	Grant Chsd 124 Activity Fund	05022023	0000000000	SK0523	AP	Fees Pd APR23	B	05/02/2023	05/18/2023	S	\$13,263.33
							22-23				\$13,263.33
GRANT CH003	Grant Chsd 124 Activity Fund	Payout ID#320317	0000000000	SK0523	AP	Neon Pay fall play tickets	B	04/27/2023	05/18/2023	S	\$1,834.29
							22-23				\$1,834.29
NUMBER OF INVOICES: 3											\$15,172.62
GRANT C0001	Grant Community High School Distri	05022023	0000000000	SK0523	AP	Fees Pd APR23	B	05/02/2023	05/18/2023	S	\$60.00

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GRANT C0001	Grant Community High School Distri	05022023		*****CONTINUED*****			22-23				\$60.00
GRANT C0001	Grant Community High School Distri	Petty Cash APR23	0000000000	SK0523	AP	Petty Cash reimbursement	B	04/11/2023	05/18/2023	S	\$41.90
							22-23				\$41.90
						NUMBER OF INVOICES: 2					\$101.90
GRAY SHE000	Gray, Shelley	04242023	0000000000	SK0523	AP	Track Girls/Boys Varsity	B	04/24/2023	05/18/2023	R	\$193.00
							22-23				\$193.00
						NUMBER OF INVOICES: 1					\$193.00
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	35190032004	0000000000	SK0523	AP	Beverages-vending	B	04/19/2023	05/18/2023	R	\$770.87
							22-23				\$770.87
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	35299638006	0000000000	SK0523	AP	Beverages -Vending	B	04/26/2023	05/18/2023	R	\$1,192.33
							22-23				\$1,192.33
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	35409501010	0000000000	SK0523	AP	Beverages - Vending	B	05/03/2023	05/18/2023	R	\$544.40
							22-23				\$544.40
						NUMBER OF INVOICES: 3					\$2,507.60
GRUENMAT000	Gruenwald, Matthew	05042023	0000000000	SK0523	AP	Volleyball Boys JV/V	B	05/04/2023	05/18/2023	R	\$112.00
							22-23				\$112.00
						NUMBER OF INVOICES: 1					\$112.00
GUARDIAN001	Guardian	00 554362	0000000000	SK042523	AP	Dental/Life MAY2023	H	04/20/2023	04/25/2023	R	\$6,195.10
							22-23			113291	\$6,195.10
						NUMBER OF INVOICES: 1					\$6,195.10
GUNSAAMY000	Gunsaulilus, Amy	05092023	0000000000	SK0523	AP	Mileage reimbursement	B	05/09/2023	05/18/2023	R	\$85.63
							22-23				\$85.63

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$85.63
HANKEJAM000	Hanke, James	04272023	0000000000	SK0523	AP	Track Boys Varsity	B	04/27/2023	05/18/2023	R	\$200.00
							22-23				\$200.00
						NUMBER OF INVOICES: 1					\$200.00
HARANKEV000	Harang, Kevin	04182023	0000000000	SK0523	AP	Baseball JV	B	04/18/2023	05/18/2023	R	\$72.00
							22-23				\$72.00
						NUMBER OF INVOICES: 1					\$72.00
HERFF JO000	Herff Jones	2918906	0000000000	SK0523	AP	Cap/Gowns	B	04/18/2023	05/18/2023	R	\$660.00
							22-23				\$660.00
HERFF JO000	Herff Jones	2925647	0000000000	SK0523	AP	Cap/Gowns	B	04/27/2023	05/18/2023	R	\$194.62
							22-23				\$194.62
						NUMBER OF INVOICES: 2					\$854.62
HODGEGAR000	Hodges, Garry	05062023	0000000000	SK0523	AP	Baseball Frosh/Soph	B	05/06/2023	05/18/2023	R	\$144.00
							22-23				\$144.00
						NUMBER OF INVOICES: 1					\$144.00
HOSFOMAR000	Hosford, Mark	04182023	0000000000	SK0523	AP	Softball JV 1	B	04/18/2023	05/18/2023	R	\$72.00
							22-23				\$72.00
HOSFOMAR000	Hosford, Mark	04292023	0000000000	SK0523	AP	Softball V-show up fee	B	04/29/2023	05/18/2023	R	\$30.00
							22-23				\$30.00
						NUMBER OF INVOICES: 2					\$102.00
HUTCHCOR000	Hutcheson, Corey	05102023	0000000000	SK0523	AP	Rush Neuro reimbursement	B	05/10/2023	05/18/2023	R	\$250.00
							22-23				\$250.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$250.00
IASA	000 Iasa	7233-FY23	0000000000	SK0523	AP	IL Ed Job bank Renewal	B	04/11/2023	05/18/2023	R	\$400.00
							22-23				\$400.00
NUMBER OF INVOICES: 1											\$400.00
IASB	000 Iasb	377014	0000000000	SK0523	AP	Boardbook/PRESS/SBPOL	B	05/01/2023	05/18/2023	R	\$6,620.00
							22-23				\$6,620.00
IASB	000 Iasb	378608	0000000000	SK0523	AP	Cust#491240 Annual Dues	B	05/01/2023	05/18/2023	R	\$6,645.00
							22-23				\$6,645.00
NUMBER OF INVOICES: 2											\$13,265.00
ILLINOIS036	Illinois Tollway	VN5305039196	0000000000	SK042523	AP	03/16/2023 Violation	H	04/14/2023	04/25/2023	R	\$31.00
							22-23			113292	\$31.00
NUMBER OF INVOICES: 1											\$31.00
INTEGRAT000	Integrated Systems Corp	0731493	0000000000	SK0523	AP	Skyward JUN23	B	05/01/2023	05/18/2023	R	\$446.04
							22-23				\$446.04
INTEGRAT000	Integrated Systems Corp	0731646	0000000000	SK0523	AP	Skyward JUN23	B	05/01/2023	05/18/2023	R	\$575.64
							22-23				\$575.64
NUMBER OF INVOICES: 2											\$1,021.68
INTEGRAT001	Integrated Security Specialists	13615	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	05/08/2023	05/18/2023	R	\$375.89
							22-23				\$375.89
NUMBER OF INVOICES: 1											\$375.89
J.W. PEP000	J.W. Pepper & Son, Inc.	365135734	0122300041	SK0523	AP	Band Music	F B	02/28/2023	05/18/2023	R	\$42.00
							22-23				\$42.00

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$42.00
JABLOJIM000	Jablonski, Jim	04252023	0000000000	SK0523	AP	Baseball Varsity	B	04/25/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
JOHNNY D000	JOHNNY D TEES	9865	0000000000	SK0523	AP	AP Bio Shirts	B	04/20/2023	05/18/2023	R	\$226.00
							22-23				\$226.00
						NUMBER OF INVOICES: 1					\$226.00
JOHNSON 002	Johnson Controls Fire Protection L	23425152	0000000000	SK0523	AP	Fire Alarm srvc Field House	B	03/06/2023	05/18/2023	R	\$4,723.00
							22-23				\$4,723.00
JOHNSON 002	Johnson Controls Fire Protection L	23425159	0000000000	SK0523	AP	Fire Alarm srvc Main Building	B	03/06/2023	05/18/2023	R	\$23,672.00
							22-23				28 \$23,672.00
JOHNSON 002	Johnson Controls Fire Protection L	23425160	0000000000	SK0523	AP	Fire Alarm srvc Transportation	B	03/06/2023	05/18/2023	R	\$900.00
							22-23				\$900.00
JOHNSON 002	Johnson Controls Fire Protection L	89737996	0000000000	SK0523	AP	Fire Alarm system service	B	04/19/2023	05/18/2023	R	\$1,380.27
							22-23				\$1,380.27
						NUMBER OF INVOICES: 4					\$30,675.27
KAUTHKAT000	Kauth, Katelyn	04252023	0000000000	SK0523	AP	Mileage reimbursement	B	04/25/2023	05/18/2023	R	\$23.13
							22-23				\$23.13
						NUMBER OF INVOICES: 1					\$23.13
KLEMMJOD000	Klemm, Jodi	04202023	0000000000	SK0523	AP	Softball Varsity	B	04/20/2023	05/18/2023	R	\$75.00
							22-23				\$75.00

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ</u>	<u>S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
KLEMMJOD000	Klemm, Jodi	04212023	0000000000	SK0523	AP	Softball Varsity	B	04/21/2023	05/18/2023	R		\$75.00
							22-23					\$75.00
						NUMBER OF INVOICES: 2						\$150.00
KLIPSMIK000	Klipstein, Mike	05042023	0000000000	SK0523	AP	Baseball Varsity	B	05/04/2023	05/18/2023	R		\$75.00
							22-23					\$75.00
						NUMBER OF INVOICES: 1						\$75.00
KORDADON000	Korda, Donna	04272023	0000000000	SK0523	AP	Softball Varsity	B	04/27/2023	05/18/2023	R		\$75.00
							22-23					\$75.00
						NUMBER OF INVOICES: 1						\$75.00
KOSKEKRI000	Koske, Krista	05022023	0000000000	SK0523	AP	ILMEA gas/parking reimbursement	B	05/02/2023	05/18/2023	R		\$104.88
							22-23					29 \$104.88
						NUMBER OF INVOICES: 1						\$104.88
KOSKEROB000	Koske, Robert	05092023	0000000000	SK0523	AP	Bus supply reimbursement	B	05/09/2023	05/18/2023	R		\$34.85
							22-23					\$34.85
						NUMBER OF INVOICES: 1						\$34.85
KRAHNALE000	Krahn, Alexis	04222023	0000000000	SK0523	AP	Baseball frosh/soph	B	04/22/2023	05/18/2023	R		\$72.00
							22-23					\$72.00
						NUMBER OF INVOICES: 1						\$72.00
KRIHA B0000	Kriha Boucek LLC	5053	0000000000	SK0523	AP	APR23 Legal service	B	05/01/2023	05/18/2023	R		\$2,227.50
							22-23					\$2,227.50
						NUMBER OF INVOICES: 1						\$2,227.50
KWIATCHE000	Kwiatkowski, Cheryl	04282023	0000000000	SK0523	AP	Job site Mileage	B	04/28/2023	05/18/2023	R		\$374.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION	FY		ADJ	AMT	CHECK NBR	INVOICE AMOUNT
KWIATCHE000	Kwiatkowski, Cheryl	04282023	*****CONTINUED*****									
						reimbursement						
							22-23					\$374.00
						NUMBER OF INVOICES:	1					\$374.00
LAKES RE000	Lakes Region Co-Op	MAY 2023	0000000000	Sk0523	AP	MAY23 Ins Premiums	B	05/10/2023	05/18/2023	R		\$83,638.05
							22-23					\$83,638.05
						NUMBER OF INVOICES:	1					\$83,638.05
LAMPEJAY000	Lampel, Jay	05042023	0000000000	SK0523	AP	Soccer Girls Varsity	B	05/04/2023	05/18/2023	R		\$80.00
							22-23					\$80.00
						NUMBER OF INVOICES:	1					\$80.00
LANGUAGE000	Language Testing International	L69670-IN	0000000000	SK0523	AP	AAPPL Testing	B	05/05/2023	05/18/2023	R		\$40.00
							22-23					\$40.00
						NUMBER OF INVOICES:	1					\$40.00
LEHMALIS000	Lehman, Lisa	04252023	0000000000	SK0523	AP	Volleyball Boys JV2/JV2B	B	04/25/2023	05/18/2023	R		\$112.00
							22-23					\$112.00
LEHMALIS000	Lehman, Lisa	04282023	0000000000	SK0523	AP	Vball Boys JV2/JV2B	B	04/28/2023	05/18/2023	R		\$112.00
							22-23					\$112.00
LEHMALIS000	Lehman, Lisa	05042023	0000000000	SK0523	AP	Vball Boys JV2/JV2B	B	05/04/2023	05/18/2023	R		\$112.00
							22-23					\$112.00
						NUMBER OF INVOICES:	3					\$336.00
LEHMASTA001	Lehman, Stacey	ID#26961	0000000000	SK0523	AP	AP Test refund	B	05/03/2023	05/18/2023	R		\$70.00
							22-23					\$70.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES:	1				\$70.00
LUTHERAN002	Lutheran General Hospital	MAR2023	0000000000	SK0523	AP	032023-032323	B	03/23/2023	05/18/2023	R	\$184.20
							22-23				\$184.20
						NUMBER OF INVOICES:	1				\$184.20
MARAVELA001	Maravela's Inc.	04262023	0000000000	SK042523	AP	Freshman honors Breakfast	H	03/14/2023	04/25/2023	R	\$5,235.00
							22-23			113293	\$5,235.00
						NUMBER OF INVOICES:	1				\$5,235.00
MARSHJAM001	Marshall, James	05022023	0000000000	SK0523	AP	Softball Varsity	B	05/02/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
						NUMBER OF INVOICES:	1				\$75.00
MARTICIN000	Martin, Cindy	05022023	0000000000	SK0523	AP	CDL reimbursement	B	05/02/2023	05/18/2023	R	\$55.22
							22-23				\$55.22
						NUMBER OF INVOICES:	1				\$55.22
MCHENRY 010	McHenry Specialties	2023-291	0000000000	SK0523	AP	Ex in Education Award	B	04/21/2023	05/18/2023	R	\$120.00
							22-23				\$120.00
						NUMBER OF INVOICES:	1				\$120.00
MCINTBIL000	McIntee, Bill	04282023	0000000000	SK0523	AP	Volleyball Boys V/JV	B	04/28/2023	05/18/2023	R	\$112.00
							22-23				\$112.00
						NUMBER OF INVOICES:	1				\$112.00
MCQUEEN 000	McQueen Technology Group LLC	011349	0000000000	SK0523	AP	IT Support APR23	B	05/01/2023	05/18/2023	R	\$7,000.00
							22-23				\$7,000.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
NUMBER OF INVOICES: 1											\$7,000.00
MELENDAN000	Melendez, Daniel	202307	0000000000	SK0523	AP	Musical Audio & Video	B	04/27/2023	05/18/2023	R	\$3,000.00
							22-23				\$3,000.00
NUMBER OF INVOICES: 1											\$3,000.00
MENARDS 001	Menards	42552	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/13/2023	05/18/2023	R	\$138.95
							22-23				\$138.95
MENARDS 001	Menards	42571	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/13/2023	05/18/2023	R	\$107.95
							22-23				\$107.95
MENARDS 001	Menards	42632	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/14/2023	05/18/2023	R	\$132.62
							22-23				\$132.62
MENARDS 001	Menards	42946	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/19/2023	05/18/2023	R	\$55.82
							22-23				\$55.82
MENARDS 001	Menards	42956	0000000000	SK0523	AP	Bldg & Grnds CREDIT	B	04/19/2023	05/18/2023	R	\$-29.97
							22-23				\$-29.97
MENARDS 001	Menards	42959	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/19/2023	05/18/2023	R	\$41.69
							22-23				\$41.69
MENARDS 001	Menards	43008	0000000000	SK0523	AP	Tech Ed Supply	B	04/19/2023	05/18/2023	R	\$192.90
							22-23				\$192.90
MENARDS 001	Menards	43009	0000000000	SK0523	AP	Theater Supply	B	04/19/2023	05/18/2023	R	\$651.65
							22-23				\$651.65
MENARDS 001	Menards	43108	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/21/2023	05/18/2023	R	\$11.50
							22-23				\$11.50
MENARDS 001	Menards	43397	0000000000	SK0523	AP	Bldg & Grnds Supply	B	04/25/2023	05/18/2023	R	\$16.99
							22-23				\$16.99

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
MENARDS 001	Menards	43829	0000000000	SK0523	AP	Bldg & Grnds Supply	B	05/01/2023	05/18/2023	R	\$5.98
							22-23				\$5.98
						NUMBER OF INVOICES:	11				\$1,326.08
MENTA AC000	Menta Academy North	SESINV-028142	0000000000	SK0523	AP	Tuition APR 23	B	04/28/2023	05/18/2023	R	\$3,804.37
							22-23				\$3,804.37
MENTA AC000	Menta Academy North	SESINV-028143	0000000000	SK0523	AP	Tuition APR 23	B	04/28/2023	05/18/2023	R	\$7,083.20
							22-23				\$7,083.20
						NUMBER OF INVOICES:	2				\$10,887.57
MINERAUS000	Miner, Austin	05092023	0000000000	SK0523	AP	Softball JV	B	05/09/2023	05/18/2023	R	\$72.00
							22-23				\$72.00
						NUMBER OF INVOICES:	1				\$72.00
MING JER000	Ming, Jerry	05092023	0000000000	SK0523	AP	Volleyball Boys V/JV	B	05/09/2023	05/18/2023	R	\$113.00
							22-23				\$113.00
						NUMBER OF INVOICES:	1				\$113.00
MINGEPAU000	Minger, Paul	05042023	0000000000	SK0523	AP	Softball JV2	B	05/04/2023	05/18/2023	R	\$72.00
							22-23				\$72.00
						NUMBER OF INVOICES:	1				\$72.00
MIP V ON000	MIP V Onion Parent LLC	PS532199	0000000000	SK0523	AP	Port-a-potty rentals	B	05/04/2023	05/18/2023	R	\$1,232.00
							22-23				\$1,232.00
						NUMBER OF INVOICES:	1				\$1,232.00
MUNARMIC000	Munaretto, Michelle	04272023	0000000000	SK0523	AP	Mar-Apr23 mileage reimbursement	B	04/27/2023	05/18/2023	R	\$40.44
							22-23				\$40.44

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
NUMBER OF INVOICES: 1											\$40.44
NAATZRIC000	Naatz, Rick	04182023 4.30pm	0000000000	SK0523	AP	IHSA - GSOC JV	B	04/18/2023	05/18/2023	R	\$64.00
							22-23				\$64.00
NAATZRIC000	Naatz, Rick	04182023 6.15pm	0000000000	SK0523	AP	IHSA - GSOC V	B	04/18/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
NUMBER OF INVOICES: 2											\$144.00
NICOR 001	Nicor	08-78-68-1000 5	0000000000	SK0523	AP	032323-042423 ES Hawthorne	B	04/24/2023	05/18/2023	R	\$53.07
							22-23				\$53.07
NICOR 001	Nicor	78-90-06-3769 1	0000000000	SK0523	AP	Ingleside 031623-041723	B	04/17/2023	05/18/2023	R	\$353.83
							22-23				\$353.83
NUMBER OF INVOICES: 2											\$405.90
NIELSGLE000	Nielsen, Glen	05042023	0000000000	SK0523	AP	Volleyball Boys JV/V	B	05/04/2023	05/18/2023	R	\$112.00
							22-23				\$112.00
NUMBER OF INVOICES: 1											\$112.00
ON-TARGE000	On-Target Sales	10796	0502300068	SK0523	AP	REPLACEMENT BATTING CAGE NETTING	F B	03/03/2023	05/18/2023	R	\$2,765.00
							22-23				\$2,765.00
ON-TARGE000	On-Target Sales	10797	0502300069	SK0523	AP	CLIPS FOR REPLACEMENT BATTING CAGE NETS	F B	03/03/2023	05/18/2023	R	\$225.00
							22-23				\$225.00
NUMBER OF INVOICES: 2											\$2,990.00
ORKIN PE000	Orkin Pest Control	242188532	0000000000	SK0523	AP	Pest Control-122 Sayton	B	04/18/2023	05/18/2023	R	\$115.99
							22-23				\$115.99

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
ORKIN PE000	Orkin Pest Control	242331646	0000000000	SK0523	AP	Pest Control-25700 Old Grand	B	04/24/2023	05/18/2023	R	\$139.99
							22-23				\$139.99
ORKIN PE000	Orkin Pest Control	243378739	0000000000	SK0523	AP	Pest Control-285 E Grand	B	05/01/2023	05/18/2023	R	\$158.99
							22-23				\$158.99
ORKIN PE000	Orkin Pest Control	243379722	0000000000	SK0523	AP	Pest Control-122 Sayton Rd	B	05/02/2023	05/18/2023	R	\$115.99
							22-23				\$115.99
NUMBER OF INVOICES: 4											\$530.96
PADDOCK 000	Paddock Publications	251110	0000000000	SK0523	AP	AMENDED Public Notice	B	05/08/2023	05/18/2023	R	\$28.75
							22-23				\$28.75
NUMBER OF INVOICES: 1											\$28.75
PALMEJAS000	Palmer, Jason	04142023	0000000000	SK0523	AP	Volleyball Boys Varsity	B	04/14/2023	05/18/2023	R	\$147.00
							22-23				\$147.00
PALMEJAS000	Palmer, Jason	04152023	0000000000	SK0523	AP	Volleyball Boys Varsity	B	04/15/2023	05/18/2023	R	\$147.00
							22-23				\$147.00
PALMEJAS000	Palmer, Jason	04252023	0000000000	SK0523	AP	Volleyball Boys V/JV	B	04/25/2023	05/18/2023	R	\$113.00
							22-23				\$113.00
NUMBER OF INVOICES: 3											\$407.00
PARCHMEN000	Parchment LLC	INV19283	0000000000	SK042523	AP	K12 records digitization services	H	04/21/2023	04/25/2023	R	\$2,880.00
							22-23			113294	\$2,880.00
NUMBER OF INVOICES: 1											\$2,880.00
PEERLESS001	Peerless Network, Inc	20797	0000000000	SK0523	AP	041523-051423	B	04/15/2023	05/18/2023	R	\$213.48
							22-23				\$213.48

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$213.48
PEETOBY000	Peetoom, Bryan	04262023	0000000000	SK0523	AP	Baseball Frosh/Soph	B	04/26/2023	05/18/2023	R	\$72.00
							22-23				\$72.00
						NUMBER OF INVOICES: 1					\$72.00
PERSPECT000	Perspectives LTD	105326	0000000000	SK0523	AP	Employee Assist Srvc	B	05/01/2023	05/18/2023	R	\$405.00
							22-23				\$405.00
						NUMBER OF INVOICES: 1					\$405.00
PETERRIC001	Petersen, Richard	04242023	0000000000	SK0523	AP	Softball Varsity	B	04/24/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
POMP'S T000	Pomp's Tire Service	290244120	0000000000	SK0523	AP	Road Service/Repair	B	05/03/2023	05/18/2023	R	\$954.24
							22-23				\$954.24
						NUMBER OF INVOICES: 1					\$954.24
PRUNELLA000	Prunella's Flower Shoppe	1928	0000000000	SK0523	AP	Sympathy Flowers	B	04/22/2023	05/18/2023	R	\$76.00
							22-23				\$76.00
PRUNELLA000	Prunella's Flower Shoppe	1930	0000000000	SK0523	AP	Sympathy Flowers	B	04/22/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
PRUNELLA000	Prunella's Flower Shoppe	1932	0000000000	SK0523	AP	Sympathy Flowers	B	04/22/2023	05/18/2023	R	\$86.00
							22-23				\$86.00
						NUMBER OF INVOICES: 3					\$242.00
PULLICHA000	Pullin, Charles	04182023 4.30pm	0000000000	SK0523	AP	IHSA - GSOC JV	B	04/18/2023	05/18/2023	R	\$64.00
							22-23				\$64.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
PULLICHA000	Pullin, Charles	04182023 6.15pm	0000000000	SK0523	AP	IHSA - GSOC V	B	04/18/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
						NUMBER OF INVOICES: 2					\$144.00
QUADIENT000	Quadient Finance USA Inc	7900044080451309	0000000000	SK050923	AP	Postage APR 2023	H	05/01/2023	05/09/2023	R	\$1,000.00
							22-23			113304	\$1,000.00
						NUMBER OF INVOICES: 1					\$1,000.00
QUADIENT001	Quadient Inc	60138073	0000000000	SK050923	AP	Meter Rental/Maintenance	H	05/04/2023	05/09/2023	R	\$294.00
							22-23			113305	\$294.00
						NUMBER OF INVOICES: 1					\$294.00
ROSS THO000	Ross, Thomas	05102023	0000000000	SK0523	AP	Dance State reimbursement	B	05/10/2023	05/18/2023	R	\$1,155.84
							22-23				\$1,155.84
						NUMBER OF INVOICES: 1					\$1,155.84
RUNNIREG000	Runnion, Regina	ID#27449	0000000000	SK0523	AP	BTW Refund	B	04/24/2023	05/18/2023	R	\$250.00
							22-23				\$250.00
						NUMBER OF INVOICES: 1					\$250.00
SAFEWAY 000	Safeway Transportation Services Co	1868	0000000000	SK0523	AP	SpecEd Trnsprt APR23	B	04/30/2023	05/18/2023	R	\$117,600.38
							22-23				\$117,600.38
						NUMBER OF INVOICES: 1					\$117,600.38
SARIKDEM000	Sarikoudis, Demetre	05042023	0000000000	SK0523	AP	Soccer Girls JV/V	B	05/04/2023	05/18/2023	R	\$144.00
							22-23				\$144.00
						NUMBER OF INVOICES: 1					\$144.00
SAVAGGER000	Savage, Gerald	04262023	0000000000	SK0523	AP	Baseball JV	B	04/26/2023	05/18/2023	R	\$72.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
SAVAGGER000	Savage, Gerald	04262023		*****CONTINUED*****								
							22-23					\$72.00
						NUMBER OF INVOICES: 1						\$72.00
SCHJEVJIM000	Schevers, Jim	04252023	0000000000	SK0523	AP	Baseball Varsity	B		04/25/2023	05/18/2023	R	\$75.00
							22-23					\$75.00
						NUMBER OF INVOICES: 1						\$75.00
SCHICDAL000	Schichner, Dale	04282023	0000000000	SK0523	AP	Baseball JV	B		04/28/2023	05/18/2023	R	\$72.00
							22-23					\$72.00
						NUMBER OF INVOICES: 1						\$72.00
SCHMIMIC000	Schmickley, Michael	04182023	0000000000	SK0523	AP	IHSA - GSOC V	B		04/18/2023	05/18/2023	R	\$80.00
							22-23					\$80.00
						NUMBER OF INVOICES: 1						\$80.00
SCHURING000	Schuring & Schuring, Inc.	APR23 18192	0000000000	SK0523	AP	Milk Delivery	B		04/26/2023	05/18/2023	R	\$2,997.60
							22-23					\$2,997.60
						NUMBER OF INVOICES: 1						\$2,997.60
SCREENCA000	Screencastify LLC	SC-647850	3002300057	SK0523	AP	Screencastify Software Renewal	F	B	03/08/2023	05/18/2023	R	\$1,083.00
							22-23					\$1,083.00
						NUMBER OF INVOICES: 1						\$1,083.00
SEDOL 001	Sedol	05052023	0000000000	SK0523	AP	MAY 2023 Billing	B		05/05/2023	05/18/2023	R	\$73,687.77
							22-23					\$73,687.77
SEDOL 001	Sedol	2023-04-17-NOB-124	0000000000	SK0523	AP	Nurse on the bus	B		04/17/2023	05/18/2023	R	\$1,255.25
							22-23					\$1,255.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
SEDOL 001	Sedol	34757	0000000000	SK0523	AP	Tuition APR23	B	04/28/2023	05/18/2023	R	\$2,779.60
							22-23				\$2,779.60
SEDOL 001	Sedol	34758	0000000000	SK0523	AP	Tuition APR23	B	04/28/2023	05/18/2023	R	\$4,169.40
							22-23				\$4,169.40
NUMBER OF INVOICES: 4											\$81,892.02
SEFCICHR000	Sefcik, Christine	MAY 2023	0000000000	SK0523	AP	Misc Expense Reimbursement	B	05/01/2023	05/18/2023	R	\$450.00
							22-23				\$450.00
NUMBER OF INVOICES: 1											\$450.00
SMOK PET000	Smok, Pete	05032023	0000000000	SK0523	AP	Lacrosse Varsity	B	05/03/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
NUMBER OF INVOICES: 1											\$80.00
SPORTSFI000	Sportsfield Specialties Inc	55092	0000000000	SK0523	AP	Netting system freight	B	03/27/2023	05/18/2023	R	\$2,152.94
							22-23				\$2,152.94
NUMBER OF INVOICES: 1											\$2,152.94
SPRINLON000	Springman, Lonnie	05042023	0000000000	SK0523	AP	Baseball Varsity	B	05/04/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
NUMBER OF INVOICES: 1											\$75.00
STEVE WE000	STEVE WEISS MUSIC	INV1179725.3	0122300026	SK0523	AP	Band Equipment	P B	03/29/2023	05/18/2023	R	\$1,259.80
							22-23				\$1,259.80
NUMBER OF INVOICES: 1											\$1,259.80
SULLISHA000	Sullivan, Sharon	04242023	0000000000	SK042523	AP	Softball food/gas reimbursement	H	04/24/2023	04/25/2023	R	\$788.63
							22-23		113295		\$788.63

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$788.63
SULLIVAN001	Sullivan Roofing, Inc	18928	0000000000	SK0523	AP	Roof Leak Repairs	B	04/26/2023	05/18/2023	R	\$3,350.00
							22-23				\$3,350.00
						NUMBER OF INVOICES: 1					\$3,350.00
SUPERIOR002	Superior Paving	230228	0000000000	SK0523	AP	Asphalt Baseball Fields	B	05/04/2023	05/18/2023	R	\$35,150.00
							22-23				\$35,150.00
						NUMBER OF INVOICES: 1					\$35,150.00
SWIDEJAM000	Swiderski, James	05012023 5.00pm	0000000000	SK0523	AP	Lacrosse JV	B	05/01/2023	05/18/2023	R	\$69.00
							22-23				\$69.00
SWIDEJAM000	Swiderski, James	05012023 7.00pm	0000000000	SK0523	AP	Lacrosse Varsity	B	05/01/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
						NUMBER OF INVOICES: 2					\$149.00
TALBOBRY000	Talbot, Bryan	05012023	0000000000	SK0523	AP	Workshop travel reimbursement	B	05/01/2023	05/18/2023	R	\$591.95
							22-23				\$591.95
						NUMBER OF INVOICES: 1					\$591.95
TAUBEERI000	Taubery, Eric	05022023	0000000000	SK0523	AP	SOAR Conf mileage reimbursement	B	05/02/2023	05/18/2023	R	\$62.25
							22-23				\$62.25
TAUBEERI000	Taubery, Eric	05022023.	0000000000	SK0523	AP	Workshop travel reimbursement	B	05/02/2023	05/18/2023	R	\$496.10
							22-23				\$496.10
TAUBEERI000	Taubery, Eric	05022023..	0000000000	SK0523	AP	Science reimbursement	B	05/02/2023	05/18/2023	R	\$58.74
							22-23				\$58.74

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 3											\$617.09
THE HOME001	The Home Depot Pro	739192789	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	04/06/2023	05/18/2023	R	\$1,581.64
							22-23				\$1,581.64
THE HOME001	The Home Depot Pro	740001250	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	04/12/2023	05/18/2023	R	\$77.84
							22-23				\$77.84
THE HOME001	The Home Depot Pro	741872923	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	04/24/2023	05/18/2023	R	\$2,569.35
							22-23				\$2,569.35
NUMBER OF INVOICES: 3											\$4,228.83
THE HOPE000	The Hope School	SINV004529	0000000000	SK0523	AP	Tuition/Trnsprt APR23	B	04/30/2023	05/18/2023	R	\$9,498.96
							22-23				\$9,498.96
THE HOPE000	The Hope School	SINV004610	0000000000	SK0523	AP	APR23 Room & Board	B	04/30/2023	05/18/2023	R	\$17,184.30
							22-23				\$17,184.30
NUMBER OF INVOICES: 2											\$26,683.26
THE OMNI000	The Omni Group	2305-7100	0000000000	SK0523	AP	Compliance Oversight	B	05/01/2023	05/18/2023	R	\$3.50
							22-23				\$3.50
NUMBER OF INVOICES: 1											\$3.50
THOMPSON003	Thompson Elevator Inspection Servi	23-0938	0000000000	SK0523	AP	5 Semi-annual inspections	B	04/06/2023	05/18/2023	R	\$500.00
							22-23				\$500.00
THOMPSON003	Thompson Elevator Inspection Servi	23-1151	0000000000	SK0523	AP	Re-inspection	B	05/03/2023	05/18/2023	R	\$100.00
							22-23				\$100.00
NUMBER OF INVOICES: 2											\$600.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	102527	0000000000	SK0523	AP	Student Trnsprt APR23	B	04/29/2023	05/18/2023	R	\$56,449.00
							22-23				\$56,449.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
TOPLINE 000	TOPLINE TRANSPORTATION CO.	102528	0000000000	SK0523	AP	SpecEd Trnsprt APR23	B	04/29/2023	05/18/2023	R	\$19,372.00
							22-23				\$19,372.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	102529	0000000000	SK0523	AP	Homeless Trnsprt APR23	B	04/29/2023	05/18/2023	R	\$17,267.00
							22-23				\$17,267.00
						NUMBER OF INVOICES: 3					\$93,088.00
ULINE 001	Uline	162353071	0000000000	SK0523	AP	BLDG & GRNDS Supply	B	04/13/2023	05/18/2023	R	\$3,573.00
							22-23				\$3,573.00
						NUMBER OF INVOICES: 1					\$3,573.00
VERSION2000	VERSION2 HOSTING	11523	0000000000	SK0523	AP	Veeam Backup	B	05/01/2023	05/18/2023	R	\$1,081.00
							22-23				\$1,081.00
						NUMBER OF INVOICES: 1					\$1,081.00
LETTEJOH000	Vetter, John	05032023	0000000000	SK0523	AP	Lacrosse Varsity	B	05/03/2023	05/18/2023	R	\$80.00
							22-23				\$80.00
						NUMBER OF INVOICES: 1					\$80.00
VIATOMEL000	Viator, Melissa	05052023	0000000000	SK0523	AP	CALO Travel Reimbursement	B	05/05/2023	05/18/2023	R	\$836.89
							22-23				\$836.89
						NUMBER OF INVOICES: 1					\$836.89
VILLAGE 016	Village Of Fox Lake	021623-041523	0000000000	SK042523	AP	Water/Sewer	H	02/16/2023	04/25/2023	R	\$4,663.21
							22-23			113296	\$4,663.21
						NUMBER OF INVOICES: 1					\$4,663.21
VIRTUAL 001	Virtual Connections Academy	4477	0000000000	SK0523	AP	Tuition APR 2023	B	04/28/2023	05/18/2023	R	\$6,659.88
							22-23				\$6,659.88

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
NUMBER OF INVOICES: 1											\$6,659.88
VISION S000	Vision Service Plan IL (VSP)	817682907	0000000000	SK042523	AP	Vision Premium MAY23	H	04/17/2023	04/25/2023	R	\$627.02
							22-23		113297		\$627.02
NUMBER OF INVOICES: 1											\$627.02
VOGANTOM000	Vogan, Tom	04272023	0000000000	SK0523	AP	Baseball Varsity	B	04/27/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
NUMBER OF INVOICES: 1											\$75.00
WALLIJOH000	Wallin, John Otto	04242023	0000000000	SK0523	AP	Softball Varsity	B	04/24/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
WALLIJOH000	Wallin, John Otto	04272023	0000000000	SK0523	AP	Softball Varsity	B	04/27/2023	05/18/2023	R	\$75.00
							22-23				\$75.00
NUMBER OF INVOICES: 2											\$150.00
WASTE MA001	Waste Management	7168985-2013-6	0000000000	SK0523	AP	16-86482-33006	B	05/03/2023	05/18/2023	R	\$3,174.35
							22-23				\$3,174.35
WASTE MA001	Waste Management	7168992-2013-2	0000000000	SK0523	AP	16-86682-83003	B	05/03/2023	05/18/2023	R	\$43.69
							22-23				\$43.69
NUMBER OF INVOICES: 2											\$3,218.04
WEINMERI000	Weinmann, Eric	04242023	0000000000	SK0523	AP	Math State meal reimbursement	B	04/24/2023	05/18/2023	R	\$773.65
							22-23				\$773.65
NUMBER OF INVOICES: 1											\$773.65
WENTLMIC000	Wentland, Michael	04292023	0000000000	SK0523	AP	Softball V-show up fee	B	04/29/2023	05/18/2023	R	\$30.00
							22-23				\$30.00

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>

LIQUIDATION STATUS (LQ) CODE LEGEND:

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING

P = PARTIAL LIQUIDATION F = FULL LIQUIDATION

BLANK = NO LIQUIDATION

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

FD	SOURCE	2022-23 ANNUAL BUDGET	April 2022-23 MONTHLY ACTIVITY	2022-23 FYTD ACTIVITY	2022-23 BALANCE	2022-23 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	18,424,392.00	248,494.58	10,942,496.61	7,481,895.39	59.39
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	19,358,773.00	79,025.92	4,643,531.76	14,715,241.24	23.99
10	FEDERAL SOURCES	2,311,486.00	507,506.01	2,389,100.24	-77,614.24	103.36
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	40,094,651.00	835,026.51	17,975,128.61	22,119,522.39	44.83
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,375,984.00	49.47	2,413,996.78	1,961,987.22	55.16
20	STATE SOURCES	583,898.00	533,898.00	583,898.00	0.00	100.00
20	FEDERAL SOURCES	0.00	0.00	0.00	0.00	0.00
20	TRANSFERS	0.00	0.00	0.00	0.00	0.00
20	OPERATIONS & MAINTENANCE F	4,959,882.00	533,947.47	2,997,894.78	1,961,987.22	60.44
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	1,315,770.00	1.13	645,423.47	670,346.53	49.05
40	STATE SOURCES	1,575,000.00	443,485.37	1,570,184.56	4,815.44	99.69
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	2,890,770.00	443,486.50	2,215,608.03	675,161.97	76.64
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	912,110.00	2,046.36	471,892.53	440,217.47	51.74
50	I.M.R.F./SOCIAL SECURITY F	912,110.00	2,046.36	471,892.53	440,217.47	51.74
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	0.00	0.00	0.00	0.00	0.00
60	CAPITAL PROJECTS FUND	0.00	0.00	0.00	0.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	301,209.00	4,811.77	198,470.90	102,738.10	65.89
70	WORKING CASH FUND	301,209.00	4,811.77	198,470.90	102,738.10	65.89

Grand Revenue Totals	49,158,622.00	1,819,318.61	23,858,994.85	25,299,627.15	48.53
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FD	OBJ	OBJ	2022-23 ANNUAL BUDGET	April 2022-23 MONTHLY ACTIVITY	2022-23 FYTD ACTIVITY	2022-23 BALANCE	2022-23 FY %
10		EDUCATION FUND					
10	1---	SALARIES	17,068,356.00	1,464,972.74	13,938,697.97	3,129,658.03	81.66
10	2---	BENEFITS	3,593,790.00	276,669.41	2,978,254.90	615,535.10	82.87
10	3---	PURCHASED SERVICES	2,997,848.00	270,727.26	2,330,810.63	656,537.37	77.75
10	4---	SUPPLIES	2,109,563.00	113,576.38	1,655,459.89	428,212.27	78.47
10	5---	CAPITAL OUTLAY	543,192.00	6,504.24	451,108.13	48,972.85	83.05
10	6---	OTHER OBJECTS	2,037,391.00	210,464.26	1,715,446.70	321,944.30	84.20
10	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	28,350,140.00	2,342,914.29	23,069,778.22	5,200,859.92	81.37
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,116,086.00	85,139.64	926,812.95	189,273.05	83.04
20	2---	BENEFITS	172,757.00	13,361.36	143,598.25	29,158.75	83.12
20	3---	PURCHASED SERVICES	1,360,862.00	150,031.26	1,189,892.61	164,316.89	87.44
20	4---	SUPPLIES	750,500.00	99,626.26	587,874.01	162,625.99	78.33
20	5---	CAPITAL OUTLAY	1,600,000.00	45,693.46	1,493,853.51	47,363.49	93.37
20	6---	OTHER OBJECTS	300.00	0.00	256.00	44.00	85.33
20	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	5,000,505.00	393,851.98	4,342,287.33	592,782.17	86.84
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
30	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
30	----	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	723,389.00	65,968.33	601,061.29	122,327.71	83.09
40	2---	BENEFITS	181,260.00	14,592.95	152,073.90	29,186.10	83.90
40	3---	PURCHASED SERVICES	2,499,895.00	228,483.39	2,077,849.92	422,045.08	83.12
40	4---	SUPPLIES	163,800.00	19,197.05	138,262.16	25,537.84	84.41
40	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
40	6---	OTHER OBJECTS	100.00	0.00	-463.94	563.94	-463.94
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	3,568,444.00	328,241.72	2,968,783.33	599,660.67	83.20
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	934,729.00	72,169.70	767,316.31	167,412.69	82.09
50	----	I.M.R.F./SOCIAL SECURITY FUND	934,729.00	72,169.70	767,316.31	167,412.69	82.09
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0.00
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	0.00	0.00	0.00	0.00	0.00

<u>FD</u>	<u>OBJ</u>	<u>OBJ</u>	<u>2022-23</u>	<u>April 2022-23</u>	<u>2022-23</u>	<u>2022-23</u>	<u>2022-23</u>
			<u>ANNUAL BUDGET</u>	<u>MONTHLY ACTIVITY</u>	<u>FYTD ACTIVITY</u>	<u>BALANCE</u>	<u>FY %</u>
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	0.00	0.00	0.00	0.00	0.00

Grand Expense Totals	37,853,818.00	3,137,177.69	31,148,165.19	6,560,715.45	82.29
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Number of Accounts: 1157

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

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

E.A.V. 988,614,180

TOTAL EXTENSION 23,058,358.08

RATES	1.663	0.425	0.118	0.037	0.044	0.029	0.000	0.006		
% OF TOTAL DISTRIBUTION	71.60%	18.32%	5.10%	1.59%	1.91%	1.24%	0.00%	0.24%		
DATE	AMOUNT	%	EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
05/27/22	801,772.25	3.48%	574,103.02	146,906.12	40,871.67	12,736.66	15,284.06	9,949.64	0.00	1,921.08
06/09/22	6,421,092.11	27.85%	4,597,774.94	1,176,515.80	327,325.80	102,003.12	122,404.30	79,682.94	0.00	15,385.22
06/30/22	3,087,753.19	13.39%	2,210,962.56	565,758.96	157,403.33	49,050.92	58,861.37	38,317.66	0.00	7,398.39
07/14/22	1,208,614.48	5.24%	865,419.35	221,450.50	61,611.12	19,199.61	23,039.63	14,998.38	0.00	2,895.89
07/29/22	506,688.32	2.20%	362,810.38	92,838.85	25,829.28	8,049.07	9,658.92	6,287.78	0.00	1,214.05
08/19/22	422,282.33	1.83%	302,372.10	77,373.42	21,526.54	6,708.22	8,049.90	5,240.34	0.00	1,011.81
09/01/22	36,662.12	0.16%	26,251.64	6,717.48	1,868.91	582.40	698.88	454.96	0.00	87.84
09/27/22	1,916,685.48	8.31%	1,372,428.29	351,188.04	97,706.21	30,447.76	36,537.48	23,785.23	0.00	4,592.46
09/30/22	5,785,723.60	25.09%	4,142,824.07	1,060,099.30	294,936.84	91,909.89	110,292.36	71,798.29	0.00	13,862.85
10/19/22	1,806,997.81	7.84%	1,293,887.25	331,090.33	92,114.70	28,705.31	34,446.52	22,424.05	0.00	4,329.65
11/10/22	514,945.29	2.23%	368,722.72	94,351.75	26,250.19	8,180.23	9,816.32	6,390.25	0.00	1,233.83
12/09/22	79,282.23	0.34%	56,769.45	14,526.62	4,041.54	1,259.45	1,511.35	983.86	0.00	189.96
03/02/23	242,602.59	1.05%	173,713.77	44,451.28	12,367.07	3,853.90	4,624.70	3,010.59	0.00	581.29
PTAB/CE Recapture - 5/25	0.00%	0.00	3,512.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 6/9	0.00%	0.00	28,290.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 6/30	0.00%	0.00	13,593.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 7/14	0.00%	0.00	5,324.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 7/28	0.00%	0.00	2,255.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 8/19	0.00%	0.00	1,861.18	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB?CE Recapture - 8/30	0.00%	0.00	174.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 9/27	0.00%	0.00	8,455.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 9/30	0.00%	0.00	25,508.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 10/19	0.00%	0.00	7,961.28	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 11/9	0.00%	0.00	2,269.57	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 12/9	0.00%	0.00	353.31	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PTAB/CE Recapture - 3/2	0.00%	0.00	1,065.03	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest	0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS (without int.)	22,831,101.80	99.0%	16,348,039.53	4,283,894.15	1,163,853.20	362,686.53	435,225.80	283,323.96	0.00	54,704.33

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124													
INVESTMENT SCHEDULE AS OF APRIL 30, 2023													
PMA FINANCIAL NETWORK, INC.													
10687-101													
Trans.	Date	Date											
No.	Placed	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
53460	06/08/22	05/12/23	FHLD	Fed Home Loan Discour	699,919.38	1.99	699,919.38						13,080.62
56324	09/28/22	05/15/23	TNOTE	US Treasury	199,312.99	3.93	199,312.99						4,687.01
52752	05/18/22	05/18/23	DTC	Oceanfirst Bank NA	245,240.55	1.85	245,240.55						4,536.95
53461	06/08/22	05/18/23	TBILL	US Treasury	1,999,460.51	2.04	1,999,460.51						38,539.49
52753	05/20/22	05/19/23	DTC	State Bank of India	220,215.21	1.95	220,215.21						4,294.20
49433	10/28/21	05/31/23	TNOTE	US Treasury	1,499,007.73	0.13	1,499,007.73						769.47
56325	09/28/22	05/31/23	TNOTE	US Treasury	1,999,109.69	3.96	1,999,109.69						50,890.31
56326	09/28/22	06/15/23	TNOTE	US Treasury	499,087.21	3.98	499,087.21						12,912.79
56328	09/28/22	06/30/23	TNOTE	US Treasury	799,718.94	4.00	799,718.94						23,281.06
56329	09/28/22	07/15/23	TNOTE	US Treasury	2,699,884.24	4.05	2,699,884.24						84,115.76
56544	10/04/22	07/31/23	TNOTE	US Treasury	2,699,552.62	4.02	2,699,552.62						86,447.38
56546	10/04/22	08/15/23	TNOTE	US Treasury	499,095.92	4.04	449,895.48				49,200.44		16,904.08
56931	10/21/22	08/31/23	TNOTE	US Treasury	2,599,903.22	4.42	2,599,903.22						96,096.78
56932	10/21/22	10/05/23	TBILL	US Treasury	699,689.45	4.48					250,799.56	448,889.89	30,310.55
49434	11/01/21	10/31/23	TNOTE	US Treasury	1,499,761.21	0.35						1,499,761.21	15.53
52750	05/18/22	11/20/23	DTC	Sandy Spring Bank	247,182.20	2.30	247,182.20						5,685.19
52751	05/20/22	11/20/23	DTC	Oceanfirst Bank NA	247,181.73	2.20					247,181.73		5,434.00
49435	10/28/21	10/31/24	TNOTE	US Treasury	1,984,269.80	0.61	1,984,269.80						14,261.13
49428	11/03/21	11/04/24	DTC	Goldman Sachs Bank US	249,443.64	0.69				249,443.64			443.64
49429	11/03/21	11/04/24	DTC	UBS Bank USA	249,074.04	0.69	100,000.00				114,559.81	34,514.23	74.04
				Subtotal Investments	21,836,110.28		18,941,759.77	0.00	0.00	249,443.64	661,741.54	1,983,165.33	
		04/30/23	MMA	ISDLAF	3,819,610.07		2,565,999.19	136,235.08	0.00	346,366.82	97,146.72	673,862.26	
		04/30/23	MMA	ISDMAX	2,856,001.62		1,639,700.59	467.83	0.00	235.88	23.59	1,215,573.73	
				Total	28,511,721.96		23,147,459.55	136,702.91	0.00	596,046.34	758,911.85	3,872,601.32	

Lucy Lee

The Grant Community High School May Student of the Month is senior Lucy Lee, daughter of Jolene Lee and the late Nathan Lee of Lake Villa.

Lucy's academic achievements include earning her place on Honor Roll each semester, AP Scholar with Distinction Award, being named Illinois State Scholar, Scholar Athlete, and the IHSA Achievement Award. She holds an incredible 5.07 GPA.

Her extracurricular activities include Varsity Tennis as a junior and senior, earning Best Sportsmanship, and JV Tennis during freshman and sophomore years earning Most Improved. She participated in Table Tennis Club, Student Council, Guitar Club, Snow Dogs, Girls' Badminton, and is a member of National Art Honor Society. Outside of Grant, Lucy has been involved in club gymnastics placing at the state level, and she takes piano lessons.

Lucy has volunteered as a face painter for NAHS, she helps out at Feed My Starving Children, donates blood at the Red Cross, sets up art displays for Avon Center School, and is a French tutor.

In addition to all of her activities, Lucy has worked at Dunkin' Donuts as a barista and at Burger King as a cashier. She has also been a pet sitter and babysitter. She is very passionate about encouraging her peers to be involved in government issues and participating in community involvement.

Her plans for the future include earning her degree in neuroscience and minor in psychology. She will be attending Loyola University in Chicago on a \$25,000 annual Damen Scholarship, beginning in the fall.

Grant Community High School

Excellence **in Education** AWARD

Awarded to: *Alex Sullivan*

Reason Chosen:

Alex Sullivan is undoubtedly a deserving candidate for the Excellence in Education Award. Alex has proven to be an outstanding team player, whose unwavering dedication to helping others and our school community is truly commendable, and therefore she is a wonderful example of how to exhibit the pillars of "The House that Grant Built."

Despite having an extremely busy work schedule, Alex has consistently demonstrated a remarkable commitment to our students, her colleagues, and her work. Throughout the day, Alex can be found engaging in a variety of tasks, including visiting classrooms to showcase student's lives, exciting class projects, writing school and district communications, creating monthly newsletter content, and interviewing students for various articles, leading student-interns, curating social media content, among countless other responsibilities.

Even after her official daily communications work ends, Alex's contributions do not cease. She can be seen working tirelessly in various extracurricular activities, such as coaching volleyball, running open gyms, taking pictures for various activities and sporting events, filming videos, or announcing basketball games. Her presence at events outside of the school day is a testament to her enthusiasm and dedication to the students. Furthermore, Alex has consistently exhibited dependability and reliability in her work. When she makes a commitment, she follows through with it, and her work is always of the highest quality.

Because of her commitment, communication skills, and her ability to collaborate, Alex Sullivan is a valuable asset to the Grant Community and a shining example of Excellence in Education.

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy Schmidt
Principal

Grant Community High School

Excellence **in Education** AWARD

Awarded to: *Bob Schmitt*

Reason Chosen:

Bob Schmitt is incredibly deserving of the Excellence in Education Award because he is consistent in efforts, authentic in his response to ideas, and (even when things are not trending positively) positive as can be about reality.

Bob is constantly presenting and providing ideas for the curriculum in the best interest of our students. He is thoughtful in designing activities and lessons for students that are engaging, relevant, and meaningful, and works tirelessly to find new novels and readings that our students can benefit from. He teaches a wide variety of courses, from AP Literature, to Honors English 10, to Mythology, and his passion is evident in all realms. There is no doubt that Mr. Schmitt is the teacher that all students hope to have on their schedule and the teacher that many, many students remember as the teacher who truly understands them. Furthermore, he is a leader in writing curriculum with other PLTs, brings unique perspectives into the teams' work, and knows how to incorporate diverse ideas to build consensus.

In his Teacher Leader role he strives to hear all voices and provide support and professional dialogue with the members of his department. It is clear that he has created positive, meaningful relationships with his peers, and they undoubtedly turn to him for feedback and input. When providing feedback he is thoughtful and intentional, and all who work with him feel heard.

Moreover, as a lifelong learner and someone who is always looking to make Grant a better place for our students, Bob has sat on countless committees including: curriculum teams, TEAM committees, grading committees, instructional teams, equity teams, and professional development committees. His fingerprints have been left on many of the initiatives and projects that we are most proud of as a professional learning community.

Bob is a student-favorite teacher, a fantastic teammate, and a thoughtful and insightful leader. It is because of all of these reasons and many more that we are so grateful to have him as our English Department Teacher Leader, as well as why he is deserving of the Excellence in Education Award.

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy Schmidt
Principal

Board Presentation

Curriculum Updates

5/18/2023

On the Horizon 23/24

- Curriculum planning
- Textbook adoption
- Professional development
- Grading pilot



English Curriculum Changes 23/24

- ❖ English 9, Advanced English 9:
 - Modify Advanced English 9 curriculum
 - Rename Advanced English 9 to English 9

Significant curriculum and assessment work has been completed for English 9. The team is not recommending a textbook, but is researching a variety of open resources and a subscription to Newsela.

Update AP Language and Composition with an additional resource- Ideas in Argument, 2022, Bedford Freeman and Worth

Resource to add: Newsela to use with grades 9-12

EL Curriculum Changes 23/24

- ❖ Include English Learners Education courses that exist but have not previously been included in Curriculum Guide:
 - EL 1, 2, 3
 - EL Study Hall
- ❖ Modify EL curriculum to include bilingual Spanish instruction:
 - Spanish Language Arts 1, 2, 3

New textbook to implement: EL/Bilingual- English 3D, 2021, Houghton Mifflin Harcourt

Resource to add: Newsela

Science Curriculum Changes 23/24

❖ Biology - Advanced Biology

- Modify Advanced Biology curriculum to align with Next Generation Science Standards
- Rename Advanced Biology to Biology

This year we piloted new lessons and developed an approach to implement next year that includes open resources.

Science Curriculum Changes 23/24

- ❖ Chemistry, Advanced Chemistry, Honors Chemistry
 - Offer Honors Chemistry to eligible 9th grade students
 - Modify Advanced Chemistry curriculum to align with Next Generation Science Standards
 - Modify Honors Chemistry curriculum to align with Next Generation Science Standards
 - Rename Advanced Chemistry to Chemistry

Piloted a textbook and chose to adopt it for next year: Experience Chemistry, 2021, Savvas

World Language Changes 23/24

- ❖ Update name from Foreign Language to World Language

Resource to add: Newsela as a Spanish Resource

Social Studies Changes

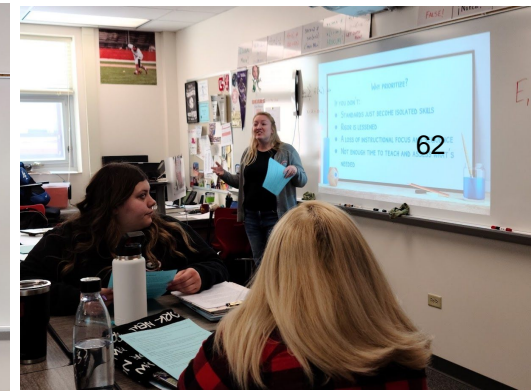
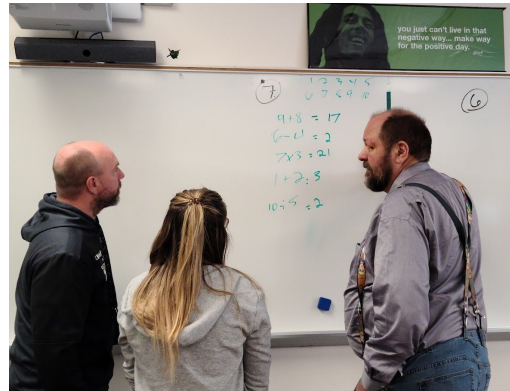
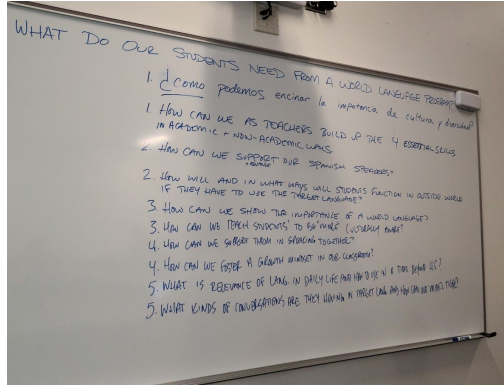
U.S. and Honors U.S. History 7 World Geography

Ongoing curriculum development in social studies has led to assessment revisions and selection of new textbooks:

- American History, 2018, Houghton Mifflin Harcourt
- World Geography- Global Geography, 2019, Houghton Mifflin Harcourt

Curriculum Work - Release Time 2022-2023

- English 9
- Biology
- Chemistry
- US History
- Math Vertical Articulation
- World Language
- Health
- EL/Bilingual
- CTE/Business - Planning



Curriculum Work - Release Time 2023-2024

Assessment Focus

- English 9
- Chemistry
- US History
- World History
- Algebra I
- Health

Curriculum Development

- English 10
- Spanish Lang. Arts 1 & 2
- World Geography
- Biology
- Geometry
- World Language
- Adv. Strength and Training
- CTE/Business - Pathway development & Team-Based Challenges

Dual Credit Development

- English 121 and 122
- Education 124
- History 121 and 122

Professional Development Planning

Guiding Question: **What does it mean to be a Bulldog?**

Guiding Documents: **Portrait of a Bulldog/Blueprint of Grant Staff**

Focus Area: **Tier I Supports (behavior, SEL, and academic instruction)**

Professional Development Planning

Institute Days: Tier I Supports

- Belonging: Inclusion/Diversity/Equity/SEL
- Instructional strategies
- Grading/Curriculum alignment

Flex Time PLT:

- PLT collaborative professional development
- MTSS PLT data meetings - shift to course data
- Curriculum development (Standards/objectives/assessments/grading)

Drop Ins: Continued adult SEL sessions + Professional Learners in Action

Department PD as requested based on the feedback collected

Courses: TBD - Proposed topics on grading practices, instructional practices, and SEL.

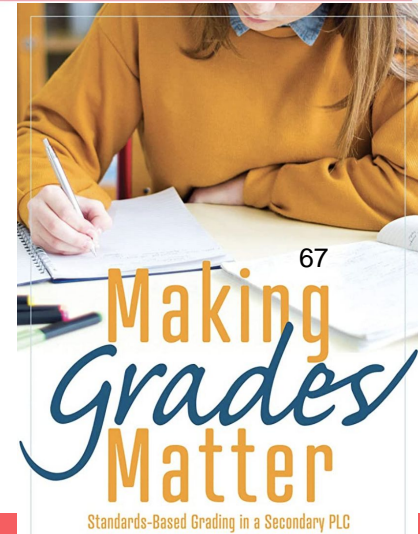
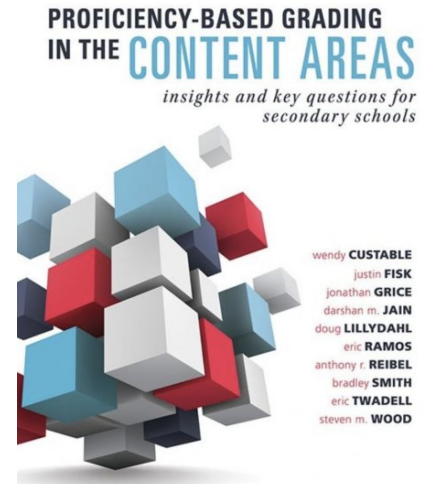
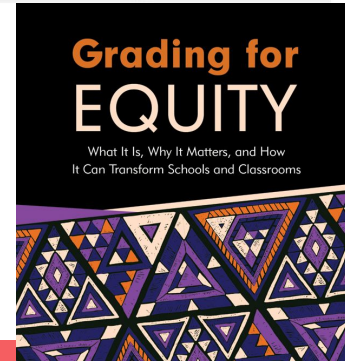
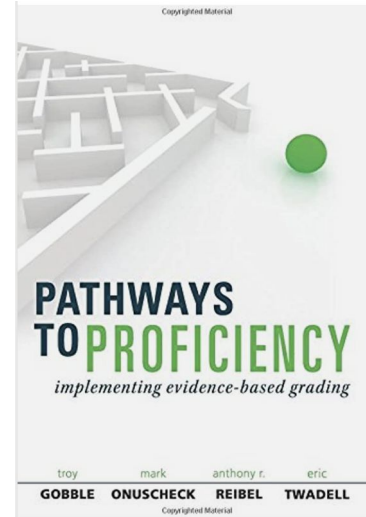
Evidence-Based Grading Pilot

Drafted philosophy statement:

At Grant Community High School, the purpose of grading is to honestly and accurately reflect student progress toward identified learning standards at a specific moment in time. In order to assess progress, student-generated evidence and teacher feedback will provide evidence of standard mastery. Our goal is to clearly communicate to students and families while also providing meaningful data to support student needs.

Evidence-Based Grading Pilot

- Algebra 1
- World History
- Biotech
- Honors English 11



Pilot Expectations

- Support the District common philosophy statement
- Develop and apply common grading rubrics
- Participate in ongoing professional development
- Separate behavior from academics
- Pilot the standards based gradebook in Skyward
- Participate in developing parent communication
- Collaborate in making recommendations for the future

PORTRAIT OF A BULLDOG

A Grant Student

...exhibits **ADAPTABILITY & PERSEVERANCE**

by being agile in thoughts and actions and productively responding to circumstances, feedback, and difficulty. They balance diverse views and beliefs and acclimate to various roles and situations in order to reach workable solutions and manage risk-taking.

...is a **PROBLEM SOLVER**

who thinks critically by identifying, evaluating, and prioritizing solutions. They see the bigger picture and effectively involve others when needed to develop creative solutions.

...acts with **INTEGRITY**

by being Respectful, Engaged, and Dependable in decision making. They establish individual values and earn other's trust and respect through collaboration toward shared goals.

...demonstrates **EMPATHY**

by showing awareness, sensitivity, and respect for others' feelings, opinions, experiences, and culture. They understand what others might be feeling or experiencing to engage and elevate the thoughts of all.



...shows an **EMPOWERED LEARNING MINDSET**

by seeing the positive in situations and realizing that they have power to impact outcomes by continuously learning and pursuing positive outcomes by engaging with others. They focus on learning outcomes with an awareness to their personal social-emotional well-being.

...understands the **POWER OF COMMUNICATION**

and demonstrates their ability to articulate thoughts and ideas effectively using oral, written, and non-verbal skills in a variety of forms. They actively listen to decipher meaning and match the range of communication to the appropriate purpose.



Goals: How will we know if we are making a difference?

Grant students demonstrate:

- Adaptability and Perseverance
- Problem Solving
- Integrity
- Empathy
- Power of Communication
- Empowered Mindset

Questions?

Thank you for your time.

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

SENIOR HONORS NIGHT

May 3, 2023
7:00 p.m.



Christine Sefcik, Ed.D., Superintendent
Jeremy Schmidt, Principal

PROGRAM

Pledge of Allegiance

Julia Fornero
President, National Honor Society

Welcome

Jeremy Schmidt
Principal

Department Awards

English and Social Studies

English	Samantha Lopatowski
Emergent Bilingual Award	Ahtziri Alvarez
Journalism	Layton Norris
Social Studies	Emily Hawkins
Theater	Eleanor Dally
Yearbook	Kaye Cavender

Fine and Performing Arts

Art	Tabitha Chanhmourack
Music	Samantha Lopatowski

Health and Wellness

Physical Education	Corbyn Abear
	Nicole Kaminski

Math and Science

Math	Emily Geist
Science	Joshua Hawkins

Department Awards Continued

Career and Technical Education

Business	Jacob Deacon
Family & Consumer Sciences	Jesse Loffredo
Technology Education	Joshua Jones

World Language

French	Lucy Lee Gabriella Bieniarz
Spanish	Raquel Babani
Seal of Biliteracy	Alondra Avitia Raquel Babani Carlos Bernal Lionel Carapia Ricardo Cardona Miah Delgado Lucia Enciso Rebeca Esparza Monika Fafrowicz Sofia Gonzalez Daniel Juarez Nicole Kaminski Brayan Larrota Isabella Martinez-Orlando Ruby Melesio Brianna Osmon Alexandra Pablo Viktor Pisklenov Juliette Rangel Joanna Szelag

Department Awards Continued

Commendation Towards the Seal of Biliteracy

Stephanie Haro

Ivan Hernandez

Joseph Sanchez

Community and State Awards

American Legion Good Citizen Award

Carlos Bernal

Kenneth Rybicki

Dana Saeed

Nakhia Smith

Daughters of the American Revolution Good Citizen Award

Olivia Gunsallus

Distinguished Bulldog Award

Anthony Astorino

Emily Geist

Emily Hawkins

Joshua Hawkins

Emily O'Dowd

Jack Polark

Fox Lake Rotary—World Affairs Seminar

Kyra Jagodzinski

Layton Norris

Fred Loffredo Award

Ivan Hernandez

Melissa Ketter

Cameron Lattimore-Hollandsworth

Noah Ontiveros

Girls State 2022 Attendees

Emily Hawkins

Shelby Wasilewski

National Honor Society Certificate of Merit

Lucia Enciso

Rotary Youth Leadership

Julia Fornero

Joeseeph Proa

Scholarships

Grant Community High School Foundation

National Honor Society President Julia Fornero

Senior Class President Sylvia Plucinski

Organizational and Regional Scholarships

American Legion Auxiliary Scholarship Emily Hawkins
Shelby Wasilewski

American Legion Auxiliary Nursing Scholarship Jesse Loffredo

B & B Coatings Scholarship Jasmine Vela

Big Hollow School District 38 Scholarship Monika Fafrowicz
Emily Geist

Chain O'Lakes Chamber of Commerce Scholarship Lucy Lee

Ferrigan Family Scholarship Lorelai Jensen

Fox Lake Round Lake Area Rotary Club Scholarship Kieli Gardner
Lorelai Jensen

Fox Lake Grade School District 114 Scholarship Shelby Wasilewski

Fox Lake Lions Club Scholarship Michael Pouley
Dana Saeed

Fox Lake Volunteer Fire Department Melissa Ketter

Friends of STEM Scholarship Brianna Osmon
Jake Siong

Gavin Education Association Scholarship Jesse Loffredo

Organizational and Regional Scholarships Continued

Grant Booster Club Scholarship	Eleanor Escobedo Emily Hawkins Samantha Lopatowski Jania Morales Brianna Osmon Rhannon Roepke
Grant Council Lake County Federation of Teachers Union Scholarship	Jacob Tyree
Grant Student Council - Christine Bronken Memorial Scholarship	Carrington Monk
Grant Student Council - Liz Willding Memorial Scholarship	Carrington Monk
Kaz Family Scholarship	Tysen Royer
Keep It R.E.D. Scholarship	Vincent Potempa, Jr.
KLM Builders Scholarship	Emily Robanske
Loffredo Family Scholarship	Michael Pouley
Melinda Bowen Scholarship	Nicole Kaminski
Nehila Family Scholarship	Eleanor Escobedo
Superior Paving Scholarship	Melissa Ketter
Tough Guy Scholarship	Vincent Potempa, Jr.

Commemorative Scholarships

Atkins Memorial Scholarship	Olivia Gunsaulus
Bob and Bertie Miller Memorial Scholarship	Jania Morales
Bronken Family Memorial Scholarship	Lucy Lee
Daniel Graff Memorial Scholarship	Jacob Tyree
Donald Wehrstein Memorial Scholarship	Sofia Perez
Elizabeth Anne Wildding Memorial Varsity Volleyball Scholarship	Emily Robanske
Emilie Fjellstedt Woods Memorial Scholarship	Melissa Ketter
Grant Memorial Scholarship	Sofia Perez
Hamsher Memorial Scholarship	Lucy Lee
Jack Frost Memorial Education Scholarship	Olivia Gunsaulus
Jack Frost Memorial Trades Scholarship	Alexander Shubin
Paul and Joan Vickers Memorial Scholarship	Lucy Lee Jacob Tyree
Susan Thandupurakal Memorial Scholarship	Emily Geist Emily Hawkins

COMMEMORATIVE SCHOLARSHIPS

Bob and Bertie Miller Memorial Scholarship

Alberta “Bertie” Miller graduated from Grant Community High School with the Class of 1940. A lifelong resident of Ingleside, she and her husband, Robert “Bob” Miller raised six children, all of whom attended Grant Community High School in the 1960’s and 1970’s. Later in life, she watched three of her grandchildren graduate from Grant Community High School in the 2000’s. Bertie was employed by Gavin School District 37, Fox Lake School District 114, and later Grant Township. She proudly served as Grant Township Supervisor from 1979 until her retirement in 1992. In addition, she worked many Fox Lake community events as Mrs. Claus in retirement. A co-owner of Accurate Screw Company in Chicago, Bob was active in the community as a Little League baseball coach, a trustee for the Fox Lake Fire Protection District, a Gavin School Board member, and an officer in St. Bede Parish’s Knights of Columbus Council. Both Bob and Bertie valued their family, their community, and the spirit of service to others. This scholarship recognizes students with a strong commitment to helping others and giving back to the Grant community. The Miller family began this scholarship fund in their honor in 2022.

Bronken Family Memorial Scholarship

Jeff Bronken loved his family and loved his community. He was the owner of Inman Glass in Highland Park. Jeff was a beloved coach of baseball, basketball, and softball. He was an avid Blackhawks fan. Jeff will always be remembered as a kind, generous, and fun-loving man with a larger than life personality.

Christy Bronken passed away on December 19, 2009. Christy was a junior at Saint Norbert College and graduated from Grant Community High School in 2007. While attending Grant, Christy was involved in numerous activities which included a four-year membership in Student Council and president during her senior year. She was also in the National Honor Society and served as secretary during her senior year. Christy was a varsity cheerleader and also a member of the Dance Team. She was Student of the Month, T.E.A.M. member, and homecoming organizer, as well as a class leader. Christy spent her summers as a lifeguard at the Round Lake Park District where she also taught swim lessons. She will always be remembered for her love of life and her kindness, but most of all she will be remembered for her smile.

Katie Bronken was a freshman at Grant when she passed away on March 26, 2014. In the short time she attended Grant, she was involved in several activities. She played Volleyball and had just made the Softball team. In addition to athletics, she was a member of the Student Council and also did the Freshman Boys Basketball statistics. Katie was a loyal friend who brought laughter and happiness to those around her. Katie was also an avid Blackhawks fan. Katie will always be remembered for her adventurous spirit, her love of music, her smile, and her infectious laughter.

Daniel Graff Memorial Scholarship

Daniel Graff grew up in the Grant community and was a 2005 graduate of Grant Community High School. He loved to learn from others through conversation. Keeping in line with Graff family tradition, he was a born entrepreneur with a big heart and a strong work ethic. When he put his mind to something, he would pursue it with his whole being. Daniel genuinely loved the time he spent with his classmates, his teachers, and was a friend to all in the Grant community. This scholarship is intended for students demonstrating financial need who embody Daniel’s spirit, his willingness to learn, and possess the same zeal for life in pursuit of their future endeavors. The Graff family began this scholarship fund in his honor in 2022.

Donald Wehrstein Memorial Scholarship

Donald Wehrstein, a Grant Community High School alumnus and officer for the class of 1952, was also the father of four Grant alumni. A veteran of the U.S. Marine Corp., Wehrstein was a life-long resident of the Fox Lake and Ingleside area. A man of charm, wit, and acute stubbornness, he is truly missed by all who knew and loved him, especially his three friends who established this memorial in his name. The award is presented to a good student with athletic involvement.

COMMEMORATIVE SCHOLARSHIPS CONTINUED

Dwayne “Hoke” Atkins Memorial Scholarship

A native Nebraskan, Hoke relocated to northern Illinois after completing his college education. After a stint as an Army paratrooper in the 1950's, he earned a bachelor's degree from Wayne State Teacher College and a master's degree from Northern Illinois University. Mr. Atkins began teaching mathematics at Grant Community High School in 1959. He impacted the lives of many students during his 34 years of teaching mathematics, retiring in 1993. Education was always very important to him, and Hoke admired those who improved themselves with education. A known storyteller with a unique sense of humor, Hoke left behind countless stories and his passion for life with his family. Fellow retired members of the Grant Teachers Union began a scholarship fund in his honor in 2022.

Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship

The Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship is awarded to the senior varsity volleyball player with the highest GPA in honor of Liz Willding and her passion for volleyball and education. Liz was born on July 27, 1987 and died before her senior year on July 14, 2004. She made a lasting impression on Grant High School through her participation in volleyball, National Honor Society, Student Council, the Performing Arts Society, choir, and as a student aide in the Guidance Department. Her accomplishments outside of the classroom and Grant High School included participation in Net Force Volleyball Club and many outstanding performances on the stage of PM&L Theatre in Antioch. During her junior year, Liz worked to develop a tutoring program, which she planned to coordinate with the Student Council. Her career goal was to become a pediatric plastic surgeon so that she could make a difference in the lives of children. Liz had a zest for life, people, and she always faced challenges head-on. She was an integral part of the Class of 2005, and her memory will be carried on through the Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship.

Emilie Fjellstedt Woods Memorial Scholarship

Emilie Fjellstedt Woods graduated from Grant Community High School in 1956, where she played the clarinet in the marching band. After graduation, she attended classes at the University of Wisconsin in Madison and at Lake Forest College. She often reminisced about her high school days and volunteered on her class reunion committee. She was fond of the saying "Tough as Nails, Hard as Bricks, We're the Class of '56." Her only regret about high school was that in the 1950s, female students were not given many opportunities to participate in athletics. Therefore, she always encouraged her daughter and her two granddaughters (GCHS Classes of 2027 and 2028) to participate in sports. She also enjoyed mentoring young people in the community; this scholarship is an opportunity to continue her legacy.

Grant Memorial Scholarship Fund

The Grant Memorial Scholarship is in memory of Amelia Birdsell, John Hodge, Mark Warden and Louis Orr. These four wonderful people will not only be remembered by family and friends, but by the school community as well. Throughout the years many other teachers, students, and family members were remembered through this scholarship. There are too many to name at this time, but all of them are honored by the Grant Memorial Scholarship.

The Hamsher Memorial Scholarship

Kenneth and Thelma Hamsher were former residents of Fox Lake for over 60 years. They believed that if you worked hard, believed in yourselves, and remembered that it wasn't where you started out but where you ended up that counted, nothing would keep you from realizing your dreams.

COMMEMORATIVE SCHOLARSHIPS CONTINUED

Jack Frost Memorial Scholarship- Education

Jack Frost graduated from Big Hollow Grade School, and soon after Grant Community High School in 1961. After working in the trades for Ralph H. Simpson in Chicago, he moved back home and established his own steel fabrication business, Jack Frost Ironworks, here in Fox Lake, IL. For 35 years, Jack Frost ran his successful business with the help of his family, who, to this day, still run the company out of Fox Lake. Jack's main philosophy for his family was hard work and consistency. It was through his example that his family strived for the same philosophy and success. His first grandson, Garrett Olsen, became the first teacher in the family. His memorial scholarship wants to honor those who are pursuing a career in education, and recognize their dedication to such meaningful work.

Jack Frost Memorial Trades Scholarship

Jack Frost graduated from Big Hollow Grade School, and soon after Grant Community High School in 1961. After working in the trades for Ralph H. Simpson in Chicago, he moved back home and established his own steel fabrication business, Jack Frost Ironworks, here in Fox Lake, IL. For 35 years, Jack Frost ran his successful business with the help of his family, who, to this day, still run the company out of Fox Lake. Jack's main philosophy for his family was hard work and consistency. It was through his example that his family strived for the same philosophy and success. Jack Frost worked hard to establish himself and his family within the steel fabrication business. The Memory of Jack Frost Trades Scholarship recognizes those who dedicate themselves to such an important part of our society.

Melinda Bowen Memorial Scholarship

Melinda Bowen was a member of the Grant Community High School Board of Education for nine years. She had three children who attended Grant and were deeply involved in music and drama. Mrs. Bowen was a great supporter of music and drama activities, now known as the "Performing Arts Society." She did much to strengthen these departments and their events. She touched many lives and continues to touch the lives of others through this memorial scholarship.

Paul and Joan Vickers Memorial Scholarship

This memorial scholarship was established in 1984 to honor Paul Vickers and as of 2009, the honor has been extended to include his wife Joan as well. Both Paul (a Grant alumnus) and Joan were supporters of the academic and athletic programs at GCHS. They were two of the many founders of WAGS (Wrestling Association of Grant High School), a program established to raise funds to support the Bulldog Wrestling Program. All four of Paul and Joan's children are alumni of Grant Community High School. Ron, Pat, Sheryl, and Tom, along with their families, continue to honor their parents and assist students with future academics through this scholarship.

Presenters

Ms. Jackie Black
Mr. Boyce Carsella
Dr. Dan Deligio
Ms. Sheryl Dempsey
Ms. Ruth Geger
Ms. Jeannine Graff
Ms. Liz Hopkins
Ms. Lorraine Lavajo
Mr. Fred Loffredo
Ms. Veronica Lukemeyer
Ms. Therese Matthys
Dr. Nate Miller
Ms. Michele Nothdorf
Ms. Beth Reich
Mr. Tom Ross
Mr. Jeremy Schmidt
Mr. Blair Schoell
Ms. Jill Schroeder
Mr. Jeff Sefcik
Mr. Eric Taubery
Mr. Sean Thandupurakal
Ms. Courtney Willding

Board of Education

Steve Hill

Kathy Kusiak

John Jared

Shelly Booth

Ivy Fleming

Ed Lescher

Bob Yanik

Jeremy Schmidt
Principal's Report to the Board of Education
May 2023

Summer School

Summer School 2023 outreach, enrollment, and curriculum development continue as the first day of summer school, June 12, is rapidly approaching. Initial sections have been determined and staff have been notified of assignments. Fortunately, again all but two positions have been filled by Grant faculty members. Grant staff members continue to reach out to students who qualified for Summer Academy or need to recover credits and encourage them to enroll.

Student Recognition

- **National Art Honor Society Induction:** On May 11, Grant's chapter of NAHS inducted new members into its ranks. The event included speeches, member recognition, inductions, a gallery display, and refreshments.
- **Seal of Biliteracy:** The Seal of Biliteracy is an award high schools may give in collaboration with the State of Illinois to students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and highlights skills that are attractive to future employers and college admissions offices.

Students may qualify for the Seal of Biliteracy by showing proficiency in the English language as well as proficiency in another language (Spanish or French). To prove proficiency, students must adequately demonstrate their skills via scores earned on Advanced Placement (AP) Spanish Tests and Assessment of Performance toward Proficiency in Languages (AAPPL) Tests.

This is our second year of recognizing graduating seniors who have the opportunity to receive the honor. Students who earned the designation for the Seal of Biliteracy were recognized at Honors Night, received a medallion to wear at graduation, will see an official stamp on their diplomas, and will have it documented on their official transcripts as well.

- **Distinguished Bulldog Award:** This is the second year recognizing students with the Distinguished Bulldog Award, and it is the first year celebrating it at both Honors Night and Graduation. The Distinguished Bulldog Award is the most comprehensive achievement award recognized by Grant. Driven by State

initiatives and adapted to our local needs, it represents the type of well-rounded graduates who have successfully taken full advantage of Grant's broad range of opportunities. Distinguished Bulldogs will have achieved the following:

- Minimum GPA of 3.75
- SAT Composite Score of 1400 or higher
- 95% attendance in junior and senior years
- Accomplished at least three career-ready indicators from areas such as:
 - Contributed to Community service
 - Participated in 2 or more co-curricular activities
 - Participated in an Internship experience
 - Held consistent employment
 - Successfully completed dual credit coursework
 - Accomplished endorsements/Certificates

Student Activities

- **Pep Assembly:** The final pep assembly of the year was held on April 28. Performances were given by the Winter Guard, the Grant Band, and the Dance Team performed a special routine. Accomplishments of winter athletics and activities were recognized, spring athletics and activities participated, the Prom Court was announced, the famed Rock, Paper, Scissors Finals Competition was held, and the coveted Bulldog Cup was awarded to the Junior Class.
- **Prom:** On May 5, we successfully hosted our traditional in-person Prom at the Grand Geneva. Students checked in at the Fieldhouse, rode coach buses, ate a delicious three-course meal, took photos, danced, and enjoyed the magical evening.

Graduation

Graduation will be held on May 21, 2023, at 2:00 p.m. in the Fieldhouse. Tickets, caps, and gowns were distributed beginning on May 1 and 2. The mandatory graduation rehearsal will be at 1:00 p.m. on May 19. Following rehearsal, we host a viewing of the senior video in the Fieldhouse and take pictures. Once again, this year, we will offer a live stream of the Graduation ceremony on Grant's homepage for those who wish to watch from alternative locations.

Report for May Board Meeting

Disc Golf

This is a new club that started at Grant in the last few years! There are new members joining every year and it is slowly evolving! Coach Heasley is excited to introduce Disc Golf to more students in the upcoming years.

Environmental Club

Environmental club will be meeting periodically throughout the summer to maintain their two garden plots at the Fox Lake Community Garden. They will plant many different herbs and vegetables that will then be donated to local food pantries. They are excited to continue to plan for the future and prepare for the next school year!

eGrant Management System

Printed Copy of Application

Applicant: GRANT COMM H S DISTRICT 124

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GRANT COMM H S DISTRICT 124

Date Generated: 5/1/2023 12:04:31 PM

Generated By: crdogg30

1. Contact Information for Person Completing This Form

Last Name*

Miller

Phone*

847 973 3407

Extension

First Name*

Nathaniel

Middle

Initial

J

Email*

nmiller@grantbulldogs.org

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

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

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

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

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

((count) of 2500 maximum characters used)

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

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

114

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.*
 ({count} of 7500 maximum characters used)

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2024. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on Tier 1 instructional strategies, classroom equity training via Synergy Consulting, access to virtual professional development opportunities via Solution Tree Global, acquisition of materials for ongoing books studies (particularly in equity, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches. Title 3 Funds (LIEP), in combination with state and local funding sources, will be used to purchase instructional materials to support the district's EL Program, to fund BPAC community outreach efforts, and for professional development for EL educators in the district. Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title IV funds support a full-time position, a College and Career Counselor, for FY2024. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salaries & benefits of Job Coaches for the Transition program, the salary & benefits of a Vocational Coordinator, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)- placed students to best meet their educational needs for the 2023-2024 school year.

Response from the approved prior year Consolidated District Plan.

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2023. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on Tier 1 instructional strategies, additional Corwin training in the realm of deep equity, access to virtual professional development opportunities via Solution Tree Global, acquisition of materials for ongoing books studies (particularly in equity, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches. Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title IV funds support a full-time position, a College and Career Counselor, for FY2023. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salary of a Job Coach for the LOP program, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)- placed students to best meet their educational needs for the 2022-2023 school year. ESSER II Funds, in combination with state and local funding sources, will be utilized to compensate a Health Office Aide, a campus safety Building Monitor, and to purchase additional pieces of flexible 21st century furniture to allow for both social distancing when needed or to increase the level of classroom collaboration. ESSER III Funds, in combination with state and local funding sources, will be used to upgrade wireless router capabilities on the district's main campus, to purchase Chromebooks for incoming Freshman students, to fill full-time substitute teaching positions for the 2022-2023 school year, to maintain a second full-time credit recovery teacher to address significant pandemic-related learning loss, to hire multiple staff members to facilitate a robust summer school credit recovery program and an extended school year program for students in the Special Education department, and to purchase additional pieces of flexible 21st century furniture to allow for both social distancing, when needed, or to increase the level of classroom collaboration.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- ☒ No Braiding
- ☐ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☐ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☐ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title IV, Part B - Rural and Low-Income Schools

☐ IDEA, Part B - Flow-Through

☐ ARP ESSER III

N/A

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

☒ No Hybrid Funding

☐ Title II to Title I

☐ Title IV to Title I

☐ Title II to Title IV

☐ Title IV to Title II

N/A

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

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

[[count] of 7500 maximum characters used)

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

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

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

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting*****Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.***

The district continues its journey toward greater equity with an ongoing partnership with Synergy for 2023-2024. It became evident to members of the Professional Development committee that some of the district's current practices do not align with equitable best practice, particularly in the realms of classroom instruction and grading practices. Therefore, it is at the forefront of PD efforts for 2023-2024 to educate, train, and support classroom practitioners toward a more equitable school culture and climate. This will occur through in-person training opportunities at teacher institute days, flex start mornings, ongoing book studies, as well as access to online resources. Thus, the focus for the 2023-2024 school year will be rooted in equitable Tier 1 instructional practices and the successful integration of a comprehensive MTSS system at Grant Community High School. In this way, all students- particularly students of color, students with unique learning needs, and EL students- will receive comprehensive, quality instruction.

G. Title III - LIEP

Grant Community High School is requesting Title III (LEIP) funds for the first time in 2023-2024. Using Title III funds, the district will continue to engage its BPAC committee with evening programming for the district's Spanish-speaking families, such as English language instruction, community-building, and supports for bilingual students and their parents and guardians. In addition to community outreach efforts, Title III funding will be utilized to provide instructional materials for EL faculty members to better serve the program's students.

H. Title III - ISEP

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

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

In 2023-2024, the district will continue to employ a full-time College and Career Counselor. Knowing that most students are not meeting or exceeding the thresholds for being deemed college and career ready within the ISBE framework, this individual will be tasked with helping students identify and pursue their post-secondary goals. From identifying a career pathway of interest by the Sophomore year, to exploring institutions of higher learning during the Junior year, to garnering relevant work experiences via part-time employment or internships, to successfully submitting the FAFSA by the Senior year, this role will help students unlock their future potential and know specifically what steps to take in order to get there. Title IV-A funds will enable the district to provide this collaborative opportunity for all students.

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

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

In 2023-2024, the district will utilize its IDEA, Part B funds to provide needed curriculum supplies and resources for the in-district Transition program. This program continues to thrive since transitioning back to our campus a few school years ago and needs continue to evolve as the curriculum is honed, including an ongoing commitment to a Job Coach position. To supplement the important work in all Tier 1 classrooms, the district will retain paraprofessionals to serve as classroom aides for students with IEP's. In addition, funds will be set aside to engage paraprofessionals in Tier 1 instructional strategies during flex starts and institute days to ensure that all stakeholders in the classroom (primary teachers, co-teachers, teacher aides) are all implementing the research-based strategies with fidelity. The district intends to allocate IDEA funds to continue its partnerships with contracted itinerants, as well as paying tuition to the Special Education District of Lake County for students placed off-campus in order to best fit their unique learning needs. Data points such as standardized test scores, local assessments, the school report card, DM Group feedback, and STAR testing indicate that these uses of funds are most likely to attain the desired outcomes for our students.

L. IDEA, Part B - Preschool

M. ARP-LEA Elementary and Secondary Emergency Relief Grant III

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

1.	Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
	Check all that apply.
<input checked="" type="checkbox"/>	A. <input checked="" type="checkbox"/> Teachers (1,7,8,9)
<input checked="" type="checkbox"/>	B. <input checked="" type="checkbox"/> Principals (1,7,8,9)
<input checked="" type="checkbox"/>	C. <input checked="" type="checkbox"/> Other school leaders (1,8,9)
<input checked="" type="checkbox"/>	D. <input checked="" type="checkbox"/> Paraprofessionals (1)
<input checked="" type="checkbox"/>	E. <input checked="" type="checkbox"/> Specialized instructional support personnel (1,2,3,4,8,9)
<input type="checkbox"/>	F. <input type="checkbox"/> Charter school leaders (in a local educational agency that has charter schools) (1)
<input type="checkbox"/>	G. <input type="checkbox"/> Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
<input type="checkbox"/>	H. <input type="checkbox"/> Parent liaisons
<input checked="" type="checkbox"/>	I. <input checked="" type="checkbox"/> Title I director (1)
<input checked="" type="checkbox"/>	J. <input checked="" type="checkbox"/> Title II director (1)
<input checked="" type="checkbox"/>	K. <input checked="" type="checkbox"/> Bilingual director (1,6,9)
<input checked="" type="checkbox"/>	L. <input checked="" type="checkbox"/> Title IV director (1)
<input checked="" type="checkbox"/>	M. <input checked="" type="checkbox"/> Special Education director
<input checked="" type="checkbox"/>	N. <input checked="" type="checkbox"/> Guidance staff
<input type="checkbox"/>	O. <input type="checkbox"/> Community members and community based organizations (7)
<input type="checkbox"/>	P. <input type="checkbox"/> Business representatives (2,3,4)
<input type="checkbox"/>	Q. <input type="checkbox"/> Researchers (7)
<input type="checkbox"/>	R. <input type="checkbox"/> Institutions of Higher Education (7)
<input checked="" type="checkbox"/>	S. <input checked="" type="checkbox"/> Other - specify <u>Board of Education</u>
<input type="checkbox"/>	T. <input type="checkbox"/> Additional Other - specify <u></u>
	Program Footnotes:
	1 = Title I, Part A - Improving Basic Programs
	2 = Title I, Part D - Neglected
	3 = Title I, Part D - Delinquent
	4 = Title I, Part D - State Neglected/Delinquent
	5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
	6 = Title III, including LIEP and ISEP
	7 = Title IV, Part A - Student Support and Academic Enrichment
	8 = ARP-LEA (ESSER III)
	9 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

On Wednesday, May 3, 2023, a Timely Meaningful Consultation Meeting was held in-person at 2:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request. At the May 2023 Board of Education meeting, a presentation was made to discuss historical uses of Title grant monies as well as proposed allocations for school year 2023-2024. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to provide resources to McKinney-Vento students, and to engage families via the Parent University series. Opportunities to provide Consolidated District Plan input occur with drafts of the 2023-2024 budget on May 18, 2023 and June 15, 2023.

Response from the prior year Consolidated District Plan.

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

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

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

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([count] of 7500 maximum characters used)

Grant Community High School District 124 School Board Policy 6:170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact- Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan." Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

Response from the prior year Consolidated District Plan.

Grant Community High School District 124 School Board Policy 6:170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact- Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan." Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

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

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

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

[[count] of 7500 maximum characters used)

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

Response from the prior year Consolidated District Plan.

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

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

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

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

Comments:

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

ISBE Goals:

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

District Goal(s):

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

No Preschool Programs

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

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

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

No Preschool Programs

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([count] of 7500 maximum characters used)

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool Programs

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

Grant Community High School District 124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success. Grant Community High School utilizes Fall and Spring NWEA/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a fluid Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers Special Education reading course, a fluid Read 180 reading intervention, and two levels of English instruction- English 9 and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster. The district provides a comprehensive ELL program with three full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. In addition, the district currently offers 18 Advanced Placement courses in seven different academic departments. In this way, the district provides AP opportunities to Sophomore, Junior, and Senior students. Lastly, the district has implemented a T.E.A.M. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-to-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in reaching their potentials within academic coursework and the Grant community.

Response from the prior year Consolidated District Plan.

Grant Community High School District #124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success. Grant Community High School utilizes Fall and Spring NWEA/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a fluid Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers a double-block Language! Course, a fluid Read 180 reading intervention, and three levels of English instruction- English 9, Advanced English 9, and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster. The district provides a comprehensive ELL program with two full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. In addition, the district currently offers 18 Advanced Placement courses in seven different academic departments. In this way, the district provides AP opportunities to Sophomore, Junior, and Senior students. Lastly, the district has implemented a T.E.A.M. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-to-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in reaching their potentials within academic coursework and the Grant community.

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

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([count] of 7500 maximum characters used)

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., before school, after school, or throughout the instructional day. The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and proficiency. Guidance counselors and the Student Services Team use this information during preregistration meetings to select coursework that accommodates student interests, future aspirations, and ensures that coursework is of the appropriate level of rigor for individual students. In this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Deans, and Therapists) explore attendance, disciplinary records and hospitalization records to help identify students at risk of failure. In this way, students can be identified for targeted interventions in an efficient and timely manner.

Response from the prior year Consolidated District Plan.

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., before school, after school, or throughout the instructional day. The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and proficiency. Guidance counselors and the Student Services Team use this information during preregistration meetings to select coursework that accommodates student interests, future aspirations, and ensures that coursework is of the appropriate level of rigor for individual students. In this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team

(comprised of Counselors, Deans, and Therapists) explore attendance, disciplinary records and hospitalization records to help identify students at risk of failure. In this way, students can be identified for targeted interventions in an efficient and timely manner.

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

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

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

([count] of 7500 maximum characters used)

Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. teachers have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner.

Response from the prior year Consolidated District Plan.

Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. teachers have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner.

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

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The district invests resources into articulation efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measured based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of building a positive learning environment by ensuring that students are Keeping it R.E.D. (respectful, engaged, dependable). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development. As far as specific instructional strategies are concerned, the district has invested professional development time into Teaching with Purpose, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

Response from the prior year Consolidated District Plan.

The district invests resources into articulation efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measured based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of building a positive learning environment by ensuring that students are Keeping it R.E.D. (respectful, engaged, dependable). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development. As far as specific instructional strategies are concerned, the district has invested professional development time into Teaching with Purpose, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

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

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According to Grant Community High School District 124's School Board Policy 5:190, "A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to State guidelines for teachers. Title 1 teachers, paid with Title 1 funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules."Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they demonstrate proficiency and readiness. Read180 and System 44 are taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAR testing, for members of our student body. In addition to ensuring proper credentialing for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers. The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date credentials, logging professional development hours, and maintaining active professional educator licenses.

Response from the prior year Consolidated District Plan.

According to Grant Community High School District 124's School Board Policy 5:190, "A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to State guidelines for teachers. Title 1 teachers, paid with Title 1 funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules."Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they demonstrate proficiency and readiness. Read180 and System 44 are taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAR testing, for members of our student body. In addition to ensuring proper credentialing for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers. The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date credentials, logging professional development hours, and maintaining active professional educator licenses.

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

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([count] of 7500 maximum characters used)
As a one-school district, Grant Community High School has the benefit of providing multiple collaborative learning opportunities between classroom teachers and the school librarian throughout the academic year. In these collaborations, the librarian leads book talks, library orientations, and pulls resources to support academic projects. Other sessions, however, afford our librarian the opportunity to teach digital literacy skills, such as finding reliable sources on the web, using databases to find high-quality sources, and how to compile a proper bibliography page for research papers. In turn, the librarian learns more about the scope of sequence of courses in a variety of academic departments. These collaborations directly benefit students' development as researchers and digital citizens and provide opportunities for the district to capitalize on staff member expertise in a symbiotic way. Beyond collaborations, the library continually invests in resources to directly benefit students, including quality databases, novels in varying Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.
Response from the prior year Consolidated District Plan.
As a one-school district, Grant Community High School has the benefit of providing multiple collaborative learning opportunities between classroom teachers and the school librarian throughout the academic year. In these collaborations, the librarian leads book talks, library orientations, and pulls resources to support academic projects. Other sessions, however, afford our librarian the opportunity to teach digital literacy skills, such as finding reliable sources on the web, using databases to find high-quality sources, and how to compile a proper bibliography page for research papers. In turn, the librarian learns more about the scope of sequence of courses in a variety of academic departments. These collaborations directly benefit students' development as researchers and digital citizens and provide opportunities for the district to capitalize on staff member expertise in a symbiotic way. Beyond collaborations, the library continually invests in resources to directly benefit students, including quality databases, novels in varying Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.

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

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([count] of 7500 maximum characters used)
While a good amount of focus and resources are allocated to provide interventions and supports for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides Honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in World Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Music Theory. In 2023-2024, Grant Community High School will offer 22 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2023-2024, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student enrollment in AP- or Honors-level coursework is determined by objective criteria, such as student academic potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.
Response from the prior year Consolidated District Plan.
While a good amount of focus and resources are allocated to provide interventions and supports for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides Honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in Foreign Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Environmental Science. In 2022-2023, Grant Community High School will offer 18 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2022-2023, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student enrollment in AP- or Honors-level coursework is determined by objective criteria, such as student academic potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

Title I Requirements:
Ensure that all children receive a high-quality education.
Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

- Legislative References:**
[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills spiral through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used determine Freshmen placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with Individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLC Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and develop core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn math coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus.(B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2023-2024, students will have 22 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific proficiency scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identify their post-secondary interests, peruse career options, and to support them in securing part-time and summer job opportunities.

Response from the approved prior year Consolidated District Plan.

Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills spiral through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used determine Freshmen placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with Individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLC Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and develop core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn math coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus.(B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2022-2023, students will have 18 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific proficiency scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identify their post-secondary interests, peruse career options, and to support them in securing part-time and summer job opportunities.

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

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

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

([count] of 7500 maximum characters used)

(A) Grant Community High School facilitates a myriad of course offerings on the high school campus within the realm of Career and Technical Education. In Technology Education courses, students develop proficiency with woodworking equipment, laser engraving, CNC routing, and CAD softwares, including Revit and Inventor within the realms of Architectural and Mechanical Computer-Aided Design. A Tech Support Internship prepares students for real world jobs in the field of information technology. Project Lead the Way coursework provides work-based learning opportunities in the field of math, science, and engineering. In Family and Consumer Sciences courses, students develop proficiency in food preparation and sanitation, child care, and sewing. In Business Education courses, students develop proficiency within the Microsoft Office Suite (including MOS certification testing opportunities), website design, and utilizing accounting softwares. All of these CTE programs provide students with tactical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community School offers students with opportunities to acquire career and technical education experiences at the College of Lake County's Technology Campus. Students may choose a path from the twenty-two current offerings to develop career-specific skills and knowledge and to earn credits at the College of Lake County while a full-time high school student. Each year, GCHS sends approximately 150 students from the Junior and Senior class to take advantage of this learning opportunity. Since the 2022-2023 school year, students will have the opportunity to serve as student internships within the surrounding business community. In this way, students will earn high school credits but also garner relevant, hands-on workplace experience to align with their future goals. To prepare students for this learning opportunity, academic credit will also be offered for students serving as student aides, peer mentors, and academic tutors in the 2023-2024 school year. This new department, Service Learning, is designed to provide students with tangible, real-world learning opportunities in a variety of workplace settings to build the skills and employability competencies necessary

to be successful in the 21st century workforce.

Response from the approved prior year Consolidated District Plan.

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Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

NOT PROVIDING

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Professional development activities utilizing 2023-2024 Title II-A funds will include: Tier 1 instructional strategies, a collaboration with Synergy Consulting Group for equity-based professional development, virtual PD opportunities via Solution Tree Global, materials for quarterly book studies (equity, grading practices, Tier 1 strategies), instructional coach training with Jim Knight, and membership in the North America Instructional Coaching Collaborative for the district's three full-time instructional coaches. There are no participating private schools within the district's boundaries.

G. Title III - LIEP

Professional development activities utilizing 2023-2024 Title II-LIEP funds will include: Tier 1 instructional strategies for co-teachers working with students with limited English proficiency, supportive services for students immigrating in the middle of a school year, program-specific training for the district's self-contained bilingual instructors, and staff-wide training on best supporting LEP students in the general education curriculum.

H. Title III - ISEP

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

NOT PROVIDING

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

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

Professional development activities utilizing 2023-2024 IDEA, Part B funds will include: Professional development via flex start and institute day programming for paraprofessionals and Special Education teachers on Tier 1 instructional strategies and classroom equity, STAR testing training/re-training, and a particular focus on effective co-teaching practices to ensure equity, progress-monitoring, and academic rigor for all students.

L. IDEA, Part B - Preschool

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

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

- 1. Describe the process through which the districts will:***
- i. reduce incidences of bullying and harassment**
 - ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
 - iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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

([count] of 7500 maximum characters used)
Per School Board Policy 7:20, "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential martial or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment." Students who experience or witness bullying activities are referred to the district's Deans of students to submit formal complaints and statements. All accusations of bullying are taken seriously and handled as swiftly and thoroughly as possible. The district's PBIS team and Discipline Committee continually review SWIS data to analyze the frequency of bullying behavior, as well as the use of discipline practices that may remove students from the classroom setting. To prevent bullying on campus, the Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." One particular area of focus has been the prevention of bullying using two strategies. Posters around the building and presentations during T.E.A.M. time encourage those engaging in bullying to Stop, Breathe, and Leave (S.B.L.) and encourage those experiencing bullying to ask the aggressor to Stop, Walk Away, and Talk to someone about what is occurring (S.W.A.T.). These efforts seek to reduce the overall incidences of bullying and harassment on the school campus.

Response from the prior year Consolidated District Plan.
Per School Board Policy 7:20, "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential martial or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment." Students who experience or witness bullying activities are referred to the district's Deans of students to submit formal complaints and statements. All accusations of bullying are taken seriously and handled as swiftly and thoroughly as possible. The district's PBIS team and Discipline Committee continually review SWIS data to analyze the frequency of bullying behavior, as well as the use of discipline practices that may remove students from the classroom setting. To prevent bullying on campus, the Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." One particular area of focus has been the prevention of bullying using two strategies. Posters around the building and presentations during T.E.A.M. time encourage those engaging in bullying to Stop, Breathe, and Leave (S.B.L.) and encourage those experiencing bullying to ask the aggressor to Stop, Walk Away, and Talk to someone about what is occurring (S.W.A.T.). These efforts seek to reduce the overall incidences of bullying and harassment on the school campus.

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

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

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

([count] of 7500 maximum characters used)
Per School Board Policy 6:140, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law." The district Superintendent has appointed Dr. Nathaniel Miller as Liaison for Homeless Children in District 124. Dr. Miller has been trained to serve as the Grant Community High School Homeless Liaison through the Regional Office of Education in Lake County.

Response from the prior year Consolidated District Plan.
Per School Board Policy 6:140, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her

parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law." The district Superintendent has appointed Dr. Nathaniel Miller as Liaison for Homeless Children in District 124. Dr. Miller has been trained to serve as the Grant Community High School Homeless Liaison through the Regional Office of Education in Lake County.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - GRANT COMMUNITY HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/15/2023

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

☐

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

According to School Board Policy 6:15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

Response from the approved prior year Consolidated District Plan.

According to School Board Policy 6:15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR and Ascend Math as academic interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

Response from the approved prior year Consolidated District Plan.

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency. The district offers targeted assistance programs within Math department coursework using STAR and Ascend Math as academic

interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

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

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

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

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

([count] of 7500 maximum characters used)

Grant Community High School objectively identifies eligible children most in need of service uses formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director.School Board Policy 6:120 dictates the procedural safeguards for students considered for Special Education services or program. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure." When needed services are identified that may result to changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

Response from the approved prior year Consolidated District Plan.

Grant Community High School objectively identifies eligible children most in need of service uses formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director.School Board Policy 6:120 dictates the procedural safeguards for students considered for Special Education services or program. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure." When needed services are identified that may result to changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

☐

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

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

([count] of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

For FY 2024, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

Response from the approved prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

Since no new programming will be adopted in FY2024, the scope of services will remain the same as provided in school year 2022-2023.

Response from the approved prior year Consolidated District Plan.

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

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.

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

([count] of 7500 maximum characters used)

Using STAR assessment data, state assessment data, and local performance data, students with IEP's are engaging in conversations, conferences, and 1:1 meetings with their school counselors to identify appropriate postsecondary goals in order to develop a strong transition plan in order to maximize postsecondary outcomes for all learners (SPP Indicator 13). District professional development efforts and opportunities within the realm of equitable practices will assist the district with identifying any potential disproportionality in representation of racial and ethnic groups in special education and related services (SPP Indicators 9 and 10). Lastly, the use of paraprofessionals greatly assists the district with providing services to students with IEP's inside the general education environment to the maximum extent that is appropriate (SPP Indicator 5).

*Required Field

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care / in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

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

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care / in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

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

1. Youth in Care/Foster Care LEA-POC - required*

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

2. LEA Transportation Director - required*

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

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

Instructional continuity and the best interest of the child dictate the decisions the district makes with regard to providing Foster Care transportation. Similar to the district's process in determining placement of McKinney-Vento students, Dr. Miller typically begins the conversion with DCFS, the school counselor, the student, and the foster parent to determine the best placement for the student. Several factors are taken into account including, but not limited to: proximity of new address to Grant Community High School, academic coursework, social-emotional needs of the student, the student's level of desire to remain in the school of origin, the student's involvement in co-curricular activities, placement of siblings, and availability of student services. Once the student's best interest is determined by all stakeholders, Dr. Miller, in cooperation with the Special Education administrative assistant, either coordinates transportation to and from school or expedites the enrollment of the student into the neighboring local educational agency.

Response from the approved prior year Consolidated District Plan.

Instructional continuity and the best interest of the child dictate the decisions the district makes with regard to providing Foster Care transportation. Similar to the district's process in determining placement of McKinney-Vento students, Dr. Miller typically begins the conversion with DCFS, the school counselor, the student, and the foster parent to determine the best placement for the student. Several factors are taken into account including, but not limited to: proximity of new address to Grant Community High School, academic coursework, social-emotional needs of the student, the student's level of desire to remain in the school of origin, the student's involvement in co-curricular activities, placement of siblings, and availability of student services. Once the student's best interest is determined by all stakeholders, Dr. Miller, in cooperation with the Special Education administrative assistant, either coordinates transportation to and from school or expedites the enrollment of the student into the neighboring local educational agency.

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

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

While the process detailed above is typically followed for all students, student placements for those with documented disabilities under IDEA or Section 504 must be in direct alignment with the student's IEP or 504 Plan, in addition to continuation of all related services. The Director of Special Education and the student's case manager are also consulted in the process to verify the best interest of the student.

Response from the approved prior year Consolidated District Plan.

While the process detailed above is typically followed for all students, student placements for those with documented disabilities under IDEA or Section 504 must be in direct alignment with the student's IEP or 504 Plan, in addition to continuation of all related services. The Director of Special Education and the student's case manager are also consulted in the process to verify the best interest of the student.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

Response from the approved prior year Consolidated District Plan.

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

Response from the approved prior year Consolidated District Plan.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

*Required field

Youth in Care Stability Plan Development

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

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

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

Once information is received via DCFS and stakeholders meetings are held to determine the placement most appropriate for the student, Dr. Miller, in cooperation with the Special Education administrative assistant, elicits assistance from a contracted private transportation company and adds the students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file within 2 school days. When applicable and available, the district may try to arrange a transportation cost share between DCFS and Grant Community High School, but the district will pay 100% of transportation costs, when necessary, to keep the student enrolled at his or her school of origin. This arrangement continues indefinitely, until the student exits foster care or there is another change in placement. In the event that it is determined that the school of best fit is not Grant Community High School, Dr. Miller contacts the neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

Response from the approved prior year Consolidated District Plan.

Once information is received via DCFS and stakeholders meetings are held to determine the placement most appropriate for the student, Dr. Miller, in cooperation with the Special Education administrative assistant, elicits assistance from a contracted private transportation company and adds the students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file within 2 school days. When applicable and available, the district may try to arrange a transportation cost share between DCFS and Grant Community High School, but the district will pay 100% of transportation costs, when necessary, to keep the student enrolled at his or her school of origin. This arrangement continues indefinitely, until the student exits foster care or there is another change in placement. In the event that it is determined that the school of best fit is not Grant Community High School, Dr. Miller contacts the neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

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

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

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

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

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

If the student moves to a foster care home within district boundaries, the district will continue to provide daily bus service to and from the new in-district address. Should the student move outside of the busing radius of the district, then private transportation options (e.g. cab services) will be pursued next. Should the student have an active IEP on file and already be receiving IDEA-eligible transportation, that funding source will continue to be utilized for both morning and afternoon transportation from the student's new address. In the event that a student requires private transportation (taxi) service to and from campus, the district may elect to submit the DCFS Transportation Invoice form to seek 50% reimbursement of the actual cost of such services.

Response from the approved prior year Consolidated District Plan.

If the student moves to a foster care home within district boundaries, the district will continue to provide daily bus service to and from the new in-district address. Should the student move outside of the busing radius of the district, then private transportation options (e.g. cab services) will be pursued next. Should the student have an active IEP on file and already be receiving IDEA-eligible transportation, that funding source will continue to be utilized for both morning and afternoon transportation from the student's new address. In the event that a student requires private transportation (taxi) service to and from campus, the district may elect to submit the DCFS Transportation Invoice form to seek 50% reimbursement of the actual cost of such services.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

Response from the approved prior year Consolidated District Plan.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

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

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

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

Response from the approved prior year Consolidated District Plan.

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

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrar, and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.

Response from the approved prior year Consolidated District Plan.

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrar, and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

114 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*

Lukemeyer

Phone*

847 973 3409

First Name*

Veronica

Middle
Initial

Email*

vlukemeyer@grantbulldogs.org

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

☒

No

☐

[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

114 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes	
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
1.	Grant Community High School District 124	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	1	1	1	001
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

Not Applicable

*If district has more than 25 attendance centers, please contact Multilingual Department

114 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

BSP Program Enrollment		Instructions			
114 English Learners (ELs) are in the district					
PROGRAM ENROLLMENT					
Check the type(s) of Program Enrollment offered		TBE	<input checked="" type="checkbox"/>	TPI	<input checked="" type="checkbox"/>
SPANISH LANGUAGE ARTS CURRICULUM					
Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.					
Does the district offer Spanish language arts to TBE/TPI students?*		Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois Spanish Language Arts Standards .					
Teachers utilize the Spanish Language Arts Standards in instruction; students are expected to master the skills and priority standards. Curriculum focuses on Reading, Writing, Listening, and Speaking Skills using fiction and nonfiction literature. Standards encompass, but are not limited to: textual evidence, theme, vocabulary acquisition, developing claim and reasoning, and effective discussion techniques. Students will be evaluated through the use of formative and summative assessments, standardized testing measures, and Student Learning Objectives. Interventions will take place as needed.					
REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.					
Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.		Yes	<input checked="" type="radio"/>	No	<input type="radio"/>
Part-Time Transitional Bilingual Education (TBE) Placement					
*Required field					

TBE Parent Advisory Committee

Instructions

114 English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.						
Name	Vivian Hernandez	Role	CM	Language(s)	Spanish	Telephone
Street	26403 W. Ingleside Shore Rd.	City	Ingleside	State	IL	Zip+4
Name	Carmen Carbajal	Role	CM	Language(s)	Spanish	Telephone
Street	235 Rainier Way Apt. 4	City	Fox Lake	State	IL	Zip+4
Name	Yesenia Flory	Role	P	Language(s)	Spanish	Telephone
Street	1283 Grass Lake Rd.	City	Fox Lake	State	IL	Zip+4
Name	Maria Ledezma	Role	P	Language(s)	Spanish	Telephone
Street	35647 N. Laurel Ave.	City	Ingleside	State	IL	Zip+4
Name	Brenda Mendoza	Role	P	Language(s)	Spanish	Telephone
Street	45 Marvin St.	City	Fox Lake	State	IL	Zip+4
Name	Adriana Molina	Role	P	Language(s)	Spanish	Telephone
Street	25706 N. Greenleaf Ave.	City	Ingleside	State	IL	Zip+4
Name	Itzel Ortiz	Role	P	Language(s)	Spanish	Telephone
Street	37 Tremont Rd.	City	Fox Lake	State	IL	Zip+4
Name	Julio Ponce	Role	P	Language(s)	Spanish	Telephone
Street	37241 N. Fairview Lane	City	Lake Villa	State	IL	Zip+4
Name	Nancy Zulbaran	Role	P	Language(s)	Spanish	Telephone
Street	37241 N. Fairview Lane	City	Lake Villa	State	IL	Zip+4
Name		Role		Language(s)		Telephone
Street		City		State		Zip+4

☒ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 05/19/2023

Name of Committee Chairperson: Vivian Hernandez

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates (7/1/23)

<u>Meeting</u>	<u>- 6/30/24)</u>	<u>Activity</u>
1.	09/01/2023	Bilingual Advisory Committee Training (required activity).
2.	09/14/2023	Financial Aid Night
3.	02/18/2024	ACCESS Testing Information for Parents
4.	06/01/2024	Review of Bilingual Service Plan and Evidence-Based Funding Formula

114 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	10/06/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	150
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	09/01/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	10/06/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field*Required field

Update Memo



Please distribute to board members and appropriate staff.

Contents

Instructions.....	p. 1
PRESS Terminology	p. 2
PRESS Issue 111 Topic Bundles	p. 2
Progress Report	p. 4
Revisions to Policies, Administrative Procedures, and Exhibits (numerical table)	p. 5
Next Issue: Summer Five-Year Reviews	

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

1. Go to www.iasb.com and click on the  button.
2. Enter your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
 - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the  button on the top navigator bar. This will bring you to your account page
4. Under "My Account Links," click on "PRESS Login."

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Issue 111 Lead Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211, Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226, or Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated Policy Reference Manual (PRM) pages.

The Committee Worksheets, found by selecting a **PRESS Issue** at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a/k/a "tracked changes."

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download **PRM** pages and use them to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – Policy Reference Education Subscription Service**.

For answers to common questions about using **PRESS**, see [Q&A: Getting the Most Out of Your PRESS Subscription](#), now available on IASB's website.

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the [Revisions to Policies, Administrative Procedures, and Exhibits](#) table beginning on p. 5.

Please spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS** Online. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

Faith's Law Trailer Bill

Faith's Law, P.A. 102-676, amended multiple state statutes to close significant legal loopholes related to combating grooming (see discussion on page 4 of the **PRESS** Issue 108 Update Memo). The *Faith's Law* trailer bill, P.A. 102-702, eff. 7-1-23, further addresses grooming and aims to end "passing the trash" – the cycle in which an employee engages in sexual misconduct, is dismissed, is hired by another employer unaware of the sexual misconduct, and then engages in sexual misconduct again. The *Faith's Law* trailer bill does this with legislative changes that include:

1. 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requires districts and their third-party contractors to perform a sexual misconduct related employment history review (EHR) before hiring an applicant or assigning a contractor employee to a position that involves *direct contact with children or students*. The EHR is required for all permanent and temporary employment positions within a school, including substitute employees. The new EHR requirement is in addition to the *complete criminal history records check* that is already required for school employees and certain contractors (those who have direct, daily contact with students). Districts and their contractors must use templates developed by ISBE to initiate the EHR. Regarding contractors, consult the board attorney about management of the overlapping but different standards that trigger complete criminal history records checks and EHRs. See sample policy 4:60, *Purchases and Contracts*, at f/n 12, for more information.
2. 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23, requires districts to develop procedures to notify the parents/guardians of a student with whom a district employee, agent, or contractor is alleged to have engaged in sexual misconduct. Parent/guardian notification procedures are also required when formal action is taken against the employee, including acceptance of the employee's resignation.
3. 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23, requires superintendents to notify the State Superintendent of Education and the regional superintendent of schools, in writing, when he or she has reasonable cause to believe that any license holder has committed an act of sexual misconduct as defined in 105 ILCS 5/22-85.5(c) and that act resulted in the license holder's dismissal or resignation.
4. 105 ILCS 5/21B-75(b), amended by P.A. 102-702, eff. 7-1-23, authorizes the State Superintendent of Education to initiate the suspension or revocation of any license, endorsement, or approval due to sexual misconduct as defined in 105 ILCS 5/22-85.5(c).
5. 820 ILCS 40/8, amended by P.A. 102-702, eff. 7-1-23, prohibits districts from deleting disciplinary reports, letters of reprimand, or other records of disciplinary action related to an incident or an attempted incident of sexual misconduct as defined in 105 ILCS 5/22-85.5(c).

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS** Policy Reference Manual (PRM) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

After adoption by the board, each policy should have an adoption date.

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, board policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.

Administrative procedures exhibits, always labeled with the "AP, E" format should be dated for implementation by the administrative staff.

The following **PRESS** materials are updated in response to this legislation:

2:110, Qualifications, Term, and Duties of Board Officers
3:40, Superintendent
3:40-E, Checklist for Superintendent Employment Contract Negotiation Process
4:60, Purchases and Contracts
4:60-AP1, Purchases
4:60-AP3, Criminal History Records Check of Contractor Employees
4:60-AP4, Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees - **NEW**
5:30, Hiring Process and Criteria
5:30-AP2, Investigations
5:30-AP3, Sexual Misconduct Related Employment History Review (EHR) - **NEW**
5:30-AP3, E, EHR Letter to Applicant's Current/Former Employer - **NEW**
5:90, Abused and Neglected Child Reporting
5:90-AP2, Parent/Guardian Notification of Sexual Misconduct - **NEW**

5:125, Personal Technology and Social Media; Usage and Conduct
5:150, Personnel Records
5:150-AP, Personnel Records
5:260, Student Teachers
7:190-AP6, Guidelines for Investigating Sexting Allegations
- **REFORMATTED**

The **PRESS** editors extend their gratitude to the following individuals for their expert feedback on many pieces of **PRESS** material on *Faith's Law* trailer bill updates: **Dr. Kimberly C. Chambers**, Executive Director, Ill. Association of School Personnel Administrators, and Director of Human Resources, Adlai E. Stevenson High School District 125; **Cynthia L. DeCola**, Senior Counsel, Hodges, Loizzi, Eisenhammer, Rodick & Kohn, LLP; and **Charles Watkins**, Associate Director/General Counsel, Ill. Association of School Administrators.

Accelerated Placement Program

In March 2021, 105 ILCS 5/14A-32(a-5) was amended to require that "by no later than the beginning of the 2023-2024 school year," district accelerated placement policies allow for a student's "automatic enrollment, in the following school term, into the next most rigorous level of advanced coursework offered by the high school" if the student meets or exceeds state standards in language arts, math, or science. Despite the law not specifying which grades it impacts, ISBE guidance limits its application to districts with grades

9-12. ISBE also clarified that having a policy in place by the beginning of the 2023-2024 school year means districts should use scores from the 2023-2024 school year to automatically enroll students during the 2024-2025 school year.

The following **PRESS** materials are updated in response to ISBE's guidance:

6:135, Accelerated Placement Program
6:135-AP, Accelerated Placement Program Procedures

Library Media Program and Resources

In response to the resurgence of school library book challenges, as well as feedback from **PRESS** subscribers and Ill. Council of School Attorney (ICSA) members, we have revised the 6:230 suite of **PRESS** materials, including adding a new administrative procedure and exhibit objection form to help districts manage library resource objections in a consistent manner.

The following **PRESS** materials are updated:

6:230, Library Media Program
6:230-AP, Responding to Complaints About Library Media Resources - **NEW**
6:230-AP, E, Library Media Resource Objection Form - **NEW**

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule and/or continuous improvement changes, including subscriber feedback. These are also detailed in the [Revisions to Policies, Administrative Procedures, and Exhibits Table](#) in numerical order beginning on p. 5.

The following **PRESS** materials are updated:

2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
4:60-AP5, Federal and State Award Procurement Procedures - **RENUMBERED**
4:60-AP5, E1, Internal Procedures for Procurement Transactions - **RENUMBERED**
5:90-AP1, Coordination with Children's Advocacy Center - **RENUMBERED**

PRM Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1400+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 465 separate pieces of material, including policies, administrative procedures, and related exhibits. These are also detailed in the [Revisions to Policies, Administrative Procedures, and Exhibits Table](#) in numerical order beginning on p. 5.

The following **PRESS** materials are updated in response to five-year reviews:

4:60-AP2, Third Party Non-Instructional Contracts
 5:170, Copyright
 7:180-AP1, E1, Resource Guide for Bullying Prevention
 7:180-AP1, E2, Be a Hero by Reporting Bullying
 7:180-AP1, E3, Memo to Staff Regarding Bullying

7:180-AP1, E4, Memo to Parents/Guardians Regarding Bullying
 7:180-AP1, E5, Report Form for Bullying
 7:180-AP1, E6, Interview Form for Bullying Investigation
 7:180-AP1, E7, Response to Bullying
 7:185-E, Memo to Parents/Guardians Regarding Teen Dating Violence
 7:190-AP1, Student Handbook - Hazing Prohibited
 8:20, Community Use of School Facilities

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Progress Report — The contents of this table frequently change.

Topics	Our Response
Federal Agency Releases K-12 Cybersecurity Report and Toolkit As required by the federal K-12 Cybersecurity Act of 2021, the Cybersecurity and Infrastructure Security Agency (CISA) has released a report on cybersecurity risks facing K-12 schools, which includes specific recommendations for schools, as well as an extensive toolkit aligned to the recommendations. The report and toolkit are available at: https://www.cisa.gov/protecting-our-future-cybersecurity-k-12 .	The 7:345 suite of PRESS materials will be updated with these resources in the fall 2023 PRESS issue.
Boards Need to Study and Decide Potential Opt-Out From Career Exploration and Development Requirements 105 ILCS 5/10-20.83, added by P.A. 102-917, requires boards to adopt and commence certain career exploration and career development activities for grades 6-12 that are in alignment with State frameworks by 7-1-25, unless a board decides to opt out of all or part of the requirements of P.A. 102-917 by adopting a set of findings that considers six different factors. For an overview of the law's new requirements and opt-out process, see: http://edsystemsniu.org/governor-signs-hb3296-public-act-102-0917-advancing-on-pwr-act/ .	Following the release of additional guidance and resources from the Ill. State Board of Education planned for 2023 and 2024, policy 6:60, <i>Curriculum Content</i> , will be updated in the fall 2024 PRESS Issue.
New Federal Laws Protect Pregnant and Nursing Employees On 12-29-22, the President signed two new laws that provide pregnant and nursing employees with greater legal protections. First, the Pregnant Workers Fairness Act (PWFA), eff. 6-27-23, requires covered employers to provide reasonable accommodations to pregnant employees, unless they would create an undue hardship for the employer. The EEOC is required to issue regulations within two years of the PWFA's enactment. See https://www.eeoc.gov/wysk/what-you-should-know-about-pregnant-workers-fairness-act . Second, the PUMP for Mothers Nursing Act (PUMP Act) requires covered employers to provide both non-exempt and exempt employees with reasonable break time to nurse a child or express breast milk and provide a private space (other than a bathroom) to do so, for one year after a child's birth. The PUMP Act is currently in effect, except that remedies for violations are not effective until 4-28-23. See https://www.dol.gov/agencies/whd/pump-at-work . Note that existing State laws already provide employees with protections very similar to the PWFA and PUMP Act; these new federal laws will provide employees with an additional avenue to seek remedies.	Affected PRESS materials, including 5:10, <i>Equal Employment Opportunity and Minority Recruitment</i> and 5:10-AP, <i>Workplace Accommodations for Nursing Mothers</i> , will be updated in PRESS Issue 112 (summer) or 113 (fall).

Revisions to Policies, Administrative Procedures, and Exhibits

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes. This category is new beginning with **PRESS** Issue 111.

Number and Title	Revision Descriptions	
2:110, Qualifications, Term, and Duties of Board Officers	The policy, Legal References, Cross References, and footnote 10 are updated in response to 105 ILCS 5/22-94, amended by P.A. 102-702, eff. 7-1-23, requiring a sexual misconduct related employment history review (EHR) to be initiated prior to hiring an applicant that will have direct contact with children or students. Other continuous improvement updates are made to the Legal References and footnotes.	<input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to 23 Ill.Admin.Code 207.20(b), requiring districts to post their attendance and truancy policies on their websites (if any), and for continuous improvement.	<input type="checkbox"/>
3:40, Superintendent	The policy is updated with a minor style change. Footnote 3 is updated in response to 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23, mandating a superintendent to notify the State Superintendent of Education and applicable regional superintendent of schools of any license holder believed to have committed sexual misconduct. Weblinks in the footnotes are also updated.	<input type="checkbox"/>
3:40-E, Checklist for Superintendent Employment Contract Negotiation Process	The exhibit is updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring a board to conduct an EHR when they hire an employee who will have direct contact with children or students, including a superintendent, and for continuous improvement.	<input type="checkbox"/>
4:60, Purchases and Contracts	The Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students. The footnotes are also updated in response to 105 ILCS 5/10-20.21, amended by P.A. 102-1101, exempting food services contracts from the State law bidding procedure for contracts in excess of \$25,000, provided certain criteria are met, and for continuous improvement. A Cross Reference to 5:90, <i>Abused and Neglected Child Reporting</i> , is added.	<input type="checkbox"/>
4:60-AP1, Purchases	The procedure is updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students, and for continuous improvement.	<input type="checkbox"/>
4:60-AP2, Third Party Non-Instructional Contracts	The procedure is unchanged.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

4:60-AP3, Criminal History Records Check of Contractor Employees	<p>The procedure is updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students; 105 ILCS 5/10-21.9(c), amended by P.A. 102-552, adding homicide offenses to the list of offenses barring individuals from school district employment; and Continuous improvement. 	<input type="checkbox"/>
4:60-AP4, Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees	NEW. The procedure is created in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students.	<input type="checkbox"/>
4:60-AP4 5 , Federal and State Award Procurement Procedures	RENUMBERED. The procedure is renumbered in response to the creation of NEW 4:60-AP4, <i>Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees</i> . The procedure is also updated in response to Ill. Criminal Code of 2012, 720 ILCS 5/33E-9, amended by P.A. 102-1119, raising the threshold for when a board or designee must approve change orders at or above \$1025 ,000, and for continuous improvement.	<input type="checkbox"/>
4:60-AP4 5 , E 1 , Internal Procedures for Procurement Transactions	RENUMBERED. The procedure is renumbered in response to the creation of NEW 4:60-AP4, <i>Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees</i> . Minor style changes are also made to the procedure.	<input type="checkbox"/>
5:30, Hiring Process and Criteria	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring districts to initiate an EHR prior to hiring an applicant who will have direct contact with children or students. Other continuous improvement updates are made in the policy and footnotes.	<input type="checkbox"/>
5:30-AP2, Investigations	The procedure is updated in response to 105 ILCS 5/10-21.9, amended by P.A. 102-702, eff. 7-1-23, requiring the superintendent to notify the State Superintendent of Education and applicable regional superintendent of schools of any license holder believed to have committed sexual misconduct; and for continuous improvement.	<input type="checkbox"/>
5:30-AP3, Sexual Misconduct Related Employment History Review (EHR)	NEW. The procedure is created in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring districts to initiate an EHR prior to hiring an applicant who will have direct contact with children or students.	<input type="checkbox"/>
5:30-AP3, E, EHR Letter to Applicant's Current/Former Employer	NEW. This exhibit is created for the reason stated in 5:30-AP3, <i>Sexual Misconduct Related Employment History Review (EHR)</i> , above.	<input type="checkbox"/>
5:90, Abused and Neglected Child Reporting	<p>The policy, Legal References, Cross References, and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23, requiring districts to develop procedures to notify the parents/guardians of a student with whom a district employee, agent, or contractor is alleged to have engaged in sexual misconduct; 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23, requiring superintendents to notify the State Superintendent of Education and applicable regional superintendent when there is reasonable cause to believe a license holder committed sexual misconduct as defined in 105 ILCS 5/22-85.5(c); and Continuous improvement. <p>New footnote 2 explains distinctions between conduct prohibited by the Abused and Neglected Child Reporting Act, the Ill. Criminal Code of 2012, and the School Code. A Cross Reference to 4:60, <i>Purchases and Contracts</i>, is added.</p>	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:90-AP1, Coordination with Children's Advocacy Center	RENUMBERED. The procedure is updated for continuous improvement and renumbered in response to the creation of NEW 5:90-AP2, <i>Parent/Guardian Notification of Sexual Misconduct</i> .	<input type="checkbox"/>
5:90-AP2, Parent/Guardian Notification of Sexual Misconduct	NEW. The procedure is created in response to 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23, requiring districts to develop procedures to notify the parents/guardians of a student with whom a district employee, agent, or contractor is alleged to have engaged in sexual misconduct.	<input type="checkbox"/>
5:125, Personal Technology and Social Media; Usage and Conduct	The policy and footnotes are updated for continuous improvement. Footnote 1 is updated in response to 105 ILCS 5/21B-75, amended by P.A. 102-702, eff. 7-1-23, permitting the State Superintendent of Education to suspend or revoke any license, endorsement, or approval for sexual misconduct.	<input type="checkbox"/>
5:150, Personnel Records	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/22-94(e), added by P.A. 102-702, eff. 7-1-23, requiring a district to maintain as part of an employee's personnel file a form including EHR information. The footnotes are also updated in response to: <ol style="list-style-type: none"> 1. Personnel Record Review Act (PRRA), 820 ILCS 40/8, amended by P.A. 102-702, eff. 7-1-23, requiring a district to share information related to an incident of sexual misconduct with a third party, even if the record is more than four years old; and 2. Continuous improvement. 	<input type="checkbox"/>
5:150-AP, Personnel Records	The procedure is updated for the reasons stated in 5:150, <i>Personnel Records</i> , above.	<input type="checkbox"/>
5:170, Copyright	The policy is unchanged. A minor style change is made to Legal References. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
5:260, Student Teachers	The policy, Legal References and footnotes are updated in response to continuous improvement updates. Additionally, footnote 2 is updated in response to 105 ILCS 5/22-94, amended by P.A. 102-702, eff. 7-1-23, requiring district employees and contractors to undergo an EHR when they will have direct contact with children or students.	<input type="checkbox"/>
6:135, Accelerated Placement Program	The policy and footnote 10 are updated in response to ISBE's <i>Accelerated Placement Act FAQ</i> (September 2022). Continuous improvement updates are also made to the footnotes.	<input type="checkbox"/>
6:135-AP, Accelerated Placement Program Procedures	The procedure is updated for continuous improvement. Footnote 15 is updated in response to ISBE's <i>Accelerated Placement Act FAQ</i> (September 2022).	<input type="checkbox"/>
6:230, Library Media Program	The policy and footnotes are updated in response to subscriber and Ill. Council of School Attorneys member feedback regarding management of library book challenges.	<input type="checkbox"/>
6:230-AP, Responding to Complaints About Library Media Resources	NEW. The procedure is created for the reason stated in 6:230, <i>Library Media Program</i> , above.	<input type="checkbox"/>
6:230-AP, E, Library Media Resource Objection Form	NEW. The exhibit is created for the reason stated in 6:230, <i>Library Media Program</i> , above.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:180-AP1, E1, Resource Guide for Bullying Prevention	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E2, Be a Hero by Reporting Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E3, Memo to Staff Regarding Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E4, Memo to Parents/Guardians Regarding Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E5, Report Form for Bullying	The exhibit is unchanged.	<input type="checkbox"/>
7:180-AP1, E6, Interview Form for Bullying Investigation	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E7, Response to Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:185-E, Memo to Parents/Guardians Regarding Teen Dating Violence	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP1, Student Handbook - Hazing Prohibited	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP6, Guidelines for Investigating Sexting Allegations	REFORMATTED. The procedure is updated in response to 105 ILCS 5/21B-75, amended by P.A. 102-702, eff. 7-1-23, allowing the State Superintendent of Education to suspend or revoke a license, endorsement, or approval for sexual misconduct; and for continuous improvement.	<input type="checkbox"/>
8:20, Community Use of School Facilities	The Legal References, Cross References, and footnotes are updated in response to a five-year review.	<input type="checkbox"/>

PRESS Issue 111 Trivia

177 PRM pages • 45,885 words • 42 PRM materials

Office of General Counsel

The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.

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The **Policy Reference Education Subscription Service (PRESS)** Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

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BOARD OF EDUCATION

2:110 Qualifications, Term, and Duties of Board Officers

The Board of Education officers are: President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

President

The Board elects a President from its members for a two-year term. The duties of the President are to:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments, unless specifically stated otherwise;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the *head of the public body* for purposes of the Open Meetings Act and Freedom of Information Act;
9. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the Open Meetings Act;
10. Administer the oath of office to new Board members;
11. Serve as or appoint the Board's official spokesperson to the media; and
12. Ensure that all the fingerprint-based criminal history records information checks, and/or screenings, and sexual misconduct related employment history reviews (EHRs) [PRESSPlus1](#) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

Vice President

The Board elects a Vice President from its members for a two-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

Secretary

The Board elects a Secretary for a two-year term. The Secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the Secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. The duties of the Secretary are to:

1. Keep minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election official for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer

The Treasurer of the Board shall be either a member of the Board who serves a one-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.:

~~5 ILCS 120/7 and 420/4A-106.~~

105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, 5/10-21.9, 5/17-1, ~~and 5/21B-85,~~ and 5/22-94.

5 ILCS 120/7, Open Meetings Act.

5 ILCS 420/4A-106, III. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:210 (Organizational Board of Education Meeting), 2:220 (Board of Education Meeting Procedure), 5:30 (Hiring Process and Criteria)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-94, amended by P.A. 102-702, eff. 7-1-23, requiring a sexual misconduct related employment history review (EHR) to be initiated prior to hiring an applicant that will have direct contact with children or students. *Direct contact with children or students* is defined as “the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students.” **Issue 111, March 2023**

Document Status: Draft Update

OPERATIONAL SERVICES

4:60 Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board of Education policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with applicable federal and State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, [105 ILCS 5/10-20.21](#), unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with [105 ILCS 5/19b-1](#) *et seq.*
4. Third party non-instructional services must comply with [105 ILCS 5/10-22.34c](#).
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with [105 ILCS 5/10-20.21](#)(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with [105 ILCS 5/10-20.21](#)(b-10).
7. The purchase of paper and paper products must comply with [105 ILCS 5/10-20.19c](#) and Board policy 4:70, *Resource Conservation*.
8. Each contractor with the District is bound by each of the following:¹⁴⁰

- a. In accordance with [105 ILCS 5/10-21.9](#)(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in [105 ILCS 5/10-21.9](#)(c) and [5/21B-80](#)(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibits any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in [5/21B-80](#)(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
 - b. In accordance with 105 ILCS 5/22-94: (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in 105 ILCS 5/22-94(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by 105 ILCS 5/22-94(g). [PRESSPlus1](#)
 - c. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease ~~if the employee will have direct, daily contact with one or more student(s);~~ and (2) require any new or existing employee who ~~has and will have direct, daily contact with one or more~~ provides services to student(s) or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. ~~artment~~ of Public Health rules or order of a local health official.
9. ~~After 1-1-23, a~~ Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
 10. Purchases made with federal or State awards must comply with [2 C.F.R. Part 200](#) and [30 ILCS 708/](#), as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

[2 C.F.R. Part 200](#).

[105 ILCS 5/10-20.19c](#), [5/10-20.21](#), [5/10-21.9](#), [5/10-22.34c](#), [5/19b-1](#) et seq., [5/22-94](#), and [5/24-5](#).

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 130/](#), Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening;

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23. See 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, available at PRESS Online by logging in at www.iasb.com.

For the definition of *sexual misconduct*, see 105 ILCS 5/22-85.5(c), added by P.A. 102-676 and policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.

Direct contact with children or students is defined as “the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students.” 105 ILCS 5/22-94(b), added by P.A. 102-702, eff. 7-1-23. This standard, which triggers the EHR, appears on its face to be broader than the *direct, daily contact* standard that triggers the *complete criminal history records check* in 105 ILCS 5/10-21.9(f). See 5:30-AP2, *Investigations*, 4:60-AP3, *Criminal History Records Check of Contractor Employees*, and 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, for more information. For example, a contracted night custodian who may have some passing, routine interaction with students who are on campus for afterschool events, but does not have direct, daily contact with students triggers an EHR but not necessarily a *complete criminal history records check*. It is less clear if the reverse scenario could arise where a *complete criminal history records check* under 105 ILCS 5/10-21.9(f) would be required but an EHR would not be required. For ease of administration, a district may wish to require contractors to undergo a *complete criminal history records check* whenever the obligation to conduct an EHR is triggered, and vice versa.

105 ILCS 5/22-94(g), added by P.A. 102-702, eff. 7-1-23, prohibits contractors from entering any agreement that: (1) has the effect of suppressing information concerning a pending or completed investigation in which an allegation of sexual misconduct was substantiated, (2) affects the ability of the contractor to report sexual misconduct to the appropriate authorities, or (3) requires the contractor to expunge information about allegations or findings of suspected sexual misconduct, unless an allegation is found to be false, unfounded, or unsubstantiated following an investigation. **Issue 111, March 2023**

Document Status: Draft Update

General Personnel

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. Dept. of State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant

for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR) [PRESSPlus1](#)

Prior to hiring an applicant for a position involving *direct contact with children or students*, [PRESSPlus2](#) the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[15 U.S.C. § 1681](#) et seq., Fair Credit Reporting Act.

[8 U.S.C. §1324a](#) et seq., Immigration Reform and Control Act.

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), [5:120 \(Employee Ethics; Code of Professional Conduct; and Conflict of Interest\)](#), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

ADOPTED: October 20, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring districts to initiate an EHR prior to hiring an applicant who will have *direct contact with children or students*. See sample administrative procedure 5:30-AP3, *Sexual Misconduct Related Employment History Review(EHR)*, available at PRESS Online by logging in at www.iasb.com, for the process, timing, and positions requiring an EHR. See policy 4:60, *Purchases and Contracts*, and sample administrative procedure 4:60-AP4, *Sexual Misconduct Related Employment History Review(EHR) of Contractor Employees*, for EHR requirements for employees of contractors who have *direct contact with children or students*. **Issue 111, March 2023**

PRESSPlus 2. *Direct contact with children or students* is defined as “the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students.”

105 ILCS 5/22-94(b), added by P.A. 102-702, eff. 7-1-23. **Issue 111, March 2023**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall: (1) immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873) (within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial

employment and at least every three years after that date.

3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including sexual misconduct as defined in Faith's Law, PRESSPlus1 and boundary violations as required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under Faith's Law, PRESSPlus2 and (2) that act resulted in the license holder's dismissal or resignation from the District, ~~he or she~~ the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in Faith's Law. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated. PRESSPlus3

The Superintendent shall execute the recordkeeping requirements of Faith's Law. PRESSPlus4

Special Board of Education Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF.:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

105 ILCS 5/10-21.9, 5/10-23.13, ~~and 5/21B-85~~, [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) et seq., Department of Human Services Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), [4:60 \(Purchases and Contracts\)](#), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

ADOPTED: October 20, 2022

PRESSPlus Comments

PRESSPlus 1. *Sexual misconduct* under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676.

The Abused and Neglected Child Reporting Act (ANCRA) covers abuse and neglect of children. 325 ILCS 5/3. The Dept. of Human Services Act (DHSA) covers abuse and neglect of adult students with a disability. 20 ILCS 1305/1-17(b). Abuse may be generally understood as any physical or mental injury or sexual abuse inflicted on a child or adult student with a disability other than by accidental means or creation of a risk of such injury or abuse by a person who is responsible for the welfare of a child or adult student with a disability. Neglect may be generally understood as abandoning a child or adult student with a disability or failing to provide the proper support, education, medical, or remedial care required by law by one who is responsible for the child's or adult student with a disability's welfare.

Abuse covered by ANCRA also includes *grooming* as defined in the Ill. Criminal Code of 2012 (720 ILCS 5/11-25). 325 ILCS 5/3(i), added by P.A. 102-676 (a/k/a *Faith's Law*).

The School Code goes further and prohibits school employees from engaging in *grooming behaviors* and *sexual misconduct*. 105 ILCS 5/10-23.13(b), ¹⁴⁹amended by P.A. 102-610 (a/k/a *Erin's Law*); 105

ILCS 5/22-85.5(c), added by P.A. 102-676 (a/k/a *Faith's Law*). To streamline implementation, policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, defines prohibited *grooming behaviors* to include *sexual misconduct* and it explicitly prohibits employees from engaging in *grooming*, *grooming behaviors*, and *sexual misconduct*. While it is possible for low-level *grooming behaviors* and/or *sexual misconduct* to not amount to grooming prohibited by ANCRA, best practice is to report suspected *grooming behaviors* and *sexual misconduct* to DCFS. **Issue 111, March 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23. **Issue 111, March 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23. See sample procedure 5:90-AP2, *Parent/Guardian Notification of Sexual Misconduct*, available at PRESS Online by logging in at www.iasb.com. **Issue 111, March 2023**

PRESSPlus 4. Updated in response to 105 ILCS 5/22-94(e), added by P.A. 102-702, eff. 7-1-23. See sample procedure 5:150-AP, *Personnel Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 111, March 2023**

Document Status: Draft Update

General Personnel

5:125 Personal Technology and Social Media; Usage and Conduct

Grant Community High School District 124 recognizes the increasingly-important role that technology plays in the educational process as well as in the personal lives of the students, their families, and District employees. This Policy is intended to foster a thoughtful, responsible use of social media and related technological communication tools in a way that does not disrupt, create unnecessary distractions to, or adversely impact the educational process or the interpersonal relationships among the students and District employees.

Definitions

Includes - Means "includes without limitation" or "includes, but is not limited to."

Social media - Media for social interaction, using highly accessible communication techniques through the use of web-based and/or mobile technologies that allow users to turn communication into share content and/or engage in interactive dialogue communication through online communities. This includes, but is not limited to, services such as Facebook, LinkedIn, Twitter, Instagram, TikTok, Snapchat, and YouTube. [PRESSPlus1](#)

Personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes laptop computers (e.g., laptops, ultrabooks, and chromebooks), tablets (e.g. iPads®, Kindle®, Microsoft Surface®, and other Android® platform or Windows® devices), smartphones, e.g. iPhone®, BlackBerry®, Android® platform phones, and Windows Phone®), and other devices (e.g. iPod®).

Usage and Conduct

All District employees who use personal technology and/or social media shall:

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; and 7:20, *Harassment of Students Prohibited*; and the III. Code of Educator Ethics, [23 III.Admin.Code §22.20](#).
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.

4. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media.
5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee's obligations under policy 5:90, *Abused and Neglected Child Reporting* ~~Child Reporting~~.
6. Not disclose ~~student record~~ confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with policy 5:130, *Responsibilities Concerning Internal Information*. For District employees, proper approval may include implied consent under the circumstances.
7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
8. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
10. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

Superintendent Responsibilities

The Superintendent shall:

1. Inform District employees about this policy required by ~~Board~~ policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
2. Direct Building Principals to annually:
 - a. Provide their building staff with a copy of this policy.
 - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
 - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, [820 ILCS 55/10](#); i.e., the *Facebook Password Law*.
5. Periodically review this policy and any implementing procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.:

[105 ILCS 5/21B-75](#) and [5/21B-80](#).

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[23 Ill.Admin.Code §22.20](#), Code of Ethics for Ill. Educators.

[Garcetti v. Ceballos](#), 547 U.S. 410 (2006).

[Pickering v. High School Dist. 205](#), 391 U.S. 563 (1968).

[Mayer v. Monroe County Community School Corp.](#), 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 111, March 2023**

Document Status: Draft Update

General Personnel

5:150 Personnel Records

Maintenance and Access to Records

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and Board of Education policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.
5. All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

Prospective Employer Inquiries Concerning a Current or Former Employee's Job Performance

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall:

1. Execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to Ill. Dept. of Children and Family Services (DCFS); and
2. Comply with the federal law prohibiting the District from providing a recommendation of employment for an employee, contractor, or agent that District knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law, but the Superintendent or designee may follow routine procedures regarding the transmission of administrative or personnel files for that employee.
3. Manage the District's responses to employer requests for sexual misconduct related employment history review (EHR) information in accordance with Faith's Law. [PRESSPlus1](#)

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

LEGAL REF.:

[20 U.S.C. §7926.](#)

[105 ILCS 5/22-94.](#)

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 46/10](#), Employment Record Disclosure Act.

[820 ILCS 40/](#), Personnel Record Review Act.

[23 Ill.Admin.Code §1.660.](#)

CROSS REF.: 2:250 (Access to District Public Records), 5:90 (Abused and Neglected Child Reporting), 7:340 (Student Records)

[ADOPTED: October 20, 2022](#)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-94(e), added by P.A. 102-702, eff. 7-1-23. **Issue 111, March 2023**

Document Status: Draft Update

Professional Personnel

5:260 Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to [Section 5/21B-80 of the School Code](#)^{PRESSPlus1} or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach, begin a required internship, or participate in any field experience in the District, the Superintendent or designee shall ensure that:

1. The District performed a [105 ILCS 5/10-21.9\(g\) Check](#) as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\) Check](#) shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act ([P.L. 109-248](#));
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#)); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth ~~Community Notification Law~~ Registration Act ([730 ILCS 154/75-105](#)).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\)](#) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the ~~Department of Ill.~~ State Police (ISP), to the ~~Department of State Police~~ ISP. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.:

~~Uniform Conviction Information Act, 20 ILCS 2635/1, Uniform Conviction Information Act.~~

[105 ILCS 5/10-21.9](#), [5/10-22.34](#), and [5/24-5](#).

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:190 (Teacher Qualifications)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney for guidance regarding whether student teachers or interns, who are typically unpaid, qualify as *employees* who must also undergo the sexual misconduct related employment history review (EHR) required by 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23. Whether or not a student or intern is paid by a district may be determinative. See 5:30-AP3, *Sexual Misconduct Related Employment History Review(EHR)*, available at PRESS Online by logging in at www.iasb.com. If a district has an agreement with a post-secondary institution for the placement of student interns, consult the board attorney regarding whether the institution qualifies as a contractor under 105 ILCS 5/22-94(b) that must perform an EHR of the intern. See 4:60-AP4, *Sexual Misconduct Related Employment History Review(EHR) of Contractor Employees*. **Issue 111, March 2023**

Document Status: Draft Update

INSTRUCTION

6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; and (b) other grade-level acceleration. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP;
3. Assessment processes that include multiple valid, reliable indicators; and
4. ~~By the fall of 2023, the~~ automatic enrollment, in the following school term, [PRESSPlus1](#) of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under [105 ILCS 5/2-3.64a-5](#), as follows:
 - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

LEGAL REF.:

[105 ILCS 5/14A](#).

[23 Ill.Admin.Code Part 227](#), Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to ISBE's *Accelerated Placement Policy Guidance for Districts Frequently Asked Questions* (September 2022), at: www.isbe.net/Documents/Accelerated-Placement-Act-FAQ.pdf, which explains that districts must “have the automatic enrollment policy in place prior to the start of the school year 2023-24 and districts will use scores from that school year to automatically enroll students during school year 2024-25.” **Issue 111, March 2023**

Document Status: Draft Update

INSTRUCTION

6:230 Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Ill. State Board of Education (ISBE) rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.
7. The program is guided by the principles of the American Library Association's *Library Bill of Rights* and its interpretation for school libraries. [PRESSPlus1](#)

Parents/guardians, employees, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*. [PRESSPlus2](#)

The Superintendent or designee shall establish criteria consistent with this policy for the review of objections. Parents/guardians, employees, and community members with suggestions or complaints about library media program resources may complete a *Library Media Resource Objection Form*. The Superintendent or designee shall inform the parent/guardian, employee, or community member, as applicable, of the District's decision. [PRESSPlus3](#)

LEGAL REF.:

[23 Ill.Admin.Code §1.420\(o\)](#).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

ADOPTED: October 20, 2022

PRESSPlus Comments

following:

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
7. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.
8. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

See <https://www.ala.org/advocacy/intfreedom/librarybill> and its interpretation for school libraries at: <https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>. The ALA's interpretation of its *Library Bill of Rights* acknowledges that the educational level and program of the school necessarily shape the resources and services of a school library, but it states that the principles of the *Library Bill of Rights* apply equally to all libraries, including school libraries. **Issue 111, March 2023**

PRESSPlus 2. Limiting the scope of complainants in this policy to parents/guardians, employees, and community members aligns with sample policy 2:260, *Uniform Grievance Procedure*. **Issue 111, March 2023**

PRESSPlus 3. Updated in response to subscriber and Ill. Council of School Attorneys member feedback regarding management of library book challenges. The issue of school library book removals is an unsettled area of law that is often litigated; consult the board attorney for advice regarding challenges to school library books or other library resources. In the only U.S. Supreme Court case to address this issue, *Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S. 852 (1982), the Court issued a plurality (not a majority) opinion finding a board could not remove books it had characterized as "anti-American, anti-Christian, anti-Semitic, and just plain filthy," if the removal was motivated by partisan or political reasons; to do so would violate students' Constitutional right to receive information and ideas. Four dissenting justices, however, disagreed that students have a right to receive information and ideas under the First Amendment and would have deferred to the judgment of the local school board.

See sample administrative procedure 6:230-AP, *Responding to Complaints About Library Media Resources*, and sample exhibit 6:230-AP, E, *Library Media Resource Objection Form*, available at PRESS Online by logging in at www.iasb.com. **Issue 111, March 2023**



18640 West Route 120, Grayslake, Illinois 60030 | 847.548.6000 | www.cyngrayslake.org
Executive Director: Gail Weil, LCSW, CADC

This agreement, dated May 18, 2023 between CYN Counseling Center, 18640 W. Belvidere Road, Grayslake, IL 60030, and

Name /Address of School: Grant Community High School District 124
25700 Old Grand Avenue
Ingleside, IL 60041

Phone: 847/587-2561

Outlines the provision of Behavioral Health Services and/or Alternative to Suspension to students who are identified by the school as “at risk;” on site during school hours.

Services: Pricing reflects one day /week / school year. Indicate licensure and # of days needed.		
<input checked="" type="checkbox"/> LPC, LSW Therapist \$14,500	Requested # of Days <u>1</u>	Total per year: <u>\$14,500</u>
<input type="checkbox"/> LCPC, LCSW Therapist \$15,750	Requested # of Days _____	Total per year: _____
<input type="checkbox"/> LPC, LSW Bilingual Therapist \$15,250	Requested # of Days _____	Total per year: _____
<input type="checkbox"/> LCPC, LCSW Bilingual Therapist \$16,750	Requested # of Days _____	Total per year: _____

CYN Counseling Center agrees to provide the above staffing to the school throughout the 2023-2024 school year at the above rates. This agreement is predicated on the cooperation of both parties and the school’s ability to a) Identify students in need; b) Provide a private place in the school where the services can take place; c) Facilitate getting the student to the session; and d) Secure all necessary paperwork from the student’s parents before treatment begins. School agrees not to employ CYN staff outside of this agreement.

Invoices sent at the conclusion of each semester **Checks payable to CYN Counseling Center**

School Representative Signature

District Superintendent
Title

CYN Representative

Title

May 4, 2023

Asst. Principal Ryan Geist
Grant Community High School
285 East Grand Avenue
Fox Lake, IL 60020

Dear Mr. Geist,

Lake County Health Department and Community Health Center (LCHD/CHC) is pleased at the opportunity to continue providing assessment and counseling services to Grant High School (GHS) students during the 2023-2024 school year.

The contract agreement allows for:

- a total of 37 weeks coverage between August 14, 2023 – May 17, 2024;
- the exclusion of non-attendance weeks (winter and spring breaks);
- one week of flexibility/cushion in the event of inclement weather, emergencies, or scheduled time off; and
- 7.5-hour workdays.

Please note: LCHD/CHC will provide a total of three 7.5-hour days and one 3.5-hour day to Grant High School.

Budget: 3.5 Days/Week

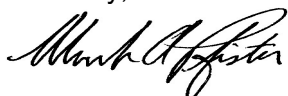
Salaries	\$34,853
Fringe	\$18,586
Mileage	\$2,133
Training	\$100
Total	<u>\$55,672</u>

Please make check payable to Lake County Health Department, attach a copy of this letter with the check, and mail to the address below:

Lake County Health Department & Community Health Center
Finance Department
3010 Grand Avenue, 3rd Floor
Waukegan, Illinois 60085

If you have any questions, please contact Tara Rahn, TRahn@lakecountyil.gov or (847) 377-8324. We look forward to another year of partnership.

Sincerely,





Mark A. Pfister
Executive Director
Enclosure

GRANT HIGH SCHOOL BUDGET
August 14, 2023 – May 17, 2024

Three and a Half Days/Week

	HOURLY RATE	ANNUAL HOURS	AMOUNT
SALARIES			
EISENMENGER, TISHA LEE	\$ 31.83	962	\$ 30,620
ENDSLEY, MCKENZIE	\$ 44.00	96	\$ 4,233
			<u>\$ 34,853</u>
FRINGE			
FICA			\$ 2,666
IMRF			\$ 2,399
Health, Life, Dental Insurance			<u>\$ 13,521</u>
			<u>\$ 18,586</u>
OTHER			
Mileage 22 miles round trip per day.			\$ 2,133
Mileage rate 0.655/mile.			
Training			<u>\$ 100</u>
			<u>\$ 2,233</u>
TOTAL DUE			<u>\$ 55,672</u>

Out of State or Overnight Athletics Trip Request

Name of Event	DTU Championship (Dance Team Union)
Coach in Charge	Vicki Shifley
Sport	Dance
Destination (City and State)	Orlando, FL
Destination (Location of Event)	Hyatt Regency - Orlando, FL
Dates of Event	Februray 9-11, 2024
Description of the Event	This is an elite dance competitive tournament with teams from all over the country. It's run by the same organization we attend camp with (Dance Team Union). The tournament also includes collegiate courses and master classes for all dancers and coaches.
Number of student-athletes attending	Approximately 15
Total cost of the trip	\$575 pp for Registration, Hotel Accommodations, Admission, Airport Transfer, Fan T-Shirt, Two Free Breakfasts, Educational Courses, Master Classes (Airfare TBA \$200?) and other Meals TBA)
How will You Fund the Event	Families Pay and we plan to fundraise to offset the cost.
Value to the Athletes	This tournament's goal is for dance teams to fulfill their maximum potential as athletes and to be recognized and appreciated for their skill. There are more diverse teams, judges and performance levels that will provide a huge growth opportunity for our students to expand their dance vocabulary with a broader experience. There are also amazing college connections, master classes and networking opportunities that our student athletes do not get access to otherwise.
Names of Chaperones	Vicki Shifley, Paige Gruber, Julia Beard
Date and Time Leaving for the Event	February 8, pm flight
Date and Time Returning from the Event	February 12, am flight
Approval from Athletic Director	
Approval from Principal	



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • Fax: 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

May 8th, 2023

Dear Esteemed Members of the Board of Education,

This year, members of our Special Olympics team under the direction Head Coach Ms. Allison Barker and Assistant Coach Ryan Reynolds, performed well by qualifying for the State Competition. In total 4 athletes qualified to attend the Special Olympics of Illinois State Competition in Bloomington, IL.

The current plan is to arrive Friday, June 9th in Bloomington/Normal with the Special Olympics group. Students and chaperones will stay overnight Friday and travel home on Saturday, June 10th at the conclusion of the competition. Both Allison Barker (Sponsor/Head Coach) and Ryan Reynolds (Co-Sponsor/Asst Coach) will attend the competition.

I have attached a spreadsheet with projected costs for the overnight trip for your perusal. We wholeheartedly appreciate your support of Special Olympics and of our student competitors.

You have been so supportive of our student groups and we would love the opportunity to bring home a state award this year to Grant Community High School. Thank you for your time and your consideration.

Sincerely,

Kevin Geist
Assistant Director of Activities & Athletics

STUDENT COSTS				TEACHER COSTS			
Description	Quantity	Individual Costs	Total Cost	Description	Quantity	Individual Costs	Total Cost
<u>Hotel Accommodations</u>				<u>Hotel Accommodations</u>			
Not Applicable	N/A	\$ -	\$ -	Head Coach	1	\$ 150.00	\$ 150.00
				Assistant Coach	1	\$ 150.00	\$ 150.00
							\$ 300.00
<u>Student Food Expenses- 4 students</u>				<u>Teacher Food Expenses- 2 sponsors</u>			
Friday Dinner	4	\$ 16.38	\$ 65.52	Friday Lunch/Dinner	2	\$ 53.70	\$ 107.40
Saturday Breakfast/Lunch	4	\$ 16.38	\$ 65.52	Saturday Breakfast/Lunch	2	\$ 32.75	\$ 65.50
			\$ 131.04				\$ 172.90
				<u>Mileage Reimbursement</u>			
				Head Coach (318 Miles)	318	\$ 0.625	\$198.75
				Assistant Coach (282 Miles)	282	\$ 0.625	\$176.25
							\$375.00
STUDENT COSTS			\$ 131.04	TEACHER COSTS			\$ 847.90

TOTAL COSTS	\$ 978.94
--------------------	------------------

<u>Academic Team</u>	<u>ACTIVE 22-23</u>	<u>ACTIVE 23-24</u>	<u>2022-2023 SPONSOR(S)</u>
Academic Team	Yes	Yes	Chris Van Alstine/Lauren Becmer
American Sign Language Club	No	Yes	Alana Stephens
Anime Club	Yes	Yes	Carrie Stump
Art Club	Yes	Yes	TBA
Band Program	Yes	Yes	Ellen Skolar
Bass Fishing	Yes	Yes	Dave Blanke/Andy Flaker
Black Student Union	Yes	Yes	Will Schmadeke
Bulldog Buddies	Pilot	Yes	Jessica Mitchell
Canine Connections Club	Yes	Yes	Cheryl Trevithick
Chess Team	Yes	Yes	Will Schmadeke/Lauren Becmer (New)
Choir Program	Yes	Yes	Krista Koske
Computer Science Club	No	Yes	Meghan McKinney (New)
Debate Team	Yes	Yes	Max Boton
Disc Golf	Yes	Yes	Dave Heasley
Environmental Club	Yes	Yes	Andrea Kosmicki
eSports	Yes	Yes	Stephanie Ashmore/Dan Nitz
Fall Flags	Yes	Yes	Rita Gier
Fall Play	Yes	Yes	Jeff Austin (Director-New) Amanda Jacobs (Co-Set Director) Rodd Hansen (Co-Set Director) Marissa Myers (Costumer)
FBLA	Yes	Yes	Jon Schaap
FCCLA	Yes	Yes	Patricia Qasabian
Fellowship of Christian Athletes	Yes	Yes	Mark Jolcover
Film Club	Yes	Yes	TBA
Freshman Class	Yes	Yes	Allison Barker
Future Medical Professionals	Yes	Yes	TBA
Gamers Club (Dungeons and Dragons)	No	Yes	Emmy Diana (New)
GSA	Yes	Yes	Jill Schroeder
Guitar Club	Yes	Yes	Luke Fischer
Intramurals	Yes	Yes	Amanda Bilbrey
Jazz Band	Yes	Yes	Ellen Skolar
Junior Class	Yes	Yes	Tracy Highley/Trish Crambes

Latinx Club	Pilot	Yes	Liz Rohrbach
Marching Band	Yes	Yes	Ellen Skolar and Austin Caraher (Asst. Director-New)
Math Team	Yes	Yes	Eric Weinmann/Marty Grum
National Art Honor Society	Yes	Yes	TBA
National Honor Society	Yes	Yes	Chris Robinson
Pep Band	Yes	Yes	Allison Barker
Science Club	Yes	Yes	Michael Anderson
Senior Class	Yes	Yes	Stephanie Lesperance/Nikki Frett
Snow Dogs	Yes	Yes	Kristen Arndt/Michelle Vendegna
Sophomore Class	Yes	Yes	Amy Gunsallus
Special Olympics	Yes	Yes	Allison Barker/Ryan Reynolds (Asst.)
Speech Team	Yes	Yes	Trisha Crambes/Marissa Myers (Asst.)
Spring Musical	Yes	Yes	Jeff Austin (Director) Amanda Jacobs (Co-Set Director) Rodd Hansen (Co-Set Director) TBA (Costumer) Ellen Skolar (Pit Orchestra Director) Krista Koske (Chorus Director)
Student Council	Yes	Yes	Payton Jordan
Table Tennis Club	Yes	Yes	Michael Anderson
Winter Guard	Yes	Yes	Rita Gier

FALL COACHING STAFF RECOMMENDATIONS 2023 - 2024

Head Varsity	Marissa Kelley	Sideline Cheer
Assistant	Katie Boyd	
Assistant	Nick Peterson	
Assistant	Sarah Brezinski	
Head Varsity	Jeff Durlak	Boys and Girls Cross Country
Assistant	Jeff Harvey	
Head Varsity	Vicki Shifley	Sideline Dance
Assistant	Paige Gruber	
.5 Assistant	Julia Beard	
Head Varsity	Tim Norwood	Football
Assistant	Kevin Art	
Assistant	Joe Bridge	
Assistant	Jim Cramer	
Assistant	Josh Christian	
Assistant	Tom Evans	
Assistant	Mark Jolcover	
Assistant	Pete Laubenstein	
Assistant	Kyle Whitman	
Assistant	OPEN POSITION	
Head Varsity	John Eiduke	Boys Golf
Assistant	Matt Lukemeyer	
Head Varsity	AJ Havenga	Girls Golf
Assistant	Corey Hutcheson	
Head Varsity	Ben Burnet	Boys Soccer
Assistant	Bob Janusz	
Assistant	OPEN POSITION	
Assistant	OPEN POSITION	
Head Varsity	Max Boton	Girls Tennis
Assistant	Justin Strebel	
Head Varsity	JP Gizowski	Girls Volleyball
Assistant	Alex Sullivan	
Assistant	Lauren Becmer	
Assistant	Rachel Bicknase	
Assistant	OPEN POSITION	
Fall Event Coordinator	OPEN POSITION	
Assistant Positions need to be reviewed by Union/District Committee to determine necessity. Were approved for 22/23 and contingent moving forward based on participation numbers.		

From: Giannetti, Mira <MGiannetti@grantbulldogs.org>

Sent: Friday, May 5, 2023 4:01 PM

To: Schoell, Blair <BSchoell@grantbulldogs.org>

Subject: Re: Contract

Hi Blair.

First, I want to thank for you the opportunity that Grant has given me. The things I have learned in the last year I will carry into my career forever!

I have received another job offer today and I have decided to accept. I will not be accepting Grants' offer for my position next year.

I have let Patricia and Christi know as well.

Thank you again. Let me know if there is anything I will need to do for you.

Have a great weekend

Mira

I Robert J Smith Jr Resigned
As A Suburban For The
Grant High School District
As of today May 10, 2023 at
14:54hr Robert J Smith Jr

From: Austin, Jeffrey <jaustin@grantbulldogs.org>
Sent: Wednesday, May 10, 2023 11:33 AM
To: Miller, Nate <nmiller@grantbulldogs.org>; Geist, Kevin <KGeist@grantbulldogs.org>
Subject: Film Club

To whom it may concern:

Effective May 21st I will be stepping down as the sponsor of the Film Club.

Thank you,



Jeff Austin, B.S.Ed, M. Ed.
Visual Art Teacher
National Art Honor Society Sponsor
Spring Musical Director
Film Club Sponsor
Twitter: @mr_austin74

285 E. Grand Avenue
Fox Lake, IL 60020
Phone: (847) 587-2561



Go Bulldogs

"ALWAYS TRY TO BE NICE, BUT NEVER FAIL TO BE KIND."-TWELFTH DOCTOR

From: Austin, Jeffrey <jaustin@grantbulldogs.org>
Sent: Wednesday, May 10, 2023 11:32 AM
To: Miller, Nate <nmiller@grantbulldogs.org>; Geist, Kevin <KGeist@grantbulldogs.org>
Subject: NAHS

To Whom it may concern:

I will be stepping down from the role of NAHS sponsor effective May 21st 2023. Thank you for your years of support in helping to make the Grant chapter of the National Art Honor Society.



Jeff Austin, B.S.Ed, M. Ed.
Visual Art Teacher
National Art Honor Society Sponsor
Spring Musical Director
Film Club Sponsor
Twitter: @mr_austin74

285 E. Grand Avenue
Fox Lake, IL 60020
Phone: (847) 587-2561



Go Bulldogs

"ALWAYS TRY TO BE NICE, BUT NEVER FAIL TO BE KIND." -TWELFTH DOCTOR

Cory Dooley
2039 Greens Ct.
Hoffman Estates, IL, 60169

May 5, 2023

Grant Community High School
285 E Grand Ave
Fox Lake, IL, 60020

Dear Tom Ross,

Please accept this letter as my formal resignation from my position as an Assistant Girls Basketball Coach at Grant Community High School, effective as of May 22, 2023.

I appreciate the opportunities and experiences Grant Community has given me these past 3 years. I have grown as a young coach, and as a young adult as well. It truly has been a pleasure to work alongside such a remarkable basketball program, and I am beyond thankful for all of the knowledge and memories I have gained throughout my years at Grant Community. From the open gyms, to the summer camp early mornings, to the bright lights on the Varsity stage, and everything in between. These are the things I will cherish for years to come. However, I feel the time has come for me to pursue another opportunity.

I appreciate everything Grant Community has given me, including all of the resources and support for my professional growth as a young coach. I hope this notice will reach you well with time to find a replacement for my position. Please let me know what assistance I can offer with the transition, including wrapping up my responsibilities as the semester comes to an end.

Thank you again for the chance to coach Grant's Bulldogs. I wish you and the rest of Grant Community High School nothing but the best moving forward.

Sincerely,
Cory Dooley



From: Stump, Carrie <CStump@grantbulldogs.org>
Sent: Tuesday, May 16, 2023 2:03 PM
To: Geist, Kevin <KGeist@grantbulldogs.org>
Cc: Diana, Emmy <ediana@grantbulldogs.org>
Subject: Anime Club Sponsorship resignation

Hi, Kevin.

I am writing to inform you that I will be resigning as sponsor of Anime Club at the conclusion of this school year. I spoke with Emmy Diana, who expressed interest in taking over the club.

Carrie Stump
Grant Community High School
Fox Lake, Illinois
(847) 973-3445

From: Keenan, Michele <MKeenan@grantbulldogs.org>

Sent: Thursday, May 18, 2023 11:41 AM

To: Ross, Tom <TRoss@grantbulldogs.org>

Subject: Stepping Down

Tom,

This email serves as my official stepping down as the Varsity Boys and Girls Volleyball Coach. It is with a heavy heart I have this decision so I can keep myself safe. I will truly miss teaching the sport I have loved for so long. Thank you for your support over the years.



Michele Keenan
Health & Wellness Department

Grant Community High School
285 East Grand Avenue, Fox Lake, IL, 60020

847.973.3785

www.grantbulldogs.org

Customer Agreement

Billing Information:

Billing Frequency: Upfront in full
Payment Terms: Net 60
Billing Schedule: Upon license start date

Customer Agreement No. Q-105551
Newsela Sales Rep: Patrick Gaffney
Contact Email: patrick.gaffney@newsela.com
Offer Date: May 10, 2023
Expiration Date: June 30, 2023

To:
Stacie Noisey
Grant Community High School District 124
285 E Grand Ave
Fox Lake, IL 60020-1657

Qty	Products/Services	List Price
1	Newsela	\$17,520.00
Contract Grand Total		\$17,520.00

*See table above or Appendix for Product/Services details and License Dates.

The subscription for the above-identified Newsela Products/Services will commence and end as defined above, or in the License Dates Section of the Appendix in this Customer Agreement. By signing this agreement, the Customer agrees to the pricing per product and quantity breakdowns underlying this quote, which will be provided by Newsela upon request at any time and will also be provided on the invoice unless requested otherwise.

Failure of the Customer to make use of the Products/Services during their respective License Dates specified herein will not extend Newsela's obligation to deliver those Products/Services beyond those dates.

Following the Subscription End Date, unless prohibited by law, this Customer Agreement will renew for the Products/Services licensed hereunder for successive periods equal in length to the greater of the Term or 12 months (a 'Renewal Term'). If this Customer Agreement is so renewed, Customer agrees the prices payable for such Renewal Term shall be the prevailing rates then offered by Newsela for the licensed products stated above.

The Customer agrees to pay the Contract Grand Total set forth above per the Billing Terms noted above upon execution of this Customer Agreement. If a Purchase Order is required, Customer shall submit the PO to Newsela in accordance with the Billing Information set forth hereinabove by emailing it to billing@newsela.com and including "Customer Agreement No. Q-105551" in the subject line, otherwise a purchase order shall not be required for payment. Service will be suspended at Newsela's discretion if payment is not received by Newsela in accordance with the Billing Terms noted above. Failure of the Customer to use the Products/Services will not relieve Customer of its obligation to pay hereunder.

This Customer Agreement is subject to Newsela's Terms of Use, Newsela's Privacy Policy and, where applicable, any Terms and Conditions, Master Services Agreement or other binding RFP or binding bid signed by and between the Parties ("Service Contract").

Terms of Use: <https://newsela.com/pages/terms-of-use/>

Privacy Policy: <https://newsela.com/pages/privacy-policy/>

The Service Contract constitutes the entire agreement between the parties with regards to this subject matter, and supersedes all written or oral understandings, proposals, bids, offers, purchase or delivery orders, negotiations, agreements or communications of every kind. Additionally, this Service Contract specifically supersedes the terms and conditions of any Purchase Order delivered to Newsela after this Customer Agreement is executed and any such terms and conditions shall not be applicable or considered a part of the terms and conditions that govern this engagement. The Customer's internal requirements for Purchase Orders does not relieve Customer of its obligation to pay Newsela for all years included herein. This Customer Agreement and the terms contained herein are intended only for the Customer and should be kept confidential.

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice (if applicable). If the contracting entity is exempt from sales tax, please send the required tax exemption documents immediately to salestax@newsela.com.

Purchase Order Information

If you need a Purchase Order, please fill out the following information.

PO Required: No

PO Number:

PO Amount:

Billing Information

Provide the billing service representative to whom the invoice should be addressed.

Bill-To Name:

Bill-To Email:

By initialing here, I agree that the billing details stated above are current and accurate. _____

The individual executing this Customer Agreement has the authority to execute this agreement and bind the Customer, and Newsela has the right to rely on that authorization. The individual executing this Customer Agreement also certifies that there is funding in place for years included herein.

Authorized Signature:

Date of Signature:

Appendix

School	Products/Services	License Dates
GRANT COMMUNITY HIGH SCHOOL	All Access PD Pass - School License	07/01/23 - 06/30/24

GRANT COMMUNITY HIGH SCHOOL	Newsela ELA	07/01/23 - 06/30/24
GRANT COMMUNITY HIGH SCHOOL DISTRICT 124	Individual Virtual Add-On Session	07/01/23 - 06/30/24

Date: May 18, 2023
To: Dr. Christy Sefcik, Superintendent
From: Alex Sullivan, Tracy Highley, Tom Furlan, Jeremy Schmidt,
and Beth Reich
Re: District Website Provider Recommendation

Background: _____

Grant Community High School provides an online presence to our families, students, staff, and community through the district website which can be found at www.grantbulldogs.org. The website is developed and hosted by an outside company, currently Blackboard, Inc. Earlier this year we received notification that Blackboard K-12 had been purchased by Finalsite. That change allowed us the opportunity to look at other website providers and investigate all options before choosing a new one.

Evaluation Criteria: _____

In order to determine which website provider was the best fit for Grant Community High School, we identified several key criteria to evaluate: migration to the new product of current product, translation abilities of the provider, Americans with Disability Act compliance ability, a fully integrated app, and cost. After surveying multiple area schools, five (5) vendors were identified to meet with and view demonstrations. The five (5) vendors were: FinalSite, Apptegy, CampusSuite/SchoolNow, School Messenger, and American Eagle. The five (5) vendors were similar in what they could offer in regards to ADA accessibility, translation services, apps and the website overall. After preliminary demonstrations, we narrowed the providers down to two (2): FinalSite and Apptegy.

Cost and migration ability from our current platform to FinalSite, is what made FinalSite the most attractive option to the committee. FinalSite will utilize 4-5 months to develop the site and migrate our content to their platform. We will run the Blackboard website side by side with FinalSite through the fall, with the hopes to make the switchover during Thanksgiving or Winter Break. FinalSite will provide training online or through Zoom for our webmaster and our Communications Coordinator. Our recommendation is for the FinalSite – Fully Custom Design, which will allow us to customize the look of our website to reflect the identity, culture and climate of our district. We are also recommending the AudioEye Managed Service – which is the ADA component. This service will scan the website and fix any accessibility issues keeping us compliant. Additionally, we are recommending the Weglot for Translation and FinalSite Mobile App.

Several schools in the area are actively using FinalSite in the format we are recommending. These include: Barrington Community Unit School District 220 (www.barrington220.org), Adlai Stevenson High School District 125 (www.d125.org), and Lake Zurich Community Unit District 95 (www.lz95.org).

Recommendation: _____

We are recommending FinalSite as the district website provider effective with the 2023-2024 school year through 2027-2028 for a five-year total cost of \$78,305.

BOE MEETING MAY 18, 2023
FREEDOM OF INFORMATION REQUESTS FULFILLED

Date of Request	Requestor	Documents Requested	Date of Response
4/26/2023	Christine Harper, University of Kentucky	Directory Information: Student name, address, email, phone number, grade level	4/26/2023
5/2/2023	Kevin Krebs, HelloCollege	Directory Information: Parents first/last name, parent email, student first/last name, student grade level, school of enrollment	5/3/2023
5/10/2023	Vince Espi, LocalLabs	Copies of all records and email correspondence with Lurie Children's Hospital from July 1, 2022 to present day	5/12/2023