

Regular Meeting

**BOARD OF EDUCATION
Jacksonville School District #117**

AGENDA

**Wednesday, July 15, 2020
Jacksonville Middle School Auditorium
664 Lincoln Avenue
Jacksonville, Illinois 62650
7:00 PM**

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. ROLL CALL
- IV. APPROVAL OF AGENDA
- V. RECOGNITION
- VI. RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS
- VII. ANNOUNCEMENTS - UPCOMING EVENTS
- VIII. STANDING REPORTS
 - A. Financial/Treasurer's Report

Jun-20 100.00% of Budget Year

Amended Budget Numbers for 19-20

| FUND Year to Date | EDUC (10) | O/M (20) | DEBT SERV (30) | TRANS (40) | IMRF/SS (50) | CAP. PROJ (60) | WC (70) | TORT (80) | HLS (90) | TOTAL |
|----------------------|-----------|----------|-------------------|------------|--------------|----------------|---------|-----------|----------|-------|
|----------------------|-----------|----------|-------------------|------------|--------------|----------------|---------|-----------|----------|-------|

| | | | | | | | | | | |
|-----------------------|------------|-----------|-----------|-----------|-----------|-----------|-------|---------|---------|------------|
| EXPENDED | 31,609,108 | 3,591,127 | 2,385,809 | 1,501,716 | 1,298,255 | 1,068,993 | - | 479,680 | 578,635 | 42,513,323 |
| % EXP. | 95.84% | 89.15% | 100.00% | 90.49% | 83.43% | 81.50% | 0.00% | 90.51% | 86% | 94.21% |
| EXPENSE BUDGET | 32,982,694 | 4,028,065 | 2,385,888 | 1,659,500 | 1,556,080 | 1,311,600 | - | 530,000 | 673,510 | 45,127,337 |

| | | | | | | | | | | |
|-----------------------|--------------|--------------|--------------|------------|------------|----------------|------------|------------|-------------|--------------|
| REVENUE | 38,516,233 | 5,211,519 | 2,349,682 | 2,057,459 | 1,917,167 | 12,703 | 248,208 | 789,486 | 593,031 | 51,695,487 |
| % RECEIVED | 101.87% | 101.92% | 108.03% | 103.02% | 102.29% | 105.86% | 102.86% | 103.06% | 102.46% | 102.23% |
| REVENUE BUDGET | 37,808,017 | 5,113,370 | 2,175,000 | 1,997,149 | 1,874,170 | 12,000 | 241,303 | 766,064 | 578,796 | 50,565,869 |
| | 4,825,323.00 | 1,085,305.00 | (210,888.00) | 337,649.00 | 318,090.00 | (1,299,600.00) | 241,303.00 | 236,064.00 | (94,714.00) | 5,438,532.00 |

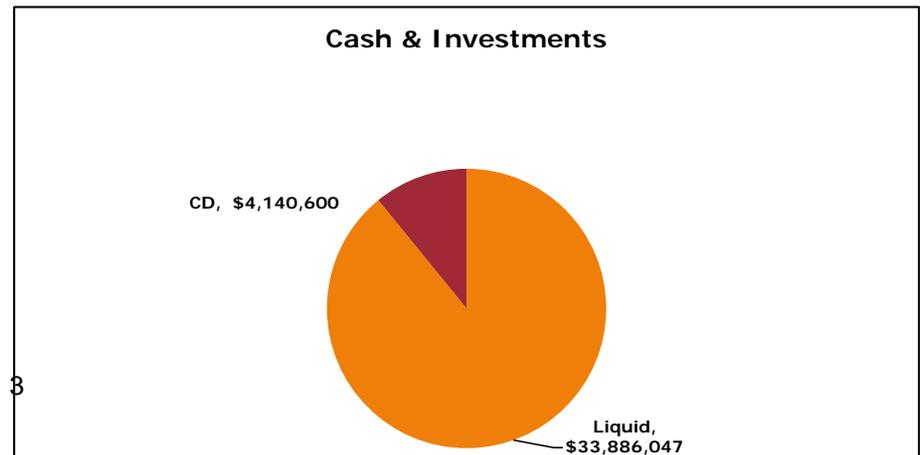
| NOTES: | Fund |
|----------------|--|
| REVENUE | ALL Received 1st Property Tax Payment for FY20 - July 2019, 2nd payment - Sept 2019 and Final payment and Interest in Dec 2019 |
| | 10 Received 1st Property Tax Payment for FY21 - June 2020 - \$8,018,557.38 |
| | 10 Two payments of EBF funding - \$974,082.09 for FY20 |
| | 10 Early Childhood Grant \$348,343 |
| | 10 Summer Food Service Program - \$35,437.79 |
| | 10 3rd FY20 MCAT - Disabled Student Tuition and Special Education Orphanage Summer Individual - \$112,539.90 |
| | 30 Sales Tax Proceeds - 2 payments - \$334,432.01 |
| | 40 3rd FY20 MCAT - \$196,850.40 |
| | 60 Interest on Bond Proceeds |
| EXPENSE | 10 Expenses are running under budget for 19-20. |
| | 20 Expenses are running under budget for 19-20. |
| | 30 We have debt payments for the Series 2015 and Series 2017 Bonds. The first payment of P and I was paid in Dec 2019. The second payment, which is interest only, was paid in June 2020. |
| | 40 Expenses are running under Budget for 19-20. |
| | 50 Expenses are running under budget for 19-20. |
| | 60 Expenses were to Henson Robinson for roofing work at Central Office. |
| | 80 Premium for 20-21 property, vehicle, liability, cyberliability and environmental coverage was paid in June 2020. |
| | 90 HLS project for summer 2019 was Washington Elementary masonry work. Remaining balance on project to be paid from Capital Projects Fund. Architect fee for North Windows paid in March 2020. |
| | 90 Other HLS projects in FY20 Budget will move to FY21 Budget for payment. |

TREASURER'S REPORT
June 30, 2020

| FUND | Beginning Cash Balance | Receipts (including interest) | Disbursements | | Misc. Transactions | Bank Balance |
|-----------------------------|-------------------------|-------------------------------|------------------------|------------------------|--------------------|-------------------------|
| | | | Payroll | Accounts Payable | | |
| 10 Education | 23,551,554.68 | 7,633,348.79 | 1,299,861.46 | 2,244,112.91 | (121,134.98) | 27,519,794.12 |
| 20 Building | 1,062,591.64 | 1,240,779.68 | 91,791.68 | 284,998.89 | | 1,926,580.75 |
| 30 Bond & Interest | 2,116,693.52 | 334,486.70 | | 802,129.38 | - | 1,649,050.84 |
| 40 Transportation | 1,318,608.34 | 520,277.27 | 43,798.60 | 58,077.23 | 65.31 | 1,737,075.09 |
| 50 IMRF | 512,895.85 | 469,630.49 | | 124,303.24 | 124,541.22 | 982,764.32 |
| 60 Site & Construction | 775,667.87 | 46.86 | - | 140,382.00 | 71.84 | 635,404.57 |
| 70 Working Cash Fund | 2,193,178.88 | 66,843.11 | - | | 64.40 | 2,260,086.39 |
| 80 Tort | 1,144,435.74 | 220,721.05 | - | 458,816.50 | | 906,340.29 |
| 90 Fire Prevention & Safety | 207,057.97 | 202,492.91 | | - | | 409,550.88 |
| TOTAL | \$ 32,882,684.49 | \$ 10,688,626.86 | \$ 1,435,451.74 | \$ 4,112,820.15 | \$ 3,607.79 | \$ 38,026,647.25 |

| FUND | CASH | | | INVESTMENTS | | | | TOTAL |
|--------------------------|--------------------------|----------------------------|-------------------------------|---------------------------|------------------------|------------------------|---------------------------|-------------------------|
| | U.S. Bank - General Fund | U.S. Bank - Insurance Fund | Illinois Funds - General Fund | 2017 SERIES BOND PROCEEDS | ISDLAF Investments | IIIT Investments | 2015 Series BOND PROCEEDS | |
| | 0.1600% | 0.1600% | 0.4340% | 0.2100% | 0.2100% | 0.4100% | | |
| Education | 4,578,024.83 | 60,054.22 | \$15,023,911.01 | - | 1,497,232.61 | 6,360,571.45 | - | 27,519,794.12 |
| Operations & Maintenance | 1,403,559.90 | | \$523,020.71 | - | - | 0.14 | - | 1,926,580.75 |
| Bond & Interest | 1,649,050.84 | - | - | - | - | - | - | 1,649,050.84 |
| Transportation | 695,339.99 | - | \$622,174.50 | - | - | 419,560.60 | - | 1,737,075.09 |
| IMRF / Social Security | 796,529.26 | - | \$30,789.72 | - | 155,571.79 | (126.45) | - | 982,764.32 |
| Capital Projects | 226,734.26 | - | \$129,411.61 | 279,258.70 | | | \$0.00 | 635,404.57 |
| Working Cash | 1,041,926.79 | - | \$804,501.00 | - | - | 413,658.60 | - | 2,260,086.39 |
| Tort | 404,951.57 | - | \$501,264.03 | - | - | 124.69 | - | 906,340.29 |
| Fire Prevention & Safety | \$405,125.48 | - | \$4,423.97 | - | - | 1.43 | - | \$409,550.88 |
| TOTAL | \$ 11,201,242.92 | \$ 60,054.22 | \$17,639,496.55 | \$279,258.70 | \$ 1,652,804.40 | \$ 7,193,790.47 | \$ - | \$ 38,026,647.25 |
| | \$28,900,793.69 | | | \$9,125,853.57 | | | | 0.00 |

| Operating Funds | Current Year 2019-2020 | Last Year 2018-19 |
|--------------------------|------------------------|------------------------|
| Fund 10 - Education | \$27,519,794.12 | \$20,611,998.05 |
| Fund 20 - O & M | \$1,926,580.75 | \$305,421.37 |
| Fund 40 - Transportation | \$1,737,075.09 | \$1,181,331.77 |
| Fund 70 - Working Cash | \$2,260,086.39 | \$2,011,878.01 |
| Total | \$33,443,536.35 | \$24,110,629.20 |

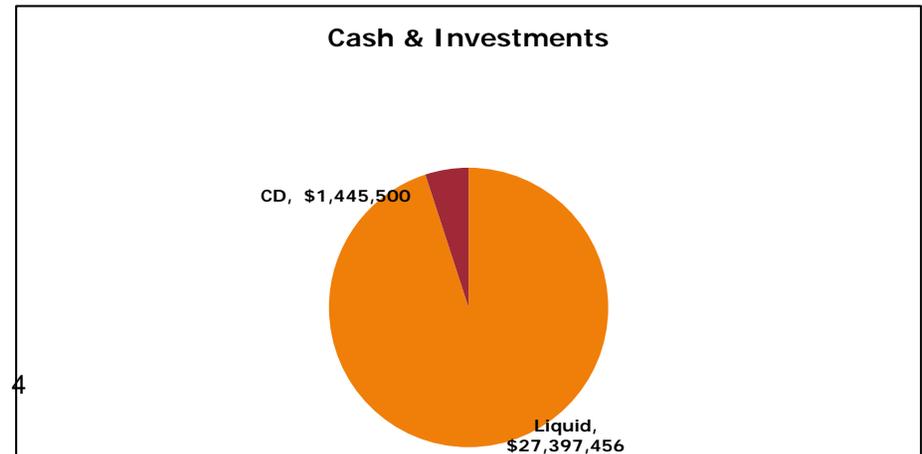


TREASURER'S REPORT
6/30/2019 (Revised 8/25/2019)

| FUND | Beginning Cash Balance | Receipts (including interest) | Disbursements | | Misc. Transactions | Bank Balance |
|-----------------------------|-------------------------|-------------------------------|------------------------|------------------------|---------------------|-------------------------|
| | | | Payroll | Accounts Payable | | |
| 10 Education | 22,144,849.85 | 2,020,148.55 | 1,310,913.82 | 2,145,549.95 | (96,625.76) | 20,611,908.87 |
| 20 Building | 690,738.64 | 1,155.20 | 93,611.88 | 292,860.59 | | 305,421.37 |
| 30 Bond & Interest | 2,118,622.73 | 380,234.30 | | 813,679.38 | - | 1,685,177.65 |
| 40 Transportation | 1,309,748.89 | 742.64 | 50,999.55 | 93,673.81 | 15,513.60 | 1,181,331.77 |
| 50 IMRF | 355,984.44 | 78.84 | | 116,579.16 | 124,368.38 | 363,852.50 |
| 60 Site & Construction | 2,073,541.47 | 312.67 | - | 384,772.56 | 2,613.51 | 1,691,695.09 |
| 70 Working Cash Fund | 2,008,319.03 | 1,778.97 | - | | 1,780.01 | 2,011,878.01 |
| 80 Tort | 1,032,394.70 | 1,079.32 | - | 436,939.00 | | 596,535.02 |
| 90 Fire Prevention & Safety | 395,117.72 | 37.79 | | - | | 395,155.51 |
| TOTAL | \$ 32,129,317.47 | \$ 2,405,568.28 | \$ 1,455,525.25 | \$ 4,284,054.45 | \$ 47,649.74 | \$ 28,842,955.79 |

| FUND | CASH | | | INVESTMENTS | | | | TOTAL | |
|--------------------------|--------------------------|----------------------------|-------------------------------|---------------------------|------------------------|------------------------|---------------------------|-------------------------|------|
| | U.S. Bank - General Fund | U.S. Bank - Insurance Fund | Illinois Funds - General Fund | 2017 SERIES BOND PROCEEDS | ISDLAF Investments | IIIT Investments | 2015 Series BOND PROCEEDS | | |
| | 0.0000% | 0.0000% | 1.0520% | 1.2500% | 1.1600% | 1.1400% | 1.2500% | | |
| Education | 4,021,169.14 | 145,135.95 | \$8,696,161.03 | - | 1,472,413.19 | 6,277,029.56 | - | 20,611,908.87 | |
| Operations & Maintenance | 284,127.11 | | \$21,294.12 | - | - | 0.14 | - | 305,421.37 | |
| Bond & Interest | 1,685,177.65 | - | - | - | - | - | - | 1,685,177.65 | |
| Transportation | 437,634.84 | - | \$327,422.52 | - | - | 416,274.41 | - | 1,181,331.77 | |
| IMRF / Social Security | 179,348.37 | - | \$30,323.44 | - | 154,307.14 | (126.45) | - | 363,852.50 | |
| Capital Projects | 495,636.28 | - | \$127,451.87 | 1,068,606.94 | | | \$0.00 | 1,691,695.09 | |
| Working Cash | 809,141.31 | - | \$792,318.06 | - | - | 410,418.64 | - | 2,011,878.01 | |
| Tort | 102,737.16 | - | \$493,673.17 | - | - | 124.69 | - | 596,535.02 | |
| Fire Prevention & Safety | \$390,797.10 | - | \$4,356.98 | - | - | 1.43 | - | \$395,155.51 | |
| TOTAL | \$ 8,405,768.96 | \$ 145,135.95 | \$10,493,001.19 | \$1,068,606.94 | \$ 1,626,720.33 | \$ 7,103,722.42 | \$ - | \$ 28,842,955.79 | |
| | \$19,043,906.10 | | | \$9,799,049.69 | | | | | 0.00 |

| Operating Funds | Current Year 2018-2019 | Last Year 2017-18 |
|--------------------------|------------------------|------------------------|
| Fund 10 - Education | \$20,611,998.05 | \$19,787,468.44 |
| Fund 20 - O & M | \$305,421.37 | \$300,916.12 |
| Fund 40 - Transportation | \$1,181,331.77 | \$1,095,436.36 |
| Fund 70 - Working Cash | \$2,011,878.01 | \$1,821,154.91 |
| Total | \$24,110,629.20 | \$23,004,975.83 |



B. F.O.I.A. Report
C. Sales Tax Tracker

JSD117 MORGAN COUNTY SCHOOL FACILITY SALES TAX COLLECTIONS

| FY19 | | Diff | Subtotal | Increase % |
|------------------|------------------------|----------------|--------------|------------|
| July 2018 | \$ 199,961.60 | \$ 3,029.48 | \$ 3,029.48 | 1.015 |
| August | \$ 192,239.29 | \$ (2,634.38) | \$ 395.10 | 0.986 |
| September | \$ 212,087.66 | \$ 13,792.94 | \$ 14,188.04 | 1.070 |
| October | \$ 203,249.83 | \$ (2,583.17) | \$ 11,604.87 | 0.987 |
| November | \$ 196,226.27 | \$ (10,617.36) | \$ 987.51 | 0.949 |
| December | \$ 198,203.96 | \$ 5,689.64 | \$ 6,677.15 | 1.030 |
| January 2019 | \$ 202,849.36 | \$ (2,737.07) | \$ 3,940.08 | 0.987 |
| February | \$ 206,007.28 | \$ 11,360.85 | \$ 15,300.93 | 1.058 |
| March | \$ 201,486.48 | \$ 128.01 | \$ 15,428.94 | 1.001 |
| April | \$ 220,171.45 | \$ (10,357.26) | \$ 5,071.68 | 0.955 |
| May | \$ 164,830.64 | \$ (1,610.22) | \$ 3,461.46 | 0.990 |
| June | \$ 168,451.84 | \$ 3,319.88 | \$ 6,781.34 | 1.020 |
| Total | \$ 2,365,765.66 | | | |
| Predicted by Pro | \$ 2,439,861.00 | Per Document | Sum | 12.05 |
| Projected | \$ 2,368,476.77 | Per Actual | After Months | 12 |
| Proj Diff | \$ (71,384.23) | | Average | 1.004 |
| Percent | -2.9% | | | |

| | |
|--------------------|-------------------------------------|
| Bond Pay 1 and 2 | \$ 2,443,263.97 |
| Diff Predict | \$ (3,402.97) |
| Diff Projected | \$ (74,787.20) |
| Diff Actual | \$ (77,498.31) (End of Year) |

| | |
|--------------------------------|-----------------------|
| Difference in Predicted by Pro | |
| Predicted | \$ 2,439,861.00 |
| FY19 ACTUAL | \$ 2,365,765.66 |
| Difference | \$ (74,095.34) |

| | |
|--------------|------------------------|
| Bond 1 | \$ 2,010,383.76 |
| Bond 2 | \$ 432,880.21 |
| Total | \$ 2,443,263.97 |

| FY20 | | Diff | Subtotal | Increase % |
|------------------|------------------------|----------------|--------------|------------|
| July 2019 | \$ 211,607.67 | \$ 11,646.07 | \$ 11,646.07 | 1.058 |
| August | \$ 206,689.04 | \$ 14,449.75 | \$ 26,095.82 | 1.075 |
| September | \$ 220,778.34 | \$ 8,690.68 | \$ 34,786.50 | 1.041 |
| October | \$ 204,901.26 | \$ 1,651.43 | \$ 36,437.93 | 1.008 |
| November | \$ 202,441.86 | \$ 6,215.59 | \$ 42,653.52 | 1.032 |
| December | \$ 197,137.83 | \$ (1,066.13) | \$ 41,587.39 | 0.995 |
| January 2020 | \$ 188,522.61 | \$ (14,326.75) | \$ 27,260.64 | 0.929 |
| February | \$ 211,101.04 | \$ 5,093.76 | \$ 32,354.40 | 1.025 |
| March | \$ 201,679.71 | \$ 193.23 | \$ 32,547.63 | 1.001 |
| April | \$ 215,721.27 | \$ (4,450.18) | \$ 28,097.45 | 0.980 |
| May | \$ 165,153.92 | \$ 323.28 | \$ 28,420.73 | 1.002 |
| June | \$ 163,531.08 | \$ (4,920.76) | \$ 23,499.97 | 0.971 |
| Total | \$ 2,389,265.63 | | | |
| Predicted by Pro | \$ 2,476,459.00 | Per Document | Sum | 12.12 |
| Projected | \$ 2,388,713.69 | Per Actual | After Months | 12 |
| Proj Diff | \$ (87,745.31) | | Average | 1.010 |
| Percent | -3.5% | | | |

| | |
|--------------------|------------------------------------|
| Bond Pay 1 and 2 | \$ 2,397,358.76 |
| Diff Predict | \$ 79,100.24 |
| Diff Projected | \$ (8,645.07) |
| Diff Actual | \$ (8,093.13) (End of Year) |

| | |
|--------------------------------|-------------------------------------|
| Difference in Predicted by Pro | |
| Predicted | \$ 2,476,459.00 |
| FY20 ACTUAL | \$ 2,389,265.63 |
| Difference | \$ (87,193.37) (End of Year) |

| | |
|--------------|------------------------|
| Bond 1 | \$ 2,030,683.76 |
| Bond 2 | \$ 366,675.00 |
| Total | \$ 2,397,358.76 |

| FY21 | | Diff | Subtotal | Increase % |
|------------------|----------------------|-----------------|----------------|------------|
| July 2020 | \$ 170,900.03 | \$ (40,707.64) | \$ (40,707.64) | 0.808 |
| August | \$ | \$ (206,689.04) | | 0.000 |
| September | \$ | \$ (220,778.34) | | 0.000 |
| October | \$ | \$ (204,901.26) | | 0.000 |
| November | \$ | \$ (202,441.86) | | 0.000 |
| December | \$ | \$ (197,137.83) | | 0.000 |
| January 2021 | \$ | \$ (188,522.61) | | 0.000 |
| February | \$ | \$ (211,101.04) | | 0.000 |
| March | \$ | \$ (201,679.71) | | 0.000 |
| April | \$ | \$ (215,721.27) | | 0.000 |
| May | \$ | \$ (165,153.92) | | 0.000 |
| June | \$ | \$ (163,531.08) | | 0.000 |
| Total | \$ 170,900.03 | | | |
| Predicted by Pro | \$ 1,929,635.01 | Per Document | Sum | 0.81 |
| Projected | \$ 1,929,635.01 | Per Actual | After Months | 1 |
| Proj Diff | \$ 1,929,635.01 | | Average | 0.808 |
| Percent | #DIV/0! | | | |

| | |
|--------------------|------------------------------------|
| Bond Pay 1 and 2 | \$ - |
| Diff Predict | \$ - |
| Diff Projected | \$ 1,929,635.01 |
| Diff Actual | \$ 170,900.03 (End of Year) |

| | |
|--------------------------------|------------------------------------|
| Difference in Predicted by Pro | |
| Predicted | \$ - |
| FY20 ACTUAL | \$ 170,900.03 |
| Difference | \$ 170,900.03 (End of Year) |

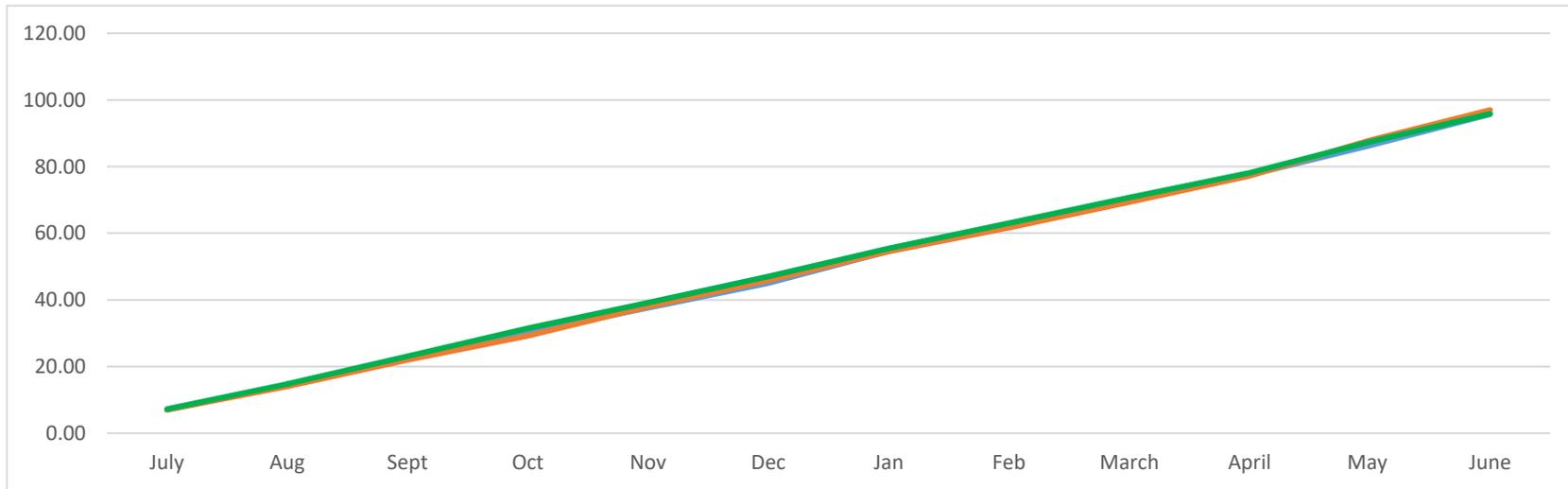
| | |
|--------------|-------------|
| Bond 1 | \$ - |
| Bond 2 | \$ - |
| Total | \$ - |

D. Education Fund Budget Tracker

Jacksonville School District 117
Education Fund Tracking File - **Expenditures**

| | | FY18 | | | | FY19 | | | | FY20 | | | |
|--------|--------|------------|----------------|------------------|---------------|------------|----------------|------------------|---------------|------------|----------------|------------------|---------------|
| % Year | | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index |
| July | 8.34 | 7.01 | 1.33 | | | 7.02 | 1.32 | | | 7.24 | 1.10 | | |
| Aug | 16.66 | 14.48 | 2.18 | 7.47 | | 14.07 | 2.59 | 7.05 | | 14.75 | 1.91 | 7.51 | |
| Sept | 25.00 | 22.36 | 2.64 | 7.88 | 0.41 | 22.03 | 2.97 | 7.96 | 0.91 | 23.10 | 1.90 | 8.35 | 0.84 |
| Oct | 33.00 | 30.18 | 2.82 | 7.82 | -0.06 | 29.25 | 3.75 | 7.22 | -0.74 | 31.47 | 1.53 | 8.37 | 0.02 |
| Nov | 41.66 | 37.62 | 4.04 | 7.44 | -0.38 | 37.99 | 3.67 | 8.74 | 1.52 | 39.19 | 2.47 | 7.72 | -0.65 |
| Dec | 50.00 | 45.05 | 4.95 | 7.43 | -0.01 | 45.81 | 4.19 | 7.82 | -0.92 | 46.99 | 3.01 | 7.80 | 0.08 |
| Jan | 58.33 | 54.58 | 3.75 | 9.53 | 2.10 | 54.51 | 3.82 | 8.70 | 0.88 | 55.42 | 2.91 | 8.43 | 0.63 |
| Feb | 66.66 | 62.68 | 3.98 | 8.10 | -1.43 | 61.67 | 4.99 | 7.16 | -1.54 | 63.04 | 3.62 | 7.62 | -0.81 |
| March | 75.00 | 69.77 | 5.23 | 7.09 | -1.01 | 69.32 | 5.68 | 7.65 | 0.49 | 70.72 | 4.28 | 7.68 | 0.06 |
| April | 83.33 | 77.47 | 5.86 | 7.70 | 0.61 | 77.23 | 6.10 | 7.91 | 0.26 | 78.08 | 5.25 | 7.36 | -0.32 |
| May | 91.66 | 86.30 | 5.36 | 8.83 | 1.13 | 87.83 | 3.83 | 10.60 | 2.69 | 87.43 | 4.23 | 9.35 | 1.99 |
| June | 100.00 | 95.69 | 4.31 | 9.39 | 0.56 | 96.98 | 3.02 | 9.15 | -1.45 | 95.84 | 4.16 | 8.41 | -0.94 |

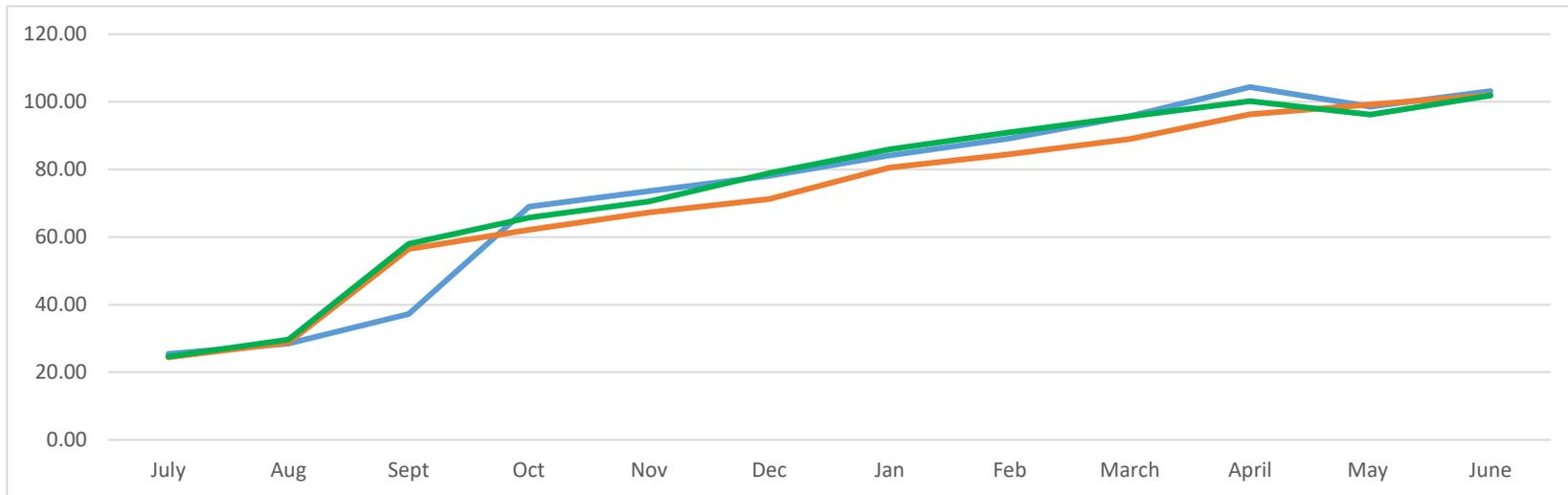
Education Fund Tracking Graph EXPENDITURES



Jacksonville School District 117
Education Fund Tracking File - **REVENUE**

| | | FY18 | | | | FY19 | | | | FY20 | | | |
|--------|--------|------------|----------------|------------------|---------------|------------|----------------|------------------|---------------|------------|----------------|------------------|---------------|
| % Year | | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index | Cumulative | Monthly Buffer | Monthly Increase | Monthly Index |
| July | 8.34 | 25.47 | -17.13 | | | 24.45 | -16.11 | | | 24.65 | -16.31 | | |
| Aug | 16.66 | 28.50 | -11.84 | 3.03 | | 28.82 | -12.16 | 4.37 | | 29.71 | -13.05 | 5.06 | |
| Sept | 25.00 | 37.29 | -12.29 | 8.79 | 5.76 | 56.51 | -31.51 | 27.69 | 23.32 | 58.04 | -33.04 | 28.33 | 23.27 |
| Oct | 33.00 | 68.96 | -35.96 | 31.67 | 22.88 | 62.13 | -29.13 | 5.62 | -22.07 | 65.74 | -32.74 | 7.70 | -20.63 |
| Nov | 41.66 | 73.62 | -31.96 | 4.66 | -27.01 | 67.26 | -25.60 | 5.13 | -0.49 | 70.52 | -28.86 | 4.78 | -2.92 |
| Dec | 50.00 | 78.11 | -28.11 | 4.49 | -0.17 | 71.26 | -21.26 | 4.00 | -1.13 | 78.93 | -28.93 | 8.41 | 3.63 |
| Jan | 58.33 | 84.11 | -25.78 | 6.00 | 1.51 | 80.51 | -22.18 | 9.25 | 5.25 | 85.98 | -27.65 | 7.05 | -1.36 |
| Feb | 66.66 | 89.20 | -22.54 | 5.09 | -0.91 | 84.50 | -17.84 | 3.99 | -5.26 | 90.99 | -24.33 | 5.01 | -2.04 |
| March | 75.00 | 95.77 | -20.77 | 6.57 | 1.48 | 89.05 | -14.05 | 4.55 | 0.56 | 95.67 | -20.67 | 4.68 | -0.33 |
| April | 83.33 | 104.38 | -21.05 | 8.61 | 2.04 | 96.31 | -12.98 | 7.26 | 2.71 | 100.22 | -16.89 | 4.55 | -0.13 |
| May | 91.66 | 98.61 | -6.95 | -5.77 | -14.38 | 99.17 | -7.51 | 2.86 | -4.40 | 96.19 | -4.53 | -4.03 | -8.58 |
| June | 100.00 | 103.17 | -3.17 | 4.56 | 10.33 | 102.00 | -2.00 | 2.83 | -0.03 | 101.87 | -1.87 | 5.68 | 9.71 |

Education Fund Tracking Graph REVENUE



IX. BOARD AND COMMITTEE REPORTS

A. Other Reports

1. MMR Exclusion Date for Students.

Summer School – Jacksonville Middle School

- **Lesley Dillard**, Summer Intersession Instructor for up to 96 hours, effective June 6, 2019 until July 3, 2019, *Salary: \$25.50/hour.*
- **Dawn Murphy**, Summer Intersession Instructor for up to 96 hours, effective June 6, 2019 until July 3, 2019, *Salary: \$25.50/hour.*
- **Aubrey Bushnell**, Summer Intersession Instructor for up to 48 hours, effective June 6, 2019 until June 21, 2019, *Salary: \$25.50/hour.*

Stipends

- **Shelly Hannant**, Parent Educator at Early Years/Pre-Kindergarten Program Trainer/Mentor Stipend for the 2018-2019 school year (2nd semester), *Stipend pro-rated for the period of April 1, 2019 through June 28, 2019: \$147.56.*
- **Dan Keller**, Assistant Boys Baseball Coach at Jacksonville High School for the remainder of the 2018-2019 school year, *Pro-rated stipend: \$1,073.60, 1/3 of 10% on the base of \$32,308.10 and paid by the Dugout Club, effective April 29, 2019.*

Volunteers

- **Jared Blimling**, Volunteer Assistant Bass Fishing Coach at Jacksonville High School for the 2018-2019 school year, effective April 25, 2019.

Leaves of Absence

- **Sarah Bruce**, ELL Teacher at South Elementary School, requesting family medical leave and maternity leave to run concurrently starting August 19, 2019 until October 18, 2019 (9 weeks).
- **Deann Scheets**, Special Education Teacher at North Elementary School, requesting family medical leave and maternity leave to run concurrently starting September 16, 2019 until December 2, 2019 (12 weeks).

Roll: Wilson, Lonergan, Leonard, Cantrell, McBride, Ryan and Beard. Nay; None.

Consideration of Memorandum of Understanding – Mr. Lonergan moved, seconded by Mr. Cantrell to approve the MOU between JSD117 and the JEA for a stipend percentage for an additional Assistant Track Coach JMS and JMS Spring Play Stipend as presented. Roll: Lonergan, Cantrell, Ryan, Leonard, McBride, Wilson and Beard. Nay; None.

Consideration of Regular Meeting Dates and Times – Mr. Lonergan moved, seconded by Mrs. Wilson to adopt the schedule of Regular Meeting Dates for the 2019-2020 school year as amended. Regular meetings will continue to be the third Wednesday of each month with the exception of August and April when the meetings will be held the fourth Wednesday. Roll: Lonergan, Wilson, McBride, Cantrell, Leonard, Ryan and Beard. Nay; None.

Consideration of Changing Exclusion Date for Measles Vaccinations – Mr. Cantrell moved, seconded by Mr. McBride to accept the recommendation from Administration and the Morgan County Health Department to change the exclusion date for Measles vaccinations for all JSD117 students from October 15 to the first day of student attendance. Roll: Cantrell, McBride, Wilson, Ryan, Lonergan, Leonard and Beard. Nay; None.

Consideration of Masonry Bid for Washington Elementary – Mr. Cantrell moved, seconded by Mr. Lonergan to approve the bid from Pulliam Masonry for the Base Bid with Limestone in the amount of \$896,997 as well as alternate bid No. 2 in the amount of \$15,880 per window lintel replaced. This work is necessary due to concerns regarding the building façade. Safety measures were put into place in January 2019 which will last until school is out in June. Then the work on the building façade will start which includes tuck pointing of the entire building, lintel replacement, beam replacement, stone replacement, brick replacement and miscellaneous roof and coping work. Roll: Cantrell, Lonergan, Ryan, Leonard, McBride, Wilson and Beard. Nay; None.

2. IMRF Contribution Rate for Calendar Year 2021

July 15, 2020

Report

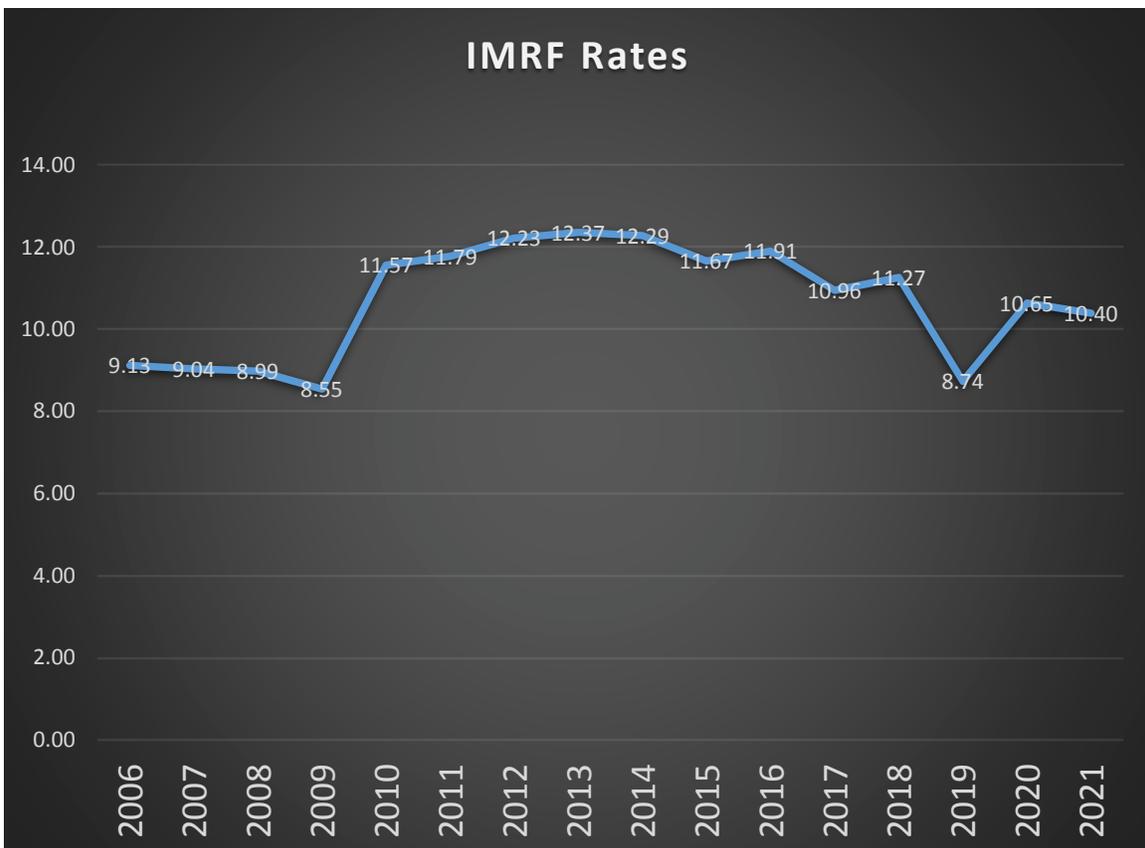
TO: Board of Education

FROM: Jamie Hadjan

SUBJECT: IMRF Contribution Rate for Calendar Year 2021

Attached you will find the Preliminary Notice of Illinois Municipal Retirement Fund Contribution Rate for **Calendar Year 2021 (10.40%)**. As you can see, the rate had been around 12.0% since 2010. Interest rates and return on investments increased in 2017; therefore, decreasing the District's contribution rate for 2019. But a change to IMRF's assumed rate of return and the 2018 investment loss has caused the rate to go back up for 2020.

Please note: This rate can be adjusted prior to the Final Notice in November.





Preliminary Notice of Illinois Municipal Retirement Fund Contribution Rate for Calendar Year 2021

Date April 2020

Employer name JACKSONVILLE SD 117

Employer No. 01696

The employer rate below is based on a 22 year amortization period for most employers. Overfunded employers will receive a letter outlining options available to accelerate the amortization of their overfunding (which reduces rate) if they so choose.

Your IMRF contribution rates on all earnings paid to IMRF members and employer rate in the 2021 calendar year are as follows:

| IMRF Contributions | |
|--|-------------------|
| Regular | |
| Member Contributions (tax-deferred) | 4.50% |
| Employer Contributions | |
| • Retirement Rate | |
| Normal Cost | 5.75% |
| Funding Adjustment <over> under | 3.74% |
| Net Retirement Rate | 9.49% |
| • Other Program Benefits | |
| Death..... | 0.20% |
| Disability..... | 0.09% |
| Supplemental Benefit Payment..... | 0.62% |
| Early Retirement Incentive | 0.00% |
| • TOTAL EMPLOYER RATE..... | 10.40% |

The Final Notice of IMRF Contribution Rates for Calendar Year 2021 will be posted in November 2020. If you have any questions regarding this preliminary rate notice, please contact the IMRF Employer Account Analyst at 1-800-ASK-IMRF.

X. CONSENT AGENDA

CONSENT AGENDA

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of Consent Agenda

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the items in the Consent Agenda as presented:

- Consideration of Treasurer's Report
- Consideration of Previous Minutes
- Consideration of Board Policy Revisions
- Consideration of Food Supply Bids
- Consideration of Resolution to Donate/Dispose of Surplus Equipment

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | _____ | | Seconded | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

- A. Consideration of Treasurer's Report
- B. Consideration of Previous Minutes

CONSENT AGENDA

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of Previous Board Minutes

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the previous board minutes as presented:

- June 17, 2020 and Closed Session
- June 11, 2020 Special

MOVED BY: _____ Seconded _____

YEA: _____ NAY: _____ YEA: _____ NAY: _____

_____ RYAN _____ MCBRIDE _____

_____ BEARD _____ LEONARD _____

_____ CANTRELL _____ WILSON _____

_____ LONERGAN _____

Background Information:

**Jacksonville School District #117
Board of Education Special
Thursday, June 11, 2020**

The Board of Education of Jacksonville School District #117 met in Special Session on Thursday, June 11, 2020, beginning at 5:00 PM at the Jacksonville Middle School Auditorium at 664 Lincoln Avenue, Jacksonville, Illinois 62650. Members present at roll call were Mr. Cantrell, Mr. McBride, Mrs. Ryan and Mrs. Wilson. Mr. Lonergan arrived after roll call. Mrs. Leonard attended electronically and Mr. Beard was absent. Also in attendance was Superintendent, Steve Ptacek.

APPROVAL OF AGENDA

Action: That the agenda be approved as presented. This motion, made by Mrs. Leonard and seconded by Mrs. Ryan, Passed.

ACTION ITEMS

Consideration of Procedures for Sports Training and Summer Camps as directed by IHSA and IDPH.

Action: That the Board of Education approve and adopt procedures for sports training and summer camps as directed by IHSA and IDPH as presented. This motion, made by Mr. Bob McBride and seconded by Mr. Steve Cantrell, Passed.

RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS – None.

ADJOURNMENT

Action: That the meeting be adjourned at 6:05pm. This motion, made by Mr. Bob McBride and seconded by Mr. Steve Cantrell, Passed.

President

Secretary

Jacksonville School District #117
Board of Education Regular
Wednesday, June 17, 2020

The Board of Education of Jacksonville School District #117 met in Regular Session on Wednesday, June 17, 2020, beginning at 7:00 PM at the Jacksonville Middle School Auditorium, 664 Lincoln Avenue, Jacksonville, Illinois 62650. Members present at roll call were Mr. Beard, Mr. Cantrell, Mrs. Leonard, Mr. Lonergan, Mr. McBride, Mrs. Ryan and Mrs. Wilson. Also, in attendance were Superintendent, Steve Ptacek, Director of Operations, Mike McGiles, Director of Curriculum and Instruction, Kelly Zoellner, Director of Human Resources, and Chief Financial Officer, Jamie Hadjan.

PUBLIC HEARING - 2019-2020 AMENDED BUDGET – President Beard called the public hearing to order at 7:00pm. Mrs. Jamie Hadjan presented the tentative Amended Budget for FY 2020. She reported that she expected to see a \$300,000 deficit going into the year but now feels we will have a positive fund balance at the end of June.

AMENDED BUDGET
 July 1, 2019 through June 30, 2020
 Updated 6-17-2020

| FUND | FY20 BEGINNING FUND BALANCE (Audited) | FY20 REVENUES (Budget 6/18/20) | FY20 EXPENDITURES (Budget 6/18/20) | SURPLUS/ (DEFICIT) | FY20 ENDING FUND BALANCE (Unaudited) | FY20 REVENUES (Proposed Amendment) | FY20 EXPENDITURES (Proposed Amendment) | SURPLUS/ (DEFICIT) | FY20 ENDING FUND BALANCE (Proposed Amendment) | 1st Installment of FY21 Property Tax Proceeds | FY20 Revenues including the 1st Installment of FY21 Property Tax Proceeds | FY20 ENDING FUND BALANCE (Proposed Amendment including 1st Installment of FY21 Tax Proceeds) | Fund 4.20 - Fund Balance Commitment |
|----------------------------|---------------------------------------|--------------------------------|------------------------------------|-----------------------|--------------------------------------|------------------------------------|--|-----------------------|---|---|---|--|-------------------------------------|
| EDUCATION * | 20,612,312 | 29,743,324 | 33,466,076 | (3,722,752) | \$ 36,989,540 | 32,487,651 | 32,982,694 | (444,833) | \$ 26,117,479 | \$ 6,320,158 | \$ 37,698,017 | \$ 26,437,626 | \$ 5,677,285 |
| OPERATIONS & MAINTENANCE * | 305,421 | 3,995,048 | 4,056,505 | (61,517) | \$ 343,904 | 3,995,048 | 4,028,061 | (33,013) | \$ 272,404 | \$ 1,118,322 | \$ 5,113,370 | \$ 1,390,726 | \$ 807,805 |
| DEBT SERVICE | 1,666,178 | 2,375,000 | 2,385,688 | (10,688) | \$ 1,674,296 | 2,175,000 | 2,305,888 | (130,888) | \$ 1,674,296 | - | \$ 2,175,000 | \$ 1,474,296 | \$ 247,294 |
| TRANSPORTATION * | 1,181,332 | 1,582,500 | 1,789,500 | (207,000) | \$ 974,332 | 1,630,500 | 1,659,500 | 31,000 | \$ 1,212,332 | \$ 306,649 | \$ 1,697,149 | \$ 1,518,961 | \$ 481,432 |
| INVT / SOCIAL SECURITY * | 363,853 | 1,428,620 | 1,556,080 | (127,460) | \$ 236,393 | 1,428,620 | 1,556,080 | (127,460) | \$ 236,393 | \$ 447,500 | \$ 1,674,120 | \$ 681,943 | \$ 318,594 |
| CAPITAL PROJECTS | 1,091,695 | 12,000 | 1,311,600 | (209,905) | \$ 881,695 | 12,000 | 1,311,600 | (1,299,600) | \$ 881,695 | - | \$ 12,000 | \$ 362,695 | \$ 65,414 |
| WORKING CASH | 2,011,978 | 188,150 | - | 188,150 | \$ 2,200,028 | 178,150 | - | 178,150 | \$ 2,190,027 | \$ 63,144 | \$ 241,303 | \$ 2,253,081 | \$ - |
| TOBT | 596,535 | 556,823 | 530,000 | 26,823 | \$ 623,358 | 556,823 | 530,000 | 26,823 | \$ 623,158 | \$ 329,241 | \$ 795,054 | \$ 433,599 | \$ 208,413 |
| FIRE PREVENTION & SAFETY | 395,156 | 384,116 | 505,000 | (120,884) | \$ 274,272 | 434,116 | 673,533 | (239,394) | \$ 155,742 | \$ 144,680 | \$ 578,796 | \$ 300,642 | \$ 119,184 |
| TOTAL | \$ 25,843,360 | \$ 40,285,590 | \$ 45,660,709 | \$ (5,375,119) | \$ 23,468,241 | \$ 42,958,127 | \$ 45,127,317 | \$ (2,169,190) | \$ 26,674,150 | \$ 7,607,740 | \$ 50,565,857 | \$ 34,281,840 | \$ 11,586,003 |
| * OPERATING FUNDS | \$ 24,110,943 | \$ 33,509,031 | \$ 39,312,141 | (5,803,110) | \$ 20,307,830 | \$ 36,551,568 | \$ 36,670,233 | (118,665) | \$ 23,792,332 | \$ 6,806,271 | \$ 45,159,839 | \$ 30,000,523 | \$ 6,360,491 |

Budget Change not including 1st Installment of FY21 Property taxes

| | | |
|----|--|-----------------|
| 10 | Increase Revenue Budget - Full EBF funding, additional CPFFB and Fee for Service | \$ 2,744,527.00 |
| 10 | Reduction In Expenses | \$ 483,382.00 |
| | Change In Fund Balance | 5,227,919.00 |
| 20 | No change In Revenue | - |
| 20 | Reduction In Expenses | \$ 28,500.00 |
| | Change In Fund Balance | 28,500.00 |
| 30 | Reduction In Revenues | (200,000.00) |
| 30 | No change In Expenses | - |
| | Change In Fund Balance | (200,000.00) |
| 40 | Increase In Revenue - 1st FY20 MACAT | 108,000.00 |
| 40 | Reduction In Expenses - bus purchase, substitutes and fuel | 130,000.00 |
| | Change In Fund Balance | 238,000.00 |
| 50 | No change In Revenue | - |
| 50 | No change In Expenses | - |
| | Change In Fund Balance | - |
| 60 | No change In Revenue | - |
| 60 | No change In Expenses | - |
| | Change In Fund Balance | - |
| 70 | Decrease In Revenue | (10,000.00) |
| | Change In Fund Balance | (10,000.00) |
| 80 | No change In Revenue | - |
| 80 | No changes In Expenses | - |
| | Change In Fund Balance | - |
| 90 | Increase In Revenue - School Maintenance Grant | 50,000.00 |
| 90 | Increase In Expenses - 10 year H.S. work | (108,510.00) |
| | Change In Fund Balance | (58,510.00) |

CALL TO ORDER

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA – Mr. McBride moved, seconded by Mr. Cantrell to approve the agenda as presented. Mr. Beard asked that items that may involve questions for Mrs. Hadjan be covered first as she needs to leave as soon as possible. Roll: McBride, Cantrell, Leonard, Lonergan, Ryan, Wilson and Beard. Nay; None.

RECOGNITION – Mr. Ptacek introduced Christian Soltermann as our Academic Challenge State Competition winner. He said he is very proud that Christian is a Crimson.

RECEPTION OF VISITORS, PETITIONS AND COMMUNICATIONS – Anthony Stephens spoke to the board about his request to seek a ward-based Board of Education. He submitted documents to Board members in an email which indicated that there continues to be disparity among constituencies and lack of representation is detrimental to our community. He has asked to meet with the Board individually to discuss placing the question on the November ballot. He would like to re-visit this topic again in August.

ANNOUNCEMENTS - UPCOMING EVENTS

STANDING REPORTS

Financial/Treasurer's Report – Mrs. Hadjan reported that at the end of May, 91.66 % of the budget year, the expenditures were at 84% and Revenues were at 96% with several accounts receiving more than 100% of the projected amounts. She reported that the current year's fund balances total \$28,125,933 which is up from last year at \$26,153,656.

F.O.I.A. Report - No Report

Facility Sales Tax Collections – No Report

Budget Tracker – Mr. Ptacek reported that the Education Fund is responding well to the salary increases.

State Updates – Mr. Ptacek spent some time explaining what he has been hearing in the many meetings he has attended lately. He said many of the ideas that are proposed don't work. There are so many logistical problems. And there is the issue of medically fragile students and staff. There is no perfect answer. He said no one knows what instruction will look like in the fall, but he said we must follow the direction of the State leaders and IDPH. Currently the State Board of Education is working on creating guidance documents for Districts to use when planning to return to school in the fall. He said to those who want him to “just open up school”, that people should make their requests to the Governor's office.

BOARD AND COMMITTEE REPORTS

Policy Committee – The policy committee presented updated policies for consideration. They will be brought back next month for adoption.

Report on Insurance Renewals – Mrs. Hadjan reported that medical insurance premiums increased 2.7% which is the lowest increase we've had in several years. The impact of this increase will cost the District \$112,000. Guardian's Dental, Life, and Vision insurance premiums have stayed the same.

4-Rivers Report – The building construction has been delayed and will not be completed until November.

CONSENT AGENDA - Mr. McBride and a second by Mr. Lonergan that the Board approve the items in the Consent Agenda as presented:

- Consideration of Treasurer's Report
- Consideration of Previous Minutes:
 - May 14, 2020 Special
 - May 20, 2020 Regular
- Consideration to Approve Depositories - That the Board of Education approve that the US Bank, Farmers State Bank, CNB Bank & Trust, First National Bank of Beardstown (Murrayville), Town and Country Bank f/k/a Premier Bank of Jacksonville, The Illinois School District Liquid Asset Fund Plus (ISDLAF), The Illinois Funds, and the Illinois Institutional Investors Trust (IIIT) be authorized depositories for School District Funds effective July 1, 2020.

- Consideration of Milk & Juice Bids - That the Board of Education approve that the fluctuating price bid for milk products and juice products from Prairie Farms be accepted for the 2020-2021 school year.
- Consideration of Fresh Fruits and Vegetables (produce) Bids - That the Board of Education approve that the bid for fresh fruit and vegetables (produce) from Kohl Wholesale, Inc. be accepted for the 2020-2021 school year as presented.
- Consideration of Disposable Products Bids - That the Board of Education approve accept the cafeteria disposable products bid for 20-21 as presented.
- Consideration of Bakery Bids - That the Board of Education accept the bid for bakery products from Alpha Baking for the 2020-2021 school year as presented.
- Consideration of Authorized Signatures for School District Checks - That the Board of Education approve the Authorized Signatures for School District Checks as presented.

Roll: McBride, Lonergan, Wilson, Ryan, Leonard, Cantrell and Beard. Nay; None.

CLOSED SESSION – Mr. Lonergan moved, seconded by Mr. Cantrell to adjourn to Closed Session at 8:33pm for the purposes of:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the Public body or legal counsel for the Public body, including hearing testimony on a complaint lodged against an employee of the Public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).
- Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

Roll: Lonergan, Cantrell, Leonard, Wilson, Ryan, McBride and Beard. Nay; None.

RETURN TO OPEN SESSION: Mr. Lonergan moved, seconded by Mr. Cantrell to return to Open Session at 9:31pm. Roll: Lonergan, Cantrell, Leonard, Wilson, McBride, Ryan and Beard. Nay; None.

ACTION ITEMS

Consideration of Personnel Recommendations – Mr. Lonergan moved, seconded by Mrs. Wilson to approve the personnel recommendations as presented:

Resignations

- **Mackenzie Kesinger**, 2nd Grade Teacher at Eisenhower Elementary School, effective at the end of the 2019-2020 school year.
- **Cynthia Arnold**, Math Teacher at Jacksonville High School, effective at the end of the 2019-2020 school year.
- **Melissa Hardwick**, English Language Arts Teacher at Jacksonville Middle School, effective at the end of the 2019-2020 school year.
- **Andrea Lee**, Principal at Jacksonville High School, effective at the end of the 2019-2020 school year.
- **Roger Mies**, Head Girls Soccer Coach, effective June 12, 2020.
- **Roger Mies**, Assistant Boys Soccer Coach, effective June 12, 2020.

Retirement

- **Nancy Jolly**, Paraprofessional at Jacksonville Middle School, effective May 29, 2020.
- **Debbie McKean**, Administrative Assistant to the Superintendent at Central Office, effective December 31, 2020.
- **Gary Barlow**, Principal at Jacksonville Middle School, effective at the end of the 2020-2021 school year.

- **Mike McGiles**, Director of Operations for the District, effective at the end of the 2021-2022 school year.
- **Craig Castleberry**, Director of Buildings & Grounds, effective December 31, 2021.
- **Beth Brockschmidt**, Principal at Eisenhower Elementary School, effective at the end of the 2022-2023 school year.

Employment – Licensed

- **Christine Smith**, Music Teacher at Jacksonville Middle School for the 2020-2021 school year, *Salary: MA/ Step 8: \$48,453/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Justine Moser**, English Teacher at Jacksonville High School for the 2020-2021 school year, *Salary: MA/ Step 1: \$41,893/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Kaitlin Collins**, Primary/Intermediate Teacher at Washington Elementary School for the 2020-2021 school year, *Salary: BA/ Step 1: \$36,574/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Kate Elliott**, Agriculture Teacher at Jacksonville High School for the 2020-2021 school year, *Salary: BA/ Step 1: \$36,574/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Paige Cullison**, Physical Education Teacher at Jacksonville High School for the 2020-2021 school year, *Salary: BA/ Step 4: \$38,927/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Jennifer Dugan**, Physical Education Teacher at Jacksonville High School for the 2020-2021 school year, *Salary: BA/ Step 1: \$36,574/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.

Employment – Modifications/Re-Assignments/Promotions/Transfers

- **Joseph “Joey” Dion**, Associate Principal at Jacksonville High School promoted to Principal at Jacksonville High School, effective July 1, 2020, *Salary: \$105,000/per year*.

Summer School – Jacksonville High School

- **Joe Brooks**, Summer Driver’s Education Classroom Remote Teacher for up to 64 hours, effective June 8, 2020 through June 26, 2020, *Salary: \$28.00/hour*.
- **J.R. Dugan**, Summer Driver’s Education Classroom Remote Teacher for up to 64 hours, effective June 8, 2020 through June 26, 2020, *Salary: \$28.00/hour*.
- **Brandon Radford**, Summer Driver’s Education Classroom Remote Teacher for up to 64 hours, effective June 8, 2020 through June 26, 2020, *Salary: \$28.00/hour*.
- **Chelsea Williams**, Summer Credit Recovery Remote Teacher for up to 64 hours, effective June 8, 2020 through June 26, 2020.
- **Kyle Lewis**, Summer Credit Recovery Remote Teacher for up to 64 hours, effective June 8, 2020 through June 26, 2020.
- **Joe Brooks**, Summer Driver’s Education Behind-the-Wheel Teacher for up to 200 hours, effective June 8, 2020 through June 30, 2020, *Salary: \$28.00/hour*.
- **Brandon Viken**, Summer Driver’s Education Behind-the-Wheel Teacher for up to 325 hours, effective June 8, 2020 through July 31, 2020, *Salary: \$28.00/hour*.
- **James Martin**, Summer Driver’s Education Behind-the-Wheel Teacher for up to 325 hours, effective June 8, 2020 through July 31, 2020, *Salary: \$28.00/hour*.

Summer School – Early Years/Pre-Kindergarten Program

- **Heather Walker**, Secretary, effective June 22, 2020 until June 30, 2020 for up to 64 hours, *Salary: \$14.21 per hour.*
- **Sarah English**, Principal, effective June 22, 2020 until June 30, 2020 for up to 64 hours, *Salary: \$341.85 per day.*

Salary Reconciliations

- **Elisha Evans**, Speech Language Pathologist for the District, formerly approved at *Salary: MA/ Step 1: \$41,893/per year*, salary recalculated to *Salary: MA/Step 5: \$45,525/per year plus an additional \$6,000 stipend for a total of \$51,525*, effective August 14, 2020.
- **Alexander Teal**, Speech Language Pathologist for the District, formerly approved at *Salary: MA/ Step 1: \$41,893/per year*, salary recalculated to *Salary: MA/Step 5: \$45,525/per year plus an additional \$6,000 stipend for a total of \$51,525*, effective August 14, 2020.

Stipends for Paraprofessionals with Specialized Training in Hard to Fill Positions

- **Angela Draughn**, 1:1 Special Education Paraprofessional at Garrison School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Trisha Maxwell**, 1:1 Special Education Paraprofessional at Garrison School for the 2019-2020 school year, *Stipend: \$653.20.*
- **Tiffany Duncan**, 1:1 Special Education Paraprofessional at Garrison School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Martha Northcutt**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Sarah Ashbaker**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Cathy Williams**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Roanna Ripple**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Janet German**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Shelley Stone**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Jaye Hinds**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$494.16.*
- **Karen Dewitt**, 1:1 Special Education Paraprofessional at Jacksonville Middle School for the 2019-2020 school year, *Stipend: \$448.72.*
- **Lora (Nikka) Anders**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Angie Lahey**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Candice Thompson**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Dana Fricke**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Hannah Nelson**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*
- **Tracie Simmermaker**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000.*

- **Janet Jones**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$500*.
- **Sabrina Dietz**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000*.
- **Kara Davis**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$931.52*.
- **Missy Hopper**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000*.
- **Heather Rhea**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$1,000*.
- **Lindsey Scarborough**, 1:1 Special Education Paraprofessional at Eisenhower Elementary School for the 2019-2020 school year, *Stipend: \$778.16*.

Long Term Substitutes

- **Amanda Istringhausen**, Special Education Teacher at Jacksonville High School for the 2020-2021 school year, one year only.
- **Abby Dion**, Part-Time Business Teacher at Jacksonville High School for the 2020-2021 school year, one year only.
- **Kelly Brockhouse**, Physical Education Teacher at Jacksonville Middle School for the 2020-2021 school year, one year only.

Leaves of Absence

- **Adam Cisne**, Elementary Art Teacher, requesting family medical leave and paternity leave to run concurrently from August 14, 2020 until August 31, 2020 (2 weeks).

Roll: Lonergan, Wilson, Cantrell, Leonard, Ryan, McBride, and Beard. Nay; None.

Consideration of 2020-2021 Administrative Incentive/Raises – Mr. McBride moved, seconded by Mr. Lonergan that the Board of Education approve the 2020-2021 Administrative Incentive/Raises as presented. Roll: McBride, Lonergan, Wilson, Ryan, Leonard, Cantrell and Beard. Nay; None.

Consideration of Transportation Department - Memorandum of Understanding to Extend Contract – Mrs. Wilson moved, seconded by Mr. McBride that the Board of Education approve the Transportation Department - Memorandum of Understanding to Extend Contract as presented. Roll: Wilson, McBride Leonard, Lonergan, Cantrell, Ryan, and Beard. Nay; None.

Consideration of 2020-2021 Calendar Change – Mr. McBride moved, seconded by Mrs. Wilson that the Board of Education approve the proposed calendar change for the 2020-2021 Calendar as presented: November 3 becomes a holiday/non-attendance day; Pulaski Day (March 1) becomes a regular attendance day; An emergency day is added at the end of the year (June 2). Roll: McBride, Wilson, Cantrell, Leonard, Ryan, Lonergan, and Beard. Nay; None.

Consideration of Amended 2019-2020 Budget – Mr. McBride moved, seconded by Mrs. Wilson: WHEREAS the Board of Education of Jacksonville School District No, 117, County of Morgan, State of Illinois, caused to be prepared in tentative form an amended budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon; And WHEREAS a public hearing was held as to such amended budget on the 17th day of June 2020, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with; NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows: Section 1: That the fiscal year of the School District be and the same hereby is fixed and declared to be beginning July 1, 2019 and ending June 30, 2020. Section 2: That the

following amended budget containing an estimate of amounts available in each Fund, separately, and of expenditures from each be and the same is hereby adopted as the amended budget of this school district for said fiscal year. The School Maintenance Grant is to be moved from Fund 90 to Fund 20. McBride, Wilson, Ryan, Lonergan, Leonard, Cantrell, and Beard. Nay; None.

ADJOURNMENT – Mr. Lonergan moved, seconded by Mr. McBride to adjourn the meeting at 9:43pm. Roll: Lonergan, McBide, Ryan, Wilson, Leonard, Cantrell and Beard. Nay; None.

President

Secretary

C. Consideration of Revised Board Policies:

Policy 4:50 Payment Procedures

Policy 5:60 Expenses

Policy 7:70 Attendance and Truancy

Policy 7:90 Release During School Hours

Policy 8:10 Connection with the Community

Policy 8:30 Visitors to and Conduct on School Property

Policy 8:80 Gifts to the District

Policy 2:125 Board Member Compensation; Expenses

Policy 2:160 Board Attorney

Policy 5:150 Personnel Records

Policy 5:280 Duties and Qualifications

Policy 6:280 Graduation and Promotion

Policy 7:130 Student Rights and Responsibilities

Policy 7:325 Student Fundraising Activities

Policy 8:110 Public Suggestions and Concerns

CONSENT AGENDA

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of Board Policy Revisions

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve Board Policy revisions as presented:

- Policy 4:50 Payment Procedures
- Policy 5:60 Expenses
- Policy 7:70 Attendance and Truancy
- Policy 7:90 Release During School Hours
- Policy 8:10 Connection with the Community
- Policy 8:30 Visitors to and Conduct on School Property
- Policy 8:80 Gifts to the District
- Policy 2:125 Board Member Compensation; Expenses
- Policy 2:160 Board Attorney
- Policy 5:150 Personnel Records
- Policy 5:280 Duties and Qualifications
- Policy 6:280 Graduation and Promotion
- Policy 7:130 Student Rights and Responsibilities
- Policy 7:325 Student Fundraising Activities
- Policy 8:110 Public Suggestions and Concerns

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | | | Seconded | | |
| | _____ | | | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

Document Status: Draft Update

BOARD OF EDUCATION

2:125 Board Member Compensation; Expenses

Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in

its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. [Q1](#)
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

105 ILCS 5/10-20 and 5/10-22.32.

30 ILCS 708/. Government Accountability and Transparency Act.

Local Government Travel Expense Control Act, 50 ILCS 150/. Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

ADOPTED: June 21, 2017

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

- Yes (default)
 - No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")
-

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. Boards are required to follow this subhead, policy 5:60's subhead Additional Requirements for Travel Expenses Charged to Federal and State Grants, and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse Board member travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 2:125-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See policy 5:60 and the **PRESS** Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

BOARD OF EDUCATION

2:160 Board Attorney

The Board of Education may ~~enter into agreements for~~ retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. ~~The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.~~ The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board. [PRESSPlus1](#)

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney ~~legal counsel~~ on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.:

Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

~~ADOPTED: June 21, 2017~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review and **PRESS** Advisory Board feedback. **Issue 103, March 2020**

Document Status: 5-Year-Review - Needs Review

OPERATIONAL SERVICES

4:50 Payment Procedures

The Treasurer shall prepare a list of all due and payable bills, indicating vendor name and amount, and shall present it to the Board of Education in advance of the Board's first regular monthly meeting or, if necessary, a special meeting. These bills are reviewed by the Board, after which they may be approved for payment by Board order. Approval of all bills shall be given by a roll call vote and the votes shall be recorded in the minutes. The Treasurer shall pay the bills after receiving a Board order or pertinent portions of the Board minutes, even if the minutes are unapproved, provided the order or minutes are signed by the Board President and Secretary, or a majority of the Board.

The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills. These disbursements shall be included in the listing of bills presented to the Board.

The Board authorizes the Superintendent or designee to establish revolving funds and a petty cash fund system for school cafeterias, lunchrooms, athletics, or similar purposes, provided such funds are maintained in accordance with Board policy 4:80, *Accounting and Audits*, and remain in the custody of an employee who is properly bonded according to State law.

LEGAL REF.:

105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.

23 Ill.Admin.Code §100.70.

CROSS REF.: 4:55 (Use of Credit and Procurement Cards), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits)

ADOPTED: June 21, 2017

Document Status: Draft Update

General Personnel

5:150 Personnel Records

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 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 DCFS.

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.

Please refer to the applicable collective bargaining agreement.

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*.

LEGAL REF.:

325 ILCS 5/4, Abused and Neglected Child Reporting Act. [PRESSPlus1](#)

745 ILCS 46/10, Employment Record Disclosure Act.

820 ILCS 40/, Personal Record Review Act.

23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to District Public Records), 7:340 (Student Records)

Adopted: August 22, 2018

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 103, March 2020**

Document Status: Draft Update

Educational Support Personnel

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals

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.

Noncertificated and Unlicensed Personnel Working with Students and Performing Non-Instructional Duties

Noncertificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

34 C.F.R. §§200.58 and 200.59. [PRESSPlus1](#)

105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

625 ILCS 5/6-104 and 5/6-106.1.

23 Ill.Admin.Code §§1.280, 1.630, and 25.510.

35

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor

Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

ADOPTED: June 21, 2017

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to amended III. State Board of Education rules governing educator licensure. **Issue 103, March 2020**

Document Status: Draft Update

General Personnel

5:60 Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. [Q1](#)
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance.

whichever is less.

8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.474.

30 ILCS 708/130, Grant Accountability and Transparency Act.

50 ILCS 150/, Local Government Travel Expense Control Act.

105 ILCS 5/10-22.32.

820 ILCS 115/9.5, Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: January 16, 2019

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

- Yes (default)
- No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act, 30 ILCS 708/130. Boards are required to follow this subhead and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse employee travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 5:60-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See the footnotes of policy 5:60, available at **PRESS** Online by logging in at www.iasb.com, and the **PRESS** Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

INSTRUCTION

6:280 Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Illinois State Board of Education (ISBE) ~~Partnership for Assessment of Readiness for College and Careers (PARCC)~~ PRESSPlus1 and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.:

105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

~~ADOPTED: June 21, 2017~~

PRESSPlus Comments

PRESSPlus 1. Starting in 2019, PARCC was no longer used by the Ill. State Board of Education as the State assessment and accountability measure. **Issue 103, March 2020**

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:130 Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee.

Noninstructional time means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.:

20 U.S.C. §7904.

105 ILCS 20/5.

Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Behavior), 7:330 (Student Use of Buildings - Equal Access)

ADOPTED: June 21, 2017

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:325 Student Fundraising Activities

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount.
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fundraising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement by the District of any message's content."

LEGAL REF.:

105 ILCS 5/10-20.19(3).

23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:90 (Activity Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: June 21, 2017

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 6 (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15), PRESSPlus1 other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical safety or health or safety, PRESSPlus2 or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.

11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17 year old resident to participate in the District's various programs and resources for truant. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.:

105 ILCS 5/26-1 through 16.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted: January 16, 2019

PRESSPlus Comments

PRESSPlus 1. 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. See policy 7:90 for more information. If the Board does not adopt the Voting subheading in policy 7:90 (see the Questions Window in the Draft Update for policy 7:90), IASB will remove this phrase and the Cross Reference to policy 7:90. **Issue 103, March 2020**

PRESSPlus 2. 105 ILCS 5//26-2a, amended by P.A. 100-810, amended valid causes for absences to include a student's mental, emotional, or physical health or safety. **Issue 103, March 2020**

Document Status: Draft Update

STUDENTS

7:90 Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

Voting^{Q1}

The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15th day before the primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.

LEGAL REF.:

10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

CROSS REF.: 4:170 (Safety)

ADOPTED: June 21, 2017

Questions and Answers:

***Required Question 1. 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. Districts may specify the hours during which eligible students may be absent from their schools. See the footnotes of sample policy 7:90, available at **PRESS** Online by logging in at www.iasb.com, for more information.

Including this subhead aligns with best practice and serves several policy functions and purposes: ensuring legal compliance, directing or authorizing the superintendent or staff members, and/or providing information. However, including this information in policy is not required.

Has the Board adopted the Voting subhead?

- Yes (default)
 No (IASB will remove the Voting subhead and the Legal Reference to it from this policy, and the references to it from policy 7:70)
-

Document Status: Draft Update

COMMUNITY RELATIONS

8:10 Connection with the Community

Public Relations

The Board President is the official spokesperson for the Board of Education. The Superintendent is the District's chief spokesperson. The Superintendent or designee shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Secure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's good will, respect, and confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media accurately informed.
8. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using social media platforms, [PRESSPlus1](#), e.g., Facebook, Twitter, etc., or sending to the news media.
2. News conferences and interviews, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. Individuals may speak for the District only with prior approval from the Superintendent.
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities.

Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools.

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative.

For each community engagement initiative:

1. The Board will:
 - a. Commit to the determined purpose(s) and objective(s), and
 - b. Provide information about the expected nature of the public's involvement.
2. The Superintendent or designee will:
 - a. Identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s).
 - b. The Superintendent will: (1) a At least annually, prepare a report for the of each community engagement initiative, and/or (2)
 - c. Prepare a final report of the each community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiative(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual initiatives.

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. Minor changes are made to align with present-day social media platform usage patterns along with other changes for continuous improvement.

District social media accounts are likely either *limited public forms* or *public forums*. See the footnotes, available at **PRESS** Online by logging in at www.iasb.com, for information regarding *Knight First Amendment Inst. at Columbia Univ. v. Trump*, 302 F.Supp.3d 541 (S.D.N.Y. 2018). **Issue 103, March 2020**

Document Status: Draft Update

COMMUNITY RELATIONS

8:110 Public Suggestions and Concerns

The Board of Education is interested in receiving suggestions and concerns from members of the community. Any individual may make a suggestion or express a concern ~~at~~ by contacting any District or School office. Community members who e-mail the District or any District employee or board member are expected to abide by the standards in Board policy 6:235, Access to Electronic Networks, and should, to the extent possible, limit their communications to relevant individuals. [PRESSPlus1](#) All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each concern or suggestion shall be considered on its merit.

An individual who is not satisfied may file a grievance under Board policy 2:260, *Uniform Grievance Procedure*. The Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* create an independent right to a hearing before the Board.

LEGAL REF.:

115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:235 (Access to Electronic Networks), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)

ADOPTED: June 21, 2017

PRESSPlus Comments

PRESSPlus 1. The Ill. Educational Labor Relations Act requires employers to establish email policies in an effort to prohibit the use of its email system by outside sources. 115 ILCS 5/14(c-5), added by P.A. 101-620. Policy 6:235, *Access to Electronic Networks*, states that the district's network, which includes its email system, is not a public forum for general use. Further, acceptable uses of the network by any party are limited to uses in support of education and/or research or for legitimate school business purposes. However, see policy 6:235 at footnote 6, available at **PRESS** Online by logging in at www.iasb.com, for a discussion of potential liability under the First Amendment of the U.S. Constitution if the district wants to "block" specific third parties based on message content. Including this statement also discourages school community members from engaging in the disruptive practice of mass *cc'ing* district staff who have no involvement in a particular issue. **Issue 103, March 2020**

Document Status: Draft Update

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products, including electronic cigarettes.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

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

For employees whose collective bargaining agreement does not address this subject:

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District. Upon notifying the Building Principal's office, employees may meet with a school employee (or group of employees) in the school building during duty-free times of such employees. [PRESSplus1](#)

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.:

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).

20 U.S.C. §7181 et seq., Pro-Children Act of 1994.

105 ILCS 5/10-20.5b, 5/22-33, ~~5/24-24~~, 5/24-25, and 5/27-23.7(a).

115 ILCS 5/3(c), Ill. Educational Labor Relations Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

430 ILCS 66/, Firearm Concealed Carry Act.

410 ILCS 705/, Cannabis Tax and Regulation Act.

720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition),

6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: December 18, 2019

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Educational Labor Relations Act, 115 ILCS 5/3(c), added by P.A. 101-620, requiring districts to allow union representatives to meet with employees during the work day for certain reasons without loss of pay or leave time, as well as during *duty-free time* upon notice to the school office. See footnote 18 of sample policy 8:30, available at **PRESS** Online by logging in at www.iasb.com, for more information. **Issue 103, March 2020**

Document Status: 5-Year-Review - Needs Review

COMMUNITY RELATIONS

8:80 Gifts to the District

The Board of Education appreciates gifts from any education foundation, other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$2,500.00 in value, the Superintendent or designee. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Minimum gift amount is \$500 per year and for not less than 10 years.
3. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
4. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programming, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
5. Permit the District to maintain resource equity among its learning centers.
6. Be viewpoint neutral. The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.
7. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.

105 ILCS 5/16-1.

23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

Adopted: March 20, 2019

D. Consideration of Food and Supply Product Bids

July 15, 2020

CONSENT AGENDA ITEM

TO: Board of Education
FROM: Jamie Hadjan
SUBJECT: Consideration of Food and Supply Product Bids

PROPOSED MOTION BY THE BOARD OF EDUCATION:

"I move that bids for cafeteria food and supply products be awarded as follows:

Area Distributors, Inc

Total: \$36.60

S47

Gordon Food Service

Total: \$61,544.10

4,7,29,35,42,43,47,55,56,60,65-76,
,78,94,97,103,104,113,118,121,123,126,146,149,161,170, S5, S12, S39,
S43-45, S50-54, S60, S61,
S65, S71, S72, S74

Kohl Wholesale, Inc

Total: \$411,004.01

3,5,16-19,24,28,30,32,34,36-41,44-46,48-53,58,59,61-64,77,79,81-85,87-
93,95,96,98-100,102,104,105,107-
109,112,114,115,119,120,122,124,125,130-137,139,141-145,147,148,151-
160,162,164-166,168,169, V1-V56, S2, S4, S6, S11, S13-S18, S24-S38, S40,
S46, S55, S57-59, S62, S64, S66, S67

MJ Kellner, Inc

Total: \$92,318.18

1,2,6,8-15,20-23,25-27,31,33,57,80,86,101,106,110,111,116,117,127-129,
138, 140, 150, 163, S1, S3, S7-S10, S19-S23, S41, S42, S49, S56, S63,
S68-S70, S73

MOVED BY:

Seconded

YEA:

NAY:

YEA:

NAY:

_____ RYAN _____

_____ BEARD _____

_____ LONERGAN _____

_____ LEONARD _____

_____ CANTRELL _____

_____ WILSON _____

_____ MCBRIDE _____

Background Information:

Bids were opened at 2:00 pm on Thursday, July 9, 2020. Bid information was added after a thorough review.

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|-------------------------------|----------|------------------|--------------|---------------|-------------------|---------------|-------------|
| Sugar, granulated 50# | 1 | 4 | 26.25 | | 105.00 | | |
| Sugar,brown 12/2# | 2 | 4 | 16.38 | | 65.52 | | |
| Flour, All Purp 50# | 3 | 2 | 12.50 | 25.00 | | | |
| Raisins, bulk | 4 | 18 | 41.56 | | | 748.08 | |
| Raisels, ind | 5 | 45 | 57.74 | 2598.30 | | | |
| Craisins, bulk 10# | 6 | 54 | 23.78 | | 1284.12 | | |
| Craisins, ind | 7 | 18 | 44.84 | | | 807.12 | |
| Apple, Sliced WP - 6/#10 | 8 | 108 | 30.65 | | 3310.20 | | |
| Applesauce - 6/#10 | 9 | 270 | 17.73 | | 4787.10 | | |
| Applesauce 4oz | 10 | 135 | 15.59 | | 2104.65 | | |
| Fruit Cocktail - 6/#10 | 11 | 225 | 25.10 | | 5647.50 | | |
| Mandarin Oranges - 6/#10 | 12 | 450 | 21.53 | | 9688.50 | | |
| Peaches, diced - 6/#10 | 13 | 270 | 22.63 | | 6110.10 | | |
| Pear, diced | 14 | 270 | 24.45 | | 6601.50 | | |
| Pineapple Tidbits - 6/#10 | 15 | 450 | 24.15 | | 10867.50 | | |
| 4z Fruit Cups | 16 | 270 | 14.67 | 3960.90 | | | |
| Beans, Baked - 6/#10 | 17 | 180 | 31.20 | 5616.00 | | | |
| Beans, Taco Fiesta - 6/#10 | 18 | 90 | 36.87 | 3318.30 | | | |
| Beans, Kidney - 6/#10 | 19 | 27 | 21.62 | 583.74 | | | |
| Beans, Vegetarian - 6/#10 | 20 | 27 | 17.16 | | 463.32 | | |
| Beans, Green - 6/#10 | 21 | 135 | 19.15 | | 2585.25 | | |
| Beans, Refried Vegetarian - | 22 | 135 | 24.98 | | 3372.30 | | |
| Carrots, Sliced Med - 6/#10 | 23 | 108 | 20.81 | | 2247.48 | | |
| Corn - 6/#10 | 24 | 180 | 21.83 | 3929.40 | | | |
| Peas - 6/#10 | 25 | 90 | 24.73 | | 2225.70 | | |
| Potato, Sweet - 6/#10 | 26 | 45 | 30.80 | | 1386.00 | | |
| Spinach, Chopped - 6/#10 | 27 | 9 | 26.23 | | 236.07 | | |
| Spaghetti Sauce - 6/#10 | 28 | 45 | 23.33 | 1049.85 | | | |
| Cheese Sauce - 6/#10 | 29 | 108 | 32.53 | | | 3513.24 | |
| Mustard bulk | 30 | 27 | 24.74 | 667.98 | | | |
| Mustard, ind 500/cs | 31 | 36 | 2.49 | | 89.64 | | |
| Mustard, Honey - 4 gal/cs | 32 | 27 | 32.88 | 887.76 | | | |
| Honey, ind 200/cs | 33 | 6 | 14.80 | | 88.80 | | |
| Jelly, Grape - 200/.5z | 34 | 6 | 7.82 | 46.92 | | | |
| Syrup, Ind | 35 | 90 | 15.69 | | | 1412.10 | |
| BBQ Sauce, ind 200/cs | 36 | 135 | 5.54 | 747.90 | | | |
| Mir Whip Light, 4/gal/case | 37 | 18 | 41.32 | 743.76 | | | |
| Mir Whip Light, ind | 38 | 36 | 14.91 | 536.76 | | | |
| Tartar Sauce, ind 200/cs | 39 | 10 | 7.08 | 70.80 | | | |
| Ital Drsg FF, bulk - 4 gal/cs | 40 | 10 | 19.23 | 192.30 | | | |
| Ranch Drsg FF, bulk - 4 gal | 41 | 18 | 32.34 | 582.12 | | | |
| Ranch Drsg, Ind 100/cs | 42 | 495 | 14.71 | | | 7281.45 | |
| French Drsg FF, bulk - 4 ga | 43 | 9 | 34.93 | | | 314.37 | |
| Caesar Drsg, bulk - 4 gal/cs | 44 | 36 | 38.66 | 1391.76 | | | |
| Cole Slaw Drsg, bulk - 4 gal | 45 | 3 | 29.00 | 87.00 | | | |
| Sweet & Sour Sauce, 4gal/d | 46 | 2 | 32.63 | 65.26 | | | |
| General Tso's Sauce, 4gal/d | 47 | 2 | 40.58 | | | 81.16 | |
| Pickles Slices | 48 | 45 | 19.17 | 862.65 | | | |
| Cream Cheese, Ind 100/cs | 49 | 45 | 14.61 | 657.45 | | | |
| Sour Cream, Ind 100/cs | 50 | 81 | 10.32 | 835.92 | | | |
| String Cheese, IW | 51 | 135 | 33.24 | 4487.40 | | | |
| Yogurt, Low Fat, 4oz | 52 | 207 | 13.11 | 2713.77 | | | |
| Yogurt, Low Fat - 4/5# | 53 | 27 | 19.95 | 538.65 | | | |
| Cottage Cheese Cups 4oz | 54 | 25 | | Prairie Farms | | | |
| Lactose Free Milk 12/8oz | 55 | 45 | 8.78 | | | 395.10 | |
| Almond Milk 18/8z | 56 | 9 | 13.30 | 56 | | 119.70 | |
| Soy Milk 24/8oz | 57 | 9 | 15.25 | | 137.25 | | |
| Sabra Hummus 48/2z/cs | 58 | 18 | 34.51 | 621.18 | | | |

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|---|----------|------------------|--------------|-------------|-------------------|---------------|-------------|
| Pudding Cups, ind | 59 | 27 | 15.09 | 407.43 | | | |
| Egg Noodle Wide WG 10# | 60 | 12 | 11.96 | | | 143.52 | |
| Croutons, WG | 61 | 9 | 19.79 | 178.11 | | | |
| Croutons, WG, Ind | 62 | 36 | 17.23 | 620.28 | | | |
| Cereal | 63 | 450 | 19.73 | 8878.50 | | | |
| Notable B'fast Kits | 64 | 450 | 37.45 | 16852.50 | | | |
| Potato Chip, Baked 64/1.12z | 65 | 54 | 28.12 | | | 1518.48 | |
| Cheetos RF Bkd Hot 72/1z | 66 | 36 | 21.78 | | | 784.08 | |
| Cheetos RF Baked 72/1z | 67 | 36 | 21.78 | | | 784.08 | |
| BBQ Pot Chip, Baked 64/1.2z | 68 | 45 | 28.12 | | | 1265.40 | |
| Sr Crm & Ched, Baked 60/1.2z | 69 | 90 | 18.26 | | | 1643.40 | |
| Sr Crm & Onion, Baked 64/1.2z | 70 | 18 | 28.12 | | | 506.16 | |
| Doritos, RF Spicy/Swt Chili | 71 | 180 | 21.78 | | | 3920.40 | |
| Doritos, RF Cool Ranch 72/1z | 72 | 72 | 21.78 | | | 1568.16 | |
| Doritos, Bkd Nacho Chz 72/1z | 73 | 117 | 21.78 | | | 2548.26 | |
| Tostitos Scoops, Baked 72/1z | 74 | | | | | | |
| Tostitos RF Tort Chips 104/1.2z | 74a | 117 | 30.11 | | | 3522.87 | |
| Doritos Top-n-Go | 75 | 108 | 19.32 | | | 2086.56 | |
| Tortilla Chips, WG, Ind 40/2z | 76 | 360 | 16.11 | | | 5799.60 | |
| Pop-tarts WG - 72/2ct | 77 | 189 | 35.99 | 6802.11 | | | |
| Grandma's CC Cookie WG | 78 | 36 | 24.05 | | | 865.80 | |
| Bug Bites - 210/1.1z/case | 79 | 18 | 44.48 | 800.64 | | | |
| D&J Educ WG Snacks | 80 | 117 | 23.94 | | 2800.98 | | |
| Rice Krispie treats WG 80/1.2z | 81 | 135 | 36.13 | 4877.55 | | | |
| Rice Krispie treats WG mini | 82 | 27 | 81.50 | 2200.50 | | | |
| PF Goldfish Grahams | 83 | 36 | 40.25 | 1449.00 | | | |
| PF Goldfish Crax | 84 | 36 | 47.44 | 1707.84 | | | |
| Granola Bars .5 Grain | 85 | 45 | 25.70 | 1156.50 | | | |
| Granola Bars 1 Grain | 86 | 9 | 24.53 | | 220.77 | | |
| Granola, Bulk | 87 | 9 | 35.68 | 321.12 | | | |
| Oatmeal Bar, Betty Crocker | 88 | 27 | 39.71 | 1072.17 | | | |
| Soft Oatmeal Bar, Darlington | 89 | 27 | 47.54 | 1283.58 | | | |
| Nutri-Grain Bar 1.55z | 90 | 27 | 29.95 | 808.65 | | | |
| Cheez-its WG | 91 | 36 | 33.25 | 1197.00 | | | |
| Mott's Fruit Snacks 144/cs | 92 | 27 | 45.75 | 1235.25 | | | |
| Fruit Roll-Ups | 93 | 54 | 19.72 | 1064.88 | | | |
| Meat Stix | 94 | 27 | 46.63 | | | 1259.01 | |
| Jacks Link Bites | 95 | 27 | 30.95 | 835.65 | | | |
| Trio Chix Gravy | 96 | 45 | 32.95 | 1482.75 | | | |
| Brown Gravy | 97 | 12 | 33.41 | | | 400.92 | |
| Country White Gravy | 98 | 6 | 15.89 | 95.34 | | | |
| Chicken Base | 99 | 2 | 25.60 | 51.20 | | | |
| Apple Juice 10 or 12z | 100 | 135 | 12.34 | 1665.90 | | | |
| Drink Mix-Lemon/Punch | 101 | 18 | 19.16 | | 344.88 | | |
| Frt Juice, Shelf Stable 4 oz | 102 | 1800 | 7.24 | 13032.00 | | | |
| Frt Juice, Shelf Stable 6-6.7z | 103 | 54 | 8.40 | | | 453.60 | |
| Juice Blend w/Veg Juice 4.2z | 104 | 36 | 10.07 | 362.52 | | | |
| Juice Blend w/Veg Juice 4.2z | 104 | 36 | 9.33 | | | 335.88 | |
| Chicken Flavored Brown Rice | 105 | 18 | 29.28 | 527.04 | | | |
| Mexican Seasd Brown Rice | 106 | 27 | 19.78 | | 534.06 | | |
| Sloppy Joe Seasoning | 107 | 18 | 15.91 | 286.38 | | | |
| Quick Oats 12/42z | 108 | 2 | 26.45 | 52.90 | | | |
| Onion Powder 5# | 109 | 5 | 21.09 | 105.45 | | | |
| Pepper Packets | 110 | 4 | 10.57 | | 42.28 | | |
| White Pepper, Ground | 111 | 5 | 8.35 | | 41.75 | | |
| Garlic Powder | 112 | 5 | 6.95 | 34.75 | | | |
| Cinnamon 5# | 113 | 3 | 22.38 | | | 67.14 | |
| Italian Seasoning 6z | 114 | 5 | 3.58 | 17.90 | | | |

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|-----------------------------|----------|------------------|--------------|-------------|-------------------|---------------|-------------|
| Red Pepper, crushed 12z | 115 | 5 | 4.13 | 20.65 | | | |
| Parsley Flakes 10z | 116 | 3 | 11.48 | | 34.44 | | |
| Black Pepper, Ground 5# | 117 | 3 | 22.68 | | 68.04 | | |
| Mrs Dash Original | 118 | 2 | 42.14 | | | 84.28 | |
| Butter Buds | 119 | 8 | 31.98 | 255.84 | | | |
| Garlic Mist Spray | 120 | 7 | 21.95 | 153.65 | | | |
| Pan Spray, Vegetable | 121 | 5 | 27.12 | | | 135.60 | |
| Pan Spray, Allergen Free | 122 | 5 | 25.95 | 129.75 | | | |
| Bacon, cooked 300sl/case | 123 | 45 | 33.99 | | | 1529.55 | |
| Garlic French Brd Chz Pizza | 124 | 72 | 51.60 | 3715.20 | | | |
| Chicken Corn Dog 72/4z | 125 | 36 | 28.32 | 1019.52 | | | |
| Franks | 126 | 72 | 27.56 | | | 1984.32 | |
| Rib | 127 | 135 | 31.31 | | 4226.85 | | |
| Hamb Patty PC CN = 2 M/M | 128 | 198 | 33.44 | | 6621.12 | | |
| Brd Beef Patty CN | 129 | 88 | 25.52 | | 2245.76 | | |
| Beef Crumbles 2z = 2 M/MA | 130 | 72 | 31.59 | 2274.48 | | | |
| Meatloaf w/Chz & Ketchup P | 131 | 108 | 72.06 | 7782.48 | | | |
| Chicken Brst Tenders, Brea | 132 | 36 | 32.09 | 1155.24 | | | |
| Fish, Breaded WG | 133 | 75 | 51.54 | 3865.50 | | | |
| Tornados | 134 | 27 | 75.90 | 2049.30 | | | |
| Chicken, Grilled Unbrd | 135 | 198 | 27.99 | 5542.02 | | | |
| Chicken/Veg Eggroll | 136 | 27 | 33.27 | 898.29 | | | |
| Chicken/Veg Dumpling | 137 | 18 | 59.75 | 1075.50 | | | |
| Ravioli, Toasted WG | 138 | 45 | 27.63 | | 1243.35 | | |
| Vegetable Fried Rice | 139 | 45 | 50.71 | 2281.95 | | | |
| Yakisoba Noodles | 140 | 18 | 51.95 | | 935.10 | | |
| Blueberries IQF - 30# | 141 | 72 | 44.85 | 3229.20 | | | |
| Strawberries, Whole IQF - 3 | 142 | 90 | 42.09 | 3788.10 | | | |
| Broccoli Florets, Frz | 143 | 90 | 23.65 | 2128.50 | | | |
| Mixed Vegetables, Frz | 144 | 9 | 24.90 | 224.10 | | | |
| Sweet Potato Fry | 145 | 36 | 23.62 | 850.32 | | | |
| Bagel, WG 2oz, wrapped | 146 | 54 | 20.03 | | | 1081.62 | |
| WG Biscuit 2z | 147 | 27 | 26.50 | 715.50 | | | |
| Cornbread WG, IW | 148 | 135 | 16.24 | 2192.40 | | | |
| Tortilla Shells WG | 149 | 27 | 21.06 | | | 568.62 | |
| WG Pancakes | 150 | 135 | 21.31 | | 2876.85 | | |
| Bread Slice, WG | 151 | 36 | 35.90 | 1292.40 | | | |
| Frudel, WG-Apple/Cherry | 152 | 90 | 30.25 | 2722.50 | | | |
| Mini Cinnis, WGR Ind | 153 | 117 | 30.25 | 3539.25 | | | |
| Soft Filled B'fast Bars | 154 | 90 | 30.25 | 2722.50 | | | |
| UBR Oat CC WG, Ind | 155 | 54 | 37.99 | 2051.46 | | | |
| Muffin, WG 2z IW | 156 | 162 | 23.69 | 3837.78 | | | |
| Muffin, WG 3.6z IW | 157 | 18 | 20.98 | 377.64 | | | |
| Hush Puppies WG | 158 | 36 | 17.62 | 634.32 | | | |
| Breadstick WG | 159 | 27 | 21.78 | 588.06 | | | |
| Croissant, WG 2.35z | 160 | 45 | 17.59 | 791.55 | | | |
| Pretzel Roll - 120/2.2z | 161 | 63 | 43.26 | | | 2725.38 | |
| Wheat Roll Parbaked | 162 | 3 | 16.41 | 49.23 | | | |
| Garlic Bread WG | 163 | 18 | 21.88 | | 393.84 | | |
| 1z Cookie Dough WG | 164 | 36 | 46.59 | 1677.24 | | | |
| 1.85z Cookie Dough WG | 165 | 63 | 30.09 | 1895.67 | | | |
| Rich's Triple Choc Cookie V | 166 | 45 | 47.36 | 2131.20 | | | |
| B'fast Toast w/Egg, Chz&Tk | 167 | 18 | | | | | |
| Ham/Cheese Croissant WG | 168 | 18 | 73.48 | 1322.64 | | | |
| AnyTimers Chz Pizza Kit | 169 | 30 | 68.99 | 2069.70 | | | |
| AnyTimers Pepperoni Kit | 170 | 9 | 71.43 | 58 | | 642.87 | |
| Food Total | | | | 182332.85 | 86033.57 | 52897.88 | 0 |

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|----------------------------|-----|-----------|--------|----------|------------|--------|------|
| Value Pass Thru | | | | | | | |
| Bosco Bread Stx 6" | V1 | 90 | 48.18 | 4336.20 | | | |
| Bosco Maple Bfast Stick | V2 | 9 | 29.92 | 269.28 | | | |
| Jennie-O Sliced Tky Stick | V3 | 135 | 36.45 | 4920.75 | | | |
| Jennie-O Sliced Tky Stick | V4 | 9 | 218.35 | 1965.15 | | | |
| Jennie-O Sliced Tky Ham | V5 | 54 | 40.72 | 2198.88 | | | |
| Jennie-O Sliced Turkey | V6 | 72 | 62.95 | 4532.40 | | | |
| Jennie-O Taco Meat | V7 | 135 | 75.49 | 10191.15 | | | |
| Jennie-O Spaghetti Meat | V8 | 90 | 63.49 | 5714.10 | | | |
| Jennie-O Diced Tky Ham | V9 | 9 | 33.17 | 298.53 | | | |
| JTM Mini Tky Corn Dog WG | V10 | 180 | 85.99 | 15478.20 | | | |
| Tyson Popcorn Chix WG | V11 | 180 | 53.58 | 9644.40 | | | |
| Tyson Chix Patty WG | V12 | 90 | 53.35 | 4801.50 | | | |
| Tyson Chix Chunk WG | V13 | 135 | 54.92 | 7414.20 | | | |
| Tyson SpicyChix Patty WG | V14 | 27 | 56.57 | 1527.39 | | | |
| Tyson CN Sriracha Bnls Wit | V15 | 54 | 79.70 | 4303.80 | | | |
| Tyson CN Drumstick WG | V16 | 108 | 79.40 | 8575.20 | | | |
| Tyson Mega Minis WG | V17 | 90 | 105.26 | 9473.40 | | | |
| Schwan Cheese Pizza | V18 | 108 | 36.99 | 3994.92 | | | |
| Schwan Pepperoni Pizza | V19 | 108 | 38.18 | 4123.44 | | | |
| Schwan Cheese Deep Dish | V20 | 18 | 45.22 | 813.96 | | | |
| Schwan Pep Deep Dish | V21 | 27 | 47.21 | 1274.67 | | | |
| Schwan BigDaddy Pizza | V22 | 90 | 70.81 | 6372.90 | | | |
| Beacon St Sausg/Egg/Chee | V23 | 9 | 33.4 | 300.60 | | | |
| Beacon St Southwest | V24 | 9 | 33.39 | 300.51 | | | |
| Smuckers PB&J WG 2.6z | V25 | 495 | 37.18 | 18404.10 | | | |
| Michael Egg Pattie | V26 | 45 | 46.99 | 2114.55 | | | |
| Michael Hard Cooked Egg | V27 | 9 | 27.88 | 250.92 | | | |
| Michael Omelet, Cheddar | V28 | 20 | 47.17 | 943.40 | | | |
| WG Cheese Stick | V29 | 207 | 48.42 | 10022.94 | | | |
| Quesadilla, Cheese, WG | V30 | 45 | 45.88 | 2064.60 | | | |
| Breakfast Pizza | V31 | 4 | 59.40 | 237.60 | | | |
| Red Gold Salsa | V32 | 45 | 27.41 | 1233.45 | | | |
| Red Gold Ketchup Pkts | V33 | 153 | 17.75 | 2715.75 | | | |
| Red Gold Ketchup, 112z Bu | V34 | 45 | 29.89 | 1345.05 | | | |
| Red Gold Marinara Cup 1.2z | V35 | 54 | 55.99 | 3023.46 | | | |
| RGold Marinara Cup 2.5z | V36 | 18 | 42.87 | 771.66 | | | |
| Red Gold Salsa Cup 1.5z | V37 | 45 | 61.95 | 2787.75 | | | |
| Red Gold Salsa Cup 3z | V38 | 45 | 28.65 | 1289.25 | | | |
| Red Gold BBQ Sauce, 114z | V39 | 9 | 42.09 | 378.81 | | | |
| Red Gold Sloppy Joe Sauce | V40 | 27 | 26.74 | 721.98 | | | |
| LOL Macaroni & Chz | V41 | 180 | 63.04 | 11347.20 | | | |
| LOL Co-Jack Chz Stick 1z | V42 | 72 | 37.38 | 2691.36 | | | |
| LOL Cheese Sauce Cup | V43 | 27 | 68.88 | 1859.76 | | | |
| LOL Italian Cheese Sauce | V44 | 9 | 72.23 | 650.07 | | | |
| LOL RFRS American Chees | V45 | 36 | 72.68 | 2616.48 | | | |

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|-----------------------------|----------|------------------|--------------|-------------|-------------------|---------------|-------------|
| McCain Hash Brown Round | V46 | 225 | 33.56 | 7551.00 | | | |
| McCain 3/8" Crinkle Fry | V47 | 45 | 28.71 | 1291.95 | | | |
| McCain Seasoned 8ct Wedg | V48 | 27 | 33.51 | 904.77 | | | |
| McCain Deli Roaster | V49 | 18 | 29.53 | 531.54 | | | |
| | | | | | | | |
| Idahoan Mashed Potatoes | V50 | 135 | 40.09 | 5412.15 | | | |
| Idahoan Loaded Mashed | V51 | 36 | 59.57 | 2144.52 | | | |
| Idahoan Au gratin Potatoes | V52 | 18 | 47.92 | 862.56 | | | |
| Idahoan Scalloped Potatoes | V53 | 18 | 47.92 | 862.56 | | | |
| | | | | | | | |
| Yangs Mand Orange Chicke | V54 | 27 | 121.65 | 3284.55 | | | |
| Yangs BBQ Teriyaki Chicke | V55 | 63 | 120.83 | 7612.29 | | | |
| Yangs Swt Chili Thai Chicke | V56 | 27 | 132.36 | 3573.72 | | | |
| | | | | | | | |
| VPT Total | | | | 214327.28 | 0.00 | 0.00 | 0.00 |
| | | | | | | | |
| | | | | | | | |
| SUPPLIES | | | | | | | |
| Can Liners MW 12-16 gal | S1 | 135 | 23.47 | | 3168.45 | | |
| Can Liners XHD 45 gal | S2 | 180 | 22.85 | 4113.00 | | | |
| Bleach | S3 | 20 | 5.87 | | 117.40 | | |
| Plastic Plate 6' | S4 | 6 | 34.23 | 205.38 | | | |
| Plastic Plate 10.25' | S5 | 4 | 46.11 | | | 184.44 | |
| Souffle Cup Plastic 4oz | S6 | 4 | 33.24 | 132.96 | | | |
| Lid for Souffle Cup | S7 | 2 | 25.72 | | 51.44 | | |
| Foam Cup 8oz | S8 | 3 | 20.17 | | 60.51 | | |
| Foam Container 12oz | S9 | 7 | 23.27 | | 162.89 | | |
| Vented Lid for 12z Containe | S10 | 2 | 21.91 | | 43.82 | | |
| Plastic Cup, 9z | S11 | 6 | 35.45 | 212.70 | | | |
| Yogurt Parfait Cups | S12 | 4 | 94.98 | | | 379.92 | |
| Foam Tray 5 Compt | S13 | 45 | 22.98 | 1034.10 | | | |
| Spork Kit | S14 | 270 | 13.18 | 3558.60 | | | |
| Plastic Fork Med Wt | S15 | 27 | 5.99 | 161.73 | | | |
| Plastic Spoon Med Wt | S16 | 27 | 5.99 | 161.73 | | | |
| Plastic Knife Med Wt | S17 | 9 | 5.99 | 53.91 | | | |
| Gloves, Poly, Large | S18 | 18 | 4.90 | 88.20 | | | |
| Gloves, Vinyl Small | S19 | 9 | 24.68 | | 222.12 | | |
| Gloves, Vinyl Med | S20 | 27 | 24.44 | | 659.88 | | |
| Gloves, Vinyl Large | S21 | 9 | 24.44 | | 219.96 | | |
| Paper Bag Brown 6# | S22 | 4 | 11.06 | | 44.24 | | |
| Food Tray #50 | S23 | 36 | 13.60 | | 489.60 | | |
| Food Tray #300 | S24 | 18 | 13.64 | 245.52 | | | |
| Straws, Wrapped | S25 | 6 | 25.90 | 155.40 | | | |
| Paper Towels, Roll | S26 | 5 | 19.42 | 97.10 | | | |
| Napkin Dispenser, Xpressna | S27 | 9 | 45.99 | 413.91 | | | |
| Napkins, Roll/Nap Dispense | S28 | 8 | 47.95 | 383.60 | | | |
| Pan Liners | S29 | 9 | 32.25 | 290.25 | | | |
| Bun Pan Bag | S30 | 6 | 11.92 | 71.52 | | | |
| 4x2x8 Plas Bag | S31 | 5 | 7.29 | 36.45 | | | |
| 6x3x12 Plas Bag | S32 | 20 | 12.93 | 258.60 | | | |
| 6x3x15 Plas Bag | S33 | 10 | 12.56 | 125.60 | | | |
| Cookie Bags, Paper | S34 | 5 | 11.88 | 59.40 | | | |
| Cookie Bags 5.5x5.5 | S35 | 9 | 8.70 | 78.30 | | | |
| Utility Bags, Food Grade | S36 | 8 | 24.75 | 198.00 | | | |
| Pan Liner Hi Heat - 34x12 | S37 | 4 | 18.41 | 73.64 | | | |
| Pan Liner Hi Heat - 24x12 | S38 | 5 | 13.75 | 68.75 | | | |
| 10x10 Perf Film | S39 | 225 | 9.67 | | | 2175.75 | |
| 12x12 Perf Film | S40 | 4 | 10.82 | 43.28 | | | |

CAFETERIA BID EXTENSION 2020-21

| Item | # | ~Qty/9mos | Price | Kohl | MJ Kellner | Gordon | Area |
|------------------------------|----------|------------------|--------------|-------------|-------------------|---------------|-------------|
| Wrapmaster Foil | S41 | 3 | 94.88 | | 284.64 | | |
| Wrapmaster Film | S42 | 3 | 62.68 | | 188.04 | | |
| Foil Sheets, 8"x10.75" | S43 | 108 | 30.81 | | | 3327.48 | |
| Foil Sheets, Gold 9"x10.75" | S44 | 10 | 44.42 | | | 444.20 | |
| Foil Wrap, Gold 10.5"x14" | S45 | 5 | 66.38 | | | 331.90 | |
| Towel, Hand Xpress Multi | S46 | 5 | 24.95 | 124.75 | | | |
| Tissue, Facial 2ply | S47 | 2 | 18.30 | | | | 36.60 |
| Wax Paper 12"x75' | S48 | 2 | | | | | |
| Tablecloth, Plas, White | S49 | 9 | 8.83 | | 79.47 | | |
| Kleen Pail, Red - 6qt | S50 | 10 | 3.87 | | | 38.70 | |
| Flour Sack Towels 22x37 | S51 | 12 | 13.45 | | | 161.40 | |
| Bar Towels | S52 | 30 | 9.37 | | | 281.10 | |
| Oven Mitts | S53 | 30 | 8.69 | | | 260.70 | |
| Apron, Bib, Economy | S54 | 30 | 3.78 | | | 113.40 | |
| Dawn Liquid Detergent 8/38 | S55 | 18 | 35.66 | 641.88 | | | |
| Laundry Detergent - 25#/50# | S56 | 18 | 15.19 | | 273.42 | | |
| Stainless Steel Clean/Polish | S57 | 5 | 50.48 | 252.40 | | | |
| Clorox Disinfectant Wipes | S58 | 8 | 24.99 | 199.92 | | | |
| Clorox "Clean-Up" | S59 | 5 | 30.38 | 151.90 | | | |
| Purell FS Surface Sanitizer | S60 | 5 | 23.78 | | | 118.90 | |
| Hand Sanitizer | S61 | 5 | 104.46 | | | 522.30 | |
| Sanitizer Towelettes | S62 | 5 | 42.80 | 214.00 | | | |
| Chlorine Test Strips - 200/b | S63 | 5 | 2.59 | | 12.95 | | |
| Thermometer Cleaning Pad | S64 | 4 | 75.95 | 303.80 | | | |
| Aluminum 1/3 size deep pan | S65 | 3 | 64.86 | | | 194.58 | |
| Aluminum 1/2 size deep pan | S66 | 2 | 27.33 | 54.66 | | | |
| Aluminum Full size deep pan | S67 | 2 | 39.47 | 78.94 | | | |
| Disher, Thumb, Blue #16 | S68 | 7 | 8.33 | | 58.31 | | |
| Disher, Thumb Grey #8 | S69 | 7 | 8.33 | | 58.31 | | |
| Forks, Dinner Windsor, 2dz | S70 | 40 | 1.62 | | 64.80 | | |
| Teaspoons, Windsor, 3dz | S71 | 9 | 3.65 | | | 32.85 | |
| Knife, Dinner Windsor, 2dz | S72 | 18 | 3.72 | | | 66.96 | |
| Oven Thermometer | S73 | 6 | 4.06 | | 24.36 | | |
| Refrig/Freezer Thermometer | S74 | 6 | 1.94 | | | 11.64 | |
| Supplies Total | | | | 14343.88 | 6284.61 | 8646.22 | 36.60 |
| GRAND TOTALS | | | | Kohl | MJ Kellner | Gordon | Area |
| | | | | 411004.01 | 92318.18 | 61544.10 | 36.60 |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|---|----|-------------|--------------------|-------------|-----------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| Min Delivery \$ | | | \$350 | \$500 | |
| Sugar, granulated 50# | 1 | 28.50 | 26.25 | 32.84 | |
| Sugar, brown 12/2# | 2 | 18.75 | 16.38 | 21.35 | |
| Flour, All Purp 50# | 3 | 12.50 | market | 13.53 | |
| Raisins, bulk | 4 | 42.29/30# | 20.01/10# | 41.56/30# | |
| Raisels, ind | 5 | 57.74 | NB | NIS | Bid |
| Craisins, bulk 10# | 6 | 23.83 | 23.78 | 24.14 | on |
| Craisins, ind | 7 | 45.94 | NB | 44.84 | Supply |
| Apple, Sliced WP - 6/#10 | 8 | 34.09 | 30.65 | 32.45 | Items |
| Applesauce - 6/#10 | 9 | 22.20 | 17.73 | 23.97 | Only |
| Applesauce 4oz | 10 | 22.63/96 | 15.59/72 | 22.85/72 | |
| Fruit Cocktail - 6/#10 | 11 | 38.09 | 25.10 | 57.42 | |
| Mandarin Oranges - 6/#10 | 12 | 25.87 | 21.53 | 42.15 | |
| Peaches, diced - 6/#10 | 13 | 36.79 | 22.63 | 37.74 | |
| Pear, diced | 14 | 32.99 | 24.45 | 50.85 | |
| if lines 13, 15, 16 awarded to MJKellner are not of USA orgin when delivered-may look at next lowest bidder | | | | | |
| Pineapple Tidbits - 6/#10 | 15 | 28.89 | 24.15 | 35.00 | |
| 4z Fruit Cups | 16 | 14.67-18.60 | NB | 29.10 | |
| Beans, Baked - 6/#10 | 17 | 31.20 | 39.96 | 32.56 | |
| Beans, Taco Fiesta - 6/#10 | 18 | 36.87 | 43.36-S/O | 37.94 | |
| Beans, Kidney - 6/#10 | 19 | 21.62 | 29.99-S/O | 26.04 | |
| Beans, Vegetarian - 6/#10 | 20 | 18.50 | 17.16 | 34.07 | |
| Beans, Green - 6/#10 | 21 | 20.18 | 19.15 | 24.82 | |
| Beans, Refried Vegetarian - 6/#10 | 22 | 24.99 | 24.98 | 31.43 | |
| Carrots, Sliced Med - 6/#10 | 23 | 21.33 | 20.81 | 23.26 | |
| Corn - 6/#10 | 24 | 21.83 | 22.01 | 25.25 | |
| Peas - 6/#10 | 25 | 25.19 | 24.73 | 32.75 | |
| Potato, Sweet - 6/#10 | 26 | 31.27 | 30.80 | 40.33 | |
| Spinach, Chopped - 6/#10 | 27 | 27.45 | 26.23 | 33.57 | |
| Spaghetti Sauce - 6/#10 | 28 | 23.33 | 26.66 | 26.49 | |
| Cheese Sauce - 6/#10 | 29 | 32.62 | 34.83 | 32.53 | |
| Mustard bulk | 30 | 24.74 | 28.25-S/O | NIS | |
| Mustard, ind 500/cs | 31 | 7.12/500 | 2.49/200 | 9.66/500 | |
| Mustard, Honey - 4 gal/cs | 32 | 32.88 | 44.32 | 38.38 | |
| Honey, ind 200/cs | 33 | 15.18 | 14.80 | 18.79 | |
| Jelly, Grape - 200/.5z | 34 | 7.82 | 8.97 | 11.70 | |
| Syrup, Ind | 35 | 9.63/100 | 8.81/100 | 15.69/200 | |
| BBQ Sauce, ind 200/cs | 36 | 5.54 | 6.26 | 7.85 | |
| Mir Whip Light, 4/gal/case | 37 | 41.32 | 50.86 | 25.63 | |
| Mir Whip Light, ind | 38 | 14.91 | 18.09 | 14.79-S/O | |
| Tartar Sauce, ind 200/cs | 39 | 7.08 | 9.07 | 11.63 | |
| Ital Drsg FF, bulk - 4 gal/cs | 40 | 19.23 | 22.26 | 25.14 | |
| Ranch Drsg FF, bulk - 4 gal/cs | 41 | 32.34 | 40.10 | 33.46 | |
| Ranch Drsg, Ind 100/cs | 42 | 11.69 | 16.59 | 14.71 | |
| <i>none meet sodium amt requested, so selected item with least amt of sodium</i> | | | | | |
| French Drsg FF, bulk - 4 gal/cs | 43 | 36.93 | 46.22 | 34.93 | |
| Caesar Drsg, bulk - 4 gal/cs | 44 | 38.66 | 50.23 | 40.85 | |
| Cole Slaw Drsg, bulk - 4 gal/cs | 45 | 29.00 | 34.00 | 32.52 | |
| Sweet & Sour Sauce, 4gal/cs | 46 | 32.63/6-75z | 44.71/4-gal | 44.73/4-gal | |
| General Tso's Sauce, 4gal/cs | 47 | 129.36/6-5# | 46.90/4-1/2gal-S/O | 40.58/4-gal | |
| Pickles Slices | 48 | 19.17 | 20.92 | 28.47 | |
| Cream Cheese, Ind 100/cs | 49 | 14.61 | 15.62 | 18.61 | |
| Sour Cream, Ind 100/cs | 50 | 10.32 | 15.25 | 16.69 | |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|--|-----|---------------|---------------|--------------|-----------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| String Cheese, IW | 51 | 33.24/168 | 21.86/96 | 33.57/168 | |
| Yogurt, Low Fat, 4oz | 52 | 13.11 | 14.10 | 12.61 | |
| Yogurt, Low Fat - 4/5# | 53 | 19.95 | 23.00-S/O | 20.21 | |
| Cottage Cheese Cups 4oz | 54 | NIS | market | 22.12-S/O | |
| if Cottage Cheese use SY20-21 - will use Prairie Farms .47/40z cup | | | | | |
| Lactose Free Milk 12/8oz | 55 | 13.65/12 | 11.87/20 | 8.78/12 | |
| Almond Milk 18/8z | 56 | NIS | 18.11-S/O | 13.30 | |
| Soy Milk 24/8oz | 57 | 16.23/24 | 15.25/24 | 13.30/18 | |
| Sabra Hummus 48/2z/cs | 58 | 34.51 | 28.51-S/O | 30.92-S/O | |
| Pudding Cups, ind | 59 | 15.09 | NB | 22.79 | |
| Egg Noodle Wide WG 10# | 60 | 12.88 | 12.10 | 11.96 | |
| Croutons, WG | 61 | 19.79/4-40z | 22.50/4-40z | 45.34/10-2# | |
| Croutons, WG, Ind | 62 | 17.23 | 27.26/250-S/O | 25.11 | |
| Cereal | 63 | 19.73 | 23.14 | 36.11 | |
| Notable B'fast Kits | 64 | 37.45 | NB | 52.04 | |
| Potato Chip, Baked 64/1.125z | 65 | 28.89 | 28.97 | 28.12 | |
| Cheetos RF Bkd Hot 72/1z | 66 | 22.90 | NB | 21.78 | |
| Cheetos RF Baked 72/1z | 67 | 22.90 | NB | 21.78 | |
| BBQ Pot Chip, Baked 64/1.25z | 68 | 28.89 | 29.15 | 28.12 | |
| Sr Crm & Ched, Baked 60/.8z | 69 | 19.23 | 18.60 | 18.26 | |
| Sr Crm & Onion, Baked 64/1.1 | 70 | 28.89 | 27.83-S/O | 28.12 | |
| Doritos, RF Spicy/Swt Chili 72/1z | 71 | 22.90 | 24.33-S/O | 21.78 | |
| Doritos, RF Cool Ranch 72/1z | 72 | 22.90 | 22.67 | 21.78 | |
| Doritos, Bkd Nacho Chz 72/1z | 73 | 22.90 | 22.67 | 21.78 | |
| Tostitos Scoops, Baked 72/.87 | 74 | 22.90 | NB | 21.78 | |
| Tostitos RF Tort Chips 104/.87 | 74a | 32.66 | 34.72-S/O | 30.11 | |
| Doritos Top-n-Go | 75 | 20.56 | 20.49 | 19.32 | |
| Tortilla Chips, WG, Ind 40/2z | 76 | 16.43 | NB | 16.11 | |
| Pop-tarts WG - 72/2ct | 77 | 35.99 | 36.04 | 39.78 | |
| Grandma's CC Cookie WG | 78 | 25.48 | NB | 24.05 | |
| Bug Bites - 210/1.1z/case | 79 | 44.48 | 52.37-S/O | 47.38 | |
| D&J Educ WG Snacks | 80 | 24.29 | 23.94 | 26.31 | |
| Rice Krispie treats WG 80/1.4 | 81 | 36.13 | 37.40-37.48 | 37.42 | |
| Rice Krispie treats WG mini | 82 | 81.50 | 83.55 | 83.79 | |
| PF Goldfish Grahams | 83 | 40.25 | NB | 49.34 | |
| PF Goldfish Crax | 84 | 47.44 | NB | 49.34 | |
| Granola Bars .5 Grain | 85 | 25.70-26.20 | NIS | 27.02 | |
| Granola Bars 1 Grain | 86 | 30.36-31.12 | 24.53 | NIS | |
| Granola, Bulk | 87 | 35.68 | 48.09 | 47.02 | |
| Oatmeal Bar, Betty Crocker | 88 | 39.71 | NIS | 41.85 | |
| Soft Oatmeal Bar, Darlington | 89 | 47.54 | NB | 50.22 | |
| Nutri-Grain Bar 1.55z | 90 | 29.95 | NIS | 30.95 | |
| Cheez-its WG | 91 | 33.25 | 33.39 | 37.21 | |
| Mott's Fruit Snacks 144/cs | 92 | 45.72 | 53.91 | 48.19 | |
| Fruit Roll-Ups | 93 | 19.72 | 21.14 | 20.83 | |
| Meat Stix | 94 | 78.22 | NB | 46.63 | |
| Jacks Link Bites | 95 | 30.95 | NB | 55.49 | |
| Trio Chix Gravy | 96 | 32.95 | 33.56 | NIS | |
| Brown Gravy | 97 | 18.19/12-7.5z | 25.66/8-16z | 33.41/12-15z | |
| Country White Gravy | 98 | 15.89/12-12z | 19.44/6-24z | 38.67/12-24z | |
| Chicken Base | 99 | 25.60/6-1# | 34.86/6-1# | 61.44/12-1# | |
| Apple Juice 10 or 12z | 100 | 12.34 | 17.43 | 14.61 | |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|----------------------------------|-----|---------------------|-----------------|---------------|-----------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| Drink Mix-Lemon/Punch | 101 | 21.10 | 19.16 | 37.74 | |
| Frt Juice, Shelf Stable 4 oz | 102 | 7.24/40 | 9.80/44 | 9.33/40 | |
| Frt Juice, Shelf Stable 6-6.75 c | 103 | 8.29/32 | 11.33/40 | 8.40/36 | |
| Juice Blend w/Veg Juice 4.23z | 104 | 9.35-10.07/4 flavor | 10.68/2 flavors | 9.33/2 flavor | |
| Chicken Flavored Brown Rice | 105 | 29.28 | 34.45-S/O | 35.32 | |
| Mexican Seasd Brown Rice | 106 | 23.44 | 19.78 | 26.62 | |
| Sloppy Joe Seasoning | 107 | 15.91 | 15.84-S/O | 20.81 | |
| Quick Oats 12/42z | 108 | 26.45 | 35.08 | 38.04 | |
| Onion Powder 5# | 109 | 21.09 | 23.34-S/O | 5.45/19z | |
| Pepper Packets | 110 | 11.50/3000 | 10.57/3000 | 21.30/6000 | |
| White Pepper, Ground | 111 | 8.00/1# | 8.35/18z | 74.64/5# | |
| Garlic Powder | 112 | 6.95/19z | 8.54/19z | 36.12/6# | |
| Cinnamon 5# | 113 | 22.58 | 24.53 | 22.38 | |
| Italian Seasoning 6z | 114 | 3.58/6.5z | 3.40 | 6.78 | |
| Red Pepper, crushed 12z | 115 | 4.13 | 4.94 | 6.63 | |
| Parsley Flakes 10z | 116 | 7.75/10z | 11.48/16z | 10.72/11z | |
| Black Pepper, Ground 5# | 117 | 23.65 | 22.68 | 54.52 | |
| Mrs Dash Original | 118 | 15.11/21z | 44.44-S/O | 42.14/3-21z | |
| Butter Buds | 119 | 31.98 | NIS | 35.44 | |
| Garlic Mist Spray | 120 | 21.95 | 22.17 | 29.45 | |
| Pan Spray, Vegetable | 121 | 29.25 | 33.18 | 27.12 | |
| Pan Spray, Allergen Free | 122 | 25.95 | NB | 28.51 | |
| Bacon, cooked 300sl/case | 123 | 38.51 | 37.66 | 33.99 | |
| Garlic French Brd Chz Pizza | 124 | 51.60 | NIS | 62.04-S/O | |
| Chicken Corn Dog 72/4z | 125 | 28.32 | 41.18-S/O | NIS | |
| Franks | 126 | 15.75/10# | 18.27/10# | 27.56/20# | |
| Rib | 127 | 31.89/100 | 31.31/100 | 86.59/160 | |
| Hamb Patty PC CN = 2 M/MA | 128 | 89.15-S/O | 33.44 | NIS | |
| Brd Beef Patty CN | 129 | 25.90 | 25.52 | 35.76 | |
| Beef Crumbles 2z = 2 M/MA | 130 | 31.59 | 35.48 | NIS | |
| Meatloaf w/Chz & Ketchup FC | 131 | 72.06 | 108.24 | 74.53-S/O | |
| Chicken Brst Tenders, Breade | 132 | 32.09 | 32.24 | 35.08 | |
| Fish, Breaded WG | 133 | 51.54/20# | 52.50/20# | 27.98/10# | |
| Tornados | 134 | 75.90 | 90.43 | 90.33 | |
| Chicken, Grilled Unbrd | 135 | 27.99 | 35.48 | 34.37 | |
| Chicken/Veg Eggroll | 136 | 33.27 | 36.44 | 33.94 | |
| Chicken/Veg Dumpling | 137 | 59.75 | NB | NB | |
| Ravioli, Toasted WG | 138 | 27.75 | 27.63 | NIS | |
| Vegetable Fried Rice | 139 | 50.71 | NB | 52.06 | |
| Yakisoba Noodles | 140 | 74.95 | 51.95 | | |
| Blueberries IQF - 30# | 141 | 44.85 | 91.74 | 42.37-20# | |
| Strawberries, Whole IQF - 30# | 142 | 42.09 | 48.02 | 38.93-20# | |
| Broccoli Florets, Frz | 143 | 23.65 | 34.93 | 32.31 | |
| Mixed Vegetables, Frz | 144 | 24.90 | 30.39 | 28.42 | |
| Sweet Potato Fry | 145 | 23.62 | NB | 23.63 | |
| Bagel, WG 2oz, wrapped | 146 | 20.23 | 26.47 | 20.03 | |
| WG Biscuit 2z | 147 | 26.50 | 30.82 | NIS | |
| Cornbread WG, IW | 148 | 16.24 | 21.78 | 17.43 | |
| Tortilla Shells WG | 149 | 21.23 | 30.93 | 21.06 | |
| WG Pancakes | 150 | 22.95 | 21.31 | 20.71-not WG | |
| Bread Slice, WG | 151 | 35.90 | NB | 38.45 | |
| Frudel, WG-Apple/Cherry | 152 | 30.25 | 38.24-S/O | 31.26 | |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|-------------------------------|-----|-----------|-------------|-----------|-----------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| Mini Cinnis, WGR Ind | 153 | 30.25 | 38.24 | 31.26 | |
| Soft Filled B'fast Bars | 154 | 30.25 | 38.24 | 31.26 | |
| UBR Oat CC WG, Ind | 155 | 37.99 | 60.51 | NIS | |
| Muffin, WG 2z IW | 156 | 23.69/96 | 25.58/72 | 38.06/72 | |
| Muffin, WG 3.6z IW | 157 | 20.98 | NB | 25.95 | |
| Hush Puppies WG | 158 | 17.62 | 20.28 | NIS | |
| Breadstick WG | 159 | 21.78 | NB | NB | |
| Croissant, WG 2.35z | 160 | 17.59 | 29.78-S/O | 25.87 | |
| Pretzel Roll - 120/2.2z | 161 | 45.22 | 61.38 | 43.26 | |
| Wheat Roll Parbaked | 162 | 16.41 | 19.49-S/O | 18.03 | |
| Garlic Bread WG | 163 | 22.10 | 21.88 | 25.98 | |
| 1z Cookie Dough WG | 164 | 46.59/384 | NIS | 30.25-240 | |
| 1.85z Cookie Dough WG | 165 | 30.09 | NB | 38.40 | |
| Rich's Triple Choc Cookie WG | 166 | 47.36 | 59.35 | 49.88 | |
| B'fast Toast w/Egg, Chz&TkyB | 167 | DISC | NB | NIS | |
| Ham/Cheese Croissant WG | 168 | 73.48 | NB | 73.38-S/O | |
| AnyTimers Chz Pizza Kit | 169 | 68.99 | NB | 69.31 | |
| AnyTimers Pepperoni Kit | 170 | 71.59 | NB | 71.43 | |
| | | | | | |
| Value Pass Thru | | | | | |
| Bosco Bread Stx 6" | V1 | 48.18 | NB | 50.45 | |
| Bosco Maple Bfast Stick | V2 | 29.92 | NB | NB | |
| | | | | | |
| Jennie-O Sliced Tky Stick | V3 | 36.45 | 44.88 | 36.68 | |
| Jennie-O Sliced Tky Stick | V4 | 218.35 | NB | NB | |
| Jennie-O Sliced Tky Ham | V5 | 40.72 | 40.68 | 41.18 | |
| Jennie-O Sliced Turkey | V6 | 62.95 | 38.94 | 39.41 | |
| Jennie-O Taco Meat | V7 | 75.49 | 68.14-S/O | 77.52 | |
| Jennie-O Spaghetti Meat | V8 | 63.49 | NB | NB | |
| Jennie-O Diced Tky Ham | V9 | 33.17 | 32.25-S/O | 33.26 | |
| | | | | | |
| JTM Mini Tky Corn Dog WG | V10 | 85.99 | NB | 89.11 | |
| | | | | | |
| Tyson Popcorn Chix WG | V11 | 53.58 | 65.57 | 57.72 | |
| Tyson Chix Patty WG | V12 | 53.35 | 57.17 | 57.08 | |
| Tyson Chix Chunk WG | V13 | 54.92 | 57.16 | 57.77 | |
| Tyson SpicyChix Patty WG | V14 | 56.57 | 80.61 | 57.77 | |
| Tyson CN Sriracha Bnls Wing | V15 | 79.70 | 81.39 | 81.91 | |
| Tyson CN Drumstick WG | V16 | 79.40 | 80.61 | 81.59 | |
| Tyson Mega Minis WG | V17 | 105.26 | NB | 108.06 | |
| | | | | | |
| Schwan Cheese Pizza | V18 | 36.99 | 38.14 | 37.79 | |
| Schwan Pepperoni Pizza | V19 | 38.18 | 39.38 | 39.04 | |
| Schwan Cheese Deep Dish | V20 | 45.22 | 46.21 | 54.19 | |
| Schwan Pep Deep Dish | V21 | 47.21 | 48.21 | 56.05 | |
| Schwan BigDaddy Pizza | V22 | 70.81 | 72.49 | 71.67 | |
| Beacon St Sausg/Egg/Cheeze | V23 | 33.40 | NB | 33.63 | |
| Beacon St Southwest | V24 | 33.39 | NB | NB | |
| | | | | | |
| Smuckers PB&J WG 2.6z | V25 | 37.18 | 38.52 | 37.32 | |
| | | | | | |
| Michael Egg Pattie | V26 | 46.99-300 | NB | 25.83-165 | |
| Michael Hard Cooked Egg | V27 | 27.88 | NB | 29.24 | |
| Michael Omelet, Cheddar | V28 | 47.17 | NB | 45.88 | |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|---|-----|---|-------------|------------|-----------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| WG Cheese Stick | V29 | 48.42 | 58.45 | 49.47 | |
| Quesadilla, Cheese, WG | V30 | 45.88 | 55.00 | 46.84 | |
| Breakfast Pizza | V31 | 59.40 | 63.84 | 61.05 | |
| Red Gold Salsa | V32 | 27.41 | NB | 27.95 | |
| Red Gold Ketchup Pkts | V33 | 17.75 | NB | 17.67 | |
| Red Gold Ketchup, 112z Bulk | V34 | 29.89 | 26.24 | 25.71 | |
| Red Gold Marinara Cup 1.25z | V35 | 55.99 | NB | 57.49-S/O | |
| RGold Marinara Cup 2.5z | V36 | 42.87 | 45.96 | 22.99 | |
| Red Gold Salsa Cup 1.5z | V37 | 61.95 | NB | 29.03 | |
| Red Gold Salsa Cup 3z | V38 | 28.65 | NB | 29.03 | |
| Red Gold BBQ Sauce, 114Z | V39 | 42.09 | NB | NB | |
| Red Gold Sloppy Joe Sauce | V40 | 26.74 | NB | 26.63-S/O | |
| LOL Macaroni & Chz | V41 | 63.04 | 67.65 | 64.67 | |
| LOL Co-Jack Chz Stick 1z | V42 | 37.38 | 39.64-S/O | 56.27 | |
| LOL Cheese Sauce Cup | V43 | 68.88 | 72.37-S/O | 70.36 | |
| LOL Italian Cheese Sauce | V44 | 72.23 | 80.09 | 73.71-S/O | |
| LOL RFRS American Cheese | V45 | 72.68 | NB | NB | |
| McCain Hash Brown Rounds | V46 | 33.56 | NB | 34.40 | |
| McCain 3/8" Crinkle Fry | V47 | 28.71 | 39.28 | 29.31 | |
| McCain Seasoned 8ct Wedge | V48 | 33.51 | 39.91 | 34.35 | |
| McCain Deli Roaster | V49 | 29.53 | 54.15 | 30.16 | |
| Idahoan Mashed Potatoes | V50 | 40.09 | NIS | 43.13 | |
| Idahoan Loaded Mashed | V51 | 59.57 | 75.75 | 63.20-S/O | |
| Idahoan Au gratin Potatoes | V52 | 47.92 | 60.32 | 50.56-S/O | |
| Idahoan Scalloped Potatoes | V53 | 47.92 | 60.32 | 50.56-S/O | |
| Yangs Mand Orange Chicken | V54 | 121.65 | 124.28 | 126.04 | |
| Yangs BBQ Teriyaki Chicken | V55 | 120.83 | NB | 125.75 | |
| Yangs Swt Chili Thai Chicken | V56 | 132.36 | 135.5200 | NB | |
| VPT: Bids awarded by manufacturer to distributor with lowest total bid for manufacturer. | | | | | |
| Distributor must stock products specified in bid. | | | | | |
| Supplies | | | | | |
| Can Liners MW 12-16 gal | S1 | 12.75/500 | 23.47/1000 | 35.92/1000 | 20.76/250 |
| Can Liners XHD 45 gal | S2 | 22.85/250 | 19.32/100 | 35.47/250 | 13.10/100 |
| Bleach | S3 | 8.98/6 | 5.87/4 | 12.94/6 | 10.69/6 |
| Plastic Plate 6' | S4 | 34.23 | 34.71 | 42.83 | NB |
| Plastic Plate 10.25' | S5 | 90.26 | 50.01 | 46.11 | NB |
| Souffle Cup Plastic 4oz | S6 | 33.24 | 33.60 | 48.48 | NB |
| Lid for Souffle Cup | S7 | 25.97 | 25.72 | 28.66 | NB |
| Foam Cup 8oz | S8 | 20.29 | 20.17 | 21.17 | NB |
| Foam Container 12oz | S9 | 23.44 | 23.27 | 24.33 | NB |
| Vented Lid for 12z Container | S10 | 22.09 | 21.91 | 22.95 | NB |
| Plastic Cup, 9z | S11 | 35.45 | 35.53 | 50.95 | NB |
| Yogurt Parfait Cups | S12 | 53.23 | NIS | 94.98 | NB |
| Yogurt Parfait Lids | | 28.22 | NIS | | NB |
| Yogurt Parfait Inserts | | | NIS | | NB |
| | | GFS item contains cup, insert & lid and is a stocked item | | | NB |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|--|----------|--------------|--------------------|----------------|------------------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| Foam Tray 5 Compt | S13 | 22.98 | 27.57 | 23.27 | NB |
| Spork Kit | S14 | 13.18 | 15.31 | 22.32 | NB |
| Plastic Fork Med Wt | S15 | 5.99 | 6.42 | 9.26 | NB |
| Plastic Spoon Med Wt | S16 | 5.99 | 6.42 | 9.26 | NB |
| Plastic Knife Med Wt | S17 | 5.99 | 6.42 | 9.26 | NB |
| Gloves, Poly, Large | S18 | 4.90 | 37.79 | 14.38 | NB |
| Gloves, Vinyl Small | S19 | 20.90 | 24.68 | 54.22 | NB |
| Gloves, Vinyl Med | S20 | 20.90 | 24.44 | 51.03 | NB |
| Gloves, Vinyl Large | S21 | 20.90 | 24.44 | 51.01 | NB |
| Kohl gloves are market price, so subject to change weekly. | | | | | |
| Paper Bag Brown 6# | S22 | 11.63/500 | 11.06/500 | 57.05/4-500 | 12.56/500 |
| Food Tray #50 | S23 | 14.29 | 13.60 | 18.60 | NB |
| Food Tray #300 | S24 | 13.64 | 14.58 | 23.03 | NB |
| Straws, Wrapped | S25 | 25.90 | 45.07 | 49.77 | NB |
| Paper Towels, Roll | S26 | 19.42 | 19.49 | 20.86 | NB |
| Napkin Dispenser, Xpressnap | S27 | 45.99 | 50.01 | 48.71 | NB |
| Napkins, RollNap Dispenser | S28 | 47.95 | 59.56 | 50.27 | NB |
| Pan Liners | S29 | 32.25 | 33.90 | 35.56 | 41.62 |
| Bun Pan Bag | S30 | 11.92 | 27.87 | 15.46 | NB |
| 4x2x8 Plas Bag | S31 | 7.29 | 12.57-S/O | 11.14 | NB |
| 6x3x12 Plas Bag | S32 | 12.93 | NB | 33.09/2000 | NB |
| 6x3x15 Plas Bag | S33 | 12.56 | 16.49 | 23.72 | NB |
| Cookie Bags, Paper | S34 | 11.88/2000 | NB | 16.02/2000 | NB |
| Cookie Bags 5.5x5.5 | S35 | 8.70 | 51.89 | 28.89 | NB |
| Utility Bags, Food Grade | S36 | 24.75 | 35.64-S/O | 32.84 | NB |
| Pan Liner Hi Heat - 34x12 | S37 | 18.41 | 45.96 | 35.56 | NB |
| Pan Liner Hi Heat - 24x12 | S38 | 13.75 | 27.51 | NB | NB |
| 10x10 Perf Film | S39 | 8.49 | NB | 9.67 | NB |
| Kohl film does not work on packing line-have had to switch to GFS in past due to difficulty in using Kohl wrap | | | | | |
| 12x12 Perf Film | S40 | 10.82 | 15.11 | 11.16 | NB |
| Wrapmaster Foil | S41 | 44.21 | 94.88 | NIS | NB |
| Wrapmaster Film | S42 | 27.17 | 62.68 | NIS | NB |
| Kohl Wrapmaster does not fit our dispensers | | | | | |
| Foil Sheets, 8"x10.75" | S43 | 45.95 | 61.99 | 30.81 | NB |
| Foil Sheets, Gold 9"x10.75 | S44 | 81.35 | NB | 44.42 | NB |
| Foil Wrap, Gold 10.5"x14" | S45 | 67.95 | 86.56 | 66.38 | NB |
| Towel, Hand Xpress Multi | S46 | 24.95 | NB | 29.46 | NB |
| Tissue, Facial 2ply | S47 | 20.75 | 18.42 | 21.83 | 18.30 |
| Wax Paper 12"x75' | S48 | NIS | NB | NIS | NB |
| Tablecloth, Plas, White | S49 | 10.43 | 8.83 | 17.06 | NB |
| Kleen Pail, Red - 6qt | S50 | 5.40 | 4.64 | 3.87 | 6.15 |
| Flour Sack Towels 22x37 | S51 | 15.57 | 16.65 | 13.45 | 17.90 |
| Bar Towels | S52 | 11.69 | 12.45 | 9.37 | 9.93 |
| Oven Mitts | S53 | 13.53 | 12.24 | 8.69 | NB |
| Apron, Bib, Economy | S54 | 5.85 | 50.69 | 3.78 | NB |
| Dawn Liquid Detergent 8/38z | S55 | 35.66 | 36.81 | 36.97 | 38.34 |
| Laundry Detergent - 25#/50# | S56 | 33.95/50# | 15.19/25# | 79.61/50# | 31.50/50# |
| Stainless Steel Clean/Polish W | S57 | 50.84-S/O-6 | NIS | 58.05-S/O-6 | 17.85/1 |
| Clorox Disinfectant Wipes | S58 | 24.99 | NB | 51.59 | 37.49 |
| Clorox "Clean-Up" | S59 | 30.38 | 34.16 | 32.15 | NB |
| Purell FS Surface Sanitizer | S60 | 23.99 | 20.86GOJO-S/O | 23.78-6/cs | 13.58/3-32z |
| Hand Sanitizer | S61 | 37.50=-S/O | NB | 104.46 | NB |

| CAFETERIA BID SUMMARY 2020-21 | | | | | |
|--|----------|---|--------------------|----------------|------------------------|
| Item | # | Kohl+ | MJ Kellner* | Gordon+ | Area Dist |
| Sanitizer Towelettes | S62 | 42.80 | NB | 45.31 | NB |
| Chlorine Test Strips - 200/bottl | S63 | 5.47 | 2.59 | 4.05 | 3.89 |
| Thermometer Cleaning Pad | S64 | 75.95/10-200 | 54.34/10-100 | 5.10/100 | NB |
| Aluminum 1/3 size deep pan | S65 | NIS | NB | 64.86 | NB |
| Aluminum 1/2 size deep pan | S66 | 27.33 | 37.99 | 33.56 | NB |
| Aluminum Full size deep pan | S67 | 39.47 | 53.26 | 51.65 | NB |
| Disher, Thumb, Blue #16 | S68 | 9.50 | 8.33 | 8.73 | 9.98 |
| Disher, Thumb Grey #8 | S69 | 9.50 | 8.33 | 8.73 | 9.98 |
| Forks, Dinner Windsor, 2dz | S70 | 3.88/24 | 1.62/12 | 3.76/24 | 3.83/24 |
| Teaspoons, Windsor, 3dz | S71 | 2.79/24 | 3.94/36 | 3.65/36 | 3.67/36 |
| Knife, Dinner Windsor, 2dz | S72 | 14.50/36 | 4.06/12 | 3.72/12 | 3.77/12 |
| Oven Thermometer | S73 | 4.55 | 4.06 | 4.63 | 6.78 |
| Refrig/Freezer Thermometer | S74 | 4.55 | 4.46 | 1.94 | 6.13 |
| <i>Italics = weekly pricing/market</i> | | S = Special Order/Non-stock | | NB = No Bid | NIS=Not Item Specified |
| | | New = New to vendor; price not specific to item | | | |
| * prices good thru 12/31/20 | | + prices subject to change with 30 days notice if manuf increases price | | | |

CAFETERIA BID SUMMARY 2020-21

| Value Pass Thru | ~Qty/9 Mos | | KOHL | KOHL Ext | MJK | MJK Ext | GFS | GFS Ext |
|----------------------------|-------------------|-----|-------------|-----------------|------------|----------------|------------|----------------|
| Bosco Bread Stx 6" | V1 | 90 | 48.18 | 4336.20 | | | | |
| Bosco Maple Bfast Stick | V2 | 9 | 29.92 | 269.28 | | | | |
| | | | | 4605.48 | | | | |
| Jennie-O Sliced Tky Stick | V3 | 135 | 36.45 | 4920.75 | | | | |
| Jennie-O Sliced Tky Stick | V4 | 9 | 218.35 | 1965.15 | | | | |
| Jennie-O Sliced Tky Ham | V5 | 54 | 40.72 | 2198.88 | | | | |
| Jennie-O Sliced Turkey | V6 | 72 | 62.95 | 4532.40 | | | | |
| Jennie-O Taco Meat | V7 | 135 | 75.49 | 10191.15 | | | | |
| Jennie-O Spaghetti Meat | V8 | 90 | 63.49 | 5714.10 | | | | |
| Jennie-O Diced Tky Ham | V9 | 9 | 33.17 | 298.53 | | | | |
| | | | | 29820.96 | | | | |
| JTM Mini Tky Corn Dog WG | V10 | 180 | 85.99 | 15478.20 | | | 89.11 | 16039.80 |
| Tyson Popcorn Chix WG | V11 | 180 | 53.58 | 9644.40 | | | 57.72 | 10389.60 |
| Tyson Chix Patty WG | V12 | 90 | 53.35 | 4801.50 | | | 57.08 | 5137.20 |
| Tyson Chix Chunk WG | V13 | 135 | 54.92 | 7414.20 | | | 57.77 | 7798.95 |
| Tyson SpicyChix Patty WG | V14 | 27 | 56.57 | 1527.39 | | | 57.77 | 1559.79 |
| Tyson CN Sriracha Bnls Wif | V15 | 54 | 79.70 | 4303.80 | | | 81.91 | 4423.14 |
| Tyson CN Drumstick WG | V16 | 108 | 79.40 | 8575.20 | | | 81.59 | 8811.72 |
| Tyson Mega Minis WG | V17 | 90 | 105.26 | 9473.40 | | | 108.06 | 9725.40 |
| | | | | 45739.89 | | | | 47845.80 |
| Schwan Cheese Pizza | V18 | 108 | 36.99 | 3994.92 | | | | |
| Schwan Pepperoni Pizza | V19 | 108 | 38.18 | 4123.44 | | | | |
| Schwan Cheese Deep Dish | V20 | 18 | 45.22 | 813.96 | | | | |
| Schwan Pep Deep Dish | V21 | 27 | 47.21 | 1274.67 | | | | |
| Schwan BigDaddy Pizza | V22 | 90 | 70.81 | 6372.90 | | | | |
| Beacon St Sausg/Egg/Chee | V23 | 9 | 33.40 | 300.60 | | | | |
| Beacon St Southwest | V24 | 9 | 33.39 | 300.51 | | | | |
| | | | | 17181.00 | | | | |
| Smuckers PB&J WG 2.6z | V25 | 495 | 37.18 | 18404.10 | 38.52 | 19067.40 | 37.32 | 18473.40 |
| Michael Egg Pattie | V26 | 45 | 46.99 | 2114.55 | | | 46.96 | 2113.20 |
| Michael Hard Cooked Egg | V27 | 9 | 27.88 | 250.92 | | | 29.24 | 263.16 |
| Michael Omelet, Cheddar | V28 | 20 | 47.17 | 943.40 | | | 45.88 | 917.60 |
| | | | | 3308.87 | | 69 | | 3293.96 |

GFS Egg Pattie no CN label on file according to website, nutrition facts label states 3g Protein per serving which

| | | | | | | | | |
|--|-----|-----|--------|----------|--|-------|----------|--|
| without CN label is not enough to count as 1 oz protein for NSLP | | | | | | | | |
| WG Cheese Stick | V29 | 207 | 48.42 | 10022.94 | | 49.47 | 10240.29 | |
| Quesadilla, Cheese, WG | V30 | 45 | 45.88 | 2064.60 | | 46.84 | 2107.80 | |
| Breakfast Pizza | V31 | 4 | 59.40 | 237.60 | | 61.05 | 244.20 | |
| | | | | 12325.14 | | | 12592.29 | |
| Red Gold Salsa | V32 | 45 | 27.41 | 1233.45 | | | | |
| Red Gold Ketchup Pkts | V33 | 153 | 17.75 | 2715.75 | | | | |
| Red Gold Ketchup, 112z Bu | V34 | 45 | 29.89 | 1345.05 | | | | |
| Red Gold Marinara Cup 1.2z | V35 | 54 | 55.99 | 3023.46 | | | | |
| RGold Marinara Cup 2.5z | V36 | 18 | 42.87 | 771.66 | | | | |
| Red Gold Salsa Cup 1.5z | V37 | 45 | 61.95 | 2787.75 | | | | |
| Red Gold Salsa Cup 3z | V38 | 45 | 28.65 | 1289.25 | | | | |
| Red Gold BBQ Sauce, 114z | V39 | 9 | 42.09 | 378.81 | | | | |
| Red Gold Sloppy Joe Sauce | V40 | 27 | 26.74 | 721.98 | | | | |
| | | | | 14267.16 | | | | |
| LOL Macaroni & Chz | V41 | 180 | 63.04 | 11347.20 | | | | |
| LOL Co-Jack Chz Stick 1z | V42 | 72 | 37.38 | 2691.36 | | | | |
| LOL Cheese Sauce Cup | V43 | 27 | 68.88 | 1859.76 | | | | |
| LOL Italian Cheese Sauce | V44 | 9 | 72.23 | 650.07 | | | | |
| LOL RFRS American Chees | V45 | 36 | 72.68 | 2616.48 | | | | |
| | | | | 19164.87 | | | | |
| McCain Hash Brown Round | V46 | 225 | 33.56 | 7551.00 | | 34.40 | 7740.00 | |
| McCain 3/8" Crinkle Fry | V47 | 45 | 28.71 | 1291.95 | | 29.31 | 1318.95 | |
| McCain Seasoned 8ct Wedg | V48 | 27 | 33.51 | 904.77 | | 34.35 | 927.45 | |
| McCain Deli Roaster | V49 | 18 | 29.53 | 531.54 | | 30.16 | 542.88 | |
| | | | | 10279.26 | | | 10529.28 | |
| Idahoan Mashed Potatoes | V50 | 135 | 40.09 | 5412.15 | | | | |
| Idahoan Loaded Mashed | V51 | 36 | 59.57 | 2144.52 | | | | |
| Idahoan Au gratin Potatoes | V52 | 18 | 47.92 | 862.56 | | | | |
| Idahoan Scalloped Potatoes | V53 | 18 | 47.92 | 862.56 | | | | |
| | | | | 9281.79 | | | | |
| Yangs Mand Orange Chicke | V54 | 27 | 121.65 | 3284.55 | | | | |
| Yangs BBQ Teriyaki Chicke | V55 | 63 | 120.83 | 7612.29 | | | | |
| Yangs Swt Chili Thai Chicke | V56 | 27 | 132.36 | 3573.72 | | | | |
| | | | | 14470.56 | | | | |

If one item or more per vendor is special order, the vendor may not be considered due to potential problems with ability to ensure availability of product if the item is a high usage item.

E. Consideration of Resolution for Donation/Disposal of Surplus Equipment

CONSENT AGENDA ITEM

TO: Board of Education

FROM: Jamie Hadjan

SUBJECT: Consideration of Resolution for Donation/Disposal of Surplus Equipment

PROPOSED MOTION BY THE BOARD OF EDUCATION:

“I move that the Board of Education approve the resolution to declare certain equipment as surplus and authorize the donation/disposal of said equipment.”

MOVED BY:

Seconded

YEA:

NAY:

YEA:

NAY:

____ RYAN _____

____ LONERGAN _____

____ CANTRELL _____

____ MCBRIDE _____

____ BEARD _____

____ LEONARD _____

____ WILSON _____

Background Information:

The proposed resolution declares certain equipment as surplus and authorizes the District to dispose of such items. List of items are attached.

Recycling of technology

Donation - Garrison School and Westfair Christian have expressed interest in some of our LapCabby carts. Garrison wants 5 of them and Westfair wants 1. We will donate these items instead of dispose.

Disposal - Periodically the technology department recycles various devices that have reached end of life. Technologies ranging from computers to film strip projectors are removed from the district inventory and prepared for the recycler. The items prepared for recycling have been deemed to have no value.

If parts can be salvaged from the devices prior to recycling, they are removed from the devices. Examples of items that may be removed prior to recycling are RAM and power supplies. The technology department maintains a storage area at

JHS with limited space for technologies that can be repurposed and/or used for parts to repair units that are still in use by students and staff. The department works hard to keep machines in the fleet working as long as possible; however, programs like PARCC testing are requiring computers to have certain specifications and thus replaced.

The technology department will be using a new company called GreenWave out of Indianapolis. They will come and pick up the materials free of charge and even pay us a small amount for the metal.

Pathway Services, a local organization that we have utilized for many years, closed down its recycling. Bill Poole checked with several companies in the Springfield/Jacksonville area, but all charged for pick up and additionally for certain items on top of that. He reached out to Chatham and got the name of GreenWave from their Tech Department. Chatham has utilized them for several years and are very happy with them.

| Entry Date | Holdings Barcode | Title | Material Type | Serial Number |
|-----------------------|------------------|----------------------------------|-----------------|---------------|
| 01/23/2012 01:45:38PM | 1100004541 | Activslate set | Activslate set | 816029010 |
| 01/28/2013 02:50:30PM | 1100005015 | iPad 4 32GB | Apple iPad | DMPJP7AHF183 |
| 05/05/2016 01:39:22PM | 1100007584 | Lenovo N-22 | Chromebooks | LR05RSH0 |
| 02/24/2010 10:28:43AM | 1100000131 | Dell Optiplex 380 | CPU Unit | : 7N2KHK1 |
| 05/24/2010 11:03:43AM | 1100000905 | Dell Optiplex 745 | CPU Unit | 5FCP3F1 |
| 06/17/2010 08:57:45AM | 1100001658 | PowerEdge T410 | CPU Unit | : 6SJWZK1 |
| 11/04/2010 03:08:32PM | 1100003672 | Optiplex GX520 | CPU Unit | FSZM9B1 |
| 11/17/2010 03:43:41PM | 1100003879 | Optiplex 780 | CPU Unit | : 1KQBHM1 |
| 01/19/2011 03:48:18PM | 1100003934 | Dell Optiplex 380 | CPU Unit | : FLJF8P1 |
| 05/04/2011 08:42:46AM | 1100004101 | Dell Optiplex 380 | CPU Unit | : 4XDBDQ1 |
| 05/23/2011 09:10:50AM | 1100004162 | Dell PowerEdge T410 | CPU Unit | |
| 05/23/2011 09:10:51AM | 1100004163 | Dell PowerEdge T410 | CPU Unit | GH52FQ1 |
| 07/14/2011 03:52:37PM | 1100004329 | Dell PowerEdge T410 | CPU Unit | H9F3GQ1 |
| 07/21/2011 02:14:48PM | 1100004178 | Dell Optiplex 380 | CPU Unit | 7N4XGQ1 |
| 07/21/2011 02:14:48PM | 1100004181 | Dell Optiplex 380 | CPU Unit | 7N1WGG1 |
| 07/21/2011 02:14:48PM | 1100004182 | Dell Optiplex 380 | CPU Unit | 7N3RGQ1 |
| 07/21/2011 02:14:49PM | 1100004184 | Dell Optiplex 380 | CPU Unit | 7N0QGQ1 |
| 07/21/2011 02:14:49PM | 1100004185 | Dell Optiplex 380 | CPU Unit | 7N0WGG1 |
| 07/21/2011 02:14:49PM | 1100004186 | Dell Optiplex 380 | CPU Unit | 7N2WGG1 |
| 07/21/2011 02:14:49PM | 1100004188 | Dell Optiplex 380 | CPU Unit | 7N2RGQ1 |
| 07/21/2011 02:14:49PM | 1100004190 | Dell Optiplex 380 | CPU Unit | 7N2XGQ1 |
| 07/21/2011 02:14:49PM | 1100004191 | Dell Optiplex 380 | CPU Unit | 7N3TGQ1 |
| 07/21/2011 02:14:50PM | 1100004195 | Dell Optiplex 380 | CPU Unit | 7N5TGQ1 |
| 07/21/2011 02:14:50PM | 1100004198 | Dell Optiplex 380 | CPU Unit | 7N2TGQ1 |
| 07/21/2011 02:14:50PM | 1100004199 | Dell Optiplex 380 | CPU Unit | 7N1VGG1 |
| 07/21/2011 02:36:23PM | 1100004231 | Dell Optiplex 380 | CPU Unit | 7N3XGQ1 |
| 07/21/2011 03:19:20PM | 1100004327 | Dell Optiplex 380 | CPU Unit | 545MHQ1 |
| 01/13/2012 01:04:50PM | 1100004539 | Dell PowerEdge T410 | CPU Unit | SN: 4GKSXR1 |
| 06/26/2012 01:37:03PM | 1100004913 | Dell PowerEdge T410 | CPU Unit | 15Y7HS1 |
| 06/26/2012 01:40:00PM | 1100004915 | Dell PowerEdge T410 | CPU Unit | 6CFW4V1 |
| 06/26/2012 01:40:01PM | 1100004916 | Dell PowerEdge T410 | CPU Unit | 6CGS4V1 |
| 09/03/2013 08:48:00AM | 1100004729 | Optiplex 7010 | CPU Unit | 61FJ7Y1 |
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| 09/03/2013 08:48:01AM | 1100004734 | Optiplex 7010 | CPU Unit | 61YF7Y1 |
| 09/03/2013 10:11:00AM | 1100005278 | Optiplex 7010 | CPU Unit | 61CJ7Y1 |
| 09/03/2013 10:11:00AM | 1100005279 | Optiplex 7010 | CPU Unit | 61CH7Y1 |
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| 09/05/2013 03:44:05PM | 1100005059 | Optiplex 7010 | CPU Unit | 610J7Y1 |
| 09/20/2013 02:16:23PM | 1100005064 | Optiplex 7010 | CPU Unit | 620J7Y1 |
| 09/27/2013 02:13:22PM | 1100005507 | Optiplex 7010 | CPU Unit | 61BG7Y1 |
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| 05/25/2011 01:06:27PM | 1100004211 | Avervision CP355 Document Camera | Document camera | : 5470011010T |
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| 11/15/2011 11:04:34AM | 1100004516 | AverView 322 Visual Presenter | Document camera | AO3FO8699 |
| 11/15/2011 11:04:34AM | 1100004517 | AverView 322 Visual Presenter | Document camera | AO3FO9215 |
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| 11/15/2011 11:04:35AM | 1100004522 | AverView 322 Visual Presenter | Document camera | AO3FO9252 |
| 11/15/2011 11:04:35AM | 1100004523 | AverView 322 Visual Presenter | Document camera | AO3FO9219 |
| 11/15/2011 11:04:35AM | 1100004524 | AverView 322 Visual Presenter | Document camera | AO3FO9099 |
| 04/09/2012 11:18:44AM | 1100004530 | AverView 322 Visual Presenter | Document camera | AO3EO5669 |
| 04/09/2012 11:19:19AM | 1100004527 | AverView 322 Visual Presenter | Document camera | AO3EO3705 |
| 04/09/2012 11:21:09AM | 1100004529 | AverView 322 Visual Presenter | Document camera | AO3EO5511 |
| 04/18/2012 10:22:50AM | 1100004402 | Avervision F50 Document Camera | Document camera | 5151611080P |
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| | | | | |
|-----------------------|------------|-----------------------------|------------------|----------------------------|
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| 10/31/2012 09:17:30AM | 1100004941 | Dell Latitude E5530 | Laptop computers | JN98JV1 |
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| 07/26/2016 12:40:23PM | 1100007853 | Dell Latitude E5540 | Laptop computers | 72cmf12 |
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| 03/30/2010 10:56:31AM | 1100000168 | Dell 2007FPB | Monitors | |
| 05/24/2010 11:23:03AM | 1100000928 | Dell E178FPb | Monitors | : CN-GRY979-74261-7AE-8WYU |
| 06/18/2010 03:03:30PM | 1100001753 | Acer P191W | Monitors | : ETLAQ080207470CE054220 |
| 08/02/2011 09:38:20AM | 1100004338 | Dell E190Sf Monitor | Monitors | CN0H329N7287213RG941 |
| 01/13/2012 01:07:37PM | 1100004538 | Dell E178FPC | Monitors | SN: CN0HF0K36418016K07SL |
| 09/30/2013 01:36:02PM | 1100005304 | Dell P1913Sf | Monitors | CN0NWXTC67287236AA28L |
| 09/01/2016 08:07:32AM | 1100005349 | Dell P1913Sf | Monitors | CN0NWXT67287236AA0WL |
| 03/30/2010 12:44:50PM | 1100000183 | HP Color Laserjet 3600n | Printers | |
| 03/30/2010 01:27:57PM | 1100000179 | HP 1210 | Printers | |
| 06/15/2010 09:10:47AM | 1100001411 | HP Officejet 6310 | Printers | : CN82SFV21T |
| 07/07/2010 03:27:53PM | 1100002183 | HP 895 | Printers | : MY9461B196 |
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| 09/27/2011 09:04:38AM | 1100004287 | HP Laserjet P1606dn | Printers | |
| 10/28/2016 10:41:41AM | 1100008311 | HP Deskjet 6988 | Printers | CB055A |
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| 07/07/2010 03:33:40PM | 1100002175 | Activboard 378Pro | Promethean Board | : |
| 09/02/2010 10:40:20AM | 1100003245 | Activboard +2 378PRO | Promethean Board | : C1003260151 |
| 10/21/2011 08:52:25AM | 1100003565 | Activboard 378Pro | Promethean Board | C1003190486 |
| 10/24/2011 07:47:45AM | 1100004476 | Activboard +2 378PRO | Promethean Board | C1003190488 |

RESOLUTION TO SELL/DISPOSE OF SURPLUS OR UNUSED EQUIPMENT

WHEREAS, certain equipment owned by Jacksonville School District #117 is no longer necessary for its operation;

RESOLVED, to donate or dispose of certain equipment described below in the best possible manner:

See attached list: Educational Technology Department – Recycling Report

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary of Jacksonville School District #117, a public school district formed pursuant to the laws of the state of Illinois, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Education and that said meeting was held in accordance with state law July 15, 2020, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 15th day of July of 2020.

Secretary
Board of Education

July 15, 2020

XI. CLOSED SESSION - For the purposes of:

- A. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the Public body, specific independent contractors, or specific volunteers of the public body or legal counsel for the Public body, including hearing testimony on a complaint lodged against an employee of the Public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).
- B. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

XII. ACTION ITEMS

- A. Consideration of Personnel Recommendations

ACTION ITEM

TO: Board of Education
FROM: Tami Stice
SUBJECT: Personnel Recommendations

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the personnel recommendations as presented.

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | | | Seconded | | |
| <hr/> | | | | | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

EMPLOYMENT RECOMMENDATIONS – July 15, 2020

Resignation

- **Jessica Padilla**, Head Softball Coach at Jacksonville High School, effective June 16, 2020.
- **Tara Scott**, Assistant Softball Coach at Jacksonville High School, effective June 16, 2020.
- **Ashley McCloughan**, 3rd Grade Teacher at South Elementary School, effective July 3, 2020.
- **Kody Wood**, Special Education Teacher at Jacksonville Middle School, effective July 3, 2020.
- **Kody Wood**, Assistant Football Coach at Jacksonville High School, effective July 3, 2020.
- **Katie Collins**, 3rd Grade Teacher at Washington Elementary School, effective July 1, 2020.
- **Samantha Carbonell**, Assistant Girls Basketball Coach at Jacksonville High School, effective June 11, 2020.
- **Jessica Yeager**, Kindergarten Teacher at Eisenhower Elementary School, effective July 3, 2020.
- **Amber Raye**, District Student Database and Information System Technician, effective July 27, 2020.
- **Brandi Rohn**, Physical Education Teacher at Jacksonville Middle School, effective June 25, 2020.

Retirement

- **Bill Poole**, Director of Technology for the District, effective at the end of the 2019-2020 school year.
- **Jo Russell**, Secretary at Murrayville-Woodson Elementary School, effective September 1, 2020.

Employment – Licensed

- **Misty Eisfelder**, Special Education Teacher at Jacksonville Middle School for the 2020-2021 school year, *Salary: BA + 12/ Step 5: \$41,297/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.
- **Leslie Sutton**, ASL Teacher at Jacksonville High School for the 2020-2021 school year, *Salary: BA/ Step 9: \$43,189/per year*, contingent upon receipt and confirmation of required employment documentation, effective August 14, 2020.

Employment-Classified

- **Melanie Kunz**, Food Service Worker at North Elementary School for the 2020-2021 school year. *Salary: \$11.53/per hour*, contingent upon receipt and confirmation of required employment documentation, effective July 16, 2020.
- **Jennifer Williams**, Parent Educator/Home Visitor at Early Years Preschool Program for the 2020-2021 school year, *Salary: \$21.00/per hour* contingent upon receipt and confirmation of required employment documentation, effective July 16, 2020.

Employment – Modifications/Re-Assignments/Promotions/Transfers

- **Patricia Saxer**, Food Service Worker at Eisenhower Elementary School, promoted to Secretary at Murrayville-Woodson Elementary School, *Salary: \$13.00/per hour*, effective July 24, 2020.
- **Don Ian English**, Assistant Principal at Jacksonville Middle School transferred to Assistant Principal at Jacksonville High School, no change in salary, effective July 16, 2020.

Summer School – Early Years/Pre-Kindergarten Program

- **Heather Walker**, Secretary, effective July 17, 2020 until July 23, 2020 for up to 40 hours, *Salary: \$14.21 per hour.*
- **Sarah English**, Principal, effective July 17, 2020 until July 23, 2020 for up to 40 hours, *Salary: \$341.85 per day.*
- **Jessie Bonds**, Teacher, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$28.00/per hour.*
- **Katie Williams**, Teacher, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$28.00/per hour.*
- **Holly Saxer**, Teacher, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$28.00/per hour.*
- **Maghen Mathews**, Teacher, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$28.00/per hour.*
- **Sarah Kokinias**, Paraprofessional, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$12.50/per hour.*
- **David Bergschneider**, Paraprofessional, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$13.01/per hour.*
- **Melissa Bolino**, Paraprofessional, for up to 64 hours, effective July 17, 2020 until August 6, 2020, *Salary: \$16.17/per hour.*

Extended School Year Employment (Special Education Services)

- **Anita Hayes**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Nicole Maul**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Meghan Wardell**, Summer Intersession Instructor at Jacksonville High School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Harlie Nelson**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Abby Wilner**, Summer Intersession Instructor at Eisenhower Elementary School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Samantha Plogger**, Summer Intersession Instructor at Jacksonville Middle School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Dawn Murphy**, Summer Intersession Instructor at Jacksonville Middle School, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Dorothy Fernandes**, Summer Intersession Speech Language Pathologist for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Constance Rodda-Tyler**, Summer Intersession Instructor at Illinois School for the Visually Impaired/Illinois School for the Deaf, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Briana Bowen**, Summer Intersession Instructor at Illinois School for the Deaf, for up to 68 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$28.00/hour.*
- **Heather Rhea**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$16.17/hour.*

- **Sabrina Dietz**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Missy Hopper**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$14.65/hour.*
- **Casey Jones**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Samantha Morton**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Janet Jones**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Hannah Nelson**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$17.16/hour.*
- **Jody Whited**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$13.01/hour.*
- **Tiffany Burton**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Sherri Reynolds**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Sara Carter**, Summer Intersession Paraprofessional at Eisenhower Elementary School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.75/hour.*
- **Mariah Rohlfig**, Summer Intersession LPN Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$20.60/hour.*
- **Wanda VanHyning**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$16.49/hour.*
- **Sharon Donovan**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$12.50/hour.*
- **Terry Engelman**, Summer Intersession LPN Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$14.69/hour.*
- **Tracie Simmermaker**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$13.27/hour.*
- **Cindy Helmich**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$17.16/hour.*
- **Carol Hawkins**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$13.01/hour.*
- **Mandy Newton**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$14.36/hour.*
- **Sherry Earles**, Summer Intersession Paraprofessional at Jacksonville High School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$16.17/hour.*
- **Patrick Blackburn**, Summer Intersession Paraprofessional at Jacksonville Middle School, for up to 56 hours, effective July 20, 2020 through August 6, 2020, *Salary: \$16.17/hour.*

Long Term Substitutes

- **Tammy Pattie**, Long Term Special Education Substitute Teacher at Washington Elementary for the 2020-2021 school year, one year only.

- **Maghen Matthews**, Long Term Pre-Kindergarten Substitute Teacher at Early Years for the 2020-2021 school year, one year only.
- **Diana Lewis**, Long Term Pre-Kindergarten Substitute Part-Time Teacher at Murrayville Early Years site for the 2020-2021 school year, one year only.

Salary Reconciliations

- **Samantha Plogger**, Special Education Teacher at Jacksonville Middle School, formerly approved at *Salary: Masters/Step 5*, salary recalculated to *Salary: Masters + 12/Step 6: \$48,297/per year*, effective August 14, 2020.

Stipends

- **Shannon Keller**, 6th Grade Volleyball Coach at Jacksonville Middle School for the 2020-2021 school year, *Stipend: \$1,990.46, 6% on the base of \$33,174.34*, effective July 16, 2020.
- **Brandon Viken**, Head Girls' Tennis Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **DeVante White**, Head Cheerleading Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$5,971.38, 18% on the base of \$33,174.34*, effective July 16, 2020.
- **Drew Comstock**, Head Girls' Soccer Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$4,312.66 13% on the base of \$33,174.34*, effective July 16, 2020.
- **Mark Grounds**, Head Football Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$6,634.87, 20% on the base of \$33,174.34*, effective July 16, 2020.
- **Brent Heaton**, Assistant Varsity Football Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$3,980.92, 12% on the base of \$33,174.34*, effective July 16, 2020.
- **Brent Heaton**, Assistant Boys Track Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,985.69, 9% on the base of \$33,174.34*, effective July 16, 2020.
- **Tim Thrasher**, Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Tim Thrasher**, Assistant Wrestling Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,985.69, 9% on the base of \$33,174.34*, effective July 16, 2020.
- **Tim Thrasher**, Head Boys Track Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,976.15, 15% on the base of \$33,174.34*, effective July 16, 2020.
- **Mike Chappel**, Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Mark Dyer**, Assistant Football Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Mark Dyer**, Assistant Girls Track Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,985.69, 9% on the base of \$33,174.34*, effective July 16, 2020.
- **Jon Zang**, Assistant Football Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Dustin Secrist**, Assistant Football Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Dustin Secrist**, Head Wrestling Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,976.15, 15% on the base of \$33,174.34*, effective July 16, 2020.

- **Mike Sullivan**, Assistant Football Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Gary Hickox**, Head Girls Volleyball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$5,307.89, 16% on the base of \$33,174.34*, effective July 16, 2020.
- **Katie Crumley**, Assistant Girls Volleyball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,985.69, 9% on the base of \$33,174.34*, effective July 16, 2020.
- **Breck VanBebber**, Head Cross Country Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Nora Lee**, Assistant Cross Country Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,322.20, 7% on the base of \$33,174.34*, effective July 16, 2020.
- **Adam Cisne**, Head Golf Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Sam Black**, Head Girls Swimming Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,312.66, 13% on the base of \$33,174.34*, effective July 16, 2020.
- **Sam Black**, Head Boys Swimming Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,312.66, 13% on the base of \$33,174.34*, effective July 16, 2020.
- **Brandon Viken**, Head Girls Tennis Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Brexton Hall**, Head Boys Soccer Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,312.66, 13% on the base of \$33,174.34*, effective July 16, 2020.
- **J.R. Dugan**, Head Boys Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$6,634.87, 20% on the base of \$33,174.34*, effective July 16, 2020.
- **Cory Bunner**, Varsity Assistant Boys Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,980.92, 12% on the base of \$33,174.34*, effective July 16, 2020.
- **Cory Bunner**, Head Boys Baseball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,312.66, 13% on the base of \$33,174.34*, effective July 16, 2020.
- **Clark Bunner**, Assistant Boys Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Gary Hadden**, Assistant Boys Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Brandon Radford**, Head Girls Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$6,634.87, 20% on the base of \$33,174.34*, effective July 16, 2020.
- **Brandon Bettis**, Assistant Girls Basketball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Tiffany Hickox**, Head Jette's Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,322.20 14%, split by 50% on the base of \$33,174.34*, effective July 16, 2020.
- **Allyson Maul**, Head Jette's Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$2,322.20 14%, split by 50% on the base of \$33,174.34*, effective July 16, 2019..
- **Bill Gibson**, Assistant Boys Baseball Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$3,317.43, 10% on the base of \$33,174.34*, effective July 16, 2020.
- **Phil Johnson**, Head Girls Track Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$4,976.15, 15% on the base of \$33,174.34*, effective July 16, 2020.
- **Tony Perkins**, Head Bass Fishing Coach at Jacksonville High School, for the 2020-2021 school year, *Stipend: \$995.23, 3% on the base of \$33,174.34*, effective July 16, 2020.

- **Matt Swift**, Substitute for Director of Building & Grounds for the 2020-2021 school year, *Stipend: \$2,400.*
- **Tabitha Schweer**, RTI Coach for the District, *Stipend: \$5,971.38, 18% on the base of \$33,174.34,* effective July 16, 2020.

Coaching Stipend Paid with Alternate Funding Sources

- **Phil Johnson**, Assistant Cross Country Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$2,322.20 7% on the base of \$33,174.34 and paid by XC Activity,* effective July 16, 2020.
- **Drew Comstock**, Assistant Boys Soccer Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$2,985.69 9% on the base of \$33,174.34 and paid by Soccer Parent Group,* effective July 16, 2020.
- **Dan Keller**, Assistant Boys Baseball Coach at Jacksonville High School for the 2020-2021 school year, *Stipend: \$3,317.43 10% on the base of \$33,174.34 and paid by Dugout Club,* effective July 16, 2020.

Volunteers

- **Troy Cook**, Volunteer Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Kirkland Chappel**, Volunteer Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Corey Ruyle**, Volunteer Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Jae Owens**, Volunteer Assistant Football Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Emily Schneider**, Assistant Girls Volleyball Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Lauren Bunner**, Assistant Cheerleading Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Mary Watts**, Assistant Cheerleading Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Lauren Homer**, Assistant Cheerleading Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Luke Hadden**, Assistant Boys Basketball Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Jae Owens**, Assistant Boys Basketball Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Steve Brannon**, Assistant Girls Basketball Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Joshua Murphy**, Assistant Wrestling Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Clark Bunner**, Assistant Boys Baseball Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.

- **Jacob Traeger**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Josh Kyle**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Gary Cooper**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Chad Gerard**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Jerry Lotz**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **James Kyle**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.
- **Glenn Robson**, Assistant Bass Fishing Coach at Jacksonville High School for the 2020-2021 school year, effective July 16, 2020.

B. Consideration of Administrator Retirement Incentive

ACTION ITEM

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of Retirement Incentive

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the Retirement Incentive for Bill Poole as presented.

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | _____ | | Seconded | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

Administrators Retirement Incentives for 2019-2020

| Last Name | First Name | Location | Job Assignment | 2019-2020 Total Salary | Retirement Incentive 19-20 | Amount of Incentive |
|-----------|------------|----------|------------------------|---------------------------|-------------------------------|------------------------|
| Poole | William | JHS | Director of Technology | 100,676.20 | 3.00% | \$ 3,020.29 |
| | | | | | | |
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C. Consideration to approve purchase of 5 year GoGuardian Suite

ACTION ITEM

TO: Board of Education
FROM: Jamie L. Hadjan
SUBJECT: Consideration to approve purchase of 5 year GoGuardian Suite

PROPOSED MOTION BY THE BOARD OF EDUCATION:

“I recommend that the Board of Education approve the purchase of a 5 year GoGuardian Suite 24/7 Tier 3 for Qty 1400-3499 which includes: GoGuardian Admin, GoGuardian Teacher, GoGuardian DNS, Go Guardian Fleet, GoGuardian Parent App, and GoGuardian Beacon 24/7 for a one time cost of \$208,395.00.”

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | | | Seconded | | |
| | _____ | | | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | BEARD | _____ |
| _____ | LONERGAN | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | MCBRIDE | _____ | | | |

Background Information:

Goguardian will simplify our digital environment with integrated technology as well as maximize the learning potential of our school technology program.

Fund Source: CARES funding



Safer Students. Better learning.

GoGuardian helps thousands of K-12 schools maximize the learning potential of every student by creating safe and effective digital learning environments. Our technology products help educators inspire curiosity in the classroom, protect students from harmful or distracting content, and support student mental health.

Today, over 7+ million students are safely exploring more of the internet with the industry's most advanced device management platform. That's why GoGuardian is the fastest growing education company in the US.¹



Our customers love what we do and who we do it for.

GoGuardian is superb at keeping our students on-task and engaged. Thanks for a great product, and for being so responsive to requests and suggestions.



Joy Kidd
5th Grade Teacher
Cockrell Elementary School

GoGuardian for us was a complete package. Our teachers fell in love with it within minutes and said, 'whatever you do, don't take away GoGuardian.'



Shad McGaha
Chief Technology Officer
Wichita Falls ISD

GoGuardian allowed us to open up the Internet for our students so they may explore it, learn from it, and most importantly, build smart and practical habits when it comes to using it.



Rade Obradovic
5th Grade Teacher
Duval County Public Schools

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¹. According to the 2018 Inc 500

INTRODUCING

The GoGuardian Suite

Unify your filtering, classroom management, and school mental health tools into a single suite. Reduce the overall complexity of your environment while streamlining your procurement and deployment process. The GoGuardian Suite helps you maximize the learning potential of your 1:1 school technology program.



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Pricing Proposal
Quotation #: 19021573
Created On: 6/16/2020
Valid Until: 6/30/2020

Jacksonville School District 117

Inside Account Executive

Bill Poole

516 JORDAN ST
Jacksonville, IL 62650
United States
Phone: (217) 243-9101
Fax:
Email: bpoole@jsd117.org

Sean Feeney

290 Davidson Ave
Somerset, NJ 08873
Phone: 732-564-8554
Fax: 732-564-8553
Email: Sean_Feeney@SHI.com

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| 1 5Yr Goguardian Suite 24/7 Tier 3 For Qty 1400-3499 Included: GoGuardian Admin, GoGuardian Teacher, GoGuardian DNS, GoGuardian Fleet, GoGuardian Parent App, GoGuardian Beacon 24/7 GoGuardian - Part#: GG-STW5Y-001500 | 3300 | \$63.15 | \$208,395.00 |
| | | Total | \$208,395.00 |

Additional Comments

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date set above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order.

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D. Consideration of Disposal of Damaged Gym Floor at The Bowl

ACTION ITEM

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of Disposal of Damaged Gym Floor at The Bowl

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the Disposal of the damaged Gym Floor at the Bowl as presented:

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | _____ | | Seconded | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

E. Consideration of Phase IV School Reopening Plan

ACTION ITEM

TO: Board of Education

FROM: Steve Ptacek

SUBJECT: Consideration of Phase IV School Reopening Plan

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the Phase IV School Reopening Plan as presented.

MOVED BY:

Seconded

YEA:

NAY:

YEA:

NAY:

| | | |
|-------|----------|-------|
| _____ | RYAN | _____ |
| _____ | BEARD | _____ |
| _____ | CANTRELL | _____ |
| _____ | LONERGAN | _____ |

| | | |
|-------|---------|-------|
| _____ | MCBRIDE | _____ |
| _____ | LEONARD | _____ |
| _____ | WILSON | _____ |

Background Information:



Phase IV

Initial School Re-opening Plan

JACKSONVILLE SCHOOL DISTRICT 117

JULY 7, 2020



Grant me the serenity to accept
the things I cannot change,
the courage to change the
things I can,
and the wisdom to know the
difference

JACKSONVILLE SCHOOL DISTRICT 117

JUNE 29, 2020

“Must Follow” Guidelines

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.

“Require use of appropriate personal protective equipment (PPE), including face coverings”

Per the guidance document, face coverings are NOT optional indoors.

- Default: Masks are always to be worn in our buildings
 - Face protection required even when you can maintain social distance
 - We have many questions that need further clarification
- * Per June 30th ISBE guidance, face shields can not be used in lieu of masks

How about those with medical notes stating the inability to wear masks?

There are several issues that need further consideration and clarification:

- Can they be required to wear face shields instead of masks?
- If we can live stream our classes, can they be assigned to e-learning?

“Prohibit more than 50 individuals from gathering in one space”

Per the guidance document:

- Each separate location a 50-person maximum capacity
- Each classroom counts as a separate location
- A bus counts as a separate location
- This is not “as much as possible” (This is firm rule)

“Require social distancing be observed, as much as possible”

The guidance document stresses “as much as possible”:

- Each classroom will spread out desks, as much as possible
- We will promote social distancing by limiting the movement of students in the halls
- When students arrive to school, they will immediately go to their classrooms
- Access to students and classrooms will be severely limited (no volunteers or guests)

“Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings”

Per the ISBE webinar:

- Staff, students, and parents can self-certify that they, or their students, are free of symptoms
- We are looking at a waiver that parents can sign stating that they will check their students each day

“Require an increase in schoolwide cleaning and disinfection”

- Cleaning and disinfecting will be a regular part of our daily schedule
- We will provide sanitizer as needed

“Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.”

We are preparing to live stream all our classes for several reasons:

- To be prepared in the event we are moved back to Phase III and all students are moved to remote learning
- To enable medically fragile students and staff to participate
- To create a safer environment by readily allowing all individuals demonstrating symptoms to “stay home”

What constitutes an instructional day?

“The State Superintendent has determined that days of instruction during a public health emergency must include at least 5 clock hours. Remote and Blended Remote Learning Plans must ensure that **at least 5 clock hours of a combination** of instruction and schoolwork for each student participating in Remote or Blended Remote Learning Days occurs.

Schools and districts should include as much face-to-face or synchronous instruction as possible.

Districts can be flexible in determining how to best meet the requirement in their own context **by counting all learning activities** toward the 5-clock hour expectation. ”

Will we be able to grade?

“Schools and districts should re-evaluate and modify traditional grading policies, as necessary, as we plan for a return to in-person or blended remote instruction.

This may mean a return to traditional grades for completion of assignments, assessments, and other classroom instructional strategies.

ISBE strongly recommends that any return to traditional grading policies ensures that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner. This may mean ensuring that all students have devices and connectivity opportunities at their homes before resuming traditional grading practices. ”

Elementary and Early Years

- Both will maintain their regular schedules
- Students will eat lunch in their classrooms, and we will provide monitors as necessary to allow teachers a lunch break
- As it currently stands, PE/Art/Music/Media will push into classrooms allowing for planning periods
- We still need guidance on allowing classes to go outside or to PE (we acknowledge kids are going to need breaks)
- Morning drop off times will be limited to allow students to go directly to class

JMS and JHS

- Both will have a shorter schedule created with one less class period
- Several pieces of our regular schedule outside of classes are being cancelled during Phase IV (i.e. advisory)
- Both are moving PE to a self-reported class following the blended learning guidelines
- A sack lunch will be provided at the end of the day as they leave
- At this time, we have not determined how to deliver breakfast
- Every effort will be made to have students move as little as possible and have teachers rotate (Update: we are looking at a traditional AB block schedule to lessen passing times and increase the length of each instructional period)
- We are examining some necessary early bird and after school options such as mandatory AP Chemistry labs and driver's education
- We are looking at possible changes in start and end to allow bus students to go directly to class

Questions?

Thank you for submitting your questions!

F. Consideration of IHSA Phase IV Plan

ACTION ITEM

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of IHSA Phase IV Plan

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the IHSA Phase IV Plan as presented.

| | | | | | |
|-----------|----------|-------|----------|---------|-------|
| MOVED BY: | _____ | | Seconded | _____ | |
| YEA: | | NAY: | YEA: | | NAY: |
| _____ | RYAN | _____ | _____ | MCBRIDE | _____ |
| _____ | BEARD | _____ | _____ | LEONARD | _____ |
| _____ | CANTRELL | _____ | _____ | WILSON | _____ |
| _____ | LONERGAN | _____ | | | |

Background Information:

G. Consideration of Elementary School Title Plans for the 2020-2021 School Year.

ACTION ITEM

July 15, 2020

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of Elementary School Title Plans

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve Elementary School Title Plans for the 2020-2021 school year as presented.

MOVED BY:

Seconded:

YEA:

NAY:

YEA:

NAY:

| | | |
|-------|----------|-------|
| _____ | RYAN | _____ |
| _____ | BEARD | _____ |
| _____ | CANTRELL | _____ |
| _____ | LONERGAN | _____ |

| | | |
|-------|---------|-------|
| _____ | McBRIDE | _____ |
| _____ | LEONARD | _____ |
| _____ | WILSON | _____ |

Background Information:

Each plan was updated with current school data and building plans for improvement. These plans must be approved each year for the Title Grant.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Eisenhower Elementary School | | |
| RCDT: | 010691170222001 | | |
| Principal: | Beth Brockschmidt | | |
| Address: | 1901 W. Lafayette Avenue | | |
| City, ZIP code: | Jacksonville, IL 62650 | | |
| Telephone: | 217-245-5107 | | |
| Email address: | bbrockschmidt@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| 2020 | | | |

DISTRICT INFORMATION

| | |
|------------------------------|----------------------------------|
| District Name/Number: | Jacksonville School District 117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

117

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|--------------------|----------------------------|
| Beth Brockschmidt | Principal |
| Amy Gillespie | Title I Reading Specialist |
| Beth Hurst | K teacher |
| Jessica Yeager | K teacher |
| Lesley Hembrough | 1st grade teacher |
| Leslie Terwische | 2nd grade teacher |
| Nicole Maul | Special Education teacher |
| Katie Borgens | 3rd grade teacher |
| Renee Pine | 4th grade teacher |
| Barbara Campbell | 4th grade teacher |
| Shanon Keller | 5th grade teacher |
| Jennifer Stendback | Dean of Students |
| Sara Gray | Special Education teacher |
| Emily Bumgarner | EL teacher |
| | |
| | |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

N/A

3. Conduct a comprehensive needs assessment of the entire school:
- Include a copy of the document used to conduct the assessment.
 - Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Eisenhower Elementary School is one of six elementary student attendance centers in Jacksonville SD 117. It is located on the west side of Jacksonville within the city limits and has a total enrollment of 318 students. Data from the 2018-19 School Report Card show that the racial/ethnic background of our student population is 81% White, 8% Black, 3% Hispanic, 4% Asian, 0% Native Hawaiian/Pacific Islander, 0% American Indian, and 4% two or more races. The low income rate of students was 42%. The incidence rate of students with Individualized Education Programs (IEPs) is 23%, and 4% of students are categorized as Limited English Proficient, which is above the district's rate of 2.4%. Eisenhower has a student mobility rate of 8%

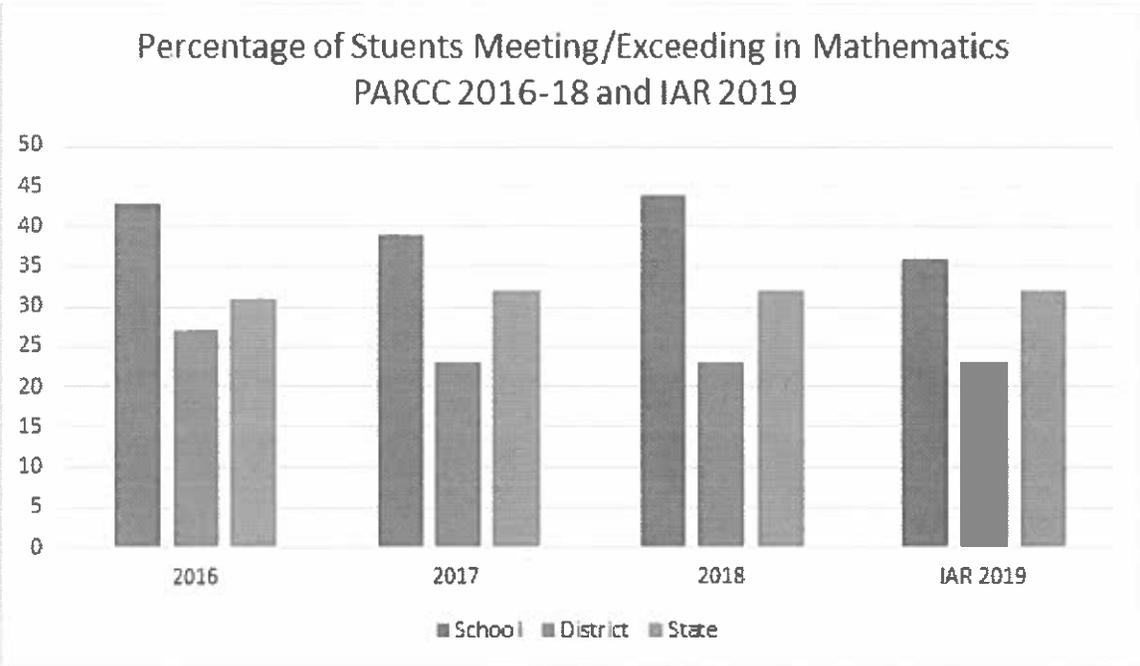
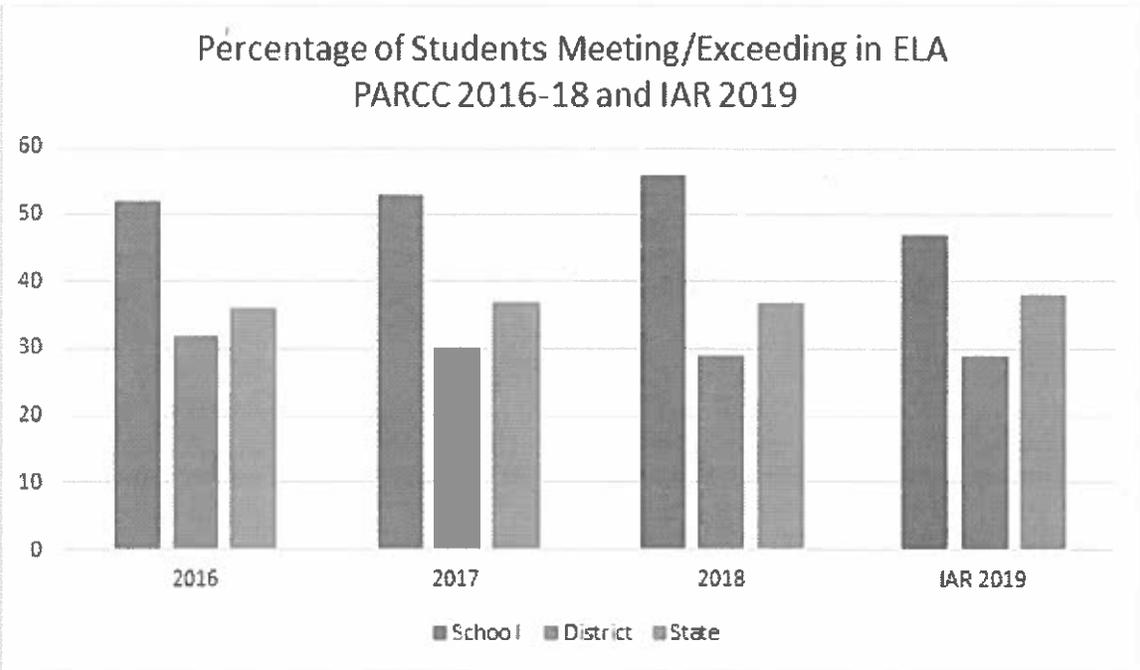
A brief Needs Assessment Survey was administered in spring 2019 to parents and staff. Parents, teachers, and 5th grade students participated in the 5 Essentials Survey in 2019 as well. In 2020, parents completed a remote learning survey as well. Academic and behavioral data were taken from school records.

State Assessment Data

In 2018-19, the most recent year for which data is available, Eisenhower students overall exceeded state and district achievement percentages on the IAR assessment: 47% of students met or exceeded expectations for English Language Arts (ELA) compared to 29% of district students and 38% of students in the state. The Illinois Assessment of Readiness was administered for the first time in 2019.

On the IAR Mathematics assessment in 2018-19, 36% of Eisenhower students met or exceeded the proficiency standard, compared to 23% of District students and 32% of students in the State. Again, 2019 was the first year for the administration of the Illinois Assessment of Readiness.

Analysis of four years' data from PARCC and one year of IAR indicates that performance of Eisenhower students overall is stronger in English language arts than in math. However, the percentage of students meeting/exceeding standards in ELA as assessed by PARCC and IAR also shows room for growth.



When IAR data from the School Report Card are examined for the subgroup of students who meet the criteria for “economically disadvantaged,” i.e., those who are eligible for free/reduced meals, a significant difference emerges with regard to the percentage of these students meeting or exceeding state standards in English language arts and math in comparison to students who do not meet the proficiency criteria. In addition, an achievement gap also exists between black and white students in ELA scores and between males and females in ELA and Math. These are areas identified as needing improvement at Eisenhower.

| Percentage of Students Reaching Proficiency on IAR in Spring 2019 | | |
|--|------------|-------------|
| | ELA | Math |
| Low Income | 28% | 23% |
| Non-low Income | 60% | 46% |
| | | |
| Black | 27% | NA |
| White | 47% | NA |
| | | |
| Male | 38% | 33% |
| Female | 56% | 39% |

NWEA MAP Data

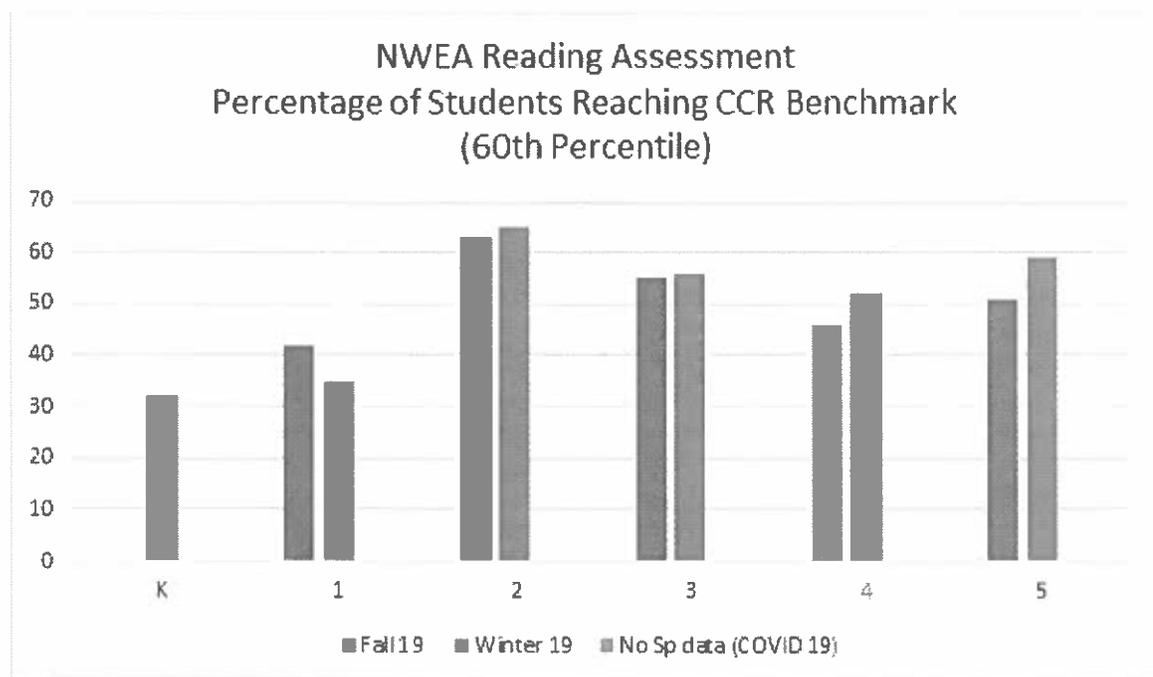
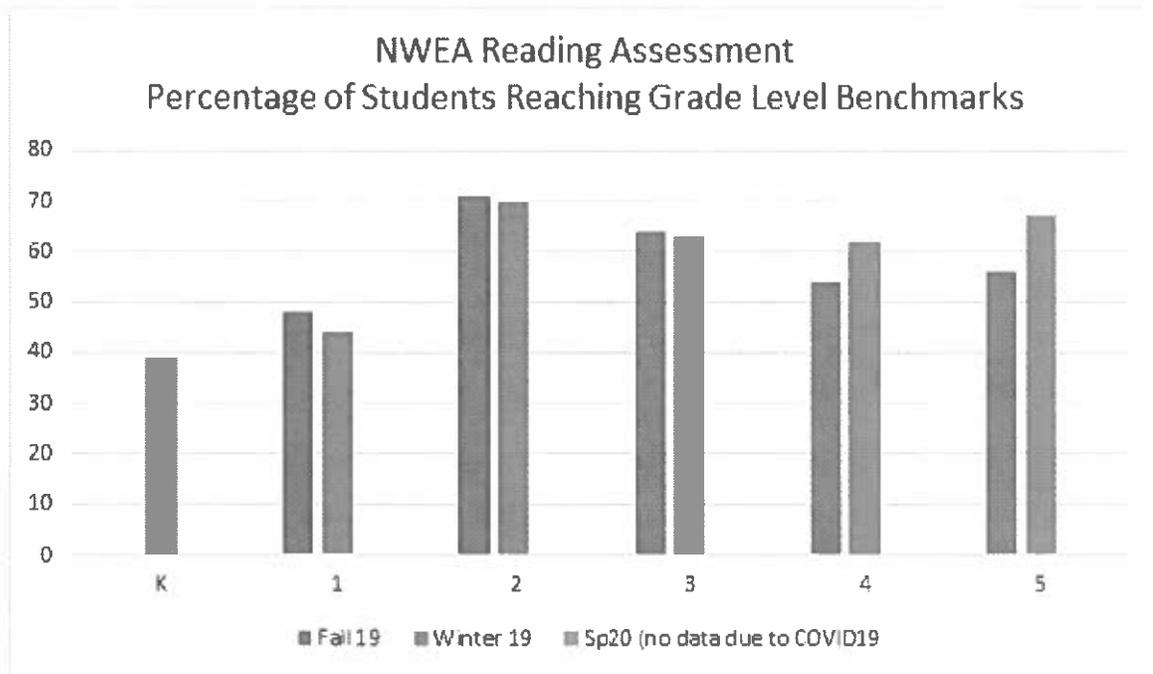
The NWEA Measures of Academic Progress (MAP) assessment is administered to all eligible K-5 students three times per academic year. A comprehensive review of the data procured from this assessment is conducted after each testing period.

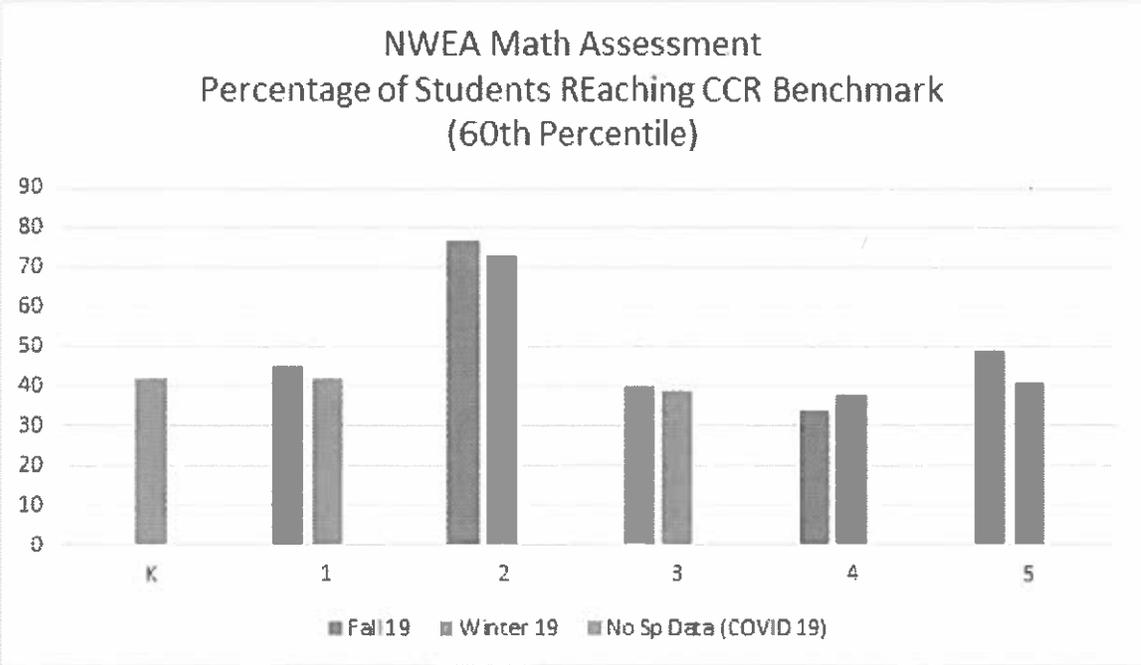
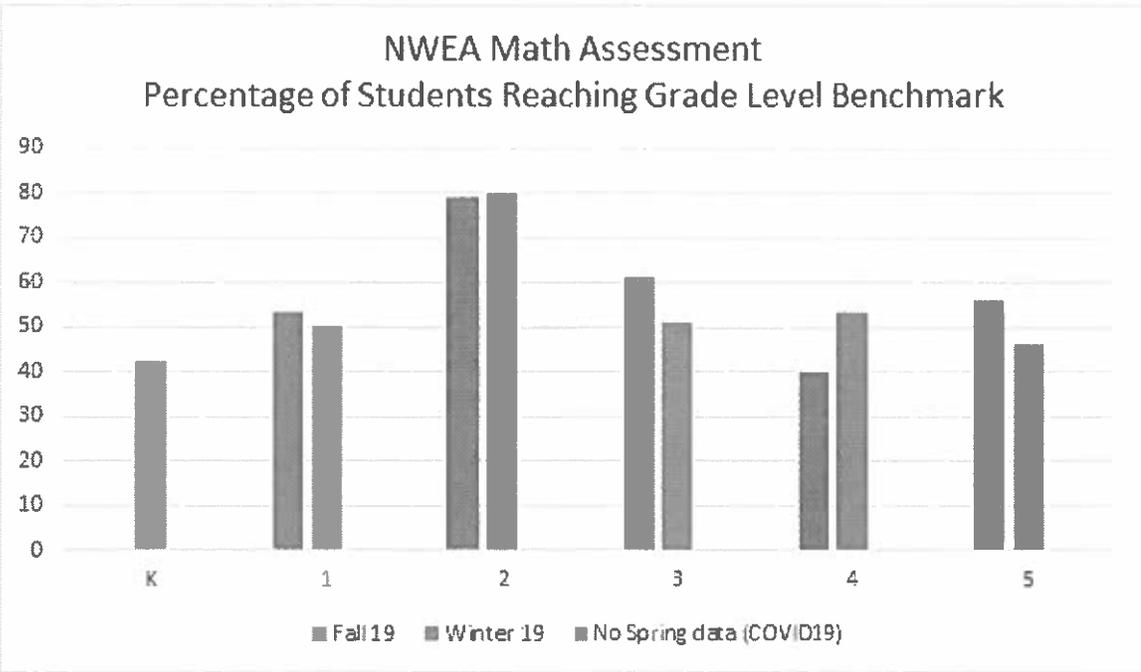
MAP data has provided a significant resource for Eisenhower's SIP team since 2009. Longitudinal class/teacher data have been kept over a ten-year period. Teachers track and monitor individual student data, assist each student in setting goals, and assess progress. It is also important to track longitudinal data as an indicator of effective instruction as well as class growth over time. We look at the End of Year (EOY) norms as an indicator of readiness for the next grade, as well as the percentage of students meeting Individual Growth Targets. Beginning with the 2017-18 school year, we also began tracking student progress toward college and career readiness, as indicated by growth toward the 60th percentile mark. Based on the Spring 2019 scores, 53% of students in K-5 met the 60th percentile in Reading and 55% in Math. Due to the closure of school in mid-March 2020, spring 2020 NWEA assessments were not administered.

One area we will monitor closely is the data indicating growth in math. In 2019-20 Eureka Math curriculum was implemented K-5 at Eisenhower. The curriculum addresses grade-level standards in a different manner and at a different pace, going deeper into fewer standards at each grade level.. This may impact NWEA data compared to past trends. It is unfortunate that we were unable to finish the year with in-person instruction and without the benefit of seeing the NWEA data for a better look at student growth with the new curriculum.

Our most obvious achievement gaps in NWEA assessments are with those students referred for Title I services as well as students within our EL population. A significant number of these students are also our "economically disadvantaged" students.

Having a Title I teacher in the building for only one half of the day is an impediment to reaching all students who could benefit from the additional resources.





Classroom Teacher Needs Assessment (Appendix A): Analysis of results from the Eisenhower faculty needs assessment survey administered in spring 2019 identifies three common needs across grade levels:

- Writing curriculum continues to be a concern. The newly adopted ELA series may require supplementation.
- A full-time Title I teacher is needed to allow more students to receive services.
- More options for interventions are needed to help struggling students build reading and math skills.
- The SPRINT/RTI programs need work, including criteria for referral and additional interventions available.
- More effective means for reinforcing behavioral expectations school-wide are needed.

Parent Needs Assessment (Appendix B): At this time, data from the 5 Essentials Parent Survey are not available. A review of the results of the 2019 parent survey administered by the school shows that of the 29% of parents surveyed, 96% agree or strongly agree that their children are adequately prepared for the next grade level. Of the 26% of Eisenhower parents who completed the 5Essentials Survey in 2019, 95% indicated they were somewhat or very satisfied with the education their child is receiving at Eisenhower. However, a small but concerning percentage of parents (8%) disagree or strongly disagree that the work at school is challenging. While the majority of parents indicated that their children are excited about coming to school most days, 8.7% disagreed. Ninety-six percent of parents agreed/strongly agreed that they are comfortable sharing their concerns with teachers at the school.

A Remote Learning Survey completed by 132 parents in spring 2020 indicates that nearly 73% of parent respondents feel welcome at Eisenhower Elementary School. The majority of our families (84%) had their own devices to use for the period of Remote Learning March 16-May 29, 2020, and most (97% were able to access the internet from home. Additional information from the survey will inform our decisions about Remote Learning if it is necessary again to shift to it in the future.

Eisenhower parents have an opportunity to be involved in our school through an active Parent-Teacher Advisory Committee (PTAC) that meets quarterly. Just before the start of school, we hold our Back to School Night in the fall. We then hold a Parent Orientation for each grade level at which teachers discuss their instructional program and goals for the year. This gives parents a real chance to meet their child's teachers and hear about expectations for the year.

During the 2020-21 school year, we intend to plan the return of Family Reading Night and/or Books for Bingo in an attempt to provide more opportunities for parent involvement. Another activity we will explore is periodic Parent Academies to focus on topics of interest to parents.

Student Needs Assessment: The 5 Essentials Student Survey was completed by the school's Fifth grade students in winter 2019. (Data for 2020 is not yet available.) Eisenhower's results based primarily on student responses placed the school in the "Average" category for Ambitious Instruction and in the "More" category for Supportive Environment. The rating for Supportive Environment was the school's highest overall of the 5 Essentials Survey.

Within the Ambitious Instruction section of the student survey, the components of Academic Press and Math Instruction were rated in the "More" category. The component English Instruction scored in the Average rating. Although based on the teachers' responses, another component of Ambitious Instruction, "Quality of Student Discussion," scored in the "Least" rating and was the lowest rated measure of the survey. Within the student-informed portion of the survey, the lowest ratings came in the component English Instruction and Safety.

The highest-rated component of the survey overall was that of Student-Teacher Trust, which received a rating of "More." Within this component, the highest percentage of students marked Agree or Strongly Agree to the statements "I feel safe and comfortable with my teachers at this school" (97%) and "My teachers treat me with respect" (95%).

In a previous Student Survey, students also expressed a desire to add some after-school clubs that reflect their interests, such as Technology Club, Drama Club, and Science Club. As a part of the planning process, Eisenhower staff will attempt to research available resources to explore the possibility of incorporating this into our school day or offering these clubs after school.

- 4. Describe schoolwide reform strategies in narrative form to include the following:**
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

Schoolwide Reform Strategies The planning team at Eisenhower Elementary School is currently evaluating the school-wide curriculum and instruction with consideration of the following:

1. Implementation of DRA assessment schoolwide and training of teachers in DRA administration and interpretation.
2. Training of teachers in interpretation and use of NWEA data.
3. Schoolwide implementation of Guided Reading, incorporated into daily reading block.
4. Schoolwide piloting of Eureka Math program.
5. Utilization of scheduled WIN time for Rtl interventions.
6. Training of all teachers in implementation of recently purchased intervention materials.
7. Identification of primary objectives in reading and math at each grade level and alignment of classroom assessments to these objectives. [District goal]

Use of DRA as a tool to monitor student growth in reading has not been a schoolwide focus at Eisenhower for a number of years. Training/retraining was provided for most teachers in the fall of 2019. Assessing students' reading skills using DRA will give teachers data for the purposes of grouping students during Guided Reading time and will inform the teacher of the focus of interventions needed for each student. Guided Reading was implemented at each grade level in the 2019-20 school year and will continue in the upcoming year.

In 2019-20, two LD Resource teachers received training in the Wilson Foundations program and Wilson materials were purchased for all grade levels. Teachers have begun to implement some components of Foundations and are expected to continue in the upcoming year. In addition, the LD Resource teachers will attend "train the trainer" sessions this year.

Teachers have begun to utilize the materials and programs purchased for reading and math interventions in 2019-20. Additional materials have been purchased for use in the 2020-21 school year.

For the last two years, the district has been researching and piloting various elementary math series. No materials will be purchased until a comprehensive alignment of primary and secondary learning objectives at each grade level is completed. At Eisenhower in 2019-20, all grade levels implemented Eureka/EngageNY Math curriculum. In June 2020, three days of professional development related to Eureka Math are planned. Facilitators from GreatMinds.org will conduct the sessions, which will be attended by all but one of our classroom teachers.

Teachers strive to meet the needs of all students to increase achievement. Beginning in 2018-19, a dedicated What I Need (WIN) time was incorporated into the schedule for all general education classes. Although the time

was allotted, use of it for RtI was inconsistent. A goal for 2020-21 is to implement a more structured WIN time, hopefully utilizing specialists who are available each day and volunteers to assist in the classrooms. During this time, differentiated groups will receive enrichment and remediation instruction.

In the summer following the 2019-20 school year, Title I funds were used to purchase a variety of materials that will be used by teachers as academic interventions in the upcoming school year. Materials include the Wilson Foundations and Just Words materials, Bridges Math Intervention materials, Great Books, Words Their Way, and a variety of other resources aimed at building students' skills in phonics, phonemic awareness, fluency, comprehension, etc. Professional development time will be used to introduce teachers to these resources and how to implement them during WIN time and beyond.

Currently at Eisenhower, there is a half-time Title I teacher who serves students generally in grades K-3 who are struggling learners. The primary teachers work with the Title I teacher sharing growth goals, samples of student work, weekly assessments, etc., to ensure a commonality and understanding of progress and strategies for further growth with these struggling learners. An EL teacher works closely with the classroom teachers, using the Journeys curriculum and Wilson Foundations with a focus on vocabulary development.

To help meet the needs of students in grades 3-5, teachers have the option of referring two or three students for an after school homework program in which paraprofessionals assist students with homework, skills practice, test preparation, etc. HW Club meets Monday through Thursday from 2:35 until 3:15. Attendance is based upon teacher referral.

To further support struggling students, Eisenhower began implementing the district's SPRINT (School Prevention, Review, and Intervention Team) process on a schoolwide basis at the beginning of the 2016-2017 school year. SPRINT is a multi-tiered system of support (MTSS) designed to maximize the academic and social, emotional, and behavioral learning, progress, and proficiencies of all students. Intervention supports are implemented for students who have been referred for academic (as well as behavioral) needs.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

School Social Work Services: A school social worker is assigned to Eisenhower two days a week. She provides support to individual and groups of students to address their social skill needs, e.g., mindfulness, anger management, friendship, as well as any other social interaction issues that impact a student's school performance. Between individual and group sessions, the school social worker saw approximately 91 students during the 2019-20 school year. During this school year, the school social worker more directly implemented a school-wide social/emotional and personal safety curriculum with students within the general education classrooms. Purchase of the *Circles* curriculum allowed the social worker to use it with general education groups as well as with the students with IEPs.

Peer Mediation: This service is designed to resolve issues and conflicts between students at Eisenhower. Selected students who have completed peer mediation training conduct the peer mediations. Students in need of mediation services to resolve issues can self-request a peer mediation, or teachers can refer them for the service.

Secret Service: The goal of Eisenhower's Secret Service is to provide leadership opportunities for students. Students who are members of Secret Service are expected to follow a code of conduct, which includes demonstrating honesty and trustworthiness, being service-oriented and responsible citizens of their school and community, helping and being kind to others, and modeling positive behavior. Student members are nominated by their 4th and 5th grade classroom teachers and work on service projects and activities at Eisenhower under the supervision of the Dean of Students.

Screening, Assessment and Support Services (SASS) and Crisis and Referral Entry Services (CARES): CARES

calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 6 months after as needed. This service was utilized during the 2019-20 school year.

MTSS/SPRINT: Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data are collected regarding the effectiveness of the intervention supports for the student. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher. (See Section 7, Schoolwide Tiered Model and Early Intervening Services, for more information about MTSS/SPRINT.)

- 6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).**

At Eisenhower, kindergarten students are introduced to different careers through guest visits from family and community members who discuss their jobs/careers. Second graders travel to Passavant Area Hospital where they visit different departments and learn about careers. The district offers Saturday Science to elementary students. The University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year. Unfortunately, some of these opportunities were not available in spring of 2020 due to the school's closure during the COVID-19 pandemic.

Eisenhower staff creates awareness of potential careers by inviting community members to present, share information about their jobs and workplaces, and answer any questions that the students may have. Our business partnership with the Pilot Club has brought volunteers to our classrooms in the past. We hope to establish stronger relationships this year with members of this group.

At this time, Eisenhower does not currently have a job shadowing program for students. In our long term planning we would like to implement this program for at least our 5th grade students. This will allow students to experience professional environments and learn how to perform various duties. We will begin by reaching out to our parents, service clubs, and organizations in our community that would be willing to have students intern/shadow at their job/business.

- 7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).**

Schoolwide Tiered Model and Early Intervening Services:

As stated previously, Eisenhower implements MTSS/SPRINT on a schoolwide basis. The goal of the SPRINT/MTSS process is to determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. Data-Based Functional Assessment Problem-Solving, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instruction and classroom management. The focus of the problem-solving process is within the "instructional environment," and not just on the individual student of concern. This process consists of

- a. Defining the problem**, i.e., problem analysis, to determine why a student is not making academic or progress;

b. Developing and implementing an intervention plan that includes specific goals, interventions, evaluation strategies, and decision rules or criteria for determining if there has been a successful resolution of “the problem”; and

c. Evaluating the plan by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.

2. SPRINT/MTSS Teams: At Eisenhower SPRINT teams typically include the school psychologist, the dean of students, the student’s teacher, and his/her parent(s). The teaming process involves the use of different staff and/or teams that apply the problem-solving process to address a specific student situation. For more complex cases, a multi-disciplinary building-level SPRINT/MTSS Team is also available. The teams focus on analyzing why the student is not responding so that changes in instruction or the implementation of interventions can occur, resulting in student progress and success.

With regard to preventing and addressing problem behavior, Eisenhower has the following in place:

- PBIS - school-wide behavior expectations have been adopted and in place for several years. The Behavior Expectations Matrix, which is posted on the school website and in the school handbook, outlines expectations. In addition, behavior expectations are displayed in the school in poster format at various stations throughout the building. These expectations are reviewed periodically during the school year as an adapted PBIS model.
- Peer mediation program, which is designed for students in grades 4 – 5 and offers support for students who want to resolve conflicts in a confidential and safe environment;
- Check-in/Check-out (CICO), which is a Tier 2 intervention designed to help students stay on track to meet behavioral expectations during the school day;
- A part-time Dean of Students, who works proactively with classroom teachers and their students to intervene early with problem behaviors with the goal of preventing an escalation of behavior to the point it requires more formal disciplinary measures;
- School Social Work services; and
- Two full-time special education resource teachers who provide services to students with behavioral (and academic) needs, including direct services, teacher consultations, and implementation of strategies such as CICO and charting.

The school also utilizes Crossroads Learning Center as an option for students who meet the three school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

As discussed in the Comprehensive Needs Assessment section, faculty identified a need for more comprehensive and consistent use of schoolwide behavior monitoring and intervention. Therefore, to address this need in 2020-21, teachers and staff will review and revisit campus-wide expectations to ensure fidelity of implementation of current systems.

In terms of tiered academic instruction and interventions, as noted under the Schoolwide Reform Strategies section, Eisenhower faculty implement the district’s standards-based core curriculum and utilize differentiated instruction. Individual and group interventions may be implemented for students. For students who are performing below grade level and identified as needing early intervening services, a SPRINT/MTSS team reviews student data and works to identify the specific skill area in which the student needs supplemental support and what additional supports are needed. Currently, this problem-solving process occurs primarily at the individual student level to identify interventions that the classroom teacher subsequently implements and monitors with support of administration and the school psychologist.

In addition to individual problem-solving, it would be beneficial to expand the problem-solving process to address the common learning and behavioral needs of groups of students. It would benefit Eisenhower staff to review academic data from such sources as DRA, NWEA MAP and behavioral data (e.g., office discipline referrals,

behavior charting) more consistently at each grade level to determine the percentage of students who fall within Tier 1, Tier 2, and Tier 3 with regard to learning and behavior needs. This data, in turn, would allow the SPRINT/MTSS grade level teams to identify and implement small group interventions to address similar learning and behavioral needs of students within a group.

Further, through a past year's Classroom Teacher Needs Assessment, a few teachers indicated a need for there to be district-identified standard protocol interventions. As stated in "Frequently Asked Questions about Special Education Eligibility and Entitlement within a Response to Intervention (RtI) Framework" (ISBE, 2012), "A standard protocol intervention represents a specific intervention that is consistently used to address one or more particular skill deficits within an RtI model. The standard protocol intervention should be scientifically based, including evidence that it has a high probability of success in remediating the targeted academic or behavioral deficits for a majority of students. Staff receives training on the standard protocol intervention to increase the fidelity of implementation" (p. 14).

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Eisenhower staff members are reflective and responsive to their growth as instructors to continue to provide the best possible education for their students. Teachers access professional development opportunities offered to all district staff throughout the school year, participate in building-level staff development, as well as additional opportunities offered by the ROE throughout the summer months. Our district technology office offers a "Tech Camp" two to three times a year in which teachers can choose an area of technology in which they would like to become more advanced and attend sessions.

As noted above, in the 2019-20 school year, professional development activities for school staff included training in DRA (3rd edition), Wilson Language Training, Guided Reading, and analysis and utilization of NWEA data. This stems in part from a series of Reading Roundtable meetings presented by district Title I specialists. Several Eisenhower teachers participated in these meetings.

In 2018-19, a team of teachers made a site visit to a neighboring school district to learn more about their implementation of Eureka Math. Eureka Math was implemented at all grade levels in the building during 2019-20. Three days of additional professional development related to Eureka Math are planned for June 2020. We will continue with full implementation of the Eureka Math curriculum in 2020-21, seeking to increase the rigor and depth of student knowledge in mathematics.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Jacksonville, Illinois, has a variety of preschool programs that help families prepare their students for the transition to Kindergarten. The Early Years Program is our district's birth to 5 program and screens students in the Eisenhower Elementary attendance area. It subsequently serves any eligible students and supports the students' families. Our Kindergarten teachers assist with the transitioning from early childhood to Kindergarten by participating in the exit meetings held by Early Years Program personnel. In addition, during the spring semester each school year, a Kindergarten Preview generally is held, through which the teachers provide an overview of and families can ask questions about our Kindergarten program. Due to the COVID-19 closures this spring, a video preview of Kindergarten at Eisenhower was recorded and posted for incoming Kindergarten students and their parents to watch.

During the first weeks of each new school year, the building staff plans a Meet the Teacher/Back to School Night, which gives families the opportunity to come in with their student, drop off school supplies, and ask any further questions they might have about Kindergarten.

Appendix A: Eisenhower Staff EOY Survey 2019

STUDENT DAY

| | | |
|------------------------|-----------|--------------|
| Arrival Procedures: | Positives | Improvements |
| Breakfast/AM Gym Time: | Positives | Improvements |
| Lunch: | Positives | Improvements |
| Recess | Positives | Improvements |
| Daily Master Schedule | Positives | Improvements |
| Dismissal | Positives | Improvements |

PROGRAMS

| | | |
|------------------------|-----------|--------------|
| Reading Program | Positives | Improvements |
| Math Program | Positives | Improvements |
| Writing Program | Positives | Improvements |
| Back to School Night | Positives | Improvements |
| Holiday Sing | Positives | Improvements |
| Discipline Support | Positives | Improvements |
| SPRINT Process | Positives | Improvements |
| End of Year Activities | Positives | Improvements |

BUILDING ACTIVITIES: What goals do you believe should be considered next year for each of these activities?

- Professional Development
- Title I Plans
- Behavior Rewards/Plans
- Accelerated Reader
- Data Days
- Moby Max
- Reflex Math
- Other computer programs that we should consider:
- How do you prefer to communicate with the administrator?
- How do you prefer the administrator communicate with you?
- Eisenhower is a positive place to work: Strongly Agree Agree Neutral Disagree Strongly Disagree
- Additional Comments

Appendix B: Parent Survey

Remote Learning Title I Parent Survey

May 2020

Please help us to understand how the remote learning worked for your family. Only one survey is requested per family, but if a family would like to submit a survey for multiple students, please fill out the survey in each student's google classroom or through ClassDojo.

My child is in _____ this year.

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

I have already filled out this survey for another of my children attending Eisenhower.

Yes

No

My family feels welcome at Eisenhower Elementary.

Strongly Agree

Agree

Disagree

Strongly Disagree

I am not sure

During remote learning, we had the devices needed to complete the assignments. (Mark all that apply.)

s. We were able to use our own devices

Yes. We were able to use devices from the school district

No, we did not have devices we needed.

During remote learning, where did you have access to the internet?

During remote learning, my student had work to do each day. (Mark all that apply)

Agree

Disagree

There was not enough work.

There was too much work.

There was just the right amount of work.

I am not sure

During remote learning, the teachers were available to answer questions within 24 hours contact.

Agree

Disagree

I am not sure

The amount of work expected of my student was manageable during remote learning.

Strongly agree

Agree

Disagree

Strongly Disagree

I am not sure

During remote learning, my student was able to complete work with _____ assistance. (Mark all that apply.)

Independently - without adult help

Some adult assistance - need help with technology

Some adult assistance - needed help completing assignments

Some adult assistance - needed help staying on task

A lot of adult assistance - the assignments were too difficult

My student could not complete the assignments.

Other (please explain)

In our household, we preferred assignments _____ . (Mark all that apply)

Sent daily by the teacher

Sent weekly by the teacher

Paper-pencil packets

Zoom lessons

Choice Boards

Specified activities rather than Choice Boards

Other:

Looking back at the remote learning experience, what could have made the experience go more smoothly?

Your answer

Comments or concerns about remote learning

Your answer

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving

secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

2019-2020/SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Lincoln Elementary School | | |
| RCDT: | 010691170222006 | | |
| Principal: | Ms. Sue Lovdahl | | |
| Address: | 320 West Independence | | |
| City, ZIP code: | Jacksonville Il. 62650 | | |
| Telephone: | 217-245-8720 | | |
| Email address: | slovdahl@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | 87.5% | Y | |

DISTRICT INFORMATION

| | |
|------------------------------|-----------------------------------|
| District Name/Number: | Jacksonville School District #117 |
| Superintendent: | Mr. Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|--------------------------------------|--------------------------|
| Sue Lovdahl | Principal |
| Susi Newman | Dean of Students |
| Karen Fezler Ashley Hutton | Kindergarten team |
| Vicky Tabeek Marcia Mosley | Title I team |
| Jess Brown Allyson Maul | 1st grade team |
| Drew Comstock Samantha Gregory | 2nd grade team |
| Angela Russell Samantha Valentine | 3rd grade team |
| Janean Mays Melissa Bourne | 4th grade team |
| Erin Tighe Megan Philpott | 5th grade teacher |
| Andrea Floyd | Intermediate LD Resource |
| Steph Noel | Primary LD Resource |
| Kelsey Mierzwa | Social Worker |
| Rebecca Erickson | Psychologist |
| Dorothy Fernandes | Speech and Language |
| Susi Newman | Dean of Students |
| Sharon Johnson | ELL |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Special Education
2. Title I
3. ELL services

Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Lincoln Elementary school is one of six elementary student attendance centers in Jacksonville School District 117. It is located on the Northside of Jacksonville within the city limits and has a total enrollment of 284 students. Data from the 2017 - 2018 School Report Card show that the racial/ethnic background of our student population is 49.7% White, 30.9% Black, 4.5% Hispanic, .0% Native Hawaiian/Pacific Islander, .3% Native American, and 13.9% of two or more races. Lincoln has a low income rate of 87.5% which makes it the elementary attendance center with the highest rate of poverty. The incidence rate of students with Individualized Education Programs

(IEPs) is 20.8%. Five percent of students are categorized as English Language Learners. Finally, Lincoln has a mobility rate of 19% and 1.7% of students were reported as being homeless.

2018 PARCC Assessment Data

ELA:
30 % - Did not meet
26% - Partially Met
24 - Approached
19 % - Met
1% - Exceeded

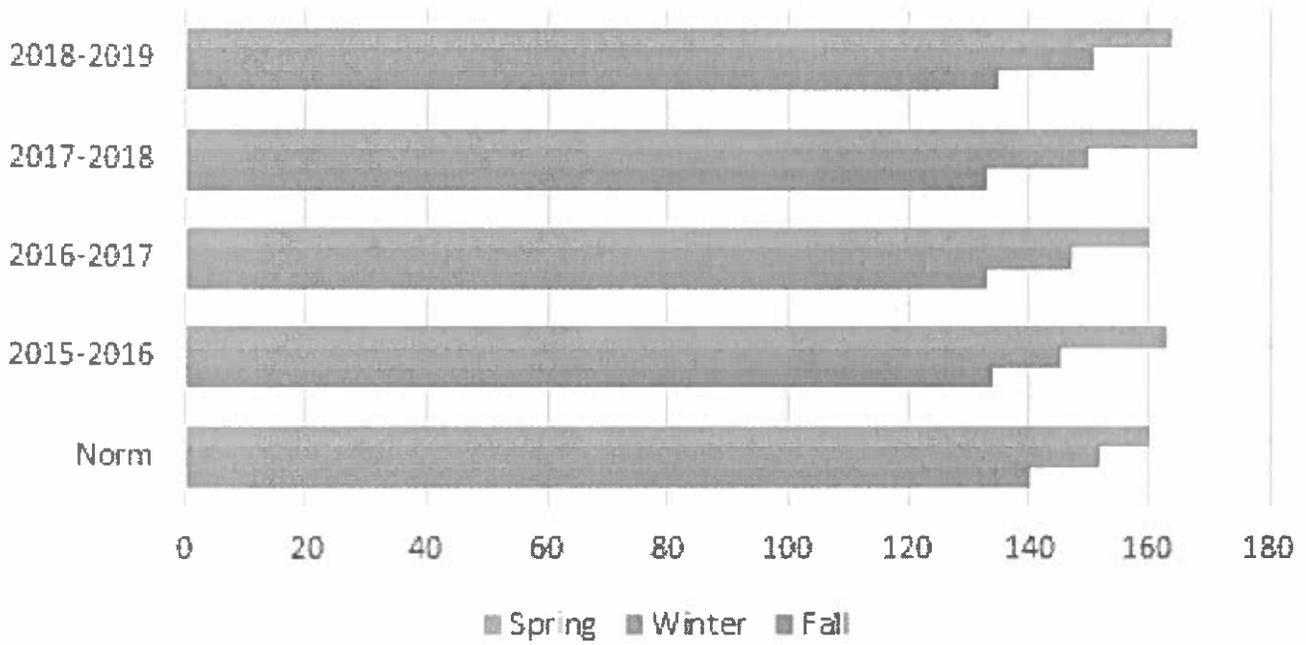
Math:
29% - Did Not Meet
33% - Partially Met
26% - Approached
12% - Met
1% - Exceeded

According to the 2018 PARCC Assessment data Lincoln has been identified as an underperforming school. An underperforming school is a school in which one or more student groups is performing at or below the level of "all students" group in the lowest performing 5% of schools. Lincoln Elementary currently has two underperforming student groups: Black and IEP.

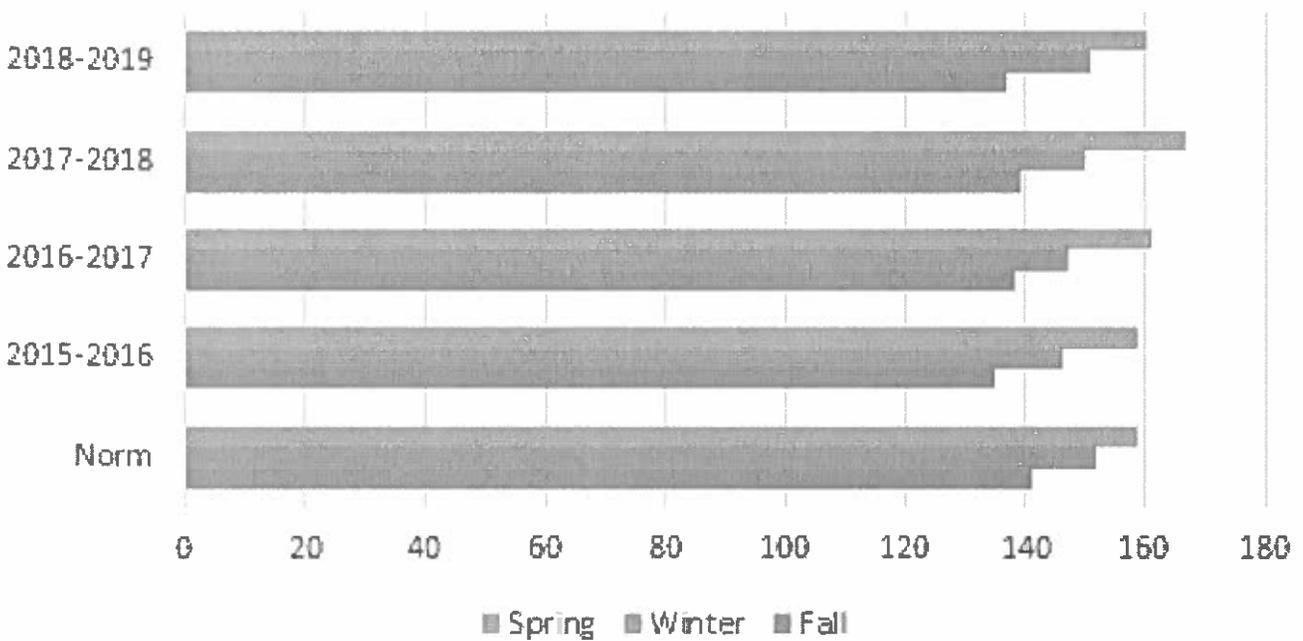
NWEA MAP Data

The following graphs look at Lincoln's NWEA MAP testing data over the course of three years and compare Lincoln's scores to nationwide norms. In presenting the data like this, the conclusion can be made that Lincoln's academic achievement is on the rise compared to previous years. Our area of focus for next year needs to be fifth grade reading and math, third grade math and reading, and first grade reading. These focus areas will conduct PD to improve best teaching strategies for these areas. Our building will explore opportunities for Title math. The two demographics needing to be targeted through Title Math are incoming 2019-2020 third graders and incoming 2019-2020 fifth graders. The reading initiatives we have implemented over the last year (RTI morning sessions, collaborative planning, use of technology and the media center, and strengthening writing curriculum) have made a drastic difference in our reading scores.

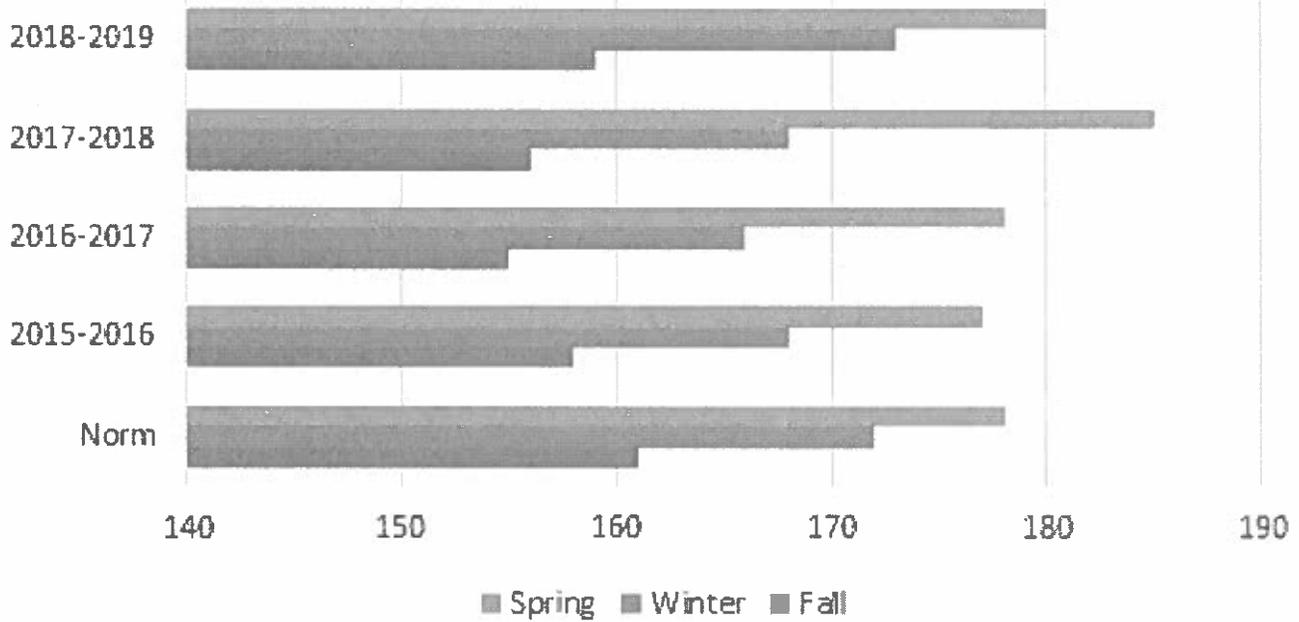
Kindergarten Math



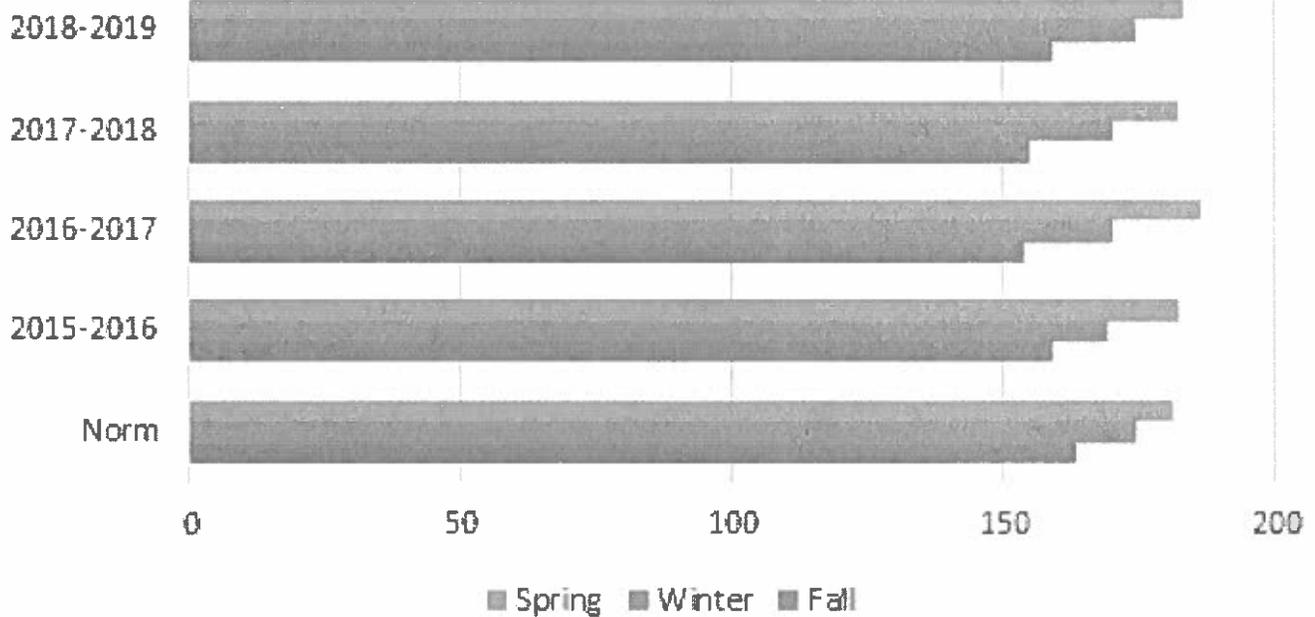
Kindergarten Reading



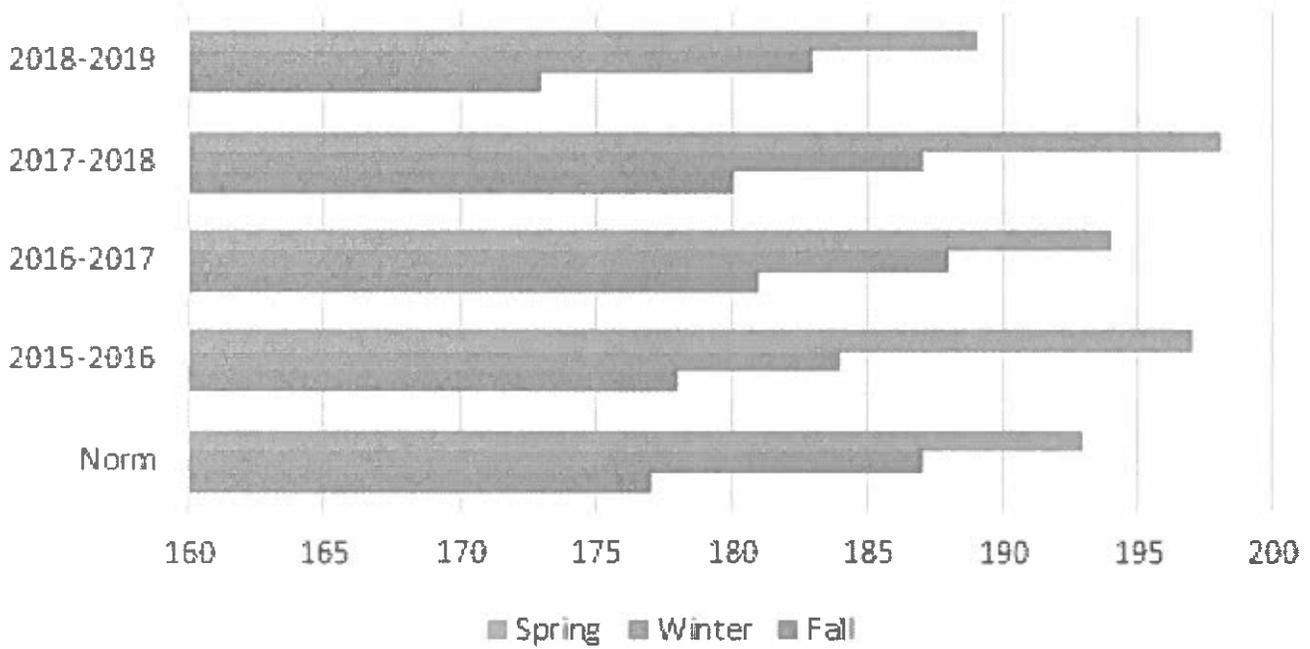
First Grade Reading



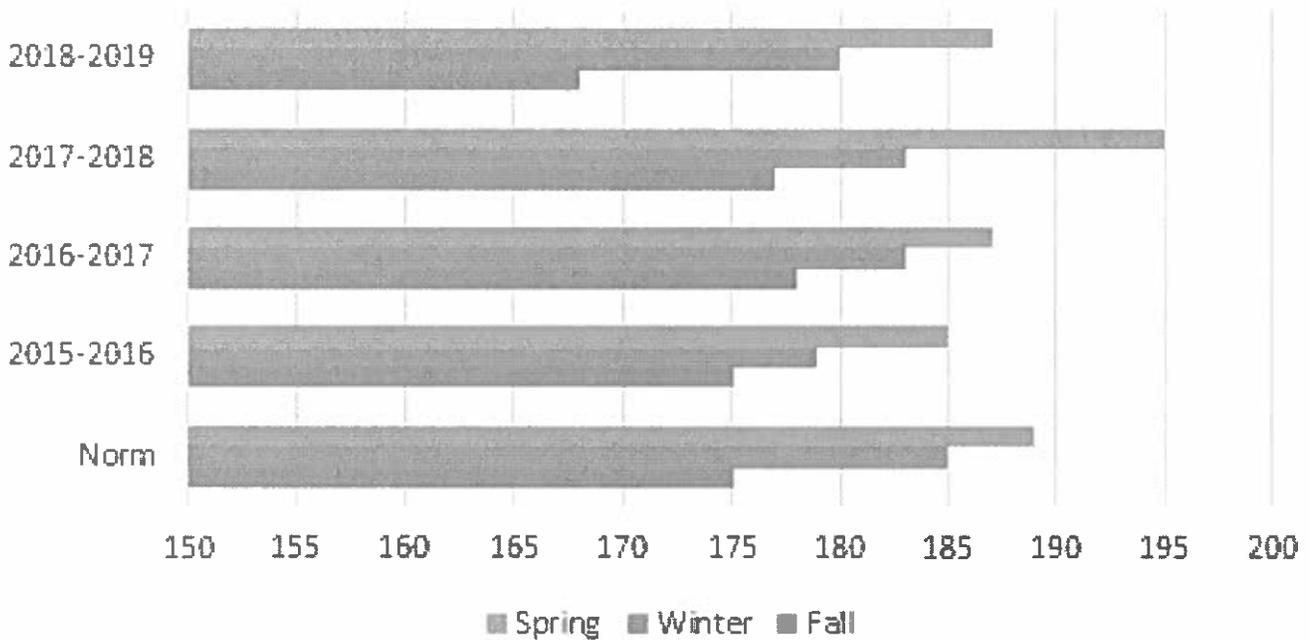
First Grade Math



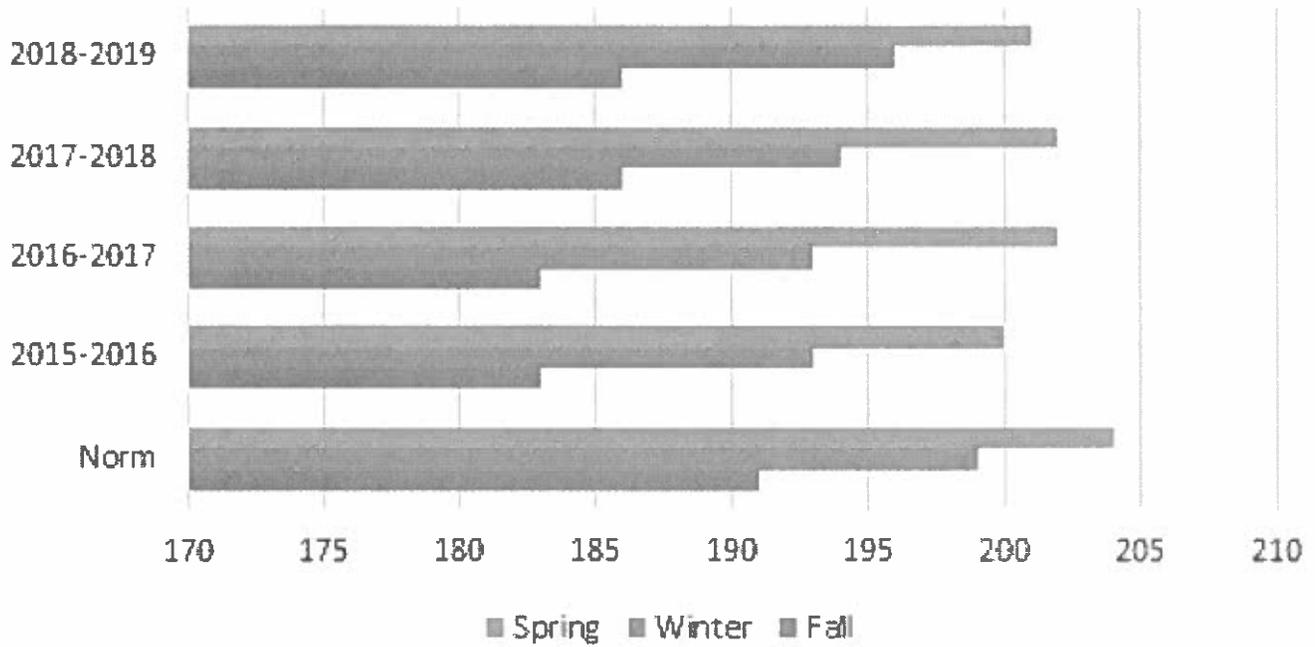
Second Grade Math



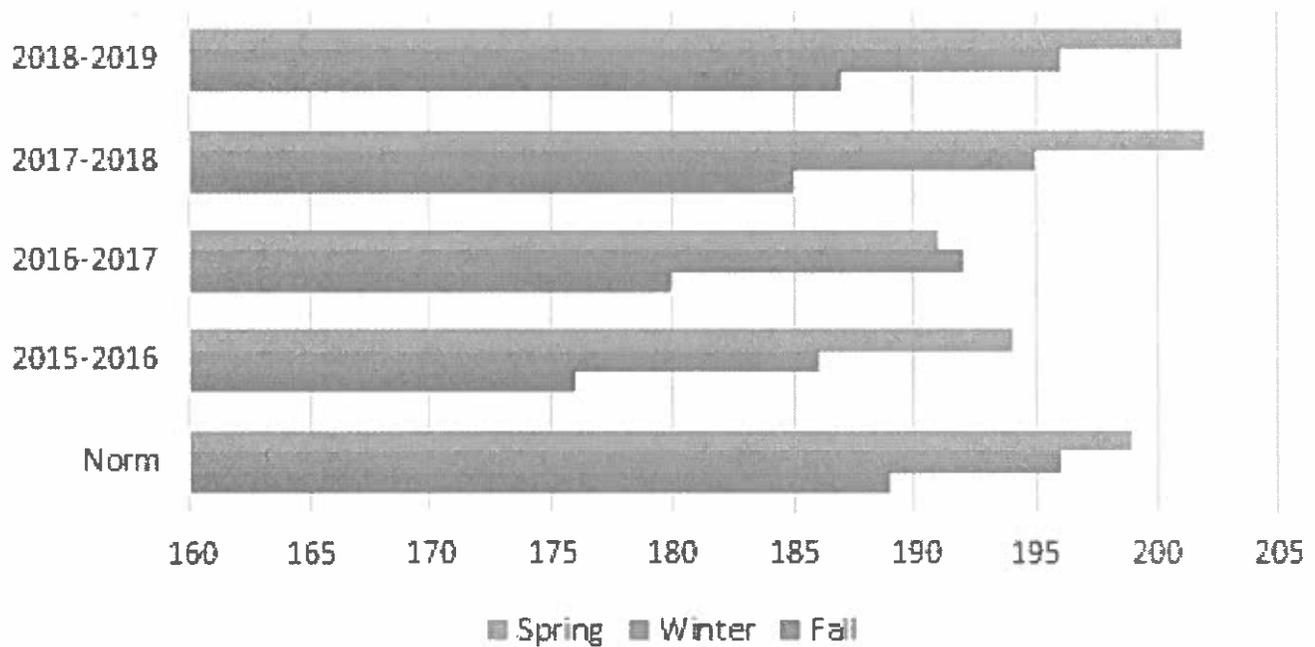
Second Grade Reading



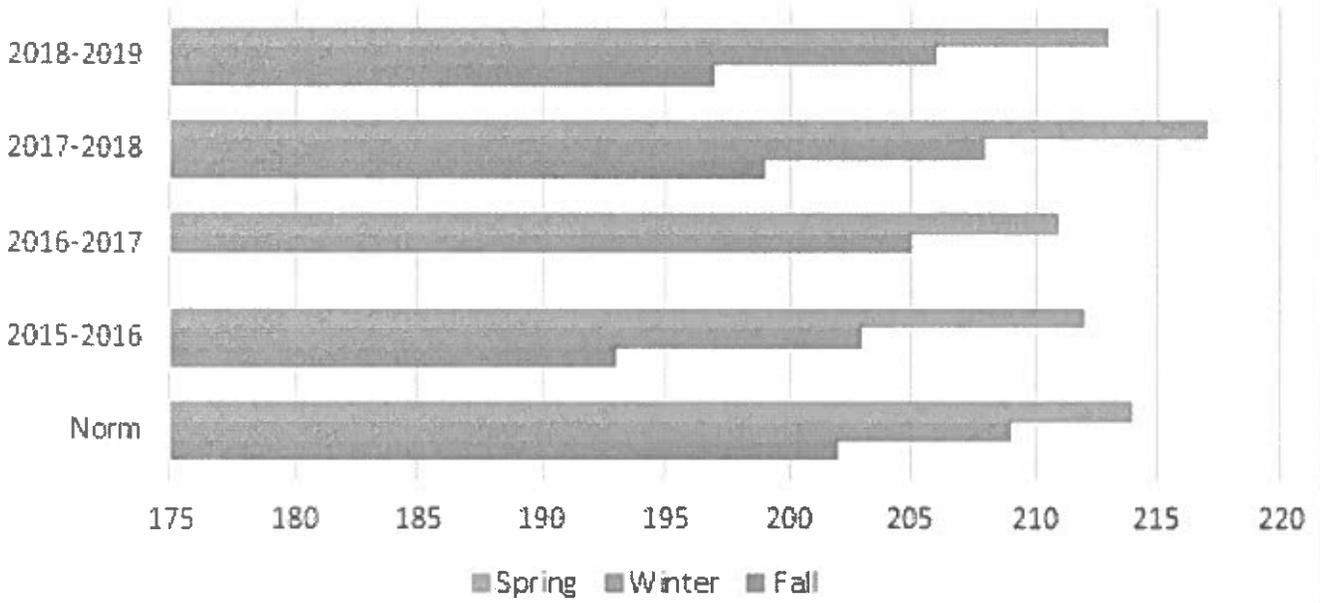
Third Grade Math



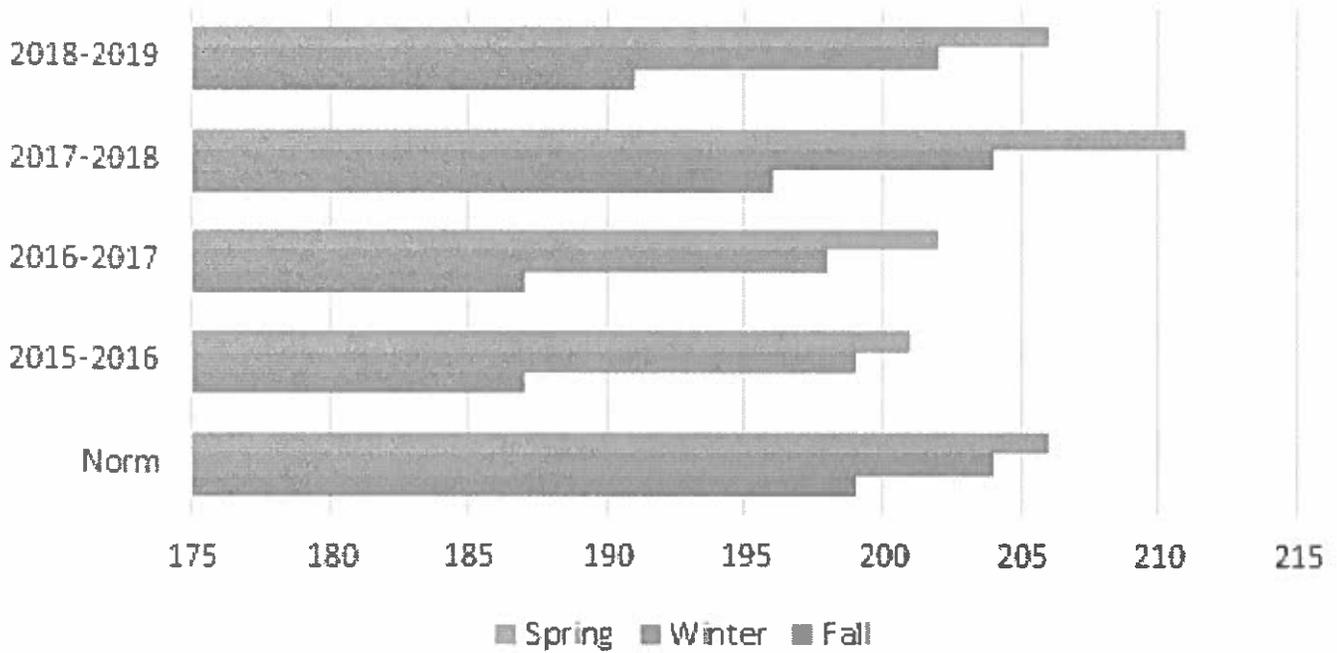
Third Grade Reading



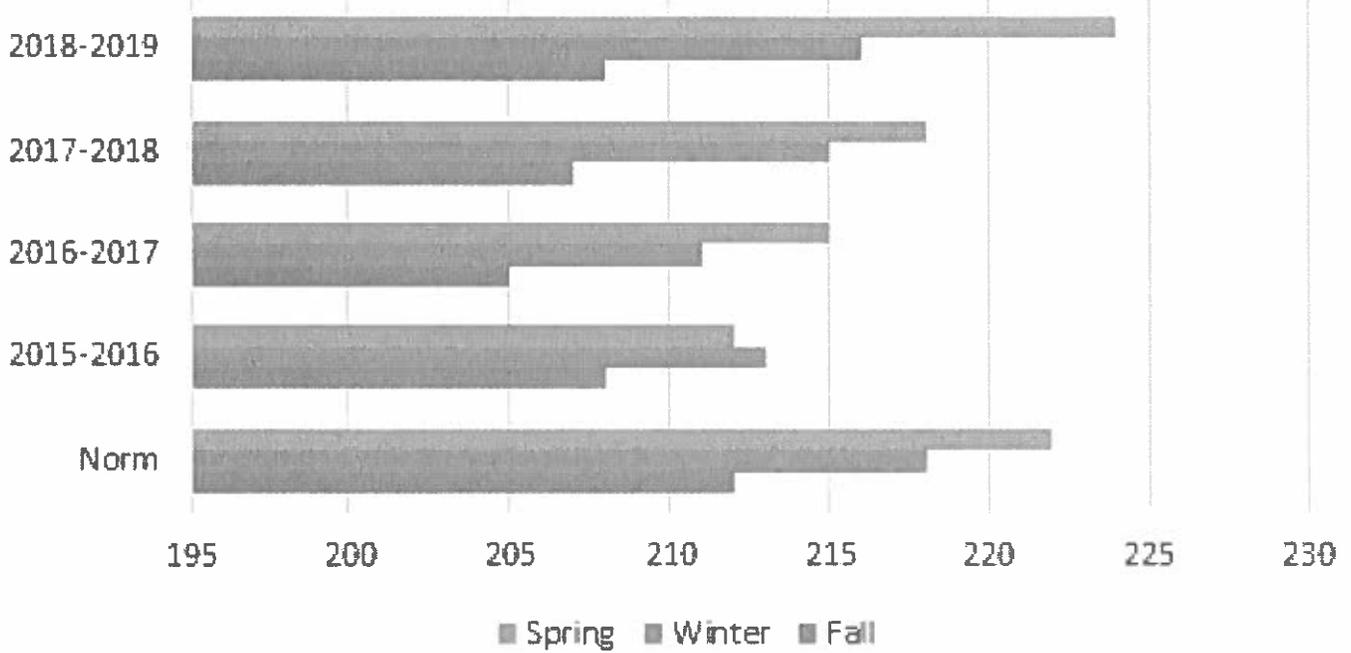
Fourth Grade Math



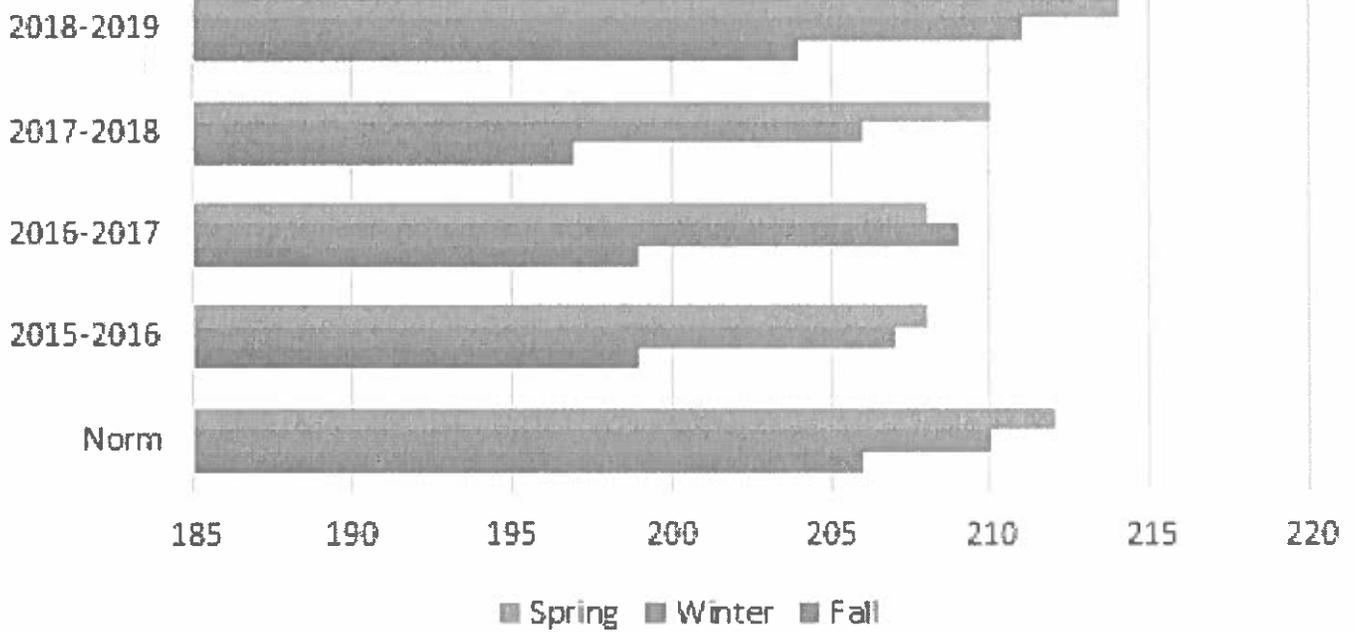
Fourth Grade Reading



Fifth Grade Math



Fifth Grade Reading



Needs Assessment Survey Data

Classroom Teacher Needs Assessment (Appendix ___) Analysis of results from the Lincoln Faculty needs assessment survey identified (number) common needs across grade levels:

1. 93% of the staff feel that quality professional developments are provided
2. Staff are concerned with parent involvement in the school. Teachers would like to have more family engagement nights and provide parents with multiple opportunities to participate in school programs.
3. 85% of teachers reported classroom disruptions that affect learning. This will be a target area and the Dean of Students will be providing resources to teachers on how to limit classroom disruptions.
4. The staff reported a positive principal-teacher trust relationship, with 76% of the staff agreeing that the relationship is positive. However, only 43% of teachers reported feeling as though teacher safety is adequate. The staff would like more information and procedures on how to protect themselves during emergencies.

Parent Needs Assessment Survey (Appendix ___): A review of parent survey results shows that

1. 100% of parents who filled out the survey feel that their child is prepared for school the next year, 100% feel that their child receives additional help when needed and 100% feel their child is safe at school.
2. Parents are interested in receiving training on Math, how to help their child with homework and behavioral supports.
3. Parents responded that 31.8% of our students have been bullied or cyberbullied and offered suggestions such as having assemblies for students and parents and doing lessons on bullying as well as contacting parents of the bully and the bullied immediately.
4. Reflecting on the parent survey: teachers at Lincoln could improve upon communication with the parents when their child is having academic difficulty at school. Parents were pleased that their children had the opportunity to attend Homework Club. Parents were also pleased that students were able to extend their math education by attending Math Club once a week.

Student Needs Assessment Survey (Appendix ___):

1. 89% of students feel as though the instruction at Lincoln is ambitious and that they are held to high standards
2. 61% of students reported feeling supported by peers in the area of academic work
3. 77% of students described a positive teacher-student trust relationship
4. 64% of students feel that safety is held to a high standard at Lincoln.

The data from our student surveys helps drive our action plan here at Lincoln. We consider what our learners feel and observe and will be addressing their perspectives throughout our Title I and school plan.

Describe schoolwide reform strategies in narrative form to include the following:

- c. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c) (2)) to meet the challenging State academic standards;
- d. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated

- curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**
- e. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

Schoolwide Reform Strategies

The planning team at Lincoln Elementary School is currently evaluating the school-wide curriculum instruction with consideration to the following categories:

1. Continue the implementation of the Journeys 2017 ELA curriculum in grades K-5 with a heavy focus on grade level standards.
2. Continue to align writing instruction vertically and horizontally with Lucy Calkins Units of Study in Writing
3. Comprehension of Text - Close Reads of Fiction and Nonfiction
4. Continue the implementation of RTI Focus Groups daily with an emphasis on assessments that will help drive instruction.
5. Focus on folding Science and Social Studies into the reading curriculum
6. Improve upon use of the Words Their Way Differentiated Curriculum

Lincoln Elementary School provides opportunities for all children through strong instruction aligned to the Common Core State Standards. Through strategic scheduling, teachers are afforded 120 minutes of ELA instruction as well as 60-90 minutes of math instruction, as per the district requirements. This block of time may include a whole group lesson, meeting with small guided reading and/or math groups, written responses to either literature or math problem solving, fluency practice, re-reading books, practicing math facts, and hands on activities with word study and/or manipulatives. All teachers have access to Planbook.com to assist in their alignment to the CCSS. To support our reading curriculum, all teachers have access to a literacy center, organized by levels and genres, including mentor text and big books.

Instructional technology is also used to support instruction. It is important for students to have hands-on practice with different forms of technology. At the building level, technology is being used in a variety of ways. Each classroom has access to a Chromebook cart. Classroom teachers have access to a touch screen Promethean board. Programs that teachers have access to may include programs such as Reflex Math, Freckle ELA and Math, Osmo, Flipgrid, Brainpop, RAZ Kids, Reading A to Z, Mystery Science, and Science A to Z. Subscriptions and depth of use vary by grade level.

To continue to support students' instructional needs, there is a focus on differentiated instruction through small group instruction for both reading and math. The teachers use data from the NWEA MAP assessment, DRA's, and weekly/bi-weekly classroom assessments to create these small or individualized groups. Currently at Lincoln, there are 2 Title I teachers who are of highly qualified status. Due to the research which shows that intervening early in a child's education is the best chance for preventing academic difficulty as well promoting the retention of learning strategies, the Title I teachers have focused on Grades K-5. Title I teachers use the Fountas and Pinnell Leveled Literacy Intervention System in grades K-5. Title I teachers use the Fountas and Pinnell Benchmark assessment at the end of every four weeks. The Title I teachers work closely with the classroom teachers to ensure understanding of progress and to discuss strategies for further growth.

Lincoln school has one ELL teacher, who is shared with 2 additional district schools. This teacher provides daily minutes and supports to ELL students.

To further support struggling students, Lincoln began implementing the district's SPRINT (School Prevention, Review, and Intervention Team) process on a schoolwide basis at the beginning of the previous (2016-17) school year. SPRINT is a multi-tiered system of supports (MTSS) designed to maximize the academic and social, emotional, and behavioral learning, progress, and proficiencies of all students. Intervention supports are implemented for students who have been referred for academic (as well as behavioral) needs. More detailed information about MTSS/SPRINT is provided in subsequent sections of this plan.

In looking to the 2019-2020 school year, the Lincoln staff has long term planning goals to continue to improve writing instruction by using Lucy Calkin's Units of Study in Writing. These units of study should correlate with the text that is currently being taught from the Journey's curriculum along with supplemental texts that the teachers will be using to instruct. This will help create cohesion throughout the grade levels. In addition to this, we would also like to address the need for explicit teaching of reading comprehension strategies. Teachers will utilize data from the Developmental Reading Assessment and the NWEA to help plan for individual student needs. We have implemented a master schedule in order to utilize across grade level focus groups to address specific skills that are below grade level.

Based on the results of the student survey, students believe that completing homework is important for success in school, however teachers report that few students actually turn in their homework. This data warrants the need for an after school tutoring program/Homework Club. It would be beneficial to use Title funding throughout the calendar year including the summer months to provide Lincoln students with these extra academic supports from Lincoln's highly qualified teachers.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

School Social Work Services: A school social worker is assigned to Lincoln 2.5 days a week. She sees students with IEP (Individualized Education Plans) social work minutes as the first priority. The school social worker saw approximately 20 students (IEP and no-IEP) on a weekly basis during the 2018-2019 school year. According to data provided by the MTSS process and behavioral referrals, we are not meeting the emotional needs of our students. It is estimated that 80% of our students could benefit from Social Work Services.

SASS/CARES: CARES calls are made as needed when a student threatens harm to self or others. Then a SASS worker may offer services for 3 months after as needed. During the 2018-2019 school year, 3 CARES calls were made, and a total of 7 risk assessments were made, with subsequent parent contacts as follow-up.

MTSS/SPRINT: Intervention supports are implemented for students who have been referred for academic or behavioral needs. Data are collected regarding the effectiveness of the intervention supports for the students. The interventions and results are planned and reviewed in a team format between school staff members and the student's parents. Intervention supports (both academic and behavioral) are typically implemented by the student's classroom teacher and or Title I teacher. (See Section 7, School-wide Tiered Model and Early Intervening Services, for more information about MTSS/SPRINT.) Lincoln currently has 2 full time Special Education teachers. We have a Speech Therapist that services students 3 1/2 days a week.

Crossroads Learning Center: Lincoln was able to utilize the Crossroads Learning Center as an option for students who meet the three school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Lincoln Elementary School has implemented The Leader In Me program. This program involves building leadership skills among both students and staff based on Franklin Covey's 7 Habits of Highly Effective People. Lincoln Elementary has a "Lighthouse Team" that meets bi-monthly and facilitates implementation of the Leader In Me program. In addition, our school has action teams that meet bi-monthly and work on the improvement of Lincoln's school environment.

The Jacksonville School District begins creating awareness of potential careers in first grade. They complete a unit on careers in the spring and then travel to the Children's Museum in Decatur, where they have an opportunity to role play and create their own "On the Job Training." Second graders travel to Passavant Area Hospital where they visit different departments and learn about careers. The district offers Saturday Science to elementary students and the University of Illinois extension office presents on a variety of topics with AG in the classroom being a standard in the district every year.

Another way that Lincoln staff has created awareness of potential careers is by inviting community members to present, share information about their jobs and workplaces, and answer any questions that the students may have. In order to expand this experience to all students and classrooms, we would like to create a structured, school-wide plan in which each grade level would have a specific schedule for inviting community members. In order to accomplish this, Lincoln teachers have coordinated with community members.

At this time, Lincoln does not currently have a job-shadowing program for students. Lincoln School would love to allow students (3rd-5th) the opportunity to meet with community members and shadow them in their workplace. This will allow students to experience professional environments and learn how to perform various duties. We will achieve this by reaching out to service clubs and organizations in our community that would be willing to have students intern/shadow at their job/business.

In the upcoming school year, Lincoln teachers are partnering with a public school in France to create global classroom connections. We plan on using technology to create this partnership and a fifth grade teacher is our liaison for this- traveling to France yearly to obtain and strengthen these partnerships.

7. Specify any activity information regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Schoolwide Tiered Model and Early Intervening Services

As stated previously, Lincoln implements MTSS/SPRINT on a schoolwide basis. The goal of the SPRINT/MTSS process is to determine why a student is having academic or social, emotional, or behavioral difficulties and then link the reasons to early, intensive, and successful instructional or intervention approaches that occur, as much as possible, in the general education classroom (or the setting where the difficulty is occurring). The process has two primary components:

1. **Data –Based Functional Assessment Problem Solving**, which is a universal process used by school staff to determine why a specific student or group of students are not responding to effective instructional and classroom management. The focus of the problem-solving process is within the "instructional environment" and not just on the individual student of concern. This process consists of:
 - a. **Defining the problem**, i.e., problem analysis, to determine why a student is not making academic or behavioral progress;
 - b. **Developing and implementing an intervention plan** that includes specific goals, interventions, evaluation strategies and decision rules or criteria for determining if there has been a successful resolution of "the problem"; and
 - c. **Evaluating the plan** by reviewing data to 1) determine if the student is responding to the interventions and 2) make adjustments to instruction and interventions accordingly.

2. **SPRINT/MTSS Teams** at Lincoln consist of the Dean of Students who coordinates the meetings, sends out invitations, serves as facilitator, and manages all paperwork, the Principal, classroom teacher, special education resource teacher, and parent/guardian. Additional people are invited to attend as needed, such as social worker, school psychologist, speech and language teacher, or EL coordinator.

With regard to preventing and addressing problem behavior. Lincoln has the following in place:

Tier 1

School-wide behavior Expectations: As the school year begins, parents are given a Student Handbook which clearly outlines expectations and procedures for a successful and positive educational experience. Parents are made aware of tiered consequences for behaviors and are asked to sign off on receiving and reading the handbook. In addition, at the beginning of each semester, students are rotated through stations located throughout the school to teach hallway, bathroom, lunch, recess, transition, arrival, and dismissal procedures. Our entire staff is highly encouraged to be CPI trained. A Dean of Students position was created to begin in the 2016-2017 school year for Lincoln. Through that position, a universal referral form was created and behavior documentation has taken place.

Currently we begin each day with all students and staff in the gym for a morning meeting, during which time, shout outs for jobs well done, reminders for why we are here, and repetition of our Lincoln School Pledge, and the Pledge of Allegiance take place. Our classroom teachers use Classroom Dojo to track positive and negative behavior points throughout the day. Parents have access to this information. A paycheck system has been developed based on DOJO percentages. Students have the opportunity to spend their paychecks approximately once a month in the School Roar Store.. Data has shown that during the 2018-2019 school year we had an average of 95% of our students who remained referral free weekly.. Referral free students are rewarded on a weekly, monthly, and quarterly basis. There are also monthly Dojo rewards for students having the classroom required percentage of positive points. Lincoln Elementary is a "Bully Free" Zone. Anti-bullying Prevention Month is recognized and celebrated with month long activities that are revisited throughout the year. District wide parent/teacher conferences are held twice a year. Lincoln Elementary is in our second year of implementation of "The Leader in Me" program. .

Tier 2

Continuous data from the 2018-2019 school year provided us with weekly, monthly, and quarterly information on our students, showing that on average, 95% of our students remain referral free on a weekly basis. This is up from 92% last year. For the other 7 - 10% of students, classroom teachers have used the following things this past year: think sheets, parent communication and informal conferences, and individualized classroom behavior interventions, such as tally charts, talking tickets, individualized reward incentives, and time for time. The Dean of Students used graduated consequences such as conferencing, recess and lunch detentions, office or after school detentions, Change Your Words/Change Your Mindset Think Sheets and counseling, direct teaching of anger management strategies, both In-school and Out-of-School Suspensions, parent communication and conferencing, and Check In/Check Out with individualized goals. Social/Emotional Learning Groups with both 4th and 5th grade girls were held throughout the year. We also continued the use of JOG teams. These teams (Academic and Behavioral) offer guidance for teachers who have identified students within their classrooms who are in need of assistance. These teams suggest possible interventions that can be used in the classroom setting and help the teacher analyze data on these interventions as they are used. This is a precursor to the SPRINT process.

The school also continued to use the Crossroads Learning Center as an option for students who met the three or more school-day suspension threshold. Using CLC results in students continuing to receive educational services and being able to complete classroom work.

Tier 3

The school continued to use the SPRINT process this past year for those students who were identified as possibly needing further evaluation for Behavior Intervention Plans or IEPs.

With regard to preventing and addressing problem behavior, Lincoln has the following needs for the 2017-2018 school year

Tier 1

Looking ahead, the following needs have been identified for the 2019-2020 school year. Continued professional development training is needed on Behavior Modification, Trauma, Social Maladjustment vs. Emotional Disturbance, Mental Health, and on teaching students in poverty. We will also continue with LEADER IN ME trainings. Our current resources for teaching Social Emotional Learning are outdated; therefore we desperately need new resource materials for this purpose (i.e Second Steps, new edition; or similar grade appropriate materials). Our recess and cafeteria personnel will need additional training on consistent and age appropriate activities, expectations, and consequences. Additional recess materials need to be purchased so that a more structured recess time can continue to be developed, taught, and implemented for both indoor and outdoor recess times.

Lincoln Elementary needs to continue to develop ways to encourage and plan for community involvement and parent collaboration throughout the year. We would like to see the implementation of quarterly Parent Academies on various topics. In addition we would like to utilize parent and community volunteers so that our students have more access to activities, sports, and clubs. We also feel that our Lincoln families have ongoing needs.

Tier 2

Going forward to the 2019 - 2020 school year, we have identified the following needs. Although we have made progress in behaviors during the past year, continuous analysis of behavior data needs to be done as well as the identification and implementation of possible changes. The formation of a team to work with the Dean on these things would be helpful. The need for a universal behavior tracking tool to be used in classrooms is evident. Despite an improvement in the amount of behaviors and consequences this year, the Dean of Students was still forced to spend the majority of each day in her office. As behaviors continue to improve, the Dean can be used for observations in the classroom, and the development and monitoring of SEL target skill groups, peer mediation groups, and leadership development groups. In addition we would like to see our social worker, resource teachers, and school psychologist, also have time to assist with observations and suggestions in the classroom for our Tier 2 students. Many of our students need to have adult role models that can be available for them. We would like to develop and implement a community mentorship program for the coming year.

Tier 3

Lincoln Elementary is in need of a full time Social worker to meet the needs of our students in the 2018-2019 school year. Our Tier 3 students are allotted minimal time from our part time Social worker and due to emergencies and other responsibilities, those minutes are often less than they need. Our students could also benefit from a full time school Psychologist in that more thorough Functional Behavior Assessments could be completed and better Behavior Intervention Plans could then be developed. Next year, we also need for our teachers to be trained on the implementation and follow through of Behavior Intervention Plans for the students in their classrooms.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development for teachers and support staff, to improve instruction and data use, and to recruit and retain effective teachers. However, there is a great need to improve what we currently offer in order to support existing teachers and to recruit new teachers.

Currently our ROE office offers Professional Development opportunities as well as Four Rivers Special Education.

Jacksonville School District provides a teacher mentoring program for new employees to the district. We believe it could be strengthened by providing the new employees with a 'coaching' type instructional model.

Our professional development plans for the 2019-20 school year will include a PD on Running Records, RTI assessments and backwards design planning. To support our implementation of RTI, we will be training our Title I paraprofessional in best practice strategies for learning. We will continue to send teams of teachers to math and reading conferences as we see implementation of new strategies increase across the grade levels. We will continue to align our curriculum vertically and horizontally.

District 117 needs to assess each building's individual needs and hire the required and necessary support staff (family liaison, behavior specialist, psychologist, social worker, Sp. Ed teachers, Title I specialists, math specialists, ELL teacher) and be active in local job fairs. This includes reaching out to local colleges and universities and creating partnerships that not only train future teachers, but ease them directly into positions in Jacksonville School District.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Lincoln Elementary School works with the local preschools along with parents to assist students in the transition from Pre-K to Kindergarten. One way in which students are transitioned to Kindergarten is through a Kindergarten preview night held in the spring. This is an opportunity for the incoming Kindergarten students and families to meet the Kindergarten teachers and tour the building. Lincoln Elementary also has a school wide meet the teacher night for parents to come see their child's classroom and meet their child's teacher held in August before school starts. As a district, kindergarten teachers have created a checklist of skills children should have as they enter kindergarten. This list is shared with the preschools in the area and given to parents at the kindergarten preview night. Kindergarten teachers gather information to prepare for the upcoming year by meeting as a team on students with specific needs and observing them in their preschool classes. Another method used to help transition students is to work with some of the local preschools to receive documentation on incoming students regarding their strengths and areas to work on, as well as a need for any services. This communication with the preschool program also provides parents information about school registration.

Lincoln Elementary School would like to provide more support to students entering Kindergarten. Due to the lack of preschool attendance by a portion of entering kindergartners, Lincoln School would like to provide a transitional classroom to support students who are not meeting kindergarten readiness skills as outlined by the KIDS assessment. Another way to provide more support would be to extend the communication that is shared with the local preschools to include the local daycares with preschool programs as well. This communication would include registration information, dates of preview and meet the teacher nights, and expectations for upcoming Kindergarteners at Lincoln Elementary School. With an extended communication with the daycares and preschools, the parents will have information that is important for their incoming students. One way of closing the communication gap is to continue have school staff members going to visit the daycares and preschool programs, as well as staff attending a family night that is hosted at the preschool programs. Another way to help with the transition would be to provide more assistance in the classroom such as a classroom aide, more volunteers, or a long term sub for the first month of school to help transition the students into school. The help from staff or volunteers would ensure that the needs of each student are being met during this time of learning. Lincoln Elementary would also like to increase the amount of social-emotional support that is available to the students. Currently Lincoln has a part time nurse, social worker, and school psychologist. With a full time nurse, social worker, and psychologist at Lincoln the school could provide social emotional lessons that are geared towards what an incoming kindergartener goes through. Another service that Lincoln school would like to provide to students is a full time speech and language instructor and speech screening. At Lincoln Elementary we have a high percentage of students that require speech and language services with a full time instructor there could be push in as well as pull out services. A speech screening for incoming students would

identify what supports would need to be put into place to make the children the most successful. Lincoln Elementary would like to strengthen the communication between the parents and the school as well. One way we can continue to foster the communication between school and home by having a Kindergarten parent night to check in with families to make sure their students needs are being met. Other ways we would like to strengthen this relationship would be to have a parent liaison, make home visits, and family activities at school, such as muffins with mom. With these supports Lincoln Elementary will better support students that are transitioning from Preschool to Kindergarten.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal

funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Addendum Possible Title 1 Budget Items

- **Title 1 Math Plan:** Students in grades K-5 who are below benchmark in math, according to NWEA, classroom performance, and teacher observation, would receive Tier 2 and Tier 3 mathematics interventions provided by Title 1 math interventionists. Materials and curriculum for this program would be purchased using Title 1 funds. The percentage of students in grades K-4 during the 2017-2018 school year that are below grade level in math and would be targeted next year with Title 1 math is 44%. Possible funds could be used to teacher coaching as well.
- Use of Capital Outlay for replacement of technology in grades K and 1.
- Possible use of any extra Capital Outlay funds to purchase Lucy Calkin's Study of Reading to compliment our Lucy Calkin's writing curriculum.
- Increased parent involvement money for books, family night meals and staff members that work beyond their three required evenings. In order to instill a love of reading in our students, the Lincoln staff would like to provide books to students on a monthly basis in order to build a home library.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Murrayville-Woodson Elementary | | |
| RCDT: | | | |
| Principal: | Emily English | | |
| Address: | 307 Masters Street | | |
| City, ZIP code: | Murrayville, Il 62668 | | |
| Telephone: | 217-882-3121 | | |
| Email address: | eenglish@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| 2020 - 2021 | 56% | | |

DISTRICT INFORMATION

| | |
|------------------------------|----------------------------------|
| District Name/Number: | Jacksonville School District 117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|----------------|----------------------|
| Emily English | Principal |
| Erica Helmich | Kindergarten |
| Alaina Rueter | First Grade, Parent |
| Angel Ewing | Second Grade |
| Mary Parks | Third Grade, Parent |
| Gina Lowe | Fourth Grade, Parent |
| Lisa Horton | Fifth Grade, Parent |
| Heather Staats | Dean of Students |
| Monica Dixon | Physical Education |
| Robin Casler | Interventionist |
| Ashley Wear | Special Education |
| Pam Waggener | Special Education |
| Tammie Powell | Special Education |
| Amanda Alred | Special Education |
| | |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

- 1.
- 2.
- 3.
- 4.

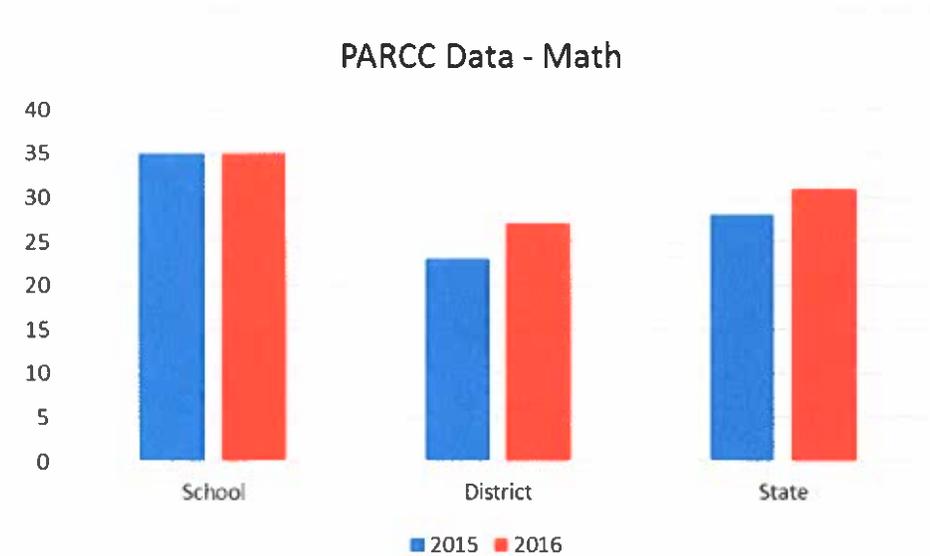
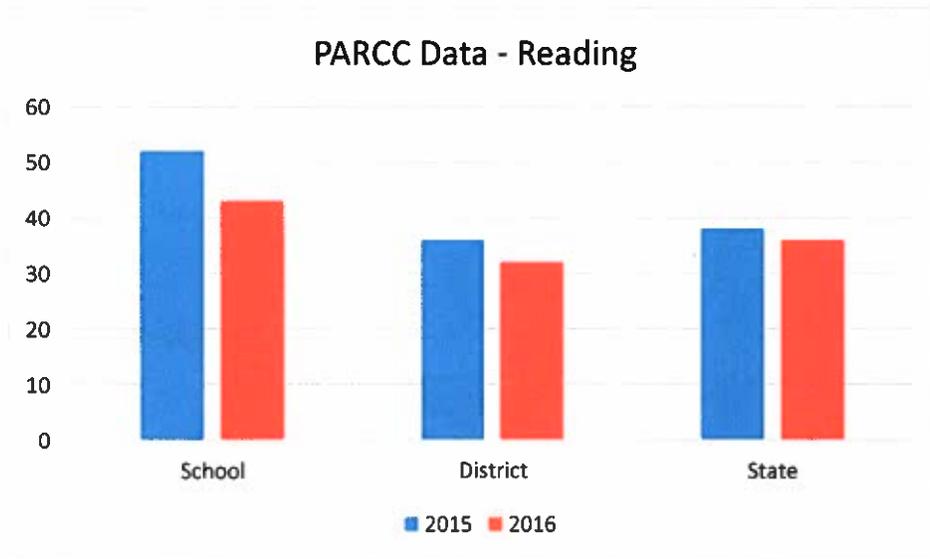
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Murrayville-Woodson Elementary is one of 6 elementary student attendance centers in the Jacksonville School District. It is located approximately 10 miles south of Jacksonville and serves 165 students on the South side of Morgan County. The student population is 91% White, 4% two or more races, 3% Black, 1% Asian 1% Hispanic and 1% American Indian. The 2019 School Report Card indicates a 56% Low Income Rate. 28% of students have been identified with a disability which is slightly higher than the district. 4% percent of the student population is categorized as homeless and 3% as English Language Learners. Mobility of the student population at Murrayville Woodson is at 14% and 24% of students are chronically absent.

A comprehensive needs assessment was conducted in May 2017. Parents returned 63 surveys. Teachers completed twelve surveys. Each year an updated needs survey is completed. This year the focus of the survey was on

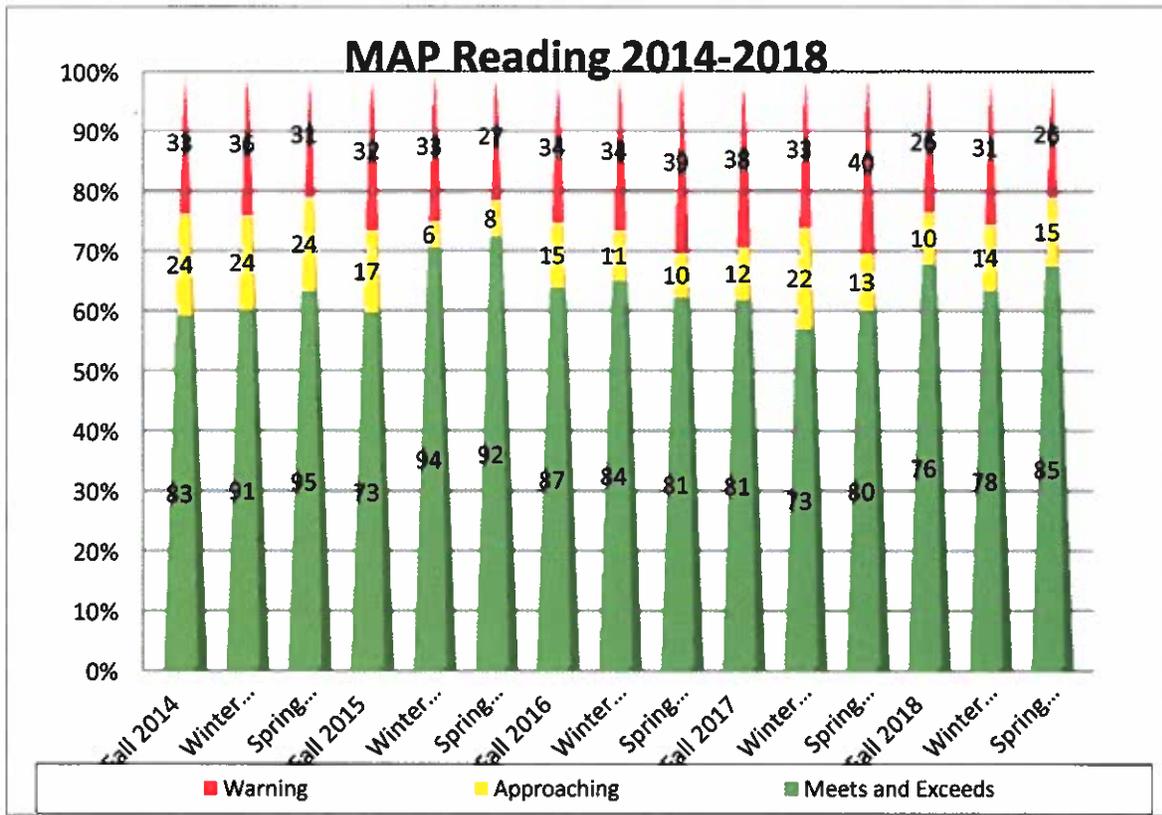
the remote learning experience. The staff spent numerous hours looking at the academic and behavioral data generated in the past years to help paint a picture of our progress as well as areas for improvement. Each year additional surveys are completed by parents and staff. The results are included in Appendix A.

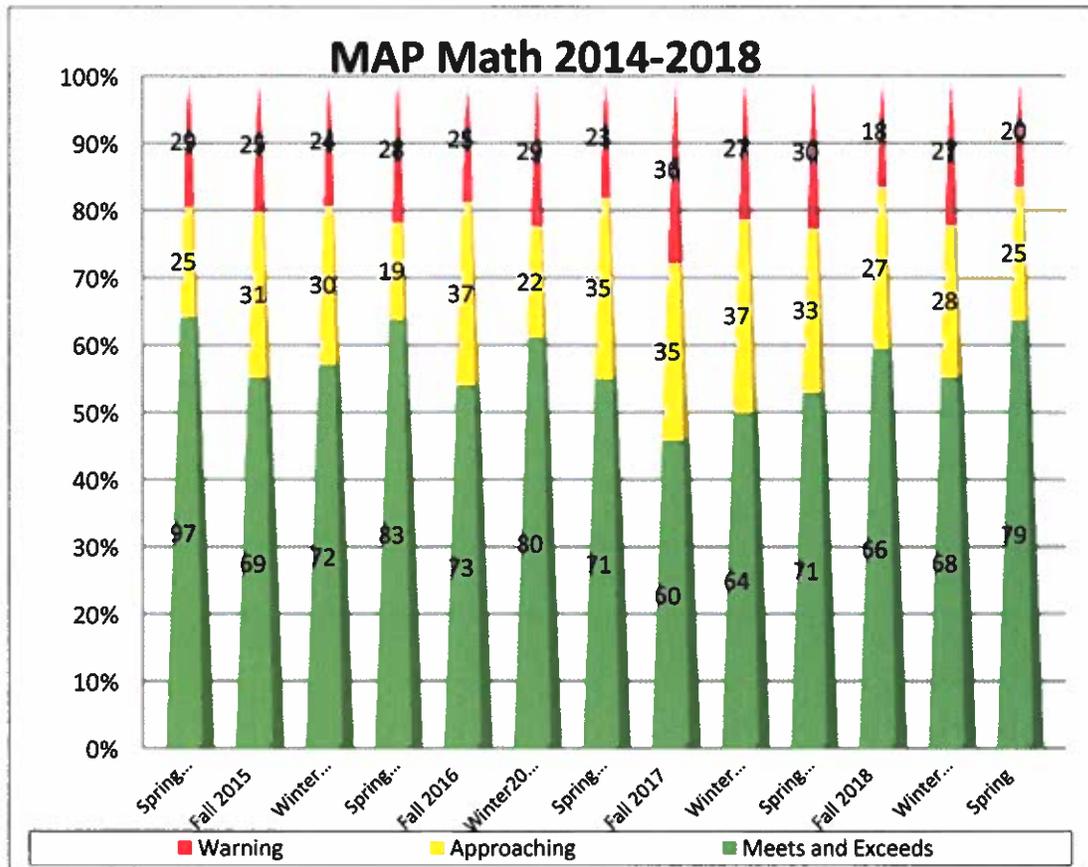
In reviewing the PARCC data from 2015-2016, the scores at Murrayville Woodson Elementary are higher than the district and state composites. There was a decline in scores in reading from 2015 to 2016 and we will continue to monitor this as more data becomes available. Significant achievement gaps were noted between IEP and non-IEP students. The gaps are comparable to those found in the district and in the state averages.



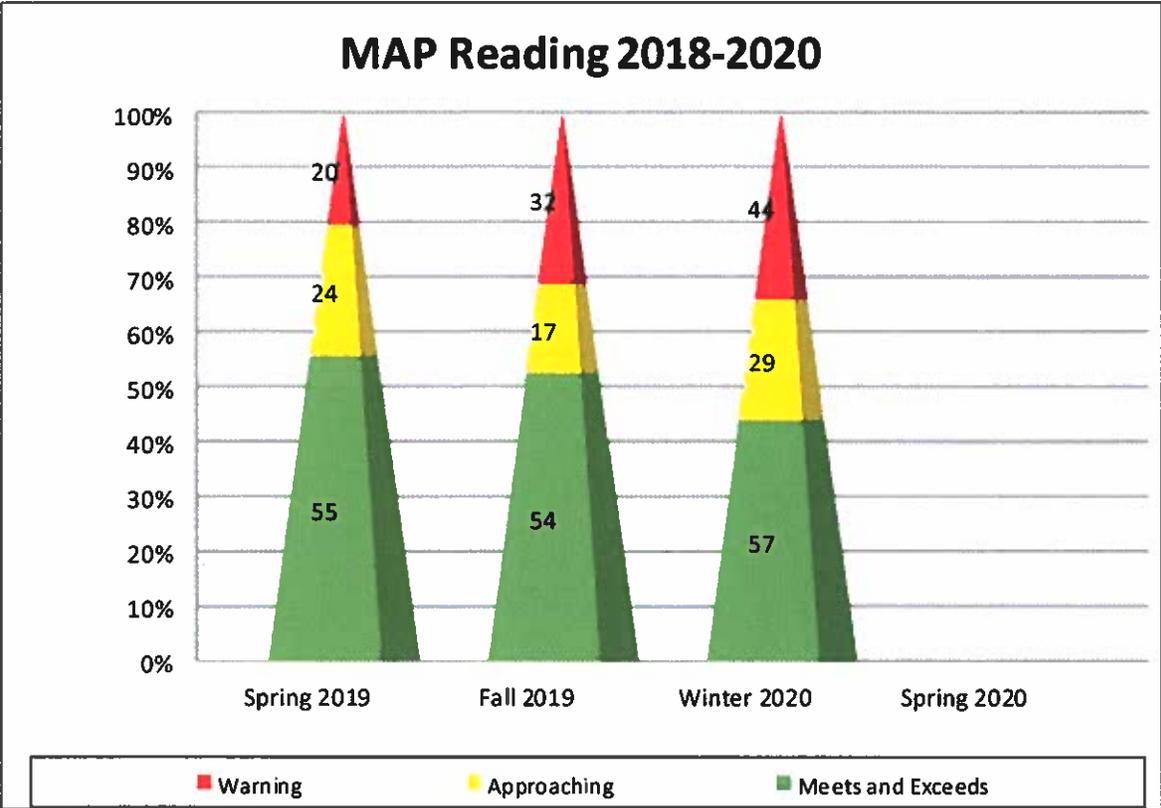
Prior to the adoption of PARCC, the Illinois Standard Achievement test was used to monitor progress. Although Murrayville-Woodson Elementary School was exceeding state and district achievement percentages in overall Illinois Standard Achievement Test (ISAT), a 3 year trend shows a decline in student achievement at Murrayville-Woodson Elementary and at the district and state as well.

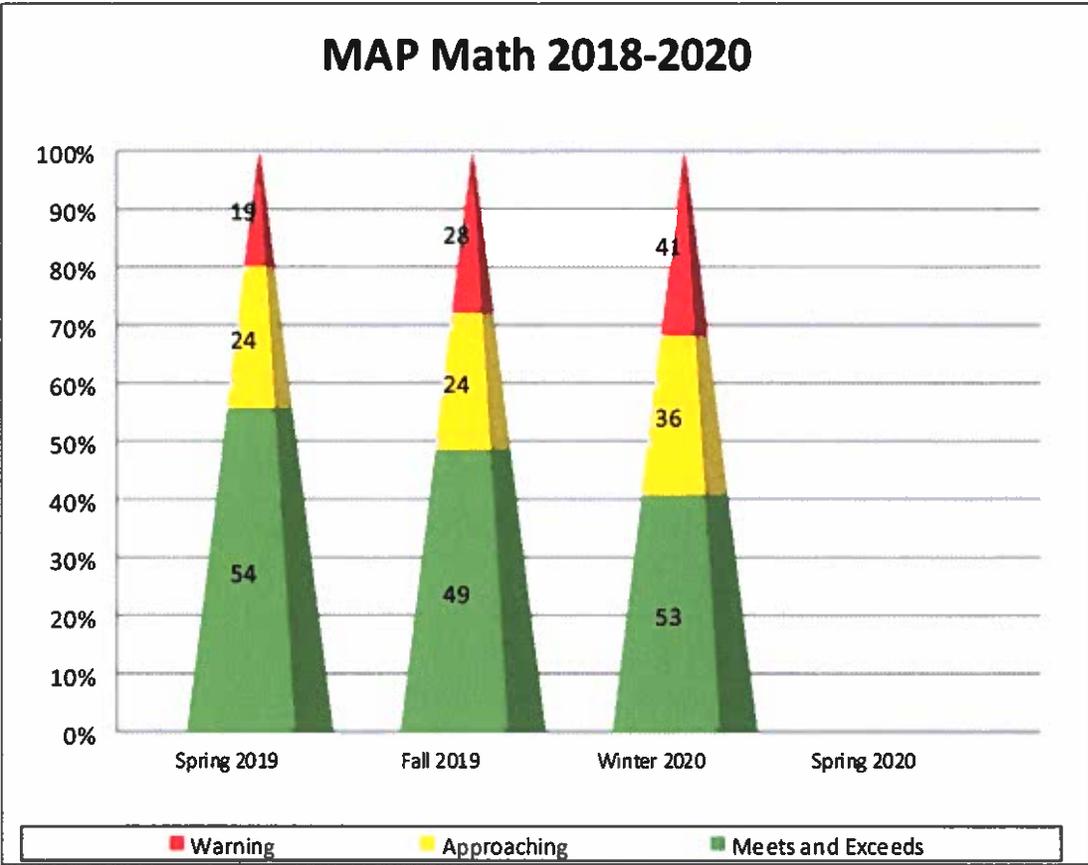
NWEA data indicates that there is a consistent level of students that are at the grade level benchmark in both reading and math. The staff strives to reach annual goals that pushes students toward higher achievement.





During the 2019-2020 School Year, the Jacksonville School District made the decision to push the grade level benchmark to the 60th percentile instead of the 50th percentile as had previously been used. This changed the way our data looked and we were please with the number of students that were meeting the new goal. Although we saw a drop in the winter testing session, we were hopeful that the students scores would rebound in the spring. Due to the Covid-19 pandemic, we did not get to see how close the students came to meeting the new goals.





According to a needs assessment survey of the Murrayville-Woodson Elementary School faculty, teachers felt the instruction that was being provided within the classroom was strong overall. Embedded technology and writing instruction were areas in which the group identified as needing more help. The need for more training in remote learning techniques was also identified as an area of need.

In looking at the parent survey results, it was interesting to note that while the experience was new for everyone involved, it was not overwhelming for many families. The vast majority of families felt that the students had activities to do each day and that teachers were available each day to help with any questions that came up. Parents noted that a predictable daily / weekly routine for assignments was very helpful and preferred. While most families would not prefer to continue with a remote learning experience, we were able to gather more information to make a future experience more meaningful if should need to use this technique in the future.

RESULTS OF COMPREHENSIVE NEEDS ASSESSMENT

| Area for Improvement | Data Source | Potential Plan |
|---|--|--|
| <p>Improve Reading Scores</p> <p>Current % at CCR Benchmark: 44 Goal: 52</p> | <p>Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years.</p> | <ul style="list-style-type: none"> • Target the grades with the highest percentage of students not reading at grade level (as determined by MAP and DRA) • Find additional time in the master schedule to add more intervention time for students • Define specific RTI interventions for improvement in skills • Professional Development – RTI and Remote learning development |
| <p>Improve Math Scores</p> <p>Current % at CCR Benchmark: 41 Goal: 50</p> | <p>Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years.</p> | <ul style="list-style-type: none"> • Focus on math during advancement time. • Focus on hand-on math lessons during 21st Century Lab time. • Define specific RTI interventions for improvement of skills • Continue Crazy 8's recreational Math club K-5 • Professional Development - RTI and Remote Learning development |
| <p>Improve Response To Intervention Program</p> | <p>Evaluation of test scores (NWEA MAP, ISAT) in the past 4 years</p> | <ul style="list-style-type: none"> • Develop specific interventions for improvement of skills in reading and math. • Develop intervention tracking forms for Leadership binders. • Find additional time in the master schedule for interventions for students. |
| <p>Improve Leadership skills in community</p> | <p>Behavior data from 2019-2020</p> | <ul style="list-style-type: none"> • Implement Leadership binders for each student • Focus on academic goal setting within binders |

4. Describe schoolwide reform strategies in narrative form to include the following:
 - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

The educators and support staff at Murrayville Woodson Elementary collectively strategize to meet the needs of all students. By differentiating instruction within the classrooms, teachers provide quality learning experiences that accommodate the various needs represented therein. Students are given weekly opportunities to participate in fine art activities, such as music and visual arts that help support the curriculum in both the general and special education classrooms.

Teachers make use of common planning times based on similar grade levels, as well as the use of "Data Days" to analyze results of student assessments and to determine what interventions may need to be put into place. An important part of the master schedule at Murrayville is grade level Advancement Time. This is a built in time for teachers to focus on individual RTI interventions. In addition to the common planning times, classrooms of similar grade levels utilize Advancement Time so that teachers are able to differentiate instruction beyond the groupings within individual classrooms.

Our staff works hard to provide additional support for those who are at risk or not meeting the challenges of their grade level. By following the multi-tiered system of support known as the SPRINT (School Prevention, Review, and Intervention Team) System, teachers, administrators and support staff can closely observe the success of interventions created specifically for a struggling learner(s).

In 2017 there was a 25 point achievement gap between students with IEPs and students without IEPs. Currently the achievement gap in reading has grown to a 32 point gap and closed to a 15 point gap in math. By taking advantage of all the accommodations on a student's IEP as well as increased collaboration between regular education and special education teachers, the Murrayville Woodson staff will be studying teaching techniques, subject areas, disability individualization, accommodations and skills for collaboration in the classroom.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Our school receives supports from both inside and outside of the school. The classroom teachers at Murrayville-Woodson Elementary School provide many lessons to their classes that relate to the students' social-emotional well-being. Our students in grades 4-5 participate health classes which include lessons on being a healthy individual both inside and out. Murrayville-Woodson also has a school nurse who is ready and available to provide students and families with care and instruction for their on-site health needs. We have mental health trained first responders inside Murrayville-Woodson Elementary School. Our school is also equipped with a school psychologist and school social worker as well as a dean of students. We have several staff members who have been trained by the Crisis Prevention Institute in nonviolent crisis intervention. Morgan County Mental Health (MCMH) is available as needed at Murrayville-Woodson Elementary School in the event of a student crisis. MCMH services are extended when necessary depending on student/family need. We work with Four Rivers Special Education Cooperative to provide our students with Individualized Education Plans with services including, occupational therapy, physical therapy, speech therapy, vision and hearing itinerants and other services as dictated by the IEP with no limit to alternative school settings. The staff at Murrayville-Woodson Elementary School has been trained in *The Leader in Me* program in summer 2017 which further promotes positive character building traits within the school for staff and students.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Murrayville-Woodson Elementary School recognizes the need for our students to prepare for and be aware of the various opportunities for postsecondary education and the workforce. Our teachers have designed many different activities and units throughout the year to provide support for our students' college and career readiness. Because our school is located in rural Murrayville, our students are often exposed to some of the different aspects of agriculture. By involving a local program known as "Ag-cited", guests visit the classroom to help the students get a global view of agriculture. "Where Your Food Comes From" is another program utilized in the primary grades.

Whenever possible, we also like to utilize field trip opportunities. For example, one class visits a children's museum where they can have a hands on experience with different careers. Another grade visits the local hospital to supplement a unit that covers all health care professionals including paramedics, admission workers, nurses, physical therapists, anesthesiologists, and so many more. Multiple grade levels practice with counting money, different types of currency in the world, and how to use money wisely. Students then have the opportunity to visit the local bank to see the different careers in action.

On a daily basis, teachers supplement the current curriculum with STEM activities, extra informational reading resources, as well as videos and online activities.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Murrayville-Woodson Elementary School follows the SPRINT process which includes the core teacher, school nurse, school psychologist, title teacher, school administrator, behavior specialist, special education teacher, school social worker, and parents/guardians. This team meets to discuss classroom instruction, student performance as well as classroom, small group, or individualized interventions that have been provided for the student. This information is presented by all parties in data form as well as a summary for the team. The team then brainstorms Tier II interventions and chooses interventions based on the needs of the individual child so that the student can experience success and growth both socially and academically. If a student is still not responding to Tier III services, a formal meeting will be set with the IEP team, a group that specializes in IDEA rights and regulations.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Education professionals at Murrayville-Woodson School have been participating in different professional development opportunities throughout the year. To increase understanding and utilization of technology in lesson planning and implementation, teachers have attended multiple sessions of *Ed-Camp*, a district-wide, educational technology focused training. After deciding to pilot a new reading series in our elementary schools, training was provided to help coach teachers for a smooth implementation this school year. In addition to this training, our teachers have had learning experiences that focused on mental health first response, Daily 3 Math, dyslexia, and dysgraphia.

One professional development opportunity that our teachers especially value is Data Day(s). Educators use these days to analyze data collected from our school-wide standardized testing, prioritize the learning needs of students, and optimize resources to plan for enrichment.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Murrayville-Woodson Elementary hosts an open house for incoming students and families in the spring prior to the student's kindergarten year. On occasion, the prekindergarten teacher will also attend the open house night to help with the transition into elementary schools. At the open house, information is provided for parents in terms of expectations for their child. The teacher also shares requirements such as medical records and other state mandated documents that are needed prior to beginning the kindergarten school year. This meeting also includes summer learning ideas for aiding the child and families in continuing to learn vital, foundational skills for a successful kindergarten experience. This includes offering the academic standards as well as offering educational apps and websites for a fun way in which students can learn important kindergarten skills. The kindergarten teacher is aware of many of the skills and curriculums used by local prekindergarten programs. The school secretaries work with the local prekindergarten program to obtain the necessary information including dental or other medical documents to ease the family in their transition to kindergarten. The school secretary and school nurse also work together to send home individual family checklists of documents needed. The district has a prekindergarten program that offers a registration night for pre-k families of incoming kindergarteners as well as provides many screening opportunities throughout the community in order to determine child placement and need for early childhood intervention services, helping students to be more prepared and equipped for kindergarten.

In addition to the open house setting, families can also set up meetings with the kindergarten teacher and principal to set up a more personalized tour or series of visits to help manage the transition to a new school. Parents appreciate being able to visit on several occasions in order ease the anxiety of the students into kindergarten.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | North Jacksonville Elementary | | |
| RCDT: | 010691170222008 | | |
| Principal: | Bobbie Mills | | |
| Address: | 1626 State Hwy. 78 | | |
| City, ZIP code: | Jacksonville, IL 62650 | | |
| Telephone: | 217-245-4084 | | |
| Email address: | bmills@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| 2020 | 60% | Y | |

DISTRICT INFORMATION

| | |
|------------------------------|-----------------------------------|
| District Name/Number: | Jacksonville School District #117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|--------------------|----------------|
| Bobbie Mills | Principal |
| Brittany Mason | Teacher |
| Rachel Cawthon | Teacher |
| Rebecca Bourn | Teacher |
| Carrie Decker | Teacher |
| Amy Pieper | Teacher |
| Rebecca Leahr | Teacher |
| Kelly Maul | Teacher |
| Deann Scheets | Teacher |
| Anita Hayes | Teacher |
| Jennifer Stendback | Dean |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

Coordination and Integration of Federal, State, and local service programs

The Title services offered in the district are supplemental to any other instructional programs that are offered. These other programs are defined below in Board policy.

Education of Homeless Children

1. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education.
2. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law.
3. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.
4. 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.

5. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law.
6. 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.
7. 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.

8. 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.

Education of Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program. Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migrant Students

The Illinois Migrant Education Program (MEP) is responsible for the delivery of services to migrant students in the State. This Service Delivery Plan, which was developed collaboratively by a broad-based Service Delivery Plan (SDP) Committee, describes the scope of these services and provides details on the goals, objectives, activities, and systems for accountability that are aimed at raising the achievement of migrant students.

Legislative mandate

Section 1306(a)(1) of Title I, Part C of the No Child Left Behind Act of 2001 requires State Education Agencies (SEAs) and their local operating agencies to identify and address the special educational needs of migrant children in accordance with a comprehensive plan that:

Is integrated with other Federal programs, particularly those authorized by the Elementary and Secondary Education Act (ESEA);

Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Specifies measurable program goals and outcomes;

Encompasses the full range of services that are available to migrant children from appropriate local, State, and

Federal educational programs;

Is the product of joint planning among administrators of local, State, and Federal programs, including Title I, Part A, early childhood programs, and language instruction education programs under Part A or B of Title III; and

Provides for the integration of services available under Part C with services provided by such other programs.

Section 200.83(b) of the regulations requires Illinois and other States to develop their comprehensive State Service Delivery Plan (SDP) in consultation with the State migrant education parent advisory council or, for SEAs that do not operate programs of one school year in duration (and are thus, not required to have such a council), with the parents of migrant children in a format and language that the parents understand.

There are a number of components that are required by statute to be included in a State comprehensive SDP. These are:

1. *Performance Targets.* The plan must specify the performance targets that the State has adopted for all migrant children for: reading; mathematics; high school graduation/the number of school dropouts; school readiness (if adopted by the SEA); and any other performance target that the State has identified for migrant children. (34 CFR 200.83(a)(1).)

2. *Needs Assessment.* The plan must include identification and an assessment of: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle; and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(2).)

3. *Measurable Program Outcomes.* The plan must include the measurable outcomes that the Migrant Education Program (MEP) will produce statewide through specific educational or educationally-related services. (Section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets.

4. *Service Delivery.* The plan must describe the SEA's strategies for achieving the performance targets and measurable objectives described above. The State's service delivery strategy must address: (1) the unique educational needs of migrant children that result from the children's migrant lifestyle, and (2) other needs of migrant students that must be met in order for them to participate effectively in school. (34 CFR 200.83(a)(3).)

5. *Evaluation.* The plan must describe how the State will evaluate whether and to what degree the program is effective in relation to the performance targets and measurable outcomes. (34 CFR 200.83(a)(4).)

As a result of shifting demographics of the Illinois migrant student population, the length of time that has occurred since the previous CNA was conducted and the SDP was developed, and changes to guidance and best practices, Illinois updated its CNA in March 2010 and subsequently has updated the SDP with the information that is contained in this report.

Migrant Students within Jacksonville School District 117 (Board Policy)

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: No Child Left Behind Act of 2001, § 1301 etg., 20 U.S.C. §6391

34 C.F.R. §200.40 - 200.45.

105 ILCS 5/14B-6.

CROSS REF.: 6:170 (Title I Programs)

Jacksonville School district 117 realizes that this policy is mandatory for districts that receive Title I funds. The No Child Left Behind Act of 2001 amended the Elementary and Secondary Education Act and imposed additional requirements on state agencies that disperse funds for many Title I programs. Although most of the requirements are directed to state agencies, Jacksonville School District realizes that Title I funds should be utilized to design a program of instruction that would serve migrant children.

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

State and Local Educational Agencies that coordinate with the Schoolwide Program

District 117 Utilizes the Family Network that Links Social Agencies together for the greatest success. A list of those agencies is listed on the preceding page and is utilized by staff members in district 117 to help all students and families find what they need to be successful.

3. Conduct a comprehensive needs assessment of the entire school:

Teacher Needs Assessment

All certified staff were sent a google form survey to their email and asked to respond to each of the areas below with positives and improvements needed in an anonymous manner. Below are various responses that were given

1. Arrival

North has a good system in place. I like when someone is the "greeter". Having staff there each morning to greet them with smiles and reassurance is fantastic

2. Breakfast

Runs smoothly, staff quickly check kids off, students getting a good meal before class is good for their mind and body. Students need reminders that they need to throw away their trash before they leave the cafeteria.

3. Lunch

Eating after recess seemed to work out and they looked forward to Friday's special lunch table. I wish they had a little more time to eat.

4. Recess

Recess before lunch seemed to turn out fine and helps with the drama. Recess workers were often late taking kids to recess which led to decreased amount of play time.

5. Master Schedule

I like having a set schedule of where I need to be so I can be more effective for the students, good organization, plus for intervention times are set, WIN times might need to be adjusted for some grade levels, and an everyday the same schedule would be nice.

6. Dismissal

We have an organized system and the students know where to go. I like that the bus students sit at the cafeteria tables until their bus number has arrived. Routine is well established. Having a walkie talkie for one car teacher and one bus teacher so that the car staff isn't running to the office looking to find a kid that is now in the car or chasing down a bus would be helpful.

7. Reading Programs

The WIN groups this year helped get more students extra support with reading and we are able to offer struggling readers several layers of support. North has a lot of great resources for teachers to utilize. More opportunities for professional development would be great and some students need more visuals of what they can earn and a visual countdown to the time of earning it.

8. Math Programs

Teachers have the flexibility to use a variety of resources to meet the standards and the stem lab is great. The online component is hard to navigate and we need more title math supports.

9. Family Nights

The families enjoy the time with their children and we were able to offer a variety of education tools for them to

take home. How can we get more families to participate?

10. Christmas Program

It was a nice opportunity for the students to showcase what they had learned in music class. The parents always enjoy seeing their students on stage performing. The program was organized and a lot of fun. After the program, dismissal is always a little hectic and we could brainstorm how to fix it.

11. PBS

Students know the expectations to earn the reward from the beginning of the quarter. Posters were helpful and a good visual reminder to the kids. Teachers need to be sure to communicate with parents personally and not just do to get kids on track.

12. Professional Development

Wilson training, technology to help e-learning, more book studies, whole brain teaching

13. Title I Plan

We need to consider the number of students who will be needing extra support due to the COVID situation. We will have to implement extra supports and serve as many as possible.

14. Behavior Rewards/ Plans

Continue with the PBS quarter celebrations as we have been doing and possibly change student of the month from citizenship to a focus of one skill per month.

15. Accelerated Reader

The students like the point level dog tags and continue quarterly awards for classes

16. Data Days

It is important to take the time and study the data we have and plan how we can best meet the needs of our students. Building work is much more effective and less time is wasted when Co directs these days. Our North visual chart was helpful and I wish we could have finished the year to see how the kids could have blossomed.

17. Staff Meetings

Schedule on one particular day each week and the agenda keeps us on track.

Parent Needs Assessment

All parents were sent home a survey to fill out and return by the due date. Parents were able to mark Strongly Agree, Agree, Neutral, Disagree, Strongly disagree, or I am not sure as their options. 21 surveys were returned, which is 6% of our families. Due to the COVID pandemic we had a smaller return rate than previous years. Below are the percentile totals of that survey.

1. My family feels welcome at North Elementary School.
90.5% marked strongly agree/agree and 9.5% marked neutral
2. At the end of the school year, I feel that my child is prepared for the next grade level.
80.9% marked strongly agree/agree, 14.3 % marked neutral and 4.8% marked disagree
3. The work at my child's school is challenging.
71.4% marked strongly agree/agree, 19% marked neutral and 9.6% marked disagree/strongly disagree
4. The report cards and standardized testing results are easy to understand.

- 90.5% marked strongly agree/agree, 4.8% marked neutral and 4.8% marked disagree
5. The teachers are available if my child needs help.
100% marked strongly agree/agree and 0% marked disagree/strongly disagree
 6. My child is excited about coming to school.
90.5% marked strongly agree/agree and 9.5% marked neutral
 7. My child feels safe at school.
90.5% marked strongly agree/agree, 4.8% marked neutral and 4.8% marked disagree
 8. My child has gained social skills with the implementation of the PBS program.
57.1% marked strongly agree/agree and 42.9% marked neutral
 9. My child has access to support services if needed.
95.2% marked strongly agree/agree and 4.8% marked neutral
 10. My child has access to technology.
95.2% marked strongly agree/agree and 4.8% marked neutral

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. **provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**
- b. **use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and**
- c. **address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.**

In order to provide opportunities for all subgroups of students to meet the challenging State academic standards, it is necessary to analyze the testing data of the students in each subgroup. This information can then be used to diagnose specific needs and provide prescriptive programming.

Subgroup- Low Income

North Elementary does not receive academic data from PARCC testing on the low income subgroup due the fact that each student is reported as low income since the school-wide Community Eligibility Option (CEO) program is in place. Due to the Covid Crisis, state testing was cancelled along with district level NWEA MAP testing. Consequently it is difficult to analyze this subgroup. These unidentified students would still receive the appropriate academic support as all students who are not meeting expectations.

Subgroup- Students with IEPs

When analyzing prior data of students with IEPs and with their non-IEP peers, it shows that the achievement gap is increasing between these two groups. In order to provide support to this subgroup and decrease the achievement gap North Elementary School is implementing additional curriculum, invention materials, and referring students to the extended school year program.

Subgroup- Two or more ethnicities

There are not enough students in this subgroup to provide adequate data so results were inconclusive. North Elementary does implement many programs and instructional strategies that support the students in this subgroup. Programs include Family night, Kiwanis volunteers, and the Summer reading books/ program through Scholastic.

Subgroup- Black students

There are not enough students in this subgroup to provide adequate data so results were inconclusive. Along with the programs that are already instituted to increase academic progress for all students North Elementary will be adding additional literacy materials featuring characters of diverse ethnicities throughout our curriculum.

Subgroup- White students

Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from previous year are included. When reviewing our 2018 scores 36% of white students met/ exceeded expectations on ELA and 39% on Math, 32% approached expectations on ELA and 23% on Math, 15% partially met expectations on ELA and 26% on Math and 17% did not meet expectations on ELA and 13% on Math for PARCC testing. This subgroup is supported by the many academic programs that are instituted at North Elementary School such as the summer reading program, Kiwanis volunteers, Rtl process, Title I and What I need (WIN) time scheduled daily.

Subgroup- Female Students

Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from previous year are included. In 2018 36% of female students met/ exceeded expectations, 32% approached expectations, 22% partially met expectations and 9% did not meet expectations on PARCC testing. When looking at the achievement gap between male students and female students, the composite results showed a 5% gap in 2017 and 1% gap in 2018 which showed that the gap was closing. In order to support the female subgroup, North Elementary School is offering books focusing on females in leadership roles and successful female role models in a variety of career paths.

Schoolwide Assessment

In order to determine the appropriate methods and instructional strategies needed to strengthen the academic programming, a variety of assessments must first be utilized in order to analyze student strength and needs. North Elementary School utilizes a variety of student academic assessments including PARCC and the Northwest Evaluation Association or NWEA. These assessments can be described as screening, diagnostic and classroom-based instructional assessments. NWEA assessment known as the Measures of Academic Progress, or MAP, is the primary assessment tool utilized within the school in addition to the PARCC test. All students take this computer-based adaptive assessment three times during the academic school year. During the first three weeks of school, this assessment is administered for the manifold purpose of screening to identify those individuals in need of additional academic instruction and intervention, diagnosing strengths and weaknesses in core subject topics, and to determine what revisions are needed to school programs that were in place during the previous academic year. Subgroups (as defined by section 1111(c)(2) are specifically reviewed at this time. The MAP assessment provides detailed data on an individual student's reading and math knowledge base. This data is delivered in the form of an overall RIT score from the Rasch Unit scale, a continuum which measures academic achievement regardless of grade level, and is available to teachers within 24 hours of test completion. Upon receiving their students' scores, teachers are able to analyze which topic in reading and math the students have mastered and which represent areas of need for additional instruction and intervention. Students who are falling below benchmark norms are also assessed with the M-Class program that provides information on fluency, phonemic awareness, letter recognition and phonics. Professional Learning Communities (PLC's) have biweekly meetings for prescriptive use of the learning continuum provided by NWEA to group students based on skill sets that they need to improve. Students are benchmarked 3 times a year and progress monitoring is conducted every two weeks to assess

growth. A Google document is created using successful interventions and student performance. The document is modified when needed to provide prescriptive planning information on all students' for their upcoming teachers' use.

In conjunction with the NWEA MAP assessment, the Pearson Education, Inc. assessment known as the second edition of the Developmental Reading Assessment, or DRA3 is conducted three times a year for all students and students falling below the benchmark have an ongoing progress monitoring tool for students receiving Title I reading services. This assessment is performed through systematic observation of student reading behaviors and recorded responses in an individual conference setting. The results of this assessment drive universal classroom reading instruction as well as individualized reading instruction provided by Title I reading teachers as an intervention. Furthermore, the assessment serves as an ongoing progress-monitoring tool to determine a student's reading achievement at independent and instructional levels.

Throughout the academic year on an as needed basis, teachers at North Elementary School keep track of student reading progress in the form of running records which are conducted during individual student reading conferences. This information allows teachers to assess the student's reading level, fluency and comprehension and to gauge student growth toward grade-level benchmarks and adapt their instruction accordingly.

Students in kindergarten through second grade are assessed a minimum of four times per academic year on their progress toward reading a list of sight words. Any student new to the district or third grade student who scored below 90% at the end of the second grade is assessed on his/her ability to immediately read these mastery words. Beyond the third grade, sight word assessments may be conducted and/ or referenced as a means of documenting progress and growth for students receiving academic reading interventions by Title I. This information is kept in data binders and shared year to year.

North School continues to grow in their use of data to guide instruction. Continuous improvement is fostered through on- going professional development opportunities at the building and district level to enhance knowledge and application of the process.

Educational Assistance

Educational Assistance is provided to students at North Elementary School through a number of programs offered during the instructional day. The process used to identify students in need of educational assistance begins with an analysis of data that is collected through the beginning of the year NWEA MAP reading and math assessments and DRA scores.

Title I interventions are offered to students in groups of 2-4 according to their needs. The primary programs offered as interventions during these 25 minute lessons include Guided Reading Plus, Comprehension Focus Groups, Direct Instruction, Wilson Reading, and Reciprocal Teaching Groups. Students may be involved in a Focus Group intervention and a guided reading plus group all in the same day. Students are initially selected for participation in these groups based on the MAP reading scores, DRA scores and M-Class scores, but may be offered this intervention at any point during the year based upon the consideration of teacher recommendations.

Educational Assistance is also provided to students at North Elementary School through the RTI district wide program and SPRINT Process (School Prevention, Review, and Intervention Team). The SPRINT Team is activated for each child recommended by a teacher for assistance in any area. The team consists of the principal, teacher, special education teacher, social worker, Title I teacher, parent, and any other person that might be crucial to the process. The team meets

to determine a student's needs, possible interventions, root cause, and set goals for student success. The team meets as frequently as necessary to help establish pathways for student success.

North Elementary School is the fortunate recipient of volunteer services through Kiwanis, the school's business partner. These volunteers provide tutoring during the school day to individuals or small groups of students in the core subject areas. The content of the tutoring sessions is intended to provide an additional opportunity for students to practice and receive feedback on concepts currently being taught in their core classes. The volunteers also implement the Great Books program which is utilized to improve above average students. Additionally, Kiwanis members also mentor at-risk students.

Programs and Educational Services

North Elementary School uses NWEA MAP test universal screener to begin to identify students in need of Title I services. Students that fall below the reading norm benchmark for their grade level are listed as possible candidates for services. Additional screenings are also conducted using the DRA2. Once students are identified through this process, we determine how to best meet their needs. Students are placed into 2 distinct groups, those that are our most- at- risk, that are below the 25%ile, and those that are from 26-59%ile on the NWEA norm scale. For students in K-2, we offer two types of intensive interventions for students: Guided Reading Plus and Focus Group with targeted skill instruction using M-Class data and progress monitoring. For students in 3-6 grades we offer Guided Reading Plus, Comprehension Focus Groups, and Reading 3D that utilizes M-Class data to drive instruction. Our students in the lower half of our benchmark grid receive Guided Reading Plus for 25 minutes a day (with the interventionist) and Focus groups for 25 minutes a day outside of the 90 minute core reading block.

Students in the upper half of the grid receive focus groups daily for 25 minutes, but have guided reading 2-3 times a week with the interventionist, in addition to the classroom teacher's guided reading instruction. This process allows us to serve more students utilizing a targeted focus for greater growth acceleration. Progress monitoring is conducted every two weeks utilizing the M-Class assessment, DRA2 reading diagnostic assessment, and/or Running Records. Benchmarking data is also collected quarterly using the M-Class data and NWEA screening is administered 3 times per year. After each screening or assessment, data is analyzed to see how students are progressing and if there are students that are no longer in need of services or if there are students that needed to be added for services. Parents are kept up to date about the data on their student and what services the child is eligible to receive. Parents sign the parent compact and receive the parent involvement policy to explain how they too are part of their child's success with the process.

All of our North Staff members continue to be trained in the best practices of reading instruction through building staff development, district training and through professional workshops and conferences attended each year. We will continue to explore new research- based methodologies to continue to improve our skills and processes to do our very best for the students we serve.

As an annual process, at the conclusion of the 2019-2020 school year, the North Elementary administration and teachers analyze student test data in order to strategically and prescriptively adjust and develop supportive programming for the upcoming school year. Due to the Covid Crisis, state and local testing were suspended for 2019-2020, so scores from previous year are included. North Elementary students made academic growth during the 2019-2020 school year and will continue into the 2020- 2021 school year to keep that level of academic success. Per the North School Improvement Plan on a Page for the 2020-2021, "through the greater use of data analysis, planning, and collaboration, coaching, and

the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2020 as measured by the NWEA MAP test". While this growth is significant, North Elementary is continuing to keep the academic growth bar high by expecting 60% of students being able to meet their individual reading and math growth targets by May 2021.

The administration and teachers extensively reviewed and analyzed data from the NWEA testing this past school year to obtain a clear understanding of the strengths and needs of their students in order to develop and modify the school action plan in order to enrich and accelerate the curriculum and include research based programs and initiatives. Staff shared individual programs that were bringing success with their students and now those programs will be used school wide. Some current programming has been expanded and/or given more specific targets.

In order to identify student hearing and vision issues in a timely manner, the school nurse will conduct hearing and vision screening early in the fall of the school year. Teachers will also receive professional development on visual processing so that they can recognize issues and support interventions for targeted students.

Administration and teachers pinpointed functional language as a weakness for many students that attend North Elementary. In order to improve functional language for all students a schoolwide focus will be incorporated in classrooms, office, special activities as well as the SAIG groups with the social worker. The Speech Teacher will screen the kindergarten students for functional language skills and develop interventions accordingly early in the school year.

Analysis of student math scores showed a need for a consistent math curriculum across kindergarten through 2nd grade levels. Eureka Math will be implemented with training for teachers being completed in the summer. Teachers will also receive math kits to enable full implementation of the program. We will continue vocabulary fishbowl activities, number talks, and Khan Academy lessons.

The teaching staff will continue with prescriptive planning for reading instruction with the Title teacher for intensive focus for targeted students. K-6 word map will be utilized for word affiliations/ synonyms. The Great Books and Read Naturally program will continue to be implemented with above average readers. North Elementary students will be inspired by incentives for applying corrections and becoming an expert in an area with dog tags, leader boards, AR recognition, locker tags, and classroom recognition. Kindergarten-1 students will continue to do the Neuronet program each day. M-class will continue to be used for Tier 2 and Tier 3 students. Professional Learning Communities (PLC) including specialists will have bi-weekly meetings to review progress and plan for next steps.

Below, please find our Plan on a Page for our SIP plan that is completed annually to facilitate our continuous improvement process. This document will be included yearly as part of this plan as a record of our quest to close the achievement gap for students.

Plan on a Page 2020- 2021

| <p>Topics</p> | <p>Goals <i>(Are the Goals SMART: <u>S</u>pecific, <u>M</u>easurable, <u>A</u>ttainable, <u>R</u>ealistic, and <u>T</u>ime-bound?)</i></p> | <p>Action Plans <i>(What specific activities will we undertake to make this happen?)</i></p> |
|--|---|--|
| <p>Improvement of Teaching and Learning</p> | <p>Through greater use of data analysis, planning and collaboration, coaching, and the use of differentiation methods of instruction, 60% of students will be able to meet their individual reading and math growth targets by May 2021 as measured by the NWEA MAP test.</p> | <ul style="list-style-type: none"> ● Prescriptive planning for reading instruction with Title teacher for intensive focus ● Neuronet for all K-1 students prior to academics ● PLC’s bi-weekly ● mClass Dibels used for progress monitoring ● Great Books and Read Naturally program utilized to improve above average students ● Incentives for applying corrections and becoming an expert in an area with dog tags, leader boards, AR recognition, locker tags and classroom recognition ● Number Talks to increase algebraic thinking. ● Engage NY daily for number sense ● 5 a Day Math review daily with geometry being emphasized at least once a week. (Intermediate) ● Vocabulary Fishbowl for enhanced vocabulary terms ● Vision and hearing screenings early in the fall ● SAIG groups with Social Worker set up for functional language ● Speech Teacher to screen kindergarteners early in the year for functional language skills and develop interventions accordingly ● PD in Wilson and Eureka Math ● Online Reading and Math programs to supplement for all students- Reflex, Reading Plus, Headsprout ● Reading Night for families ● STEAM Lab ● WIN (What I Need) Time focus groups in Reading |

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

- North Elementary provides counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
- Second Steps: This universal tiered program helps promote social-emotional development, safety, and well-being of children that is taught in the classrooms daily.
- Mindfulness: Mind Yeti is used during the school day with students that need help to calm down and focus their attention.
- Zones of Regulation: Along with the Social Worker the students learn self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- Kiwanis Tutors and Mentors: The Kiwanis Club has maintained a wonderful partnership with North School. They volunteer their time to tutor students in all academic areas as well as simply being a mentor for students to talk and relate to.
- Girls on the Run: This is a program that connects girls from North School with inspires girls to take charge of their lives and to find their future on their terms. This program gives girls a place to learn that they can with no limits and no constraints. At the conclusion of the program, the participating girls run a 5K event.
- Transition 5th Grade to JMS: Fifth grade students visit the middle school to facilitate a positive transition. Students are given the opportunity to ask questions and coordinate services with the assistance of the staff and teachers. JMS counselors also visit North and talk to students to assist with class selection IEP goals and class placements.
- Fresh Fruit and Vegetable Program: A program that provides fresh fruits and vegetables to students. It introduces children to a variety of produce that may be unfamiliar to them.
- OrganWise Guys: A program that empowers kids to be healthy and smart from the inside out. Body parts come alive and teach about good lifestyle choices.
- SAIG Groups/Lunch Bunch with School Social Worker (Social Academic Intervention Group): The School Social Worker plans weekly skill-building sessions to improve student social skills, problem-solving skills and academic behavior skills.

- **Check-In/ Check-Out:** Students meet with an adult in the building for a brief review of expectations in and out of the classroom. They are given the opportunity to reflect on their day and make a positive action plan for their day.
- **SPRINT Process (School Prevention, Review and Intervention Team):** This team meets monthly to set and review goals of students to improve overall student behavior.
- **School Social Work Services:** The North SSW provides problem solving services to students and their families. The SSW consults with personnel regarding students, works on behavioral interventions with students based on goals provided on their IEP or SPRINT plans and facilitates any school crisis.
- **CPI (Crisis Prevention Intervention):** Staff are offered the opportunity to train in the CPI process. This program teaches adults on how to de-escalate problem behaviors or violent students in a non-threatening way.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

North Elementary provides many activities to prepare our students for postsecondary lives. The programs provide the students with experiences to prepare for college or workforce readiness.

- Each year Jacksonville Middle School has an open-house to allow for 5th grade parents and students to ask questions about their child's upcoming transition to the middle school.
- Yearly field trips are designed to expose students to real world experiences outside the traditional academic environment.
- North School is fortunate to have Kiwanis members provide tutoring and mentoring services. These individuals inspire students to set goals to further their education and provides students with the extra help they need to succeed in the classroom.
- 4th grade students receive the Ag-Cited program that is provided by the Morgan County Farm Bureau. This program sends guest speakers to present information regarding agriculture, which is a prevalent industry in our community.
- Our science curriculum is supported by the website Science A-Z and National Geographics. These activities allow students to experience, explore and discover new concepts.
- Guest Speakers are invited into classrooms to inform students of the different job opportunities available

to them in their local community.

- Older students provide mentoring to younger students. This allows them to prepare to become future leaders.
- Students are expected to participate in public speaking exercises. These opportunities will allow them to feel more comfortable in situations such as: interviews, presentations, and any other situation in which other oral communication is warranted.
- STEAM Lab at North Elementary School provides students with hands-on opportunities in Science, Technology, Engineering, Art, and Math.

By providing our students with a variety of opportunities our North School community will be prepared to excel in their future college and career endeavors.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

North Elementary School provides many activities and many intervention services that are designed to prevent and address problematic behaviors that can interfere with a successful classroom learning environment.

- PBIS- Positive Behavior, Intervention, and Supports is a multi-tiered, team based, systematic approach used to teach and reinforce behavioral expectations to students. The intent is to define and teach school-wide behavioral expectations, providing high- frequency, intermittent and long term acknowledgements for students who demonstrate these expectations. A team is also in place that conducts and evaluates the success of the interventions put in place to support students who have not responded positively to the universal system. Team meetings are intended to design systems of interventions, identify areas of strength and need in the school-wide system to support the practice of consistent, proactive, and objective decision-making.
- Sprint- School Prevention, Review, and Intervention Team- The Sprint team is a group of teachers and support staff that is activated for children who have been recommended by a teacher for assistance in any academic or behavioral area. The team consists of the principal, teacher, special education teacher, social worker, Title 1 teacher, parent and any other person that might be crucial to the process. The team meets to determine a student's needs, possible intervention, root cause, and sets goals for student success. The team meets as frequently as necessary to help establish pathways for student success to review data and monitor progress towards individualized goals.
- SAIG- A Social Academic Instructional Group which can be provided to students who need guidance from a mentor in areas of social emotional instability.

- **Check-In/ Check-out-** This program pairs students in need with positive staff members who can meet briefly throughout the day to remind and motivate students to make choices that will help them be successful throughout their day.
- **Second Steps:** This universal tiered program helps promote social-emotional development, safety, and well-being of children that is taught in the classrooms daily.
- **Mindfulness:** Mind Yeti is used during the school day with students that need help to calm down and focus their attention.
- **Zones of Regulation:** Along with the Social Worker students learn self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- **Crossroads Learning Center-** This is an off campus program offered to students who need alternative placement for in-school suspension or suspensions lasting longer than 3 days. Staff members from CLC are also available on a consulting basis to help intervene when problematic student behavior arise.
- **Dean of Students-** This additional administrator is assigned to North School to assist the administration with managing and enforcing expectations for student behavior.
- **Motivational group-** A service provided by special education staff and administration that facilitates the transition of students from home environment to a learning environment.
- **Mentoring/Tutoring-** These are special volunteers who are paired with students who need a positive influence and role model to help inspire and motivate them to be prepared for school and be an active participant in their own learning and life.
- **Class Dojo-** This online behavioral system connects teachers, students and parents to help create a positive classroom culture. Teachers and students can track both positive and negative behaviors throughout the day, and parents can instantly access this information and communicate with the child's teachers.
- **Parent Contact/Conferences-** Parental contact happens daily between teachers and parents to facilitate open communication about behavior that occurs in the classroom. Face to face conferences occur twice a year, once in the fall and once in the spring but may be requested by parent or teacher more frequently if necessary.
- **Research-based interventions-** Teachers use many different techniques and procedures that give students skills for positive change in students' performance that put students in charge of his or her learning.

- **Brief Functional Behavioral Analysis-**This is a proactive plan that assesses the relationship between the inappropriate behavior and the purpose or reason that the behavior occurs. Interventions implemented result in significant change in student behavior. Behavioral Interventions Plans typically follow so more appropriate replacement behaviors can be established, eliminating negative behaviors.
- **Behavior Contracts-** Students, staff and teachers enter into “contracts” with students that spell out in detail the expectations of students and teachers in carrying out an intervention plan.
- **Progress monitoring-** Progress monitoring is used to assess students’ academic and behavioral performance while quantifying the students’ rate of improvement and evaluate the effectiveness of instruction for the student. Data tracking is used to create goals for student success.
- **Student of the Month-** This award is given monthly to students that demonstrate positive academic and social behaviors.
- **Red and White Award-** A quarterly reward given to students who have no office referrals and display a positive attitude for learning.
- **Tribe Award-** End of the year reward given to students that have no office referrals and displays a positive attitude for learning all year.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

A variety of professional development opportunities are available to administrators, teachers and staff. Jacksonville School District 117 provides professional development for all staff throughout the school year. The Regional Office of Education # 1 also provides a variety of professional development for administration, teachers and staff. Professional development in the area of special education for all staff is offered by Four Rivers Special Education District and the local branch of the Council for Exceptional Children.

District Training

- **Two day Teacher Institute at beginning of school year-** The beginning of the year institute is used to learn new district initiatives and to allow teachers to collaborate across grade levels.
- **Curriculum trainings-** The district provides professional development to introduce and support new curriculum initiatives in the schools. Currently the district elementary schools are working to implement Eureka Math. Professional development is planned for summer and on-going coaching opportunities are being provided to ensure proper implementation of the curriculum.
- **Standards- based learning-** The district provides on-going standards based learning support.

Standards-based learning is systems of instruction, assessment, grading and academic reporting that are based on the students demonstrating understanding or mastery of the knowledge of the skills they are expected to learn.

- School Improvement Days-School Improvement days are provided monthly for training of all employees. The training may include curriculum training for staff, data analysis of student assessments, and goal setting to allow for differentiated instruction.

Building Level Training

- Mentoring- New teachers in the district are paired with a mentor, who helps assist with building and district expectations. Mentors are to meet with their new teacher monthly as well as do periodic observations.
- Professional Learning Communities (PLC's) - PLC's are held twice monthly to coordinate student needs and plan interventions accordingly.
- Wilson Reading- North School will continue the Wilson program at the start of the 2020-2021 school year. This program provides all students with a more in-depth research-based instruction in phonics and language skills. Additional training is being scheduled.
- Eureka Math - North Staff will participate in a summer training to provide teachers with a basis to implement these new techniques and curriculum.
- mClass- The District has provided training for reading teachers in the area of this progress monitoring tool.
- Book Studies- Two books each year are picked based on the focus areas/ needs in the building.

Four Rivers Special Education District/ Council for Exceptional Children-

- Four Rivers Special Education District and CEC- These organizations provide a variety of professional development for administrators, classroom teachers and other support staff in the area of special education during the school year.

Recruitment of Effective Teachers (emphasis on high need subjects)

- Illinois College - The principal also works closely with the local college by accepting students for field study and student teaching.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- **Child Find-** Children between the ages of 2 ½ to 5 years of age are screened in order to identify those children who may require further evaluation for developmental delays. These screenings are offered periodically throughout the school year or at parent request.
- **District/ School Website-** The website provides the school's activities that kindergarten students may participate in.
- **Parent Academy-** The Early Years Pre-K program provides Parent Academies to support parents with their students' social emotional and academic progress as they transition to the elementary school program.
- **Kindergarten Preview Night-** Incoming Kindergarten students and their parents are invited to attend Kindergarten Preview Night and registration to begin the transition to school.
- **Meet the Teacher Night and Kindergarten Orientation –** Before school starts in the fall, new kindergarten students and their parents may attend the Meet the Teacher Night and Kindergarten Orientation to support a smooth transition from Pre-K to Kindergarten.
- **Pre-K and Kindergarten Teacher Observation-** Pre-K teachers and Kindergarten teachers are given the opportunity to observe each other's classroom. This helps with aligning readiness activities for the incoming students as well as observation of the incoming students.
- **Data Sharing-** The Pre-K program shares current academic and behavioral data on incoming students with the Kindergarten teacher allowing for appropriate curriculum planning for all students.
- **Early Childhood Transition IEP Meetings-** The Principal, Kindergarten teacher and appropriate specialists attend the transition IEP meeting of early childhood students who will be attending Kindergarten in the fall. This provides the school with the appropriate information to prepare for the incoming student and support her/ his success in the new program.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records

must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such programs.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | South Elementary School | | |
| RCDT: | | | |
| Principal: | Tim Chipman | | |
| Address: | 1700 S. West St. | | |
| City, ZIP code: | Jacksonville, IL 62650 | | |
| Telephone: | 217-245-5514 | | |
| Email address: | tchipman@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| 2020-2021 | | Y | |

DISTRICT INFORMATION

| | |
|------------------------------|-----------------------------------|
| District Name/Number: | Jacksonville School District #117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|-----------------|---------------------------|
| Tim Chipman | Principal |
| Heather Staats | Dean of Students |
| Jennifer Lawson | Kindergarten Teacher |
| Emily Hudson | Title 1 Reading Teacher |
| Amanda Howell | School Psychologist |
| Susan Ruiz | Special Education Teacher |
| Rachael Jones | School Secretary |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Special Education
2. Title 1
3. EL Students
- 4.
- 5.

3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.

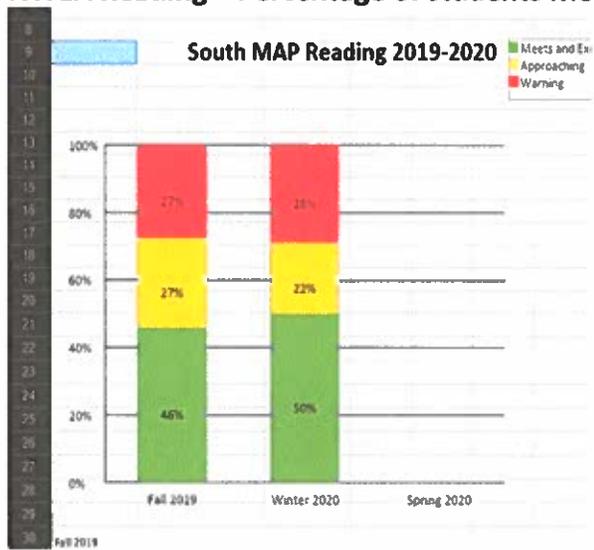
Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

Needs Assessments

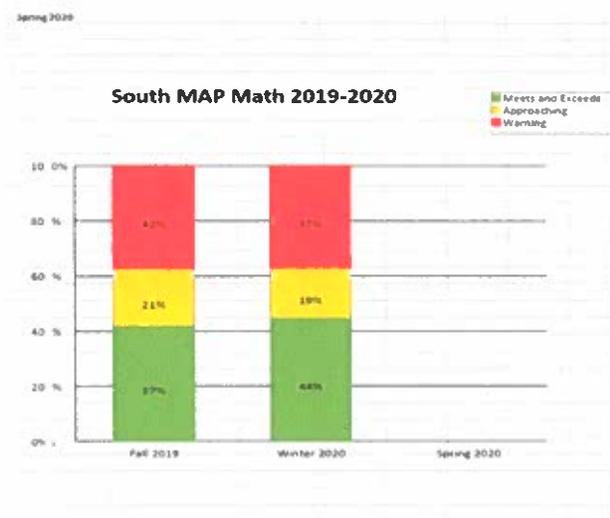
Based on the school's End of Year Parent Survey (15% response rate) which focused heavily on instruction during COVID-19 school closure, 85% of families feel welcome at South Elementary School and 60% indicated that their students had the devices needed to complete assignments during the closure. Should closure continue into the next school year, survey results indicate that we will need to be conscientious in streamlining instruction through limited portals.

Academic Data

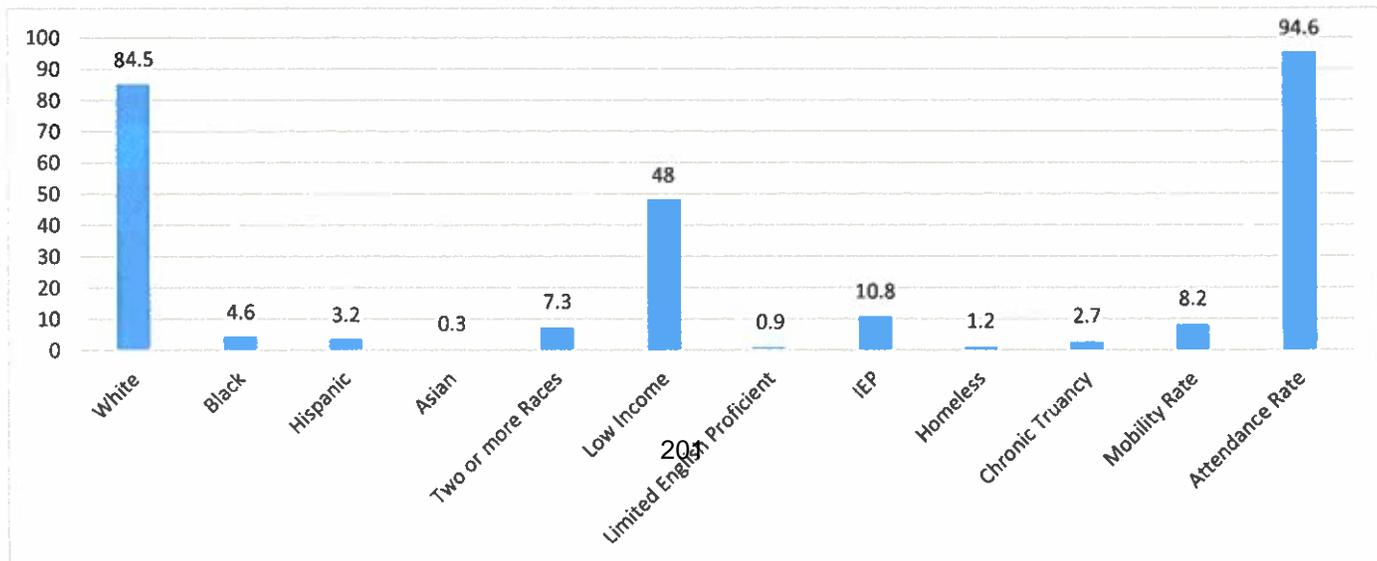
NWEA Reading – Percentage of students Meeting or Exceeding MOY benchmark



NWEA Math – Percentage of students Meeting or Exceeding MOY benchmark



Enrollment Information (2017-2018)



Based on the data provided, the following plan has been developed to improve achievement among students at South Elementary.

- **Improve Reading Scores:** through bolstering of core instruction (regular PLC meetings, that emphasize planning/preparation through prioritized standards), regular NWEA data analysis (among teacher(s) and principal), operation of an effective RtI master schedule that accommodates the needs of students
- **Improve School-wide Behavioral Plan:** through new Behavior that Leads to Understanding and Empowering (BLUE) Team; communication of clear expectations, incentives, and awards; emphasis on social-emotional expectations and values
- **Improve SPRINT Process –** Improve consistency of SPRINT meetings, documentation, and progress monitoring efforts

4. Describe schoolwide reform strategies in narrative form to include the following:
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

South Elementary provides a standards aligned curriculum to all students. The teachers utilize differentiation and a multi-tiered approach to classroom instruction. As a district, we have implemented an RtI process called SPRINT (School Prevention, Review, and Intervention Team). Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher. A master building schedule includes; 90 minutes of ELA, 40 minutes of Writing, 60 minutes of Math, 30 minutes of Social Studies and Science, 20 minutes of RtI time, and 25 minutes of PE daily. It also includes 25 minutes a week of Music, Library, Art, and Computer instruction. The master schedule staggers reading and math instruction from grade level to grade level. This allows our students who need additional supports to receive that extra instructional time outside of the core instruction in the classroom, essentially allowing for a "double dip" of instruction.

We currently have one full time and one part time Title I interventionist, one Special Education Resource teacher, a full time EL teacher, one full time Speech Pathologist, and a part time Social Worker for students.

Students are offered opportunities to complete in a Regional Writing Talent Search and Geography Bowl.

Each grade level has access to a classroom cart of chrome books, 1 classroom cart of laptops, and 2 classroom carts of iPads for students to utilize throughout the day. Grade levels are partnered to ensure technology instruction reaches all grade levels.

Teachers meet with the Title teacher once a week to plan instruction and discuss student progress. We scheduled a RTI time for the entire school building. Grade levels partnered together and grouped students accordingly.

Our goal at South Elementary is to strive to have every student meeting grade level expectations for academic achievement by the end of each school year. In order to support this goal, a school-wide approach to title services would be more beneficial for a variety of reasons. Our proficiency trend data has been declining over the past few years. While we are making gains with our most at risk, not all students are getting the support they need. As a school wide program, we would have the ability to reach our most at risk students as well as providing support to our entire school population with resources, supplemental materials, and trainings.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

South Elementary has a School Social Worker assigned to our building three days a week. This Social Worker sees students as part of their IEP services, as well as, other students. There are also times of the year that we ask her to push in and do classroom lessons for the entire school.

South Elementary partners with US Bank and the Jacksonville Rotary Club as business partners. US Bank sponsors our monthly character education awards. Each month we focus on a different aspect of character education including friendship, effort, positive attitude, sportsmanship, attendance, and respectful and responsible behavior. We have a monthly assembly to recognize students from each classroom. Our Rotarians volunteer their time to come into the classrooms to mentor individual and groups of students. They commit to visiting their groups at least one time per week. Passavant Area Hospital partners with our physical education teacher on a 5-2-1-0 Fitness Program.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

To raise awareness of postsecondary education and workforce opportunities for our students, South Elementary utilizes fieldtrips to provide experiences to our students. Teacher have parents come in and give presentations to students about their careers. Our Rotarian volunteers also provide students with postsecondary experiences. We are fortunate to have the University of Illinois Extension office provide lessons on agriculture and nutrition to our students through "Ag-cited" and "Organ Wise."

Some teachers utilize Mystery Science for teachers. This program introduces students to a variety of careers and opportunities in science.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Over the course of the year, South Elementary educated students on behavioral expectations beginning with a specially targeted Procedures Day in August. Emphasizing the refrain of “Be respectful, be responsible, be safe,” students were routinely reminded of behavioral expectations over the course of the school year. About mid-year, the installation of the school’s new mission statement, developed through committee work and ultimately a faculty vote, helped solidify our purpose. The statement—*We are South Elementary School, a community of learners committed to building a foundation of academic and social excellence*—was recited each school morning. Behavioral expectations, reminders, and positive shout-outs were also delivered via daily morning announcements. Two major semester rewards were offered to students on level: a sock-hop just before winter recess, and an outing to the Splash Park just before summer recess. Blue Tickets were handed to students “caught” being respectful, responsible, and/or safe, and quarterly drawings for prizes were conducted in the cafeteria. Several “out of the blue” days punctuated our school calendar as rewards for being on level.

Monthly themes helped shape behavioral focus. For example, in the month of March, each classroom teacher selected one student to be recognized as a “Be A Problem Solver” award recipient. Each month’s winners were publicly recognized and awarded at an all-school assembly.

The district’s provision of a part time Dean of Students greatly helps in addressing issues with behavior. The Dean spent time building relationships with the students and staff. As able, she observed in classrooms and provided feedback to teachers regarding student behavior during lessons. He also led an intervention group with students.

South Elementary utilizes the SPRINT (School Prevention, Review, and Intervention Team) process set forth by the school district. Through this multi-tiered approach to student support, the team reviews data and offers intervention and progress monitoring options to the teacher.

The district has also created an alternative learning environment for students with behavioral issues in lieu of suspensions. Crossroads Learning Center provides students with both academic and social supports to increase school success.

Along with all the above activities and supports, South also participates in Early Childhood Transition IEP meetings and invites the middle school to IEP/504 meetings for our exiting fifth graders.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities provided to teachers this past year was largely focused on Reading Intervention and carried out, often, on SIP days. In addition to the monthly offerings, teachers were provided two days of teacher institute training before students began school, weekly collaboration with the Title One teacher, KIDS training for Kindergarten teachers, and training for the new reading curriculum. New teachers to the district are offered two days of New Teacher training before teacher institute and provided a mentor.

The principal of South has completed participation in a learning cohort called the National Institute of School Leadership. The National Institute for School Leadership (NISL) is the leading provider of high-quality, research-based leadership development programs designed to give district and school leaders the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Jacksonville, Illinois has a variety of preschool programs in the area that help families prepare their students for the transition to Kindergarten. The Early Years Program is affiliated with Jacksonville School District #117, and serves many students who will attend South Elementary. Additionally, the school district holds registration on site at many of the preschool programs around town. Kindergarten teachers plan a Preview night in May to introduce incoming families to the Kindergarten program and teachers. They have an opportunity to ask questions and see the classrooms before summer break. In August, the school plans a Meet the Teacher Night which gives families the opportunity to meet their teacher and drop off school supplies.

South Elementary also provides information on the school website and Facebook page.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|-----------------|---------------------------------|-----------------|-----------------------------------|
| School Name: | Washington Elementary School | | |
| RCDT: | O1069117022 | | |
| Principal: | Mary Camerer | | |
| Address: | 524 S. Kosciusko St | | |
| City, ZIP code: | Jacksonville, Il 62650 | | |
| Telephone: | 217-243-6711 | | |
| Email address: | mcamerer@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| | | | |

DISTRICT INFORMATION

| | |
|-----------------------|-----------------------------------|
| District Name/Number: | Jacksonville School District #117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|---|--------------------------------|
| Mary Camerer | Principal |
| Alyson Karsgaard | Dean of Students |
| Jen Nebel, Bethany Miller | Kindergarten Teachers |
| Linda Hansell, Elizabeth Keeran | 1 st Grade Teachers |
| Cathy Tobin, Stacy Farmer | 2 nd Grade Teachers |
| Katie Collins, Tracy Thrasher | 3 rd Grade Teachers |
| Karmen Birdsell, Anna Chumley | 4 th Grade Teachers |
| Jerika White, Michelle Wood | 5 th Grade Teachers |
| Tim Sanders, Crista Brown, Betsy Grogan | Special Ed. Teachers |
| Kelsey Mierzwa | Social Worker |
| Rex Williams | PE Teacher |
| Sarah Bruce | EL Teacher |
| Heather Smith, Diane Enz | Title One Teachers |
| | |
| | |
| | |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Special Education
2. Title One
3. EL Services
- 4.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Washington Elementary School will implement the following reform strategies during the 2020-21 school year to ensure that all students can meet challenging academic standards while receiving a well-rounded education. The reform strategies begin with our Tier One Instruction. Journeys balanced literacy program will be implemented in grades K-5. This program consists of whole group reading, guided reading and writing instruction. We will continue to incorporate Words their Way, Lucy Caulkins Writing, LLI interventions for RTI Time. Teachers will participate in professional development throughout the year. Literacy Instruction at Washington Elementary School will extend beyond the Journeys curriculum. Literacy-based Science Series has been incorporated into the Curriculum. Emphasis on vocabulary enhancement and working on informational text is a priority. Kindergarten will continue to focus on the Kindergarten Common Core Standards using the Journeys reading curriculum with additional foundational skills and guided reading lessons such as Jolly Phonics. In grades 1-5, guided reading will be taught to all students daily in a small group. Teachers will supplement guided reading with quality texts from the book room that are carefully chosen to meet students' needs. EL students will continue to receive language support at least 30 minutes daily to enrich the Tier One curriculum.

Classroom teachers will implement an intervention time daily in their classroom. This time will be used to provide Tier II interventions for students needing extra support. Tier III Data will be reviewed with the principal, Title I Teachers and Classroom Grade Level Teachers weekly. PLC's and Data Submission Days will take place monthly. Interventions will be research based and progress monitored regularly for fidelity. Interventions will be research based and progress monitored regularly for fidelity.

Tier III literacy Interventions will be provided by Title One instructors and classroom teachers. These interventions will be more intense by decreasing group size and/or increasing minutes of instruction. This data will also be reviewed and progress monitored in addition to Tier II data with the school psychologist and data team monthly.

5. P

Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Washington Elementary School supports our students' skills outside the academic subject areas in a variety of ways. Mental health counseling services are available for students both during the school day and outside of the school. Our school based mental health social worker administers suicide risk assessments and threat risk assessments. The social worker also meets with students in crisis on an as needs basis or as determined in the RTI/SPRINT process. The social worker also works with students who are released from psychiatric hospital stays to assist in transitioning back to school. The social worker also provides information to families on outside counseling services such as SASS or refers them to other outside counselors. The school psychologist completes a functional assessment to develop a Behavior Intervention Plan as needed. IEP goals are then written and aligned with the social emotional learning standards. Anger Management skill lessons are taught to students who are identified in grades 3-5 weekly. Washington also uses SAIG groups to provide Tier 2 social academic interventions. Crossroads Learning Center offers intense social emotional services and instruction for students as needed.

Additionally, the health curriculum in grades 4-5 includes a mental and emotional health unit. This unit provides information on coping with stress and emotions. A unit on adolescent health is offered to students in the fifth grade. In this unit the Morgan County Health Department teaches the students about changes in their physical, emotional and social life during adolescence. The health curriculum also includes a unit on nutrition and healthy living called 5210. This unit is sponsored by our local hospital. Mentoring is offered by our CNB business partner volunteers. The volunteers mentor students in small groups and/or one-on-one. Activities range from academic work to time spent eating lunch and playing at recess. Additional community members volunteer time to assist students with Reading. Volunteers such as firefighters, military, police officers, judges, retired Teacher volunteers, college students, retired teachers, etc.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Washington School provides our students with a variety of experiences and materials that prepare our students for opportunities and awareness of postsecondary education and the workforce. All students have a variety of experiences including presentations from community leaders about their role in the workforce. We welcome our partners at CNB Bank to mentor and tutor students. Washington School also partners with local colleges and high schools to promote higher education and mentor students through Homework Club and classroom visits. Students in the intermediate grades are exposed to real world experiences by filling out job applications for leadership roles. Students are also provided with career books that are integrated into the guided reading curriculum to expose them to a variety of career opportunities.

There are also grade-specific opportunities in which students participate to further explore postsecondary education and the workforce. Second graders visit Passavant Hospital, where they are guided through stations that shadow various medical professionals. In fourth grade, students have monthly agriculture lessons through the Ag-Cited program, culminating in a trip to a farm.

Virtual fieldtrips by use of the internet allows students to feel as though they are visiting various occupations as they watch with classmates in their classroom. This occurs often and aligns with the curriculum.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Washington Elementary School utilizes PBIS, a school wide tiered model, to prevent and address problem behaviors along with other support services. Positive behaviors are promoted through our school wide PBIS framework. Students can earn rewards throughout the year for meeting expectations and are recognized randomly on Out of the Blue Days. Check-in and Check-out is offered to students who are demonstrating the need for extra behavior support. Office Referrals are tracked based on time and location in order to develop a plan to prevent continued problems. Students who are returning from our Crossroads Learning Center meet with the social worker for reintegration services. Our school wide Leader in Me program offers social emotional lessons by teaching all students the 7 Habits of Highly Effective People. Anger management and social skills training is offered to small groups of students who are in need of support in these areas. The Dean of Students is able to check in with students and provide early intervention for chronic problem behaviors. Bank volunteers, police officers, truant officer and probation officers mentor our students that need additional emotional support.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Washington Elementary School has set a goal to offer the highest quality professional development trainings. After studying student data the planning committee identified the following areas for professional development. Due to Covid-19, we were unable to complete our trainings.

1. Words Their Way Continued Training
2. LLI Professional Development Continued
3. Units of Study in Writing (Lucy Caulkins) Continued

Data collection and analysis is a continuous process at Washington Elementary School. All staff share in the responsibility for making, implementing and supporting the changes needed to reach high academic standards. Student achievement in literacy is measured three times during the year using NWEA and DRA2 schoolwide. Assessment data is recorded on classroom data sheets on the Google Drive. Data days are held three times during the year by the building administrator to analyze the scores and determine the next steps for instruction for each student. Classroom Teachers meet monthly with the Title team and principal to plan and assess Tier II classroom interventions and Tier III instruction and data collected by the Title I Teacher and para.

Washington Elementary School provides a desirable atmosphere for highly qualified teachers. The staff is diverse in experience which benefits both staff and students. Jacksonville School District offers New Teacher Induction Training each year to help new teachers transition to our district. Technology such as Promethean boards, laptops, Chromebooks, document cameras, mini-iPads and iPads are available schoolwide to enhance instruction in the Common Core Standards.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Jacksonville School District 117's Early Years Program provides parents with opportunities to attend academies that focus on academic and social emotional topics to prepare students for kindergarten. Incoming kindergarten students and parents are invited to come to a spring Kindergarten Preview Night. Activities include meeting the teacher, visiting the classroom and gaining an understanding of kindergarten procedures and expectations. A preview video created by our Kindergarten Teachers is on our Washington School Home Page so that parents and students can watch it and become familiar with pictures of the school and information regarding Kindergarten.

Various preschool programs arrange for thirty minute classroom visits each spring for incoming kindergarteners. EL students who are enrolled in District Pre-K programs are screened prior to entering kindergarten to determine eligibility of EL services for the upcoming school year.

Newsletters and other information about the upcoming school year are translated into the student's home language. Kindergarten parents and students are also invited to a Meet the Teacher Night where students can visit their classroom, meet new friends and drop off supplies. Jacksonville School District 117's Early Years Program teachers, kindergarten teachers, principals, parents, special education teachers, and the special education administrator are all participants in early childhood meetings that involve students with IEP's. Head Start and Jacksonville School District 117's Early Years Program teachers share student progress information on all of their students with the Washington Elementary School kindergarten teachers.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

| | | | |
|------------------------|--|------------------------|--|
| School Name: | Jacksonville Middle School | | |
| RCDT: | 010631170221013 | | |
| Principal: | Gary Barlow | | |
| Address: | 664 Lincoln Avenue | | |
| City, ZIP code: | Jacksonville, IL 62650 | | |
| Telephone: | 217-243-3383 | | |
| Email address: | gbarlow@jsd117.org | | |
| Planning Year: | Poverty Rate at Board Approval: | 40% Waiver: Y/N | Local Board of Ed. approval date: |
| 2020-21 | 58.2% | N | |

DISTRICT INFORMATION

| | |
|------------------------------|----------------------------------|
| District Name/Number: | Jacksonville School District 117 |
| Superintendent: | Steve Ptacek |
| Telephone: | 217-243-9411 |
| Email address: | sptacek@jsd117.org |

Superintendent's Signature

Date

Schoolwide Plan Components

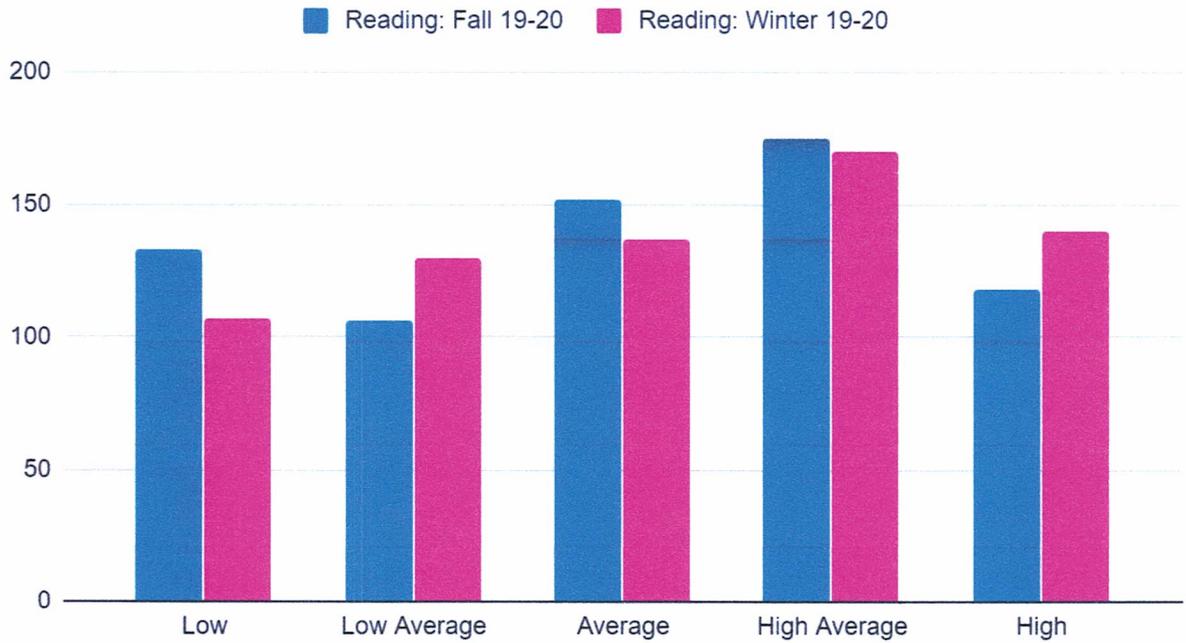
1. Please include the names of the participants in the creation of this plan:

| NAME | REPRESENTATION |
|------------------|-------------------------|
| Gary Barlow | Building Administration |
| Ian English | Building Administration |
| Celeste Lashmett | Building Administration |
| Kelly Zoellner | Curriculum Director |
| Kelly Hall | Title I teacher |
| Whitney Campbell | Title I teacher |
| | |
| | |

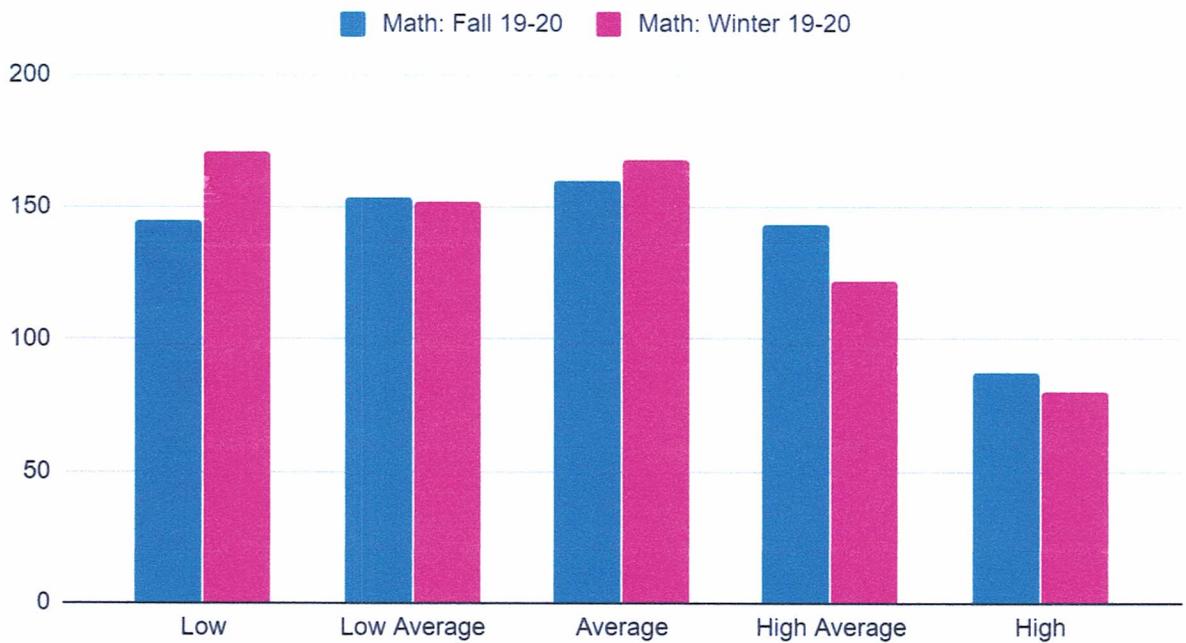
2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. English Learners may be served under Title I.
 2. Students with IEPs and Section 504 plans may be served under Title I.
1. **Conduct a comprehensive needs assessment of the entire school:**
See 5 Essentials Survey (attached)

Reading: Fall 19-20 and Reading: Winter 19-20



Math: Fall 19-20 and Math: Winter 19-20



In drawing on the data provided, the following plan has been developed to improve the achievement of students at Jacksonville Middle School.

| Areas for Improvement | Data Source | Potential Plan |
|--|---|---|
| Improve Reading Scores | NWEA MAP Scores | <ul style="list-style-type: none"> ● Continued evaluation of the curriculum ● NWEA Analysis ● Identification of students through the RTI process ● Utilize Advisory time to help bolster students reading skills |
| Improve Math Scores | NWEA MAP Scores | <ul style="list-style-type: none"> ● Continued evaluation of the curriculum ● NWEA Analysis ● Identification of students through the RTI process ● Utilize advisory time to help bolster students math skills |
| Streamline SPRINT Process | NWEA MAP Scores | <ul style="list-style-type: none"> ● Continue to hold team meetings to identify students who are showing learning difficulties ● Work with Teachers, Counselors and administrators to identify potential improvements in the process. |
| Parental Involvement at Jacksonville Middle School | Results from the Five Essentials Survey | <ul style="list-style-type: none"> ● Discuss current school practices and potential improvements in the communication process with all stakeholders |

1. **Describe schoolwide reform strategies in narrative form to include the following:**
 - a. **provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;**

All general education students have access to the universal curriculum in the content areas of language arts, math, science, social studies, physical education and health. Collaboration time for content area/grade-level teachers is built into the daily schedule with 52 minutes of common planning time. This allows teachers of the same courses to collaborate at least weekly, up to daily, in order to ensure similar curricular experiences regardless of the teacher/team of each student. Common assessments are also used at each grade-level and content area. Differentiated instruction is also available to all students in the general education and special education classrooms.

Common planning time has also allowed teachers to align their content and curriculum to the state academic standards. Teachers of the same academic discipline have 52 minutes daily of shared planning time. This time is spent on lesson/unit planning, data analysis and intervention planning.

Implemented in the 2016-17 school year, School Prevention, Review, and Intervention (SPRINT) is a process designed for early intervention with students who are beginning to struggle academically and/or behaviorally in the classroom. Teachers, administrators, or parents may refer students. A team of the student's teachers, counselor, the school psychologist and social worker, a parent or parents, an administrator, and the student convene a meeting to determine interventions that might be implemented to assist the student and to discuss any existing interventions. Goals and a progress monitoring plan are put in place and a timeline for reconvening is established for the purpose of determining the efficacy of the intervention(s). This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Those students scoring below grade level in reading may also be eligible for services from the Title I teachers. Placement in Title I reading classes is determined by performance on the universal assessment (NWEA Measurement of Academic Progress test, given three times annually) and on the Qualitative Reading Inventory. Teacher recommendations and evaluations are also considered. Those students placed in a reading intervention class will receive intensive instruction. Beginning in the 2019-20 school year, reading intervention classes will use the Leveled Literacy Intervention System designed by Fountas and Pinnell. The goal of reading intervention classes is to accelerate student growth in the area of reading and to close the gap between student performance and expected levels.

Subgroups:

Homeless Students-The school secretary responsible for enrolling new students and the School Social Worker are trained in identifying students who may be classified as homeless. This is a simple screening process for students new to the district, but the counselors also survey students who are not new to the district to screen for possible homelessness. When a student is identified as homeless, school and district policies and procedures are put in place in alignment with McKinney-Vento requirements and recommendations in order to ensure that these students are able to succeed in the school.

Children with Disabilities-Students with IEPs and Section 504 plans have access to the standards-based curriculum. Multiple scheduling options, as well as differentiated instruction, help students to close the gap with their peers who are performing at grade-level. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning. All four core content areas at all grade levels also have direct instruction sections taught by special education staff. Opportunities for these sections to utilize labs, for example, for science work are being implemented. Cross-categorical, self-contained classrooms for students with more impactful

cognitive and emotional disabilities are also available as an option for students with disabilities. In recent years, we have tried to more conscientiously place students in the sections that best meet his/her needs, even if it may be different types of sections for each content area.

English Learners-District policy dictates (based on State guidelines) that the parents of students new to the district complete a Home Language Survey at the time of enrollment. Students who speak a language other than English or in addition to English in the home are referred for screening to determine eligibility for EL services. Students who are found eligible, are enrolled in an EL class for 52 minutes daily. In addition, they are placed in a language arts section that features an EL-certified teacher to co-teach with the general education instructor. EL students are enrolled in general education math, science, social studies, and physical education/health. This immersion model is utilized to ensure the students access to curriculum aligned to the state standards. NWEA Measures of Academic Progress testing, as well as curriculum-specific assessment is used to monitor the progress of EL students.

b. use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

The standard schedule of the school includes six 52-minute periods of instruction in addition to a daily 35-minute advisory period to be utilized as WIN time (What I Need) or for students to have time to meet with and gain assistance from their team of core teachers. Multiple scheduling options, as well as differentiated instruction, are available for students also. Students may be placed in co-taught sections of any of the four core content areas; these sections feature a general education teacher and a special education teacher to assist students with the general education-level instruction and learning.

Built into the daily schedule are classes are available to enhance students' reading comprehension, vocabulary and writing skills. The 35 minute daily advisory period is another opportunity for students to receive additional instruction and practice.

With the adoption of a new science series and the shift to Next Generation Science Standards, teachers in the science department are implementing more inquiry-based lessons and activities into their curriculum.

In the Math Department at 6th grade one level of math is offered. In 7th grade two levels of general education math are offered: standard 7th grade math and accelerated math. The accelerated math moves at a quicker pace and requires students to delve deeper into foundational concepts of math. By midway through the second semester, students are introduced to concepts from the algebra class. At the 8th grade level, three courses are offered: standard 8th grade math, Algebra I, and Honors Algebra. These options open up opportunities for enrichment for students performing at and above grade-level. One level of math is offered at the 6th grade level for the first year of their transition.

Placement in standard and accelerated/honors sections is guided by the program of schoolwide assessment via NWEA Measures of Academic Progress (MAP). Current and previous years' scores inform placement and also serve as a means to monitor growth. School Improvement Planning days built into the district calendar nearly every month provide an opportunity for staff to regularly examine the data and develop plans to address shortcomings.

At Jacksonville Middle School, we are also able to offer enrichment classes in the fine arts, including Choir, Wind Ensemble, Concert Band, and Orchestra. These courses are ongoing through the entire school year and meet daily for 52 minutes. In addition, for those who do not take one of the vocal or instrumental music courses—or who opt to take Physical Education/Health during a before-school “Early Bird” period—a rotation of quarter-long classes is offered. These courses include Music, Media and Technology; Art; College and Career Readiness; two different technology electives (robotics, coding,

programming, etc.); Theatre; and Debate; and exploratory Spanish. For 8th grade students, Spanish I is offered at Jacksonville Middle School. Successful completion of the course allows students to enroll in Spanish II as a freshman in high school. Although not associated with a particular class, a reading incentive program centered on Accelerated Reader is also offered to all students.

Rounding out programming at Jacksonville Middle School are several opportunities for extracurricular activities. Students are able to participate in Student Council, Crimsons in Action (a student leadership program in which students provide social-emotional lessons monthly to groups during advisory), Scholastic Bowl, Yearbook Club, and Robotics Club.

Athletic activities available at Jacksonville Middle School include Boys & Girls Cross Country, Boys & Girls Golf, Girls Basketball, Boys Basketball, Girls Volleyball, Wrestling (coed), Boys and Girls Track & Field, Cheerleading, and Poms teams.

c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Implemented in the 2016-17 school year, School Prevention, Review, and Intervention (SPRINT) is a process designed for early intervention with students who are beginning to struggle academically and/or behaviorally in the classroom. Teachers, administrators, or parents may refer students. A team of the student's teachers, counselor, the school psychologist and social worker, a parent or parents, an administrator, and the student convene a meeting to determine interventions that might be implemented to assist the student and to discuss any existing interventions. Goals and a progress monitoring plan are put in place and a timeline for reconvening is established for the purpose of determining the efficacy of the intervention(s). This process may be the entry point for enhanced interventions, up to or including testing for special education or Section 504 eligibility.

Interventions other than those implemented in the general education classroom may also include the following: enrollment in Academic Seminar, RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work) process, and more frequent sessions with the school counselor or social worker. Academic Seminar is a program run by the school counselors. Students struggling with grades are enrolled for one quarter in the course, which addresses study skills and social-emotional skills and also provides time (in lieu of another encore class) for students to work on assigned work. The objective is to assist students in stabilizing their grades and to provide them with the skills to maintain the grades. RENEW is a wraparound program described in #5 below and designed to support students both academically and in terms of social-emotional health.

Administrators and counselors also identify by the end of the first quarter the students whose midterm and T1 grades indicate they are not finding success. These students are monitored and counseled by an assigned administrator or counselor through the school year. Students may be referred to the SPRINT process or for other interventions.

Another intervention available to struggling students is provided by Illinois College student. These students are matched with JMS students and meet with them during advisory time once or twice each week to work on reading or math skills or homework. The availability of this intervention, however, is dependent upon the ability of Illinois College students to adjust their schedules in order to meet with JMS students. Illinois College students are also available for tutoring after school on Tuesdays and Thursdays.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

At JMS we are fortunate to have two full-time school counselors who are instrumental in helping to meet students' needs, particularly regarding mental health and social-emotional skills. While much of their work is with students in acute situations of varying degrees of crisis, their work with Academic Seminar (described in #4c above) and the RENEW process provides important support for students, particularly those with behavioral and/or social-emotional challenges. RENEW is an individualized, wraparound process in which students work with the counselor to identify a support team and to work on strategies to transition from middle school to high school and on to independent adult life.

While RENEW is considered a Tier Three intervention, the Social Academic Instructional Groups (SAIG) led by the counselors provide Tier Two support for students with social-emotional challenges. Students meet in small groups with a school counselor once a week to work on specific pro-social skills.

The school counselors also leads periodic suicide and self-harm prevention awareness activities. These relatively low-key activities are designed to make students aware of resources available to those who might be considering suicide or self-harm or who are friends of those who are. The school counselor enhances student awareness of signs of students who are struggling with these thoughts and makes students aware of what they can do to help.

A full-time school social worker is on staff at Jacksonville Middle School. The staff member's primary caseload includes students with IEPs, but she also sees other students as needed or if specified in Section 504 plans.

In addition, some students at JMS receive counseling services during the school day from outside agencies. Students and the outside counselor are provided with a private place in which to meet. When possible, these meetings are arranged during times when students are not missing academic work. Beginning the 2018-19 school year, JMS has partnered with Memorial Behavioral Health to begin a project called The Children's MOSAIC Project. With this, JMS has on-site a counselor from Memorial Behavioral Health on a daily basis. This person helps with social-emotional screenings, referrals and supportive services.

While not direct counseling services, the school counselors host the district's 5th grade classrooms each spring to discuss JMS classes, programs, and expectations. This helps to calm some of the anxieties of the students as they prepare to transition to JMS. In addition, an orientation night for 5th grade parents is held each spring so students and their parents can visit the school and receive information about the school. This also is designed to help alleviate anxiety for both students and parents. Fifth graders in self-contained cross-categorical and emotional disability elementary classrooms are invited to visit Jacksonville Middle School to meet staff, see their classroom for the next year, and meet key staff members.

In terms of transitioning to high school from JMS, each spring students in our cross-categorical, self-contained classrooms visit Jacksonville High School to tour the building, meet staff members, and see their classrooms for the following year. Again, this simple activity is very effective in calming anxieties in our 8th grade students.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Students have the opportunity to take a quarter-length course entitled College and Career Readiness. The curriculum of the course includes opportunities for students to take interest and aptitude inventories and surveys and to research possible careers and the paths and education required to enter them. Students also learn about expectations of employers and tips for acquiring and maintaining a job.

All eighth grade students participate each year in a morning-long "Reality Day." This activity features a session on college admission and attendance presented in alternating years by personnel from MacMurray College and Illinois College, a session of career exploration utilizing Career Cruising, and a simulation in budgeting and bill paying presented by staff from the University of Illinois Cooperative Extension Service. Parents and community members assist with the program, which receives positive reviews from students and volunteers each year.

As previously mentioned, students who are at or above grade-level in mathematics at Jacksonville Middle School have the opportunity take a sequence of courses that includes Accelerated Math and Honors Algebra. Successful completion of these courses prepares students for Honors Geometry as a 9th grader at Jacksonville High School, leading into the sequence that concludes with AP Calculus. It is possible for students in Algebra I at JMS also to enter the JHS sequence leading to AP Calculus.

Eighth graders who successfully complete Spanish I at Jacksonville Middle School may continue at Jacksonville High School through the Spanish sequence concluding with Spanish V.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

A schoolwide tiered program called Crimson PRIDE and based on PBIS principles utilizes data to identify the top three behavioral and academic concerns of the school. Currently these are tardies, missing assigned work, and discipline referrals. A leveling system with four levels provides a framework for privileges based on students' data for tardies, missing work, and referrals. Data is collected in intervals of 4-5 weeks. This data is also used to recommend students for interventions such as Check In/Check Out and SAIG groups.

The SPRINT process described previously can be used to address behavioral concerns with students. In addition, some staff members are trained to conduct Brief Functional Behavioral Analysis and to implement behavior plans for students.

Many students with Individual Education Plans also have Behavior Intervention Plans incorporated into their IEPs with a variety of interventions to address their individual behavioral challenges.

As mentioned in 4(c) above, students may be recommended for quarterly enrollment in Academic Seminar to address behavioral needs. The program provides academic, social, and behavioral supports aimed at teaching skills in these areas.

In the 2016-17 school year a new alternative to external suspension was available to students in grades K-8. Crossroads Learning Center. This program provides a therapeutic opportunity for students through the services of an on-site social worker and staff who build rapport and continue to maintain relationships with students after they return to their home school at the conclusion of suspension. CLC is also utilized as an alternative to expulsion for students in grades K-8. In the 2020-21 school year, a total of three students attended CLC in lieu of expulsion.

Discipline issues arose out of both the Staff Needs Assessment and the Student Needs Assessment. As a result, student input regarding discipline problems and interventions has been gathered, and a discipline committee made of up staff volunteers will be meeting to build a plan for addressing these concerns in 2020-21.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

At the district level, 2-3 days of training are provided to all teachers new to the district to make them familiar with district protocols. A mentoring program pairs new teachers with experienced staff and potentially impacts instruction as well as retention of teachers.

School District 117 administrative staff provide orientation and training to district paraprofessionals to enhance the delivery of services to students with IEPs and Section 504 plans.

School Improvement Days are built into the district calendar, providing release time for teachers and staff nearly once per month for the purpose of working on School Improvement initiatives and data analysis.

Math teachers at JMS will receive training in summer and/or fall 2018 to enhance the successful implementation of new series and curriculum.

Teachers of the self-contained Emotional Disabilities classrooms will meet and collaborate with a BCBA trainer and building and district administrators during the 18-19 school year to develop an enhanced structure for these classrooms in order to better support the students in these rooms.

The JMS School Improvement Team will meet in early September 2020 to determine, based on the results of the Needs Assessments, what professional development opportunities can be implemented for the 2020-21 school year.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

None

H. Consideration of the Consolidated District Plan for 2020-2021.

ACTION ITEM

July 15, 2020

TO: Board of Education
FROM: Kelly Zoellner
SUBJECT: Approval of Consolidated District Plan

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board of Education approve the Consolidated District Plan for 2020-2021 as presented.

MOVED BY:

Seconded:

| | | | |
|----------------|-------|---------------|-------|
| _____ | | _____ | |
| YEA: | NAY: | YEA: | NAY: |
| _____ RYAN | _____ | _____ McBRIDE | _____ |
| _____ BEARD | _____ | _____ LEONARD | _____ |
| _____ CANTRELL | _____ | _____ WILSON | _____ |
| _____ LONERGAN | _____ | | |

Background Information:

The Consolidated District Plan has taken the place of the Title I District plan from previous years. This is required for all districts to be submitted to ISBE for approval before any federal grants can be submitted. Meeting dates were updated.

Jacksonville School District #117 Consolidated District Plan

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 by looking at all grants

Coordinated Funding

- 1. Describe how the LEA will align federal resources, including but not limited to the programs listed below, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.**

- ✓ Title I, Part A - Improving Basic Programs
- ✓ Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- ✓ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Education Program
- ✓ 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

The district has standards for distributing state and local resources equitably among all buildings. Additionally, federal funds are distributed to schools based on their low income population percentage. Federal dollars are supplemental in nature and are used to provide our at risk population with the materials and interventions that they need to improve student achievement.

Stakeholders

ISBE Goals:

- ✓ All kindergartners are assessed for readiness.
- ✓ Ninety percent or more of third-grade students are reading at or above grade level.
- ✓ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ✓ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ✓ Ninety percent or more of students graduate from high school ready for college and career.
- ✓ All students are supported by highly prepared and effective teachers and school leaders.
- ✓ Every school offers a safe and healthy learning environment for all students.

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.

- Teachers (1,7,8)
- Principals (1,7,8)
- Other school leaders (1,8)
- Paraprofessionals (1)
- Specialized instructional support personnel (1,2,3,4,8)
- Charter school leaders (in a local educational agency that has charter schools) (1)
- Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- Parent liaisons
- Title I director (1)
- Title II director (1)
- Bilingual director (1,7)
- Title IV director (1)
- Special Education director
- Guidance staff
- Local government representatives (8)
- Community members and community based organizations (7,8)
- Business representatives (2,3,4)
- Researchers (7)
- Institutions of Higher Education (7)
- Other - special

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

2 = Title I, Part D - Neglected

3 = Title I, Part D - Delinquent

4 = Title I, Part D - State Neglected/Delinquent

7 = Title III, including LIEP and Immigrant Education

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

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

- May 9th, 2017 - Administrative meeting to review and collect data regarding the release of the Title I District Plan. Agenda included a review of the plan components, needs survey,

Schoolwide plans, and meeting planning. Participants included the principals from all six elementary schools as well as the principal from Jacksonville Middle School.

- May 15th, 2017 - Administrative meeting to finalize needs assessment to be sent home as well as included on the website for parents, teachers, and students. Brainstorming on the components with input from building staff was given at this meeting and compiled into the plan for review on May 22nd.
- May 22nd, 2017 - A committee including administrators from the elementary buildings, teacher representatives, and parents reviewed the district plan. Input was given on increasing programs for gifted students, more specific plans at the building level to provide intervention, and possible future planning for more STEAM activities and career exploration at the middle school.
- June 7th, 2017 - Schoolwide planning for Title I with sharing of plans as well as goals and objectives for school improvement were shared. Needs assessment results were also shared from parents, staff, and students
- June 4th, 2018 - Administrative meeting to review and discuss District Title Plan. Plan was sent to stakeholders to review electronically.
- May 21st, 2019 - Administrative meeting to review and discuss District Consolidated Plan. Each building shares Title plan components with stakeholders via PTO meetings held throughout the year.
- Spring 2020 - No meeting held due to COVID closure. Administrators and teachers spent a great deal of time and energy working on remote learning for students. We will review this plan in the fall of 2020.

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.**

Jacksonville School District #117 encourages parent input for the development of LEA plans. For all plans created, a needs survey is open for all parents to complete. These results are compiled and included within each Title I schoolwide plan.

For each school, an annual meeting is held for parents to attend regarding the Title I plan. Input is recorded and included in any amendments to the plan once the school year has begun. Attendance at family nights as well as Parent Teacher Organization meetings are highly encouraged. Parents may request teacher qualifications at any point as well as request information regarding the expenditures of Title I funds.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.**

Each Elementary School, the Middle School, and Special Services hold monthly parent organization meetings. These meetings are designed to connect and communicate school needs, desires, celebrations with parents. Parents are also encouraged to ask questions and become more involved in school improvement initiatives.

Private School Participation

The Director of Curriculum meets with Private School Administrators annually to discuss and review needs and plan. Additionally there is quarterly communication between the curriculum department and private schools regarding spending.

Preschool Coordination

ISBE Goals:

- ✓ All kindergartners are assessed for readiness.
- ✓ Ninety percent or more of third-grade students are reading at or above grade level.
- ✓ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ✓ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ✓ Ninety percent or more of students graduate from high school ready for college and career.
- ✓ All students are supported by highly prepared and effective teachers and school leaders.
- ✓ Every school offers a safe and healthy learning environment for all students.

1. 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.*

In order to coordinate services with the early childhood program provided at JSD #117, Kindergarten enrollment is held on site at the Early Years program as well as at head start and the district office. This enrollment is held annually in March in order for notice to be given to parents of the Kindergarten Preview Nights held at each school in May. Parents are encouraged to bring their children to see their classroom and school for the following year. Procedures and expectations are also explained to parents while children are given the chance to explore the Kindergarten rooms.

In addition to Kindergarten Preview Nights held at each elementary school, parents and children are also invited to a Back to School Night held at each school the week prior to school beginning. At this time, the students and parents have the opportunity to meet their teachers and once again become more familiar with the school building.

For students who are receiving Special Education services, regular education staff as well as administrators are invited to the transitional IEP meeting. Additional transition services may be included within the transition plan at this time.

Student Achievement

ISBE Goals:

- ✓ All kindergartners are assessed for readiness.
- ✓ Ninety percent or more of third-grade students are reading at or above grade level.
- ✓ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ✓ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ✓ Ninety percent or more of students graduate from high school ready for college and career.
- ✓ All students are supported by highly prepared and effective teachers and school leaders.
- ✓ Every school offers a safe and healthy learning environment for all students.

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).*

Jacksonville SD #117's goal is to prepare our students for post-secondary life. In order to meet this goal, the district implements a standards based instructional system that is used throughout all schools. In order to fully implement a well-rounded instructional program to meet the needs of all students the following must occur:

1. A vision of college and career ready individuals both academically and socially.
2. Strong leadership centered around student achievement
3. Professional development and training for our staff
4. High standards and objectives for each grade and course which are clearly defined and maintained
5. Fair and rigorous assessments which measure the defined standards and objectives for each grade and course
6. Alignment of our curriculum framework for each grade level in order to deepen knowledge and understanding
7. Instructional strategies and resources used deliberately for increased student achievement
8. Instructional materials selected to match the standards and objectives with constant review of those materials.
9. Intervention and support for students who are struggling meeting the standards.

Vision:

All students will be prepared for post-secondary life which includes being college and career ready. All decisions are based on this vision for our district. Data is used from standardized tests such as IAR,

NWEA, and SAT to provide the information needed to determine the areas that need to be strengthened for our students to be college and career ready.

Strong Leadership:

Currently the district has one principal in each of our six elementary schools. At Jacksonville Middle School, there is one principal, and two assistant principals. Jacksonville High School also maintains one principal with three assistant principals. The principals are the instructional leaders within the school. At the district level, there is one curriculum director. To provide consistency throughout the district, monthly administrative meetings are held as well as monthly meetings for the elementary principals. Beginning with the 2019-2020 school year, the Curriculum Director will also be meeting monthly with the principals from the middle and high school in order to improve alignment between the buildings.

In addition to administration, a team of teachers representing each school within the district meet monthly for Curriculum Council. The council provides information regarding data and curriculum need within the buildings. Decisions about curriculum materials and the alignment of the materials to the standards is also discussed at these meetings.

Each school also has a leadership team from their building to focus on the specific needs of the building. The focus within the buildings for the 2017-2018 includes three areas: content, community, and culture. Action plans will be determined from data reviewed at these teams with the overall focus of raising student achievement.

Professional Development:

At the end of each year, a needs assessment is given to the staff within each building. This combined with data from NWEA, IAR, SAT, and our teacher evaluation system allows us to determine the professional development needs of our district as well as each individual school building. Once determined, the Curriculum Director and Principals plan professional development for our staff.

School Improvement time has also increased in our district beginning with the 2016-2017 school year to provide one afternoon per month for teachers to use for professional development and schoolwide planning. The time is used in accordance with the above data to equip our teachers with the skills necessary to prepare our students to be college and career ready.

High Standards and Objectives:

Within the past three years, standards and objectives for each grade and course have been set. The standards are the basis for everything. Teams of teachers have determined specific objectives to be primary (students MUST know them), secondary (students must have some understanding of them to be successful at the next level), and tertiary (students need to be introduced to them). All elementary teachers are given a binder at the beginning of the year with their grade level standards for all subjects.

Fair and Rigorous Assessments:

The objectives for each course are determined and the assessments are aligned to the standards. Teachers continue to review assessments used within the classroom to determine rigor and to ensure that the assessment fully matches the standards that are essential for the students to master. An assessment checklist is utilized to determine if the items on the assessment are correlated with a standard, represent the intended level or rigor, show scaffolding if necessary, provide evidence of mastery, and include a scoring guide.

Curriculum Framework:

During the school improvement days, teachers from the six elementary buildings work as grade level to ensure alignment of curriculum materials to standards, pacing, assessments, and cohesion between grade levels. This also occurs by department at the middle and high school levels. Data is reviewed as well to better inform teachers of weaknesses and strengths of our curriculum framework and adjustments are made as needed as students advance to the next grade level and course. Teacher observation and formative assessment data is also used to determine strengths and weaknesses.

Instructional Strategies and Resources:

Instructional strategies used within the classroom include, but are not limited to: providing specific and detailed feedback (both peer and instructor), reinforcement of skill practice, the use of graphic organizers, cooperative groups, whole group instruction, small group instruction, individualized instruction, and many other research based strategies are used to improve student achievement. Instructional strategies and resources are deliberately chosen to match the determined objectives of the lesson.

Instructional Materials:

Instructional materials are chosen based on their alignment to the objectives and standards that are essential for our students to master. A five year cycle of review for all subjects is in place and a district curriculum council reviews the recommendations for changes to instructional materials. Pilot programs for new instructional materials are also in place for teachers and administrators to provide feedback before the purchase of materials is made.

Intervention and Support:

Within our schools receiving Title I funds, interventionists are provided to give a layered intervention approach to our students who are achieving below grade level. The focus of our interventions have been literacy skills. We would like to increase these services to include math intervention as well as literacy intervention. Schedules are provided at the building level in order to maximize personnel within the building as well as focus groups integrating two to three grade levels. The focus groups are created and based on NWEA data to support all students within the classroom including those who are achieving at a higher level than that of their grade level peers.

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.

In order to identify students at risk of failure, all students in grades 1-10 are given the NWEA MAP test three times a year (fall, winter, and spring) in the areas of mathematics and reading. The MAP test

aligns to the state standards and provides information on overall student performance, as well as student performance within areas such as foundational skills, informational text, vocabulary, and literature. By using benchmark data, our students are classified according to their percentile rankings. Students who are performing below the 30th percentile are identified as our most at risk students. Students performing between the 30th and 60th percentile are considered moderately at risk. Classroom teachers meet with our interventionists, Rtl Coach, EL teachers, resource teachers, and administration to determine how to best serve these students and address their needs. Additional data including grades, classroom observation, the Diagnostic Reading Assessment, Fountas and Pinnell Benchmark system, mCLASS:DIBELS, the Qualitative Reading Inventory, Reflex Math, and ESGI are used to determine specific areas of need once the benchmark testing is complete.

Kindergarten students are assessed in the fall by using a state mandated readiness assessment called KIDS. Kindergarten students who show mastery on KIDS will take NWEA MAP in the winter and spring, while those who do not show mastery will continue to be assessed using the KIDS instrument until mastery is shown.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.*

Within the classroom, teachers use small group instruction to target the specific needs of students. Re-teaching content as well as extra practice is provided through center work, and specific feedback is given. Interventionists push into the classroom as well as pull students out for small group instruction based on their skill deficit. EL teachers and resource teachers also push into the classroom to assist students as well as provide individualized instruction outside of the classroom. Once a student is identified as needing assistance, interventions are provided and monitored to show student progress. If a student is not progressing, a more detailed and specific intervention may be used and monitored through the School Prevention, Review and Intervention Team (SPRINT) in which parents are also participants. The SPRINT process identifies and prescribes a multi-tiered system of support and is reviewed systematically in order to best meet the needs of our students.

A district RTI coach was hired in January of 2019. This position is charged with developing procedures to identify students who are in need of intervention assistance, identifying specific needs and goals for those students, locating appropriate intervention materials, and accurately assessing student performance and gains towards those goals.

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.*

In order to strengthen our academic programs, a clear standards based instructional system is used for all grade levels and coursework. Specific and measurable goals are set for the lesson and student success is measured based on those goals. Within the lesson, scaffolding instruction is used in order to target specific skills that are necessary for the attainment of the objective. Guided Reading as well as the Daily 5 is used for both English Language Arts and Math. Within the school day, a time is set aside for focus groups that include multi-grade levels. Strategies used within the classroom are deliberate and meaningful and are based on the objective of the lesson.

In addition to instructional strategies, school conditions are monitored through programs such as PBIS, CHAMPS, and The Leader in Me. Social Emotional learning is embedded throughout the day within the curriculum. Strategic groups are used with students who have had multiple office referrals or social-emotional needs that manifest themselves within the school setting. Guidance Counselors are provided at the middle school and high school as well as social workers and school psychologists at all levels. A Dean of Students is available in each school to assist in helping students when necessary with their social-emotional well-being.

An elementary school was closed within the district beginning with the 2012-2013 school year. Throughout the spring and summer of 2017, the district underwent a re-boundary process. Over several months, a committee of stakeholders met and reviewed the most equitable way to redraw the elementary school boundaries. Goals and criteria were established, communicated, and followed to ensure equitable class sizes among the elementary buildings. In the fall of 2017, the committee held public forums to discuss the options available and their potential impact to the district. The new elementary school boundaries were approved by the Board of Education at the September 2017 meeting and were put into effect for the 2018-2019 school year.

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.**

According to district policy 6:170, all District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equity among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equity among the District's schools.

In order to adhere to this policy, the Human Resource Department will provide a staffing and salary report for the entire district to the Title I Director. In conjunction with the completion of the Title I grant application, the Title I Director will identify the number of Title I and Non-Title I schools in the district.

September 30 will serve as the date for determining enrollment figures for each school in the district and the assigned personnel in each school. The enrollment figures will be established from attendance records reported on that date. The grade spans used to determine groupings are as follows: K-5 Large Elementary (more than 300 students), K-5 Small Elementary (less than 300 students), 6-8, and 9-12. Schools with twice the population as other students in their grade span will be compared separately or excluded if other schools of comparable size are not present.

Using the enrollment data and staffing level (years of experience and tenure status) for each school, the Title I Director will complete the comparability analysis using the form provided in the IWAS system by November 30th. If after using either method of comparability, any schools that reflect a non-comparable status will be identified to the Superintendent immediately. A determination will be

made as to the additional position(s) needed to make that school comparable. Available staffing levels within the district will be reviewed to determine which staff can be transferred or reallocated to the school(s) showing deficiency.

A file will be maintained which contains a copy of the completed analysis, all supporting attendance data and staffing reports, as well as the written procedures. The initial comparison method used to determine comparability will be the student/staff ratio. If comparability for all schools is not achieved, the student/salary method will be used.

Along with the completion of the comparability report, the district maintains teacher certification for all staff at the District Office. Reports are also reviewed from the district evaluation system to determine disparities between buildings regarding teacher performance. Any building with more than 25% of teachers performing within the Unsatisfactory or Needs Improvement will be identified and evaluated for redistribution.

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.**

At the elementary level, students are given 25 minutes per week of library time in which they are taught basic library skills. In addition to library time, students are given a dedicated 25 minutes with the media center aide for the development of technology skills. At the middle and high school level, a full time media specialist is employed by the district to promote digital literacy and academic achievement through a collaborative effort with classroom teachers.

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

In order to identify gifted and talented students, percentiles will be used regarding student achievement on the NWEA MAP test. Students scoring between the 95th and 100th percentile will be identified. Additional data including grades, classroom performance, and teacher observation will be used and further testing may be completed if necessary. Students are given opportunities within the classroom through differentiated instruction and focus groups to complete enrichment activities.

Additional opportunities for gifted and talented students include the Writers Talent Search, Great Books program, Honors Algebra at the middle school, and Geography Bowl.

College and Career

ISBE Goals:

- ✓ All kindergartners are assessed for readiness.
- ✓ Ninety percent or more of third-grade students are reading at or above grade level.
- ✓ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- ✓ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ✓ Ninety percent or more of students graduate from high school ready for college and career.

- ✓ All students are supported by highly prepared and effective teachers and school leaders.
- ✓ Every school offers a safe and healthy learning environment for all students.

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

Currently, our high school does not participate in Title I programming. Transition from the middle school to the high school includes freshman orientation, as well as coordination of services between the special education departments through transitional IEP team meetings. An eighth grade night is held for all 8th graders and their parents. Counselors also meet with incoming freshmen for course selection and creation of a four-year plan based on the interests and abilities of the student.

2. **If applicable, describe the district's support for programs that coordinate and integrate the following:***
 - a. **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**
 - b. **Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

At the elementary level, instructional units are taught regarding possible professions. Community members volunteer to present careers to students. Along with an introduction to possible careers, students are able to access Science A-Z which allows for career exploration at Lexile levels that are appropriate for all elementary grade levels.

Field trips are also related to careers in agriculture in Kindergarten and Fourth grade, the medical field in second grade, as well as exploration in the careers section at the Springfield Kidzeum museum in first grade. At the middle school level, courses are provided for career and life skills as well as STEAM activities and the addition of makerspaces for the 2017-2018 school year.

Staff is also provided opportunities to include technology within their instructional strategies. Programs such as Saturday Science are also offered.

Safe Learning Environment

ISBE Goals:

- ✓ All kindergartners are assessed for readiness.
- ✓ Ninety percent or more of third-grade students are reading at or above grade level.
- ✓ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

- ✓ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- ✓ Ninety percent or more of students graduate from high school ready for college and career.
- ✓ All students are supported by highly prepared and effective teachers and school leaders.
- ✓ Every school offers a safe and healthy learning environment for all students.

1. Describe the process through which the districts will:*

- a. reduce incidences of bullying and harassment**
- b. reduce the overuse of discipline practices that remove students from the classroom**
- c. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below.**

In order to reduce incidences of bullying and harassment, Jacksonville School District #117 employees follow the procedures in policy 7:180. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

The goal of the district is to provide all students with a safe learning environment free of bullying and harassment. In order to do this, students are taught what bullying is, how to report it, and are given strategies to help them if they are in a situation where bullying is present. Once investigated by an administrator as soon as possible, interventions can be provided including school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Staff is also trained to identify bullying and how to intervene when bullying is identified.

Data is kept and reported regarding discipline for the above subgroups of students through our student information system database. The Board of Education is given suspension data quarterly. Beginning the 2017-2018 school year, all subgroups listed above will be given on the quarterly discipline report.

An alternative school setting at Crossroads Learning Center is also provided for students who are not successful within the regular education classroom. CLC provides students with a highly structured setting with an emphasis on social-emotional instruction. By providing this service for our students, instructional time is increased and students are able to maintain their access to curriculum and instruction.

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.

The district follows the guidelines put forth from JSD #117 policy 6:140. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent 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 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.

It is the belief of JSD #117 to help remove any barriers that stand in the way of a homeless child receiving an education if at all possible.

Foster Care Transportation

Best Interest Determination

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

DCFS will notify the LEA within one day of placement or change of placement if there is a student who DCFS would like to keep in the school of origin, but who will no longer be living in that school's boundaries. The LEA and DCFS can schedule a best interest determination team meeting within five school days that will include; DCFS, LEA, education decision maker for students, the student (if appropriate), and the school principal or designee. If the student has an IEP or 504 Plan, then the relevant staff members shall also participate in the best interest determination meeting. The determination shall be made as quickly as possible to prevent educational disruption for the student. Information to be considered at these meetings include; significant relationships, academic progress, and social emotional well-being. Transportation costs should not be considered when determining a student's best interest. DCFS has the ultimate authority if an agreement cannot be reached.

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

The best interest determination for a student in foster care who falls under IDEA or Section 504 will be handled in the same manner as any other student. The team will take into account the student’s individual goals as outlined in their plan, accommodations, and educational needs for the student’s educational success.

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

The best interest determination for a student in foster care who is an English Learner will be handled in the same manner as any other student. The team will take into account the student’s accommodations, and educational needs for the student’s educational success.

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

Level I - Ensure that appropriate parties participated in the best interest determination meeting.

Level II - The student’s caregiver or educational decision-maker may dispute the district’s best interest determination, transportation, or the provision of any other educational related service for a student in foster care by providing the district or LEA with written notice of the dispute within 5 business days of receiving notice. The LEA will forward the dispute to the superintendent or designee. A decision on the dispute will be made within 5 business days of receipt. The caregiver will be informed of the decision in writing. Along with the dispute decision, the caregiver will be informed of the process to appeal the decision to ISBE.

Level III - If the student’s caregiver or educational decision-maker disagrees with the decision of the superintendent or designee, they may appeal the decision by notifying the LEA of their intent to file a Level II appeal. The superintendent or designee will forward all written and electronic documentation to ISBE within five business days of receiving notification of the caregiver’s intent to file an appeal. The caregiver may also submit related documentation to ISBE and the LEA for review. All documentation must be submitted in one consolidated package via email or the US Mail. ISBE and an appropriate DCFS representative, after consultation from school district, shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district’s LEA for distribution to the caregiver, DCFS representative, and district superintendent. The district shall maintain records of the dispute.

Foster Care Transportation Plan Development

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.*

Individuals involved include: Transportation Director, LEA representative, McKinney-Vento Liaison, DCFS.

When a student is placed in foster care or changes residence while in foster care, the DCFS case-worker must notify the principal. If the new residence is not in the same school boundaries, the LEA must be notified and invited to participate in the best interest determination meeting.

Upon receipt of the invitation to participate in the best interest determination meeting, the LEA shall notify the school of origin's transportation director. The LEA representative and school of origin transportation director shall identify potential ways that the child could be transported between districts, if that is the result of the best interest determination meeting.

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.
- h. Existing specialized transportation can be modified slightly to accommodate the new address

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

If the student has an IEP that includes provision for specialized transportation, transportation must be provided by the school division responsible for the student's IDEA.

If Jacksonville School District #117 can offer an existing means of transportation at no additional cost, DCFS will not be charged.

If Jacksonville School District #117 can provide transportation but will need to modify a route or create a new option, the school of origin's transportation director will calculate the cost that will be charged to DCFS.

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

The school of origin will continue to provide transportation during the dispute resolution process.

- A. Level I - Ensure that appropriate parties participated in the best interest determination meeting.

- B. Level II - The student's caregiver or educational decision-maker may dispute the district's best interest determination, transportation, or the provision of any other educational related service for a student in foster care by providing the district or LEA with written notice of the dispute within 5 business days of receiving notice. The LEA will forward the dispute to the superintendent or designee. A decision on the dispute will be made within 5 business days of receipt. The caregiver will be informed of the decision in writing. Along with the dispute decision, the caregiver will be informed of the process to appeal the decision to ISBE.
- C. Level III - If the student's caregiver or educational decision-maker disagrees with the decision of the superintendent or designee, they may appeal the decision by notifying the LEA of their intent to file a Level II appeal. The superintendent or designee will forward all written and electronic documentation to ISBE within five business days of receiving notification of the caregiver's intent to file an appeal. The caregiver may also submit related documentation to ISBE and the LEA for review. All documentation must be submitted in one consolidated package via email or the US Mail. ISBE and an appropriate DCFS representative, after consultation from school district, shall make a decision within fifteen business days of receipt of the dispute. The decision will be forwarded to the district's LEA for distribution to the caregiver, DCFS representative, and district superintendent. The district shall maintain records of the dispute.

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.*

- 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. Existing specialized transportation can be modified slightly to accommodate the new address

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.*

JSD#117 will provide training to appropriate staff on the transportation plan for foster care students. Additionally, all building administrators, secretaries, counselors, and social workers will be provided a copy of the transportation plan and the best interest determination plan.

I. Consideration of MOU with Boys & Girls Clubs of Central Illinois as presented.

ACTION ITEM

TO: Board of Education
FROM: Steve Ptacek
SUBJECT: Consideration of MOU between the District and the Boys and Girls Clubs of Central Illinois

PROPOSED MOTION BY THE BOARD OF EDUCATION:

That the Board approve the MOU between the District and the Boys and Girls Clubs of Central Illinois as presented:

| | | | |
|-----------|----------|----------|-------|
| MOVED BY: | _____ | Seconded | _____ |
| YEA: | | NAY: | |
| _____ | RYAN | _____ | _____ |
| _____ | BEARD | _____ | _____ |
| _____ | CANTRELL | _____ | _____ |
| _____ | LONERGAN | _____ | _____ |
| | | YEA: | NAY: |
| | | _____ | _____ |
| | | _____ | _____ |
| | | _____ | _____ |

Background Information:

Memorandum of Understanding

WHEREAS , The Boys & Girls Clubs of Central IL (herein referred to as BGCCIL) and Jacksonville Public Schools District 117 (herein referred to as District 117), have agreed to collaborate and make application to the Illinois State Board of Education for 21st Century Community Learning Center funds for afterschool educational, academic, and enhanced programs for the 2020–2021, 2021-2022, 2022-2023, 2023-2024 and 2024-2025 school years at Jacksonville Middle School, South Elementary, Lincoln Elementary and Washington Elementary.

WHEREAS, the parties listed above have agreed to enter into a collaborative agreement in which BGCCIL will be the lead and named applicant and District 117 will partner in the application, and

WHEREAS, the parties herein desire to enter into a Memorandum of Understanding setting forth the services to be provided by the collaborative, and

WHEREAS, the application prepared and approved by the parties herein is to be submitted to the Illinois State Board of Education on or before 4:00pm on July 13, 2020.

History of the Parties Relationship

The Boys & Girls Club of Central IL (BGCCIL), a 501©(3) not-for-profit, has been in existence for over sixty years and is a regional chapter of the Boys & Girls Clubs of America with local units or sites in Springfield, IL. BGCCIL provides afterschool educational, academic, and enhanced youth development services to youth and their families residing in these communities

Jacksonville Public Schools District 117 provides public education to over 3,340 children residing in and around Jacksonville IL. District 117 offers basic, gifted, and special education educational and academic services and will partner and collaborate with BGCCIL to provide afterschool educational, academic and enhanced services for its students. District 117 and BGCCIL with jointly determined the educational and academic focus and desired outcomes of afterschool programming at each program site applied for.

NOW, THEREFORE, it is hereby agreed by and between the parties herein as follows;

Roles and Responsibilities

BGCCIL will:

1. Provide afterschool educational, academic, and enhanced programs at each program site based upon focus and desired outcomes determined jointly with District 117 district and program site administrators.
2. Provide funding for planning and implementation of the afterschool programs at each site named herein, contingent upon grant award by the Illinois State Board of Education.
3. Provide sufficient supplies and materials necessary to meet program focus and desired outcomes.
4. Recruit, employ, and train staff as is appropriate for each program site.
5. Collaborate with program site administrators and faculty to ensure afterschool programs support the focus and desired outcomes of the program site.
6. Assign its Program Site Directors to support the Family and Community Engagement efforts of the program sites as may be appropriate.
7. Conduct student, teacher, and parent surveys to assess the effectiveness of the afterschool programs, and provide copies to District and program site administrators.
8. Conduct third-party end of school year program evaluations and provide copies to District and program site administrators.
9. BGCCIL will complete criminal background checks on all employees/persons working under this contract.
10. BGCCIL will indemnify the District for any acts of its employees/volunteers.

District 117 will:

1. Work jointly with BGCCIL to determine the educational and academic focus and desired outcomes of each program site.
2. Assign senior level district administrator to liaison with BGCCIL's 21st Century Program Director and/or President & CEO on a schedule to be determined to update and assess effectiveness of each program and roles and responsibilities are being met.
3. Provide at each program site
 - Space adequate to conduct program
 - Sufficient office space equipped with desk and chair, telephone, desktop or laptop computer with technology commiserate with that of building staff

- Access to program site based on program hours and needs
 - Access to District email system
 - Access to student grades, and state and District tests and assessment results in a manner that does not violate state or federal law
 - Access to District warehouse and District Instructional Resource Center
4. Provide Letters of Agreement signed by each program site principal Indicating his/her awareness of the proposed BGCCIL afterschool program, and his/her responsibilities to the program.

Life of Memorandum of Understanding

The Roles and Responsibilities described above are contingent on BGCCIL receiving funds for the project described in the Illinois State Board of Education grant application. Roles and Responsibilities will coincide with the grant period, anticipated to be July 1, 2020 through June 30, 2025. Both parties agree that either party may terminate this memorandum of understanding at any point during the grant period provided that thirty days written notice is given to the other party.

We, the undersigned have read and agree with the Memorandum of Understanding. Further, we have reviewed the proposed project and agree with it.

**Boys & Girls Clubs of Central
Central IL**

**Jacksonville Public Schools
District 117**

By _____

By _____

Print _____

Print _____

Title _____

Title _____

Date _____

Date _____

XIII. ADJOURNMENT



Board of Education Meeting

July 15, 2020

**FINANCIAL/TREASURER'S
REPORTS**

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*****
REPORT SPECIFICATIONS
DISTRICT: Jacksonville IL SD 117
REPORT TITLE: VENDOR CHECK HISTORY - BOARD REPORT (Dates: 06/19/20 - 07/16/20)
REQUESTED BY: jhadjan DATE: 07/13/20
PROGRAM NAME: fin/3frdt101. TIME: 9:51:13 AM
COPIES: 1 LPI: 6
RUN ON SERVER: yes CREATE ASCII FILE: NO
*****

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Report Parameters

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Description: VENDOR CHECK HISTORY - BOARD REPORT
Report Title: VENDOR CHECK HISTORY - BOARD REPORT
Print Detail Lines: Yes

```

| <u>Report Ranges</u> | <u>Low</u> | <u>High</u> |
|---------------------------|----------------------------|---------------|
| Check Number: | 0 | 999999999 |
| Check Amount: | -9999999999.99 | 9999999999.99 |
| PO Number: | 0 | 9999999999999 |
| Invoice Date: | | 12/31/9999 |
| Vendor to Display: | Invoice | |
| Vendor Type: | | ZZZZZ |
| Vendor Sub Type: | | ZZZZZ |
| Check type to print: | All | |
| Include Continuation Void | No | |
| Exclude Voided Checks: | No | |
| Print Only 1099 Vendors: | No | |
| Post Month Print Format: | Alphabetic | |
| Banks Selected: | GEN IIIT ILFND INSUR MURVL | |

Account Filters

No account ranges selected

| <u>Report Fields</u> | <u>Length</u> | <u>Sign</u> | <u>Edited</u> | <u>Whole</u> | <u>Field Format</u> | <u>Year</u> | <u>Suppress Repeating</u> |
|----------------------|---------------|-------------|---------------|--------------|----------------------|-------------|---------------------------|
| Check Number | 9 | | | | | | No |
| Check Date | 10 | | | | | | No |
| Vendor | 20 | | | | | | No |
| Invoice Description | 30 | | | | | | No |
| Invoice Number | 10 | | | | | | No |
| Amount | 12 | Left | Yes | No | ->, >>>, >>>, >>9.99 | Current | No |

| <u>Sort Fields</u> | <u>Totals</u> | <u>Break Spacing</u> |
|--------------------|---------------|----------------------|
| 1-Check Number | Yes | Single |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-----------------|---------------|----------------------|--|-------------------|-----------|
| 0 | 07/07/2020 | O'REILLY AUTOMOTIVE | MAINT. SUPPLIES, FIX ACH THAT WAS VOIDED BUT WENT THROUGH DIRECT DEPOSIT | FIX ACH | 7.33 |
| | | | | Totals for 0 | 7.33 |
| 5960 | 06/29/2020 | LANPHIER HIGH SCHOOL | ENTRY FEE FOR BOYS TRACK 5/12/2020 JV INVITE | ENTRY FEE | -125.00 |
| | | | | Totals for 5960 | -125.00 |
| 6462 | 06/28/2020 | FARM & HOME SUPPLY | STATEMENT PAYING ALL INVOICES FOR JACKSONVILLE SCHOOL DISTRICT #117- FOR MAINT. SHOP AND JHS FILEDHOUSE | 20355 | 219.83 |
| | | | | Totals for 6462 | 219.83 |
| 6463 | 06/28/2020 | FRANK'S AUTO REPAIR | LABOR REPLACING MICRO BELT ON MAINT. TRUCK | 010238 | 93.80 |
| | | | | Totals for 6463 | 93.80 |
| 6464 | 06/28/2020 | MUNICIPAL UTILITIES | Physical Ed Bldg (JHS BOWL)-201 S. Church | 008204-000 | 45.42 |
| 6464 | 06/28/2020 | MUNICIPAL UTILITIES | Washington-524 S. Kosciusko | 008560-000 | 122.61 |
| 6464 | 06/28/2020 | MUNICIPAL UTILITIES | JMS-664 Lincoln Ave | 010592-000 | 47.38 |
| | | | | Totals for 6464 | 215.41 |
| 6465 | 06/28/2020 | STEVE MORTHOLE MASON | EISENHOWER WEST MASONRY SCREEN WALL AROUND GAS SERVICE | 5854 | 8,400.00 |
| | | | | Totals for 6465 | 8,400.00 |
| 6466 | 06/28/2020 | WINDSTREAM | LONG DISTANCE BILLING FOR FAX AND PHONE | 72751110 | 140.89 |
| | | | | Totals for 6466 | 140.89 |
| 6467 | 06/30/2020 | 95 PERCENT GROUP INC | EISENHOWER TITLE | 104218 | 2,244.94 |
| | | | | Totals for 6467 | 2,244.94 |
| 6468 | 06/30/2020 | ABATECO, INC. | REMOVAL OF ASBESTOS FLOOR TILE AFFECTED BY FLOOR FLOODING | 20133 | 10,600.00 |
| | | | | Totals for 6468 | 10,600.00 |
| 6469 | 06/30/2020 | BIO CORPORATION | Science Supplies | 1013869 | 28.80 |
| | | | | Totals for 6469 | 28.80 |
| 6470 | 06/30/2020 | BMO CORPORATE MASTER | AMAZON-POST IT NOTES, PENS, MALE PLUG, ETC. FOR FISCAL YEAR 2019-2020 | ED TECH DE | 281.63 |
| | | | | Totals for 6470 | 281.63 |
| 6471 | 06/30/2020 | DUGAN OIL & TIRE | PLUG AND LABOR FOR MAINT TRUCK | 190124 | 15.00 |
| | | | | Totals for 6471 | 15.00 |
| 6472 | 06/30/2020 | E-BOLT | SPLINE TO SDS-MAX ADAPTER | 23758 | 139.00 |
| 6472 | 06/30/2020 | E-BOLT | SPIRAL POINTED TAPS AND SCREW FOR JHS BOWL | 23581 | 34.65 |
| | | | | Totals for 6472 | 173.65 |
| 6473 | 06/30/2020 | ELI BRIDGE CO. | BAR ALUMINUM FOR SHOP | 31841 | 21.90 |
| | | | | Totals for 6473 | 21.90 |
| 6474 | 06/30/2020 | FRONTIER | EARLY YEARS PROGRAM PHONE - BILLING DATE 6/22/2020 | 2172430556 | 84.44 |
| 6474 | 06/30/2020 | FRONTIER | PHONE BILLING DATE 6/22/2020 | 2241591185 | 3,658.00 |
| | | | | Totals for 6474 | 3,742.44 |
| 6475 | 06/30/2020 | HARTFORD | BILLING PERIOD 7/1/20-7/31/20 | 0047127100 | 862.98 |
| | | | | Totals for 6475 | 862.98 |
| 6476 | 06/30/2020 | HEINEMANN | 7207326/7209339 WASHINGTON FOUNTAS & PINNELL | 2 INVOICES | 39,504.85 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-----------------|---------------|----------------------|--|-------------------|-----------|
| | | | | Totals for 6476 | 39,504.85 |
| 6477 | 06/30/2020 | HIGH NOON BOOKS | EISENHOWER TITLE MATERIAL | 264463 | 1,661.00 |
| | | | | Totals for 6477 | 1,661.00 |
| 6478 | 06/30/2020 | JOHN DEERE FINANCIAL | MONTHLY CHARGES FOR JACKSONVILLE SCHOOL DISTRICT #117 MAINT. SHOP | 34118-2799 | 54.86 |
| | | | | Totals for 6478 | 54.86 |
| 6479 | 06/30/2020 | JOSTENS INC | DIPLOMA FOR JHS | 24774373 | 6.64 |
| | | | | Totals for 6479 | 6.64 |
| 6480 | 06/30/2020 | LITERACY RESOURCES, | PHONEMIC AWARENESS CURRICULUM | 56468 | 513.54 |
| | | | | Totals for 6480 | 513.54 |
| 6481 | 06/30/2020 | MORGAN-SCOTT READY M | MURRAYVILLE WOODSON SUPPLY | JX73371 | 301.00 |
| | | | | Totals for 6481 | 301.00 |
| 6482 | 06/30/2020 | NAPA AUTO PARTS | V-RIBBED BELT | 305-064353 | 67.28 |
| | | | | Totals for 6482 | 67.28 |
| 6483 | 06/30/2020 | RENAISSANCE LEARNING | 5164469-187046/5164469-187049/ 5164469-187075/5164469-187085/ 5164469-187104/5164469-187112/ 5164469-187179 Accelerated Reader Renewal | 7 INVOICES | 19,767.36 |
| | | | | Totals for 6483 | 19,767.36 |
| 6484 | 06/30/2020 | SCHIRZ CONCRETE PROD | MURRAYVILLE WOODSON SUPPLIES | C26845 | 366.00 |
| | | | | Totals for 6484 | 366.00 |
| 6485 | 06/30/2020 | SCHOLASTIC BOOK CLUB | GIVE AWAY BOOKS FOR LISA HORTON | 60018581 | 222.01 |
| 6485 | 06/30/2020 | SCHOLASTIC BOOK CLUB | SOUTH TITLE BOOKS | 59747110 | 132.45 |
| 6485 | 06/30/2020 | SCHOLASTIC BOOK CLUB | GIVE AWAY BOOKS FOR EISENHOWER | 59938662 | 962.03 |
| 6485 | 06/30/2020 | SCHOLASTIC BOOK CLUB | M-W TITLE BOOKS | 59777978 | 138.35 |
| 6485 | 06/30/2020 | SCHOLASTIC BOOK CLUB | GIVE AWAY BOOKS FOR M-W | 60018143 | 366.26 |
| | | | | Totals for 6485 | 1,821.10 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | SCHOLASTIC BOOKS FOR EISENHOWER | 22907231 | 2,167.58 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | M-W TITLE BOOKS | 21913488 | 139.96 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | MISC TITLE BOOKS FOR SOUTH | 22907153 | 1,044.21 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | EISENHOWER BOOK ORDER | 22940737 | 4,411.84 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | TITLE BOOKS FOR LINCOLN | 22612048 | 918.91 |
| 6486 | 06/30/2020 | SCHOLASTIC TEACHING | GIVE AWAY BOOKS | 21522918 | 4,006.19 |
| | | | | Totals for 6486 | 12,688.69 |
| 6487 | 06/30/2020 | SHERWIN-WILLIAMS | JHS FOOTBALL FIELD PAINT | 5329-7 | 131.48 |
| 6487 | 06/30/2020 | SHERWIN-WILLIAMS | PAINT FOR SHOP | 4884-2 | 46.76 |
| | | | | Totals for 6487 | 178.24 |
| 6488 | 06/30/2020 | SHI INTERNATIONAL CO | Chromebook licenses for Lincoln and Washington via After School Program Grant | B11701700 | 2,112.00 |
| | | | | Totals for 6488 | 2,112.00 |
| 6489 | 06/30/2020 | THE MATH LEARNING CE | BRIDGES INTERVENTION SET FOR NORTH | BA53193-IN | 1,043.25 |
| | | | | Totals for 6489 | 1,043.25 |
| 6490 | 06/30/2020 | WADE & DOWLAND | Printer Ink | 847743 | 143.98 |
| | | | | Totals for 6490 | 143.98 |
| 6491 | 06/30/2020 | WILSON LANGUAGE TRAI | TITLE SUPPLIES FOR NORTH | 1798468 | 322.92 |
| | | | | Totals for 6491 | 322.92 |
| 6492 | 07/16/2020 | 8 TO 18 MEDIA, INC. | JHS Athletic Program - 2020-2021 Subscription | 002308 | 750.00 |
| | | | | Totals for 6492 | 750.00 |

| CHECK NUMBER | CHECK DATE | CHECK VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | INVOICE AMOUNT |
|-----------------|------------|----------------------|---|----------------|----------------|
| 6493 | 07/16/2020 | ACE HARDWARE | CLOSING DATE 6/33/2020 PAYING ALL INVOICES FOR JACKSONVILLE SCHOOL DISTRICT #117 SUPPLIES FOR JHS, LINCOLN, JHS FIELDHOUSE, MURRAYVILLE, MAINT. SHOP | 818713 | 784.63 |
| Totals for 6493 | | | | | 784.63 |
| 6494 | 07/16/2020 | APPLANSERV | FOR INVOICE PERIOD 5/1/2020-5/31/2020 | 2005314918 | 170.00 |
| Totals for 6494 | | | | | 170.00 |
| 6495 | 07/16/2020 | AMALGAMATED BANK OF | REGISTRAR AND PAYING AGENT: WESTERN ILLINOIS ECONOMIC DEVELOPMENT AUTHORITY, SERIES 2015 | 1855838004 | 450.00 |
| Totals for 6495 | | | | | 450.00 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | (JHS) 1211 N. Diamond Street | 20576-3041 | 90.12 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 207 WEST STATE ST. | 7149021030 | 35.08 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 3 W CENTRAL PARK PLZ | 2131428041 | 143.63 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 1 W CENTRAL PARK PLZ | 9942327037 | 123.49 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 205 WEST STATE ST. | 2399808044 | 35.08 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 211 W STATE ST. | 3070878036 | 35.08 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 1 W CENTRAL PARK PLZ | 7107474030 | 128.00 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 211 W STATE ST. | 1390984031 | 72.03 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 211 W STATE ST. | 2041064032 | 1,292.84 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 211 W STATE ST. | 6609483035 | 224.68 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 1 W CENTRAL PARK PLZ | 3519267031 | 60.52 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 215 W Walnut Street | 95234-1489 | 35.08 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 315 W WALNUT | 2744805776 | 231.17 |
| 6496 | 07/16/2020 | AMEREN ILLINOIS | 30 N. CENTRAL PLAZA | 2428636030 | 66.18 |
| Totals for 6496 | | | | | 2,572.98 |
| 6497 | 07/16/2020 | APPLAUSE LEARNING RE | Foreign Language Supplies | 198139A | 143.17 |
| Totals for 6497 | | | | | 143.17 |
| 6498 | 07/16/2020 | ATTAINMENT CO | STEP CURRICULUM | 315565A | 3,756.90 |
| Totals for 6498 | | | | | 3,756.90 |
| 6499 | 07/16/2020 | CDW GOVERNMENT | FIVE YEAR CISCO SMARTNET SERVICE AGREEMENT | XTV4713 | 10,968.44 |
| Totals for 6499 | | | | | 10,968.44 |
| 6500 | 07/16/2020 | CENTRAL STATE 8 CONF | Central State Eight Dues for 2020-2021 | 2020-2021 | 2,000.00 |
| Totals for 6500 | | | | | 2,000.00 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | Lincoln-320 W Independence | RG-78927 | 142.32 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | (JHS BOWL) 215 S Church St | RG-78923 | 133.09 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | CLC 30 N. CENTRAL PARK PLZ | RG-206426 | 52.09 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | EISENHOWER-1901 W Lafayette Ave | RG-78921 | 301.38 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | Field House(JHS)-315 W Walnut | RG-103592 | 103.72 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | JHS-1211 N. Diamond Street | RG-78925 | 1,463.17 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | JMS-664 Lincoln Ave | RG-78920 | 669.42 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | Bus Garage-837 N Main Street | RG-103593 | 129.52 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | EARLY YEARS -516 Jordan St | RG-78926 | 125.28 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | 307 Masters St., Murrayville | RG-103601 | 245.33 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | North-1626 State HWY 78 N | RG-78924 | 165.30 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | South-201 Dewey Drive | RG-78928 | 149.81 |
| 6501 | 07/16/2020 | CONSTELLATION NEWENE | WASHINGTON-524 S Kosciusko ST | RG-78922 | 137.85 |
| Totals for 6501 | | | | | 3,818.28 |
| 6502 | 07/16/2020 | CULLIGAN OF SPRINGFI | RENTAL AND SERVICE | 257 029207 | 7.50 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-----------------|---------------|----------------------|---|-------------------|------------|
| | | | 7/01/20-7/31/20 A#029207 | | |
| | | | Totals for 6502 | | 7.50 |
| 6503 | 07/16/2020 | CXTEC | 7034653/7034452 RAM upgrades for the 3 Hyper-V hosts in the district (2 at JHS, 1 at JMS) | 2 INVOICES | 1,341.58 |
| | | | Totals for 6503 | | 1,341.58 |
| 6504 | 07/16/2020 | FOOD HANDLER SOLUTIO | SCHOOL HANDLER WEBSITE STAFF EDUCATION AND TRACKING PROGRAM | 10318 | 875.00 |
| | | | Totals for 6504 | | 875.00 |
| 6505 | 07/16/2020 | FRONTLINE TECHNOLOGI | APPLICANT TRACKING, UNLIMITED USAGE FOR INTERNAL EMPLOYEES-RENEWAL FOR 12/28/20-12/27/2021 | QID Q-3511 | 4,185.44 |
| | | | Totals for 6505 | | 4,185.44 |
| 6506 | 07/16/2020 | GARDNER/L&M GLASS, I | WINDOW REPLACEMENT FOR NORTH ELEMENTARY SCHOOL | G&H #0511- | 65,857.70 |
| | | | Totals for 6506 | | 65,857.70 |
| 6507 | 07/16/2020 | GRAPHIC EDGE | UNIFORMS FOR JHS GIRLS TRACK | 1414680 | 1,174.80 |
| | | | Totals for 6507 | | 1,174.80 |
| 6508 | 07/16/2020 | GREAT CIRCLE | PAYING THE REMAINING DECEMBER 2019 BALANCE | REMAINING | 917.11 |
| | | | Totals for 6508 | | 917.11 |
| 6509 | 07/16/2020 | GREAT MINDS | PROFESSIONAL DEVELOPMENT FOR EISENHOWER EUREKA MATH | 048720 | 7,500.00 |
| | | | Totals for 6509 | | 7,500.00 |
| 6510 | 07/16/2020 | HANDWRITING WITHOUT | KEYBOARDING WORKBOOKS FOR WASHINGTON | 71936 | 291.00 |
| | | | Totals for 6510 | | 291.00 |
| 6511 | 07/16/2020 | JOSTENS INC | JHS Athletic certificates | N002857593 | 749.00 |
| | | | Totals for 6511 | | 749.00 |
| 6512 | 07/16/2020 | MCC NETWORK SERVICES | INTERNET SERVICE FOR JUN01-JUN30, 2020 A#91041000089 | JUNE 2020 | 2,910.00 |
| | | | Totals for 6512 | | 2,910.00 |
| 6513 | 07/16/2020 | MEDIACOM LLC | 7/1-7/31/2020 STATEMENT OF SERVICE FOR DISTRICT FIBER | 8384975000 | 105.00 |
| | | | Totals for 6513 | | 105.00 |
| 6514 | 07/16/2020 | MIDWEST TRANSIT EQUI | 2 NEW BUSES: 2017-IC-CE-24+5 AND 2018-IC-CE-71 UNIT ID#181276/184753 | V101011194 | 152,066.00 |
| | | | Totals for 6514 | | 152,066.00 |
| 6515 | 07/16/2020 | MIDWEST OCCUPATIONAL | DRUG SCREEN FOR BUS DRIVER | 103054 | 60.00 |
| 6515 | 07/16/2020 | MIDWEST OCCUPATIONAL | DRUG SCREEN FOR BUS DRIVERS | 103293 | 125.00 |
| 6515 | 07/16/2020 | MIDWEST OCCUPATIONAL | DRUG SCREEN FOR BUS DRIVERS | 103295 | 250.00 |
| | | | Totals for 6515 | | 435.00 |
| 6516 | 07/16/2020 | MUNICIPAL UTILITIES | Eisenhower School-1901 W, Lafayette Ave | 012830-000 | 80.59 |
| | | | Totals for 6516 | | 80.59 |
| 6517 | 07/16/2020 | NEXTERA ENERGY SERVI | APRIL-MAY 2020 ELECTRICITY | 1072569107 | 22,817.80 |
| | | | Totals for 6517 | | 22,817.80 |
| 6518 | 07/16/2020 | NUTRISLICE, INC | NUTRISLIC MENUS-STANDARD AND NUTRISLICE DIGITAL SIGNAGE-PRO | 5472 | 3,552.00 |
| | | | Totals for 6518 | | 3,552.00 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-------------------|---------------|----------------------|---|-------------------|------------|
| 6519 | 07/16/2020 | PDC/AREA COMPANIES | TRASH SERVICE FOR EARLY YEARS PROGRAM AND EXTRA PICKUP FOR 6/24/20 | 4633171 | 336.75 |
| Totals for 6519 | | | | | 336.75 |
| 6520 | 07/16/2020 | QUILL CORP. (ORDERS) | 6909927/6912717/6961315/696139 9 Supplies for classrooms | 4 INVOICES | 717.44 |
| 6520 | 07/16/2020 | QUILL CORP. (ORDERS) | 7622560/7601939/7854292 supplies | 3 INVOICES | 315.24 |
| 6520 | 07/16/2020 | QUILL CORP. (ORDERS) | 7049513/6978365 Supplies | 2 INVOICES | 1,160.00 |
| Totals for 6520 | | | | | 2,192.68 |
| 6521 | 07/16/2020 | REALLY GOOD STUFF, L | SOUTH TITLE | 7257244 | 977.31 |
| Totals for 6521 | | | | | 977.31 |
| 6522 | 07/16/2020 | ROSCETTI, NICK | REIMBURSEMENT FOR THERMOMETERS | REIMBURSEM | 393.84 |
| Totals for 6522 | | | | | 393.84 |
| 6523 | 07/16/2020 | SANTANDER LEASING LL | 2018 SCHOOL BUSES IC/CE 72 PASS FOR EARLY YEARS PROGRAM | 2499718 | 25,122.00 |
| Totals for 6523 | | | | | 25,122.00 |
| 6524 | 07/16/2020 | SCOTT BROTHERS ELECT | FIRE ALARM REPLACEMENT AT MURRAYVILLE, WASHINGTON, AND FIELD HOUSE | G&H #0511- | 16,909.20 |
| Totals for 6524 | | | | | 16,909.20 |
| 6525 | 07/16/2020 | SERVICEMASTER CLEANI | CO REPAIRS-INSURANCE TO REIMBURSE | 28604 | 12,047.75 |
| Totals for 6525 | | | | | 12,047.75 |
| 6526 | 07/16/2020 | SO. JACKSONVILLE WAT | South School Water & Sewer Usage 6/1/20-6/30/20 | 0415700100 | 50.36 |
| Totals for 6526 | | | | | 50.36 |
| 6527 | 07/16/2020 | SONOVA USA INC. | Phonak warranty Quote 5120152979 | 5131748112 | 630.00 |
| Totals for 6527 | | | | | 630.00 |
| 6528 | 07/16/2020 | THE MATH LEARNING CE | EISENHOWER BRIDGES SETS | BA54015-IN | 6,901.50 |
| Totals for 6528 | | | | | 6,901.50 |
| 6529 | 07/16/2020 | THIELE GARAGE, INC. | IL SAFETY TEST FOR BUS | 92565 | 70.00 |
| Totals for 6529 | | | | | 70.00 |
| 6530 | 07/16/2020 | TROXELL | #B00506 MONTHLY CONSULTING FEE | 2462109 | 2,200.00 |
| 6530 | 07/16/2020 | TROXELL | #B00506 MONTHLY CONSULTING FEE | 2450902 | 2,200.00 |
| Totals for 6530 | | | | | 4,400.00 |
| 6531 | 07/16/2020 | UNITED CHEVROLET | 5633222/5633223/5633247/SE6110 909 DRIVERS ED MONTHLY FEE FOR JUNE 2020 AND DRIVERS ED BRAKE | 104193 | 980.00 |
| Totals for 6531 | | | | | 980.00 |
| 7109 | 06/29/2020 | BLUECROSS BLUESHIELD | BILL PERIOD 7-01-2020 THRU 8-1-2020 | 117347 | 480,636.94 |
| Totals for 7109 | | | | | 480,636.94 |
| 7110 | 06/29/2020 | GUARDIAN | BILL PERIOD 7-01-2020 THRU 7-31-2020 | 00489403 | 33,022.34 |
| Totals for 7110 | | | | | 33,022.34 |
| 116514 | 06/30/2020 | 403B ASP | Payroll accrual | 20200630AD | 2,185.00 |
| Totals for 116514 | | | | | 2,185.00 |
| 116515 | 06/30/2020 | AMERICAN FIDELITY FL | Payroll accrual | 20200630AD | 3,099.31 |
| 116515 | 06/30/2020 | AMERICAN FIDELITY FL | Payroll accrual | 20200630AD | 416.66 |
| Totals for 116515 | | | | | 3,515.97 |

| CHECK CHECK | | | INVOICE | INVOICE | |
|-------------|------------|----------------------|---|------------|------------|
| NUMBER | DATE | VENDOR | DESCRIPTION | NUMBER | AMOUNT |
| 116516 | 06/30/2020 | AMERICAN FIDELITY AS | Payroll accrual | 20200615AD | 7,588.83 |
| 116516 | 06/30/2020 | AMERICAN FIDELITY AS | Payroll accrual | 20200615AD | 4,400.27 |
| 116516 | 06/30/2020 | AMERICAN FIDELITY AS | Payroll accrual | 20200630AD | 4,343.67 |
| 116516 | 06/30/2020 | AMERICAN FIDELITY AS | Payroll accrual | 20200630AD | 7,568.20 |
| | | | Totals for 116516 | | 23,900.97 |
| 116517 | 06/30/2020 | AMERICAN FIDELITY AS | Payroll accrual | 20200630AD | 3,355.00 |
| | | | Totals for 116517 | | 3,355.00 |
| 116518 | 06/30/2020 | AXA EQUITABLE | Payroll accrual | 20200630AD | 3,095.00 |
| | | | Totals for 116518 | | 3,095.00 |
| 116519 | 06/30/2020 | HORACE MANN COMPANIE | Payroll accrual | 20200630AD | 110.56 |
| 116519 | 06/30/2020 | HORACE MANN COMPANIE | Payroll accrual | 20200615AD | 110.56 |
| | | | Totals for 116519 | | 221.12 |
| 116520 | 06/30/2020 | HORACE MANN COMPANIE | Payroll accrual | 20200630AD | 1,140.00 |
| | | | Totals for 116520 | | 1,140.00 |
| 116521 | 06/30/2020 | IEA/NEA SUPPORT PERS | Payroll accrual | 20200630AD | 499.41 |
| | | | Totals for 116521 | | 499.41 |
| 116522 | 06/30/2020 | ILLINOIS EDUCATORS C | Payroll accrual | 20200630AD | 1,210.00 |
| 116522 | 06/30/2020 | ILLINOIS EDUCATORS C | Payroll accrual | 20200630AD | 360.00 |
| | | | Totals for 116522 | | 1,570.00 |
| 116523 | 06/30/2020 | ING/VOYA RETIREMENT | Payroll accrual | 20200630AD | 100.00 |
| | | | Totals for 116523 | | 100.00 |
| 116524 | 06/30/2020 | JACKSONVILLE PUBLIC | Payroll accrual | 20200615AD | 19.00 |
| 116524 | 06/30/2020 | JACKSONVILLE PUBLIC | Payroll accrual | 20200630AD | 14.00 |
| | | | Totals for 116524 | | 33.00 |
| 116525 | 06/30/2020 | LUCIE, SCALF, & BOUG | Payroll accrual | 20200630AD | 290.67 |
| | | | Totals for 116525 | | 290.67 |
| 116526 | 06/30/2020 | PRAIRIELAND UNITED W | Payroll accrual | 20200630AD | 103.67 |
| 116526 | 06/30/2020 | PRAIRIELAND UNITED W | Payroll accrual | 20200615AD | 103.67 |
| | | | Totals for 116526 | | 207.34 |
| 116527 | 06/30/2020 | VARIABLE ANNUITY LIF | Payroll accrual | 20200630AD | 1,655.00 |
| | | | Totals for 116527 | | 1,655.00 |
| 192001058 | 06/30/2020 | CENGAGE LEARNING | Accounting II Textbooks | 70420190 | 967.50 |
| | | | Totals for 192001058 | | 967.50 |
| 192001059 | 06/30/2020 | CONNOR CO | JHS URNL FV | S9118166.0 | 111.74 |
| 192001059 | 06/30/2020 | CONNOR CO | CAPACITOR SINGLE OVAL JHS | S9108262.0 | 10.53 |
| 192001059 | 06/30/2020 | CONNOR CO | EISENHOWER PLEATED FILTER | S9106180.0 | 40.37 |
| 192001059 | 06/30/2020 | CONNOR CO | MOTORS FOR JHS | S9106566.0 | 596.66 |
| 192001059 | 06/30/2020 | CONNOR CO | GATEY OPEN MSH CLTH FOR SHOP | S9106166.0 | 17.06 |
| | | | Totals for 192001059 | | 776.36 |
| 192001060 | 06/30/2020 | DELL EMC | Chromebook replacements for JMS via Title I Funding (Ian English) | 1040002341 | 48,777.60 |
| 192001060 | 06/30/2020 | DELL EMC | Laptops for teacher device rotation replacements | 1040111410 | 34,819.80 |
| 192001060 | 06/30/2020 | DELL EMC | Chromebook replacements for district | 1040002345 | 60,972.00 |
| 192001060 | 06/30/2020 | DELL EMC | DELL CHROMEBOOK 3100 DISTRICT REPLACEMENTS | 1039455255 | 60,972.00 |
| 192001060 | 06/30/2020 | DELL EMC | Power supplies for district use with Chromebooks | 1039510707 | 8,137.50 |
| 192001060 | 06/30/2020 | DELL EMC | Chromebooks for Lincoln and Washington via After School Program Grant | 1040044682 | 17,885.12 |
| | | | Totals for 192001060 | | 231,564.02 |
| 192001061 | 06/30/2020 | DILLARD, JILL | REIMBURSEMENT FOR WELL MILEAGE AND MEALS | REIMBURSEM | 145.47 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-----------------|---------------|----------------------|---|----------------------|-----------|
| | | | | Totals for 192001061 | 145.47 |
| 192001062 | 06/30/2020 | DOYLE PLUMBING & HEA | DISTRICT OFFICE CHILLER REPAIR | 3774 | 1,510.75 |
| 192001062 | 06/30/2020 | DOYLE PLUMBING & HEA | EISENHOWER ELEMENTARY SCHOOL SINK DRAIN CLOG | 5256 | 304.38 |
| 192001062 | 06/30/2020 | DOYLE PLUMBING & HEA | JHS AUDITORIUM OUTDOOR AIR DAMPER REPLACEMENT | 11604 | 4,752.00 |
| 192001062 | 06/30/2020 | DOYLE PLUMBING & HEA | JHS CHILLERS RUNNING AT JHS | 5129 | 1,051.61 |
| | | | | Totals for 192001062 | 7,618.74 |
| 192001063 | 06/30/2020 | GILSON ENTERPRISES | 056322/056322A CUSTODIAL SUPPLIES FOR REMAINDER OF YEAR | 2 INVOICES | 6,259.92 |
| | | | | Totals for 192001063 | 6,259.92 |
| 192001064 | 06/30/2020 | HANNANT, SHELLY | PARENT EDUCATOR CELL PHONE REIMBURSEMENT 2019-2020 APRIL 2020 | REIMBURSEM | 50.00 |
| | | | | Totals for 192001064 | 50.00 |
| 192001065 | 06/30/2020 | HENRY'S SERV CENTER | 113410/115518 (CREDIT OF 106.37) | CREDIT FOR | -106.37 |
| 192001065 | 06/30/2020 | HENRY'S SERV CENTER | REPAIR ON RELAY SWITCH | 116704 | 274.08 |
| 192001065 | 06/30/2020 | HENRY'S SERV CENTER | FUSE FOR SHOP | 117096 | 6.12 |
| 192001065 | 06/30/2020 | HENRY'S SERV CENTER | RELAY SWITCH FOR SHOP | 116532 | 19.27 |
| | | | | Totals for 192001065 | 193.10 |
| 192001066 | 06/30/2020 | JARVIS-HAVENS LOCKSM | IC RIM CYLINDERS FOR SHOP | 28282 | 144.00 |
| | | | | Totals for 192001066 | 144.00 |
| 192001067 | 06/30/2020 | LUDA | LUDA ALL-INCLUSIVE DISTRICT MEMBERSHIP DUES | 0344 | 5,500.00 |
| | | | | Totals for 192001067 | 5,500.00 |
| 192001068 | 06/30/2020 | PETERSON, BRITTANY | PARENT EDUCATOR CELL PHONE REIMBURSEMENT 2019-2020 APRIL, MAY, JUNE 2020 | REIMBURSEM | 150.00 |
| | | | | Totals for 192001068 | 150.00 |
| 192001069 | 06/30/2020 | REXX BATTERY SPECIAL | DEEP CYCLE BATTERY | 320060902 | 199.90 |
| | | | | Totals for 192001069 | 199.90 |
| 192001070 | 06/30/2020 | SCHOOL SPECIALTY | 208124710572/208125096115/2081 4 INVOICES 25209573/208125299842 M-W TITLE ORDER | | 1,929.51 |
| 192001070 | 06/30/2020 | SCHOOL SPECIALTY | TITLE SUPPLIES FOR OSS | 2081253137 | 666.29 |
| 192001070 | 06/30/2020 | SCHOOL SPECIALTY | TITLE MATERIAL FOR OUR SAVIOUR SCHOOL | 2081253130 | 373.31 |
| | | | | Totals for 192001070 | 2,969.11 |
| 192001071 | 06/30/2020 | TRIAD INDUSTRIAL SUP | Elementary/JMS custodial supplies | 260522 | 9,004.50 |
| 192001071 | 06/30/2020 | TRIAD INDUSTRIAL SUP | CUSTODIAL SUPPLIES FOR END OF YEAR | 259641 | 4,542.50 |
| 192001071 | 06/30/2020 | TRIAD INDUSTRIAL SUP | CUSTODIAL SUPPLIES | 258897 | 6,916.58 |
| | | | | Totals for 192001071 | 20,463.58 |
| 192001072 | 06/30/2020 | JSSA | Payroll accrual | 20200630AD | 2,479.68 |
| | | | | Totals for 192001072 | 2,479.68 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 1,403.16 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 120.27 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 170.08 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 1,183.87 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 68.86 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 1,871.97 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 77.52 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
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| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 1,201.56 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 337.68 |
| 192001073 | 06/30/2020 | SCHOOL DIST 117 DENT | Payroll accrual | 20200630AD | 477.72 |
| Totals for 192001073 | | | | | 6,912.69 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AD | 1,421.86 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 1.59 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 0.79 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 951.30 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 54.51 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 13.65 |
| 192001074 | 06/30/2020 | SCHOOL DIST 117 LIF | Payroll accrual | 20200630AF | 20.54 |
| Totals for 192001074 | | | | | 2,464.24 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 881.06 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 3,827.80 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 11,209.28 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 599.06 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 1,794.69 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 403.70 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AF | 153,851.25 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AF | 14,769.72 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AF | 2,802.64 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AF | 30,689.75 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 290.31 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 3,193.41 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 247.90 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 334.12 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 350.78 |
| 192001075 | 06/30/2020 | SCHOOL DIST 117 MEDI | Payroll accrual | 20200630AD | 4,910.92 |
| Totals for 192001075 | | | | | 230,156.39 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | 7.60 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | 85.50 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | 2.35 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | 32.08 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | 393.00 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AD | -2.50 |
| 192001076 | 06/30/2020 | SCHOOL DIST 117 VISI | Payroll accrual | 20200630AF | 1,672.40 |
| Totals for 192001076 | | | | | 2,190.43 |
| 201900491 | 06/15/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200615AD | 12,161.97 |
| 201900491 | 06/15/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200615AD | 507.88 |
| 201900491 | 06/15/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200615AF | 28,783.27 |
| Totals for 201900491 | | | | | 41,453.12 |
| 201900507 | 06/15/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200615BD | 857.89 |
| 201900507 | 06/15/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200615BF | 2,030.33 |
| Totals for 201900507 | | | | | 2,888.22 |
| 201900512 | 06/16/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200616AD | 22.50 |
| 201900512 | 06/16/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200616AF | 53.25 |
| Totals for 201900512 | | | | | 75.75 |
| 201900514 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630AD | 1,917.20 |
| 201900514 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630AD | 72.65 |
| 201900514 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630AD | 81,446.58 |
| Totals for 201900514 | | | | | 83,436.43 |
| 201900515 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630AD | 13,523.60 |
| 201900515 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630AF | 13,523.60 |
| Totals for 201900515 | | | | | 27,047.20 |
| 201900516 | 06/30/2020 | EFTPS -- SOCIAL SECU | Payroll accrual | 20200630AD | 17,379.77 |
| 201900516 | 06/30/2020 | EFTPS -- SOCIAL SECU | Payroll accrual | 20200630AF | 17,379.77 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
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| | | | | Totals for 201900516 | 34,759.54 |
| 201900517 | 06/30/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200630AD | 12,474.17 |
| 201900517 | 06/30/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200630AD | 507.87 |
| 201900517 | 06/30/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200630AF | 29,522.05 |
| | | | | Totals for 201900517 | 42,504.09 |
| 201900518 | 06/30/2020 | IL STATE DISBURSEMEN | Payroll accrual | 20200630AD | 1,154.39 |
| | | | | Totals for 201900518 | 1,154.39 |
| 201900519 | 06/30/2020 | ILLINOIS DEPT OF REV | Payroll accrual | 20200630AD | 287.00 |
| 201900519 | 06/30/2020 | ILLINOIS DEPT OF REV | Payroll accrual | 20200630AD | 42,927.15 |
| | | | | Totals for 201900519 | 43,214.15 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AD | 117.11 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AD | 90.70 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AD | 988.47 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AF | 86.91 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AF | 701.08 |
| 201900520 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630AF | 67.29 |
| | | | | Totals for 201900520 | 2,051.56 |
| 201900521 | 06/30/2020 | TEACHERS' RET BENEFIT | Payroll accrual | 20200630AF | 54.78 |
| 201900521 | 06/30/2020 | TEACHERS' RET BENEFIT | Payroll accrual | 20200630AF | 442.02 |
| 201900521 | 06/30/2020 | TEACHERS' RET BENEFIT | Payroll accrual | 20200630AF | 42.43 |
| | | | | Totals for 201900521 | 539.23 |
| 201900522 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630AD | 850.00 |
| 201900522 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630AD | 6,858.62 |
| 201900522 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630AF | 658.30 |
| | | | | Totals for 201900522 | 8,366.92 |
| 201900523 | 06/30/2020 | TEACHERS' RETIRE FUN | Payroll accrual | 20200630AF | 516.80 |
| 201900523 | 06/30/2020 | TEACHERS' RETIRE FUN | Payroll accrual | 20200630AF | 0.00 |
| | | | | Totals for 201900523 | 516.80 |
| 201900524 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630BD | 128.82 |
| | | | | Totals for 201900524 | 128.82 |
| 201900525 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630BD | 26.80 |
| 201900525 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630BF | 26.80 |
| | | | | Totals for 201900525 | 53.60 |
| 201900526 | 06/30/2020 | ILLINOIS DEPT OF REV | Payroll accrual | 20200630BD | 82.11 |
| | | | | Totals for 201900526 | 82.11 |
| 201900527 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630BD | 22.92 |
| 201900527 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630BF | 17.00 |
| | | | | Totals for 201900527 | 39.92 |
| 201900528 | 06/30/2020 | TEACHERS' RET BENEFIT | Payroll accrual | 20200630BF | 10.72 |
| | | | | Totals for 201900528 | 10.72 |
| 201900529 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630BD | 166.32 |
| | | | | Totals for 201900529 | 166.32 |
| 201900530 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630CD | 0.00 |
| | | | | Totals for 201900530 | 0.00 |
| 201900531 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630CD | 7.25 |
| 201900531 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630CF | 7.25 |
| | | | | Totals for 201900531 | 14.50 |
| 201900532 | 06/30/2020 | EFTPS -- SOCIAL SECU | Payroll accrual | 20200630BD | 31.00 |
| 201900532 | 06/30/2020 | EFTPS -- SOCIAL SECU | Payroll accrual | 20200630BF | 31.00 |
| | | | | Totals for 201900532 | 62.00 |
| 201900533 | 06/30/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200630BD | 22.50 |
| 201900533 | 06/30/2020 | IL MUNICIPAL RETIREME | Payroll accrual | 20200630BF | 53.25 |
| | | | | Totals for 201900533 | 75.75 |
| 201900534 | 06/30/2020 | ILLINOIS DEPT OF REV | Payroll accrual | 20200630CD | 23.63 |
| | | | | Totals for 201900534 | 23.63 |
| 201900535 | 06/30/2020 | TEACHERS' HEALTH INS TRS CORRECTION - 2018 | 263 | 20200520AD | 6.19 |

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | INVOICE NUMBER | AMOUNT |
|-----------------|---------------|------------------|----------------------------------|----------------------|----------|
| | | | | Totals for 201900535 | 6.19 |
| 201900536 | 06/30/2020 | TEACHERS* | HEALTH INS TRS CORRECTION - 2018 | 20200520AF | 13.24 |
| | | | | Totals for 201900536 | 13.24 |
| 201900537 | 06/30/2020 | TEACHERS* | RET MEMBER TRS CORRECTION - 2018 | 20200520AF | 9.83 |
| | | | | Totals for 201900537 | 9.83 |
| 201900538 | 06/30/2020 | TEACHERS* | RET MEMBER TRS CORRECTION - 2018 | 20200520AD | 96.12 |
| | | | | Totals for 201900538 | 96.12 |
| 201900539 | 06/30/2020 | EFTPS -- | FEDERAL TAX Payroll accrual | 20200630DD | 482.88 |
| | | | | Totals for 201900539 | 482.88 |
| 201900540 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630DD | 137.83 |
| 201900540 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630DF | 137.83 |
| | | | | Totals for 201900540 | 275.66 |
| 201900541 | 06/30/2020 | EFTPS -- | SOCIAL SECU Payroll accrual | 20200630CD | 84.74 |
| 201900541 | 06/30/2020 | EFTPS -- | SOCIAL SECU Payroll accrual | 20200630CF | 84.74 |
| | | | | Totals for 201900541 | 169.48 |
| 201900542 | 06/30/2020 | IL MUNICIPAL | RETIREME Payroll accrual | 20200630CD | 37.74 |
| 201900542 | 06/30/2020 | IL MUNICIPAL | RETIREME Payroll accrual | 20200630CF | 89.32 |
| | | | | Totals for 201900542 | 127.06 |
| 201900543 | 06/30/2020 | ILLINOIS DEPT OF | REV Payroll accrual | 20200630DD | 357.73 |
| | | | | Totals for 201900543 | 357.73 |
| 201900544 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630CD | 99.47 |
| 201900544 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630CF | 74.85 |
| | | | | Totals for 201900544 | 174.32 |
| 201900545 | 06/30/2020 | TEACHERS* | RET BENEFI Payroll accrual | 20200630CF | 47.19 |
| | | | | Totals for 201900545 | 47.19 |
| 201900546 | 06/30/2020 | TEACHERS* | RET MEMBER Payroll accrual | 20200630CD | 722.10 |
| | | | | Totals for 201900546 | 722.10 |
| 201900547 | 06/30/2020 | TEACHERS* | RETIRE FUN Payroll accrual | 20200630BF | 231.35 |
| | | | | Totals for 201900547 | 231.35 |
| 201900548 | 06/30/2020 | EFTPS -- | FEDERAL TAX Payroll accrual | 20200630ED | 0.00 |
| | | | | Totals for 201900548 | 0.00 |
| 201900549 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630ED | 339.31 |
| 201900549 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630EF | 339.31 |
| | | | | Totals for 201900549 | 678.62 |
| 201900550 | 06/30/2020 | ILLINOIS DEPT OF | REV Payroll accrual | 20200630ED | 520.25 |
| | | | | Totals for 201900550 | 520.25 |
| 201900551 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630DD | 290.16 |
| 201900551 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630DF | 215.28 |
| | | | | Totals for 201900551 | 505.44 |
| 201900552 | 06/30/2020 | TEACHERS* | RET BENEFI Payroll accrual | 20200630DF | 135.71 |
| | | | | Totals for 201900552 | 135.71 |
| 201900553 | 06/30/2020 | TEACHERS* | RET MEMBER Payroll accrual | 20200630DD | 2,106.00 |
| | | | | Totals for 201900553 | 2,106.00 |
| 201900554 | 06/30/2020 | EFTPS -- | FEDERAL TAX Payroll accrual | 20200630BD | 25.00 |
| 201900554 | 06/30/2020 | EFTPS -- | FEDERAL TAX Payroll accrual | 20200630FD | 211.47 |
| | | | | Totals for 201900554 | 236.47 |
| 201900555 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630FD | 44.41 |
| 201900555 | 06/30/2020 | EFTPS -- | MEDICARE Payroll accrual | 20200630FF | 44.41 |
| | | | | Totals for 201900555 | 88.82 |
| 201900556 | 06/30/2020 | ILLINOIS DEPT OF | REV Payroll accrual | 20200630FD | 126.71 |
| | | | | Totals for 201900556 | 126.71 |
| 201900557 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630ED | 37.45 |
| 201900557 | 06/30/2020 | TEACHERS* | HEALTH INS Payroll accrual | 20200630EF | 27.79 |
| | | | | Totals for 201900557 | 65.24 |
| 201900558 | 06/30/2020 | TEACHERS* | RET BENEFI Payroll accrual | 20200630EF | 17.52 |
| | | | | Totals for 201900558 | 17.52 |

Total 264 for 201900558

| CHECK CHECK | | INVOICE | | INVOICE | |
|-------------|------------|----------------------|---|------------|------------|
| NUMBER | DATE | VENDOR | DESCRIPTION | NUMBER | AMOUNT |
| 201900559 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630ED | 271.83 |
| | | | Totals for 201900559 | | 271.83 |
| 201900560 | 06/30/2020 | EFTPS -- FEDERAL TAX | Payroll accrual | 20200630GD | 1,316.15 |
| | | | Totals for 201900560 | | 1,316.15 |
| 201900561 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630GD | 132.70 |
| 201900561 | 06/30/2020 | EFTPS -- MEDICARE | Payroll accrual | 20200630GF | 132.70 |
| | | | Totals for 201900561 | | 265.40 |
| 201900562 | 06/30/2020 | ILLINOIS DEPT OF REV | Payroll accrual | 20200630GD | 401.83 |
| | | | Totals for 201900562 | | 401.83 |
| 201900563 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630FD | 113.48 |
| 201900563 | 06/30/2020 | TEACHERS' HEALTH INS | Payroll accrual | 20200630FF | 84.20 |
| | | | Totals for 201900563 | | 197.68 |
| 201900564 | 06/30/2020 | TEACHERS' RET BENEFI | Payroll accrual | 20200630FF | 53.08 |
| | | | Totals for 201900564 | | 53.08 |
| 201900565 | 06/30/2020 | TEACHERS' RET MEMBER | Payroll accrual | 20200630FD | 823.67 |
| | | | Totals for 201900565 | | 823.67 |
| 202000001 | 07/02/2020 | JAMES R COOK & EVA J | JULY 2020 RENT FOR CROSSROADS | JULY 2020 | 3,500.00 |
| | | | Totals for 202000001 | | 3,500.00 |
| 202100001 | 07/16/2020 | BOOK SYSTEMS | Booksystems Renewal | 119503 | 7,960.00 |
| | | | Totals for 202100001 | | 7,960.00 |
| 202100002 | 07/16/2020 | BOUND TO STAY BOUND | PLEASE APPLY ALL CREDITS TOWARDS THE OUTSTANDING BILLS-INV#139022 AND INV#138961 (LEAVING A BALANCE OF 80.91) | C#13491000 | 80.91 |
| | | | Totals for 202100002 | | 80.91 |
| 202100003 | 07/16/2020 | CHAMBER OF COMMERCE | ANNUAL DUES | 2003 | 225.00 |
| | | | Totals for 202100003 | | 225.00 |
| 202100004 | 07/16/2020 | CONNOR CO | SHOP SLOAN CLST KIT | S9129648.0 | 16.99 |
| 202100004 | 07/16/2020 | CONNOR CO | JHS BOWL B&G BEARING ASSY | S9130310.0 | 276.67 |
| 202100004 | 07/16/2020 | CONNOR CO | JHS BOWL SHRKB T CPLG | S9127222.0 | 41.41 |
| 202100004 | 07/16/2020 | CONNOR CO | JHS BOWL SHRKB T CPLG | S9127294.0 | 41.41 |
| 202100004 | 07/16/2020 | CONNOR CO | SHOP BIG BLE LEAK DETECTOR | S9125020.0 | 7.64 |
| | | | Totals for 202100004 | | 384.12 |
| 202100005 | 07/16/2020 | DISCOUNT SCHOOL SUPP | SOUTH TITLE | P395647501 | 300.93 |
| | | | Totals for 202100005 | | 300.93 |
| 202100006 | 07/16/2020 | DOYLE PLUMBING & HEA | EARLY YEARS WOMEN'S TOILET ROOM EXHAUST | 11612 | 4,029.71 |
| | | | Totals for 202100006 | | 4,029.71 |
| 202100007 | 07/16/2020 | FOUR RIVERS SPECIAL | FEE ASSESSMENT STATEMENT FOR 2020-2021 SCHOOL YEAR.- 1/3RD DUE | FEE ASSESS | 172,818.00 |
| | | | Totals for 202100007 | | 172,818.00 |
| 202100008 | 07/16/2020 | FRANK'S AUTO REPAIR | REPLACE FRONT BRAKE PADS FOR MAINT. TRUCK | 010243 | 105.75 |
| | | | Totals for 202100008 | | 105.75 |
| 202100009 | 07/16/2020 | GRAHAM & HYDE ARCHIT | WASHINGTON, MURRAYVILLE, AND ATHLETIC FIELD FIRE ALARM REPLACEMENT PROFESSIONAL SERVICES THROUGH MAY 15, 2020 PRO RATA SHARE OF ARCHITECT FEE FOR FIRE ALARM PROJECT | G&H PROJEC | 10,315.34 |
| | | | Totals for 202100009 | | 10,315.34 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | SEALED PTO SWITCH KIT | 117385 | 34.88 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | TURF TIGER II 72" 37HP B&S VNGRD EFI | 117696 | 14,513.00 |

| CHECK CHECK | | | INVOICE | INVOICE | |
|-------------|------------|-------------------------|---|------------|--------------|
| NUMBER | DATE | VENDOR | DESCRIPTION | NUMBER | AMOUNT |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | OIL FILTER AND OIL | 117567 | 83.58 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | OIL FILTER AND OIL | 117549 | 21.83 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | FILTER AND OIL | 117508 | 21.83 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | REPAIR INVOICE FOR SCAG TURF TIGER | 117626 | 111.25 |
| 202100010 | 07/16/2020 | HENRY'S SERV CENTER | OIL AND FILTER FOR MAINT. | 117916 | 194.64 |
| | | | Totals for 202100010 | | 14,981.01 |
| 202100011 | 07/16/2020 | HENSON ROBINSON COMP | RE-ROOFING WORK ON THE ADMINISTRATION BUILDING PAYMENT #2 | G&H #0511- | 132,752.70 |
| | | | Totals for 202100011 | | 132,752.70 |
| 202100012 | 07/16/2020 | HOPE SCHOOL | TUITION FOR JUNE 2020 | 36097-3610 | 32,259.72 |
| 202100012 | 07/16/2020 | HOPE SCHOOL | TUITION FOR JUNE 2020 | 36103 | 5,376.62 |
| | | | Totals for 202100012 | | 37,636.34 |
| 202100013 | 07/16/2020 | MILLER, TRACY, BRAUN, F | PROFESSIONAL SERVICES FOR JUNE 2020 | 97029 | 1,375.00 |
| | | | Totals for 202100013 | | 1,375.00 |
| 202100014 | 07/16/2020 | PERMA-BOUND | English Supplies | 1863767-00 | 363.80 |
| | | | Totals for 202100014 | | 363.80 |
| 202100015 | 07/16/2020 | PRAIRIE FARMS | ENDING DATE 5/31/2020 MILK AND ORANGE JUICE | PL32J1 | 2,418.08 |
| | | | Totals for 202100015 | | 2,418.08 |
| 202100016 | 07/16/2020 | RAMMELKAMP BRADNEY A | FOR LEGAL SERVICES RENDERED THROUGH 6/30/20 | 88418 | 100.00 |
| | | | Totals for 202100016 | | 100.00 |
| 202100017 | 07/16/2020 | REXX BATTERY SPECIAL | BATTERY FOR SHOP | 320060139 | 39.95 |
| | | | Totals for 202100017 | | 39.95 |
| 202100018 | 07/16/2020 | SABLOTNY PAINT & WAL | COVE BASE PAINT FOR CENTRAL OFFICE | 7137 | 259.20 |
| | | | Totals for 202100018 | | 259.20 |
| 202100019 | 07/16/2020 | SCHOLASTIC | PAYING REST OF PO#3212000249 BOOK FOR M/W | 22975883 | 6.52 |
| | | | Totals for 202100019 | | 6.52 |
| 202100020 | 07/16/2020 | SCHOOL SPECIALTY | 308103523531/208125326685 TITLE SUPPLIES FOR NORTH | 2 INVOICES | 333.68 |
| | | | Totals for 202100020 | | 333.68 |
| 202100021 | 07/16/2020 | TRIAD INDUSTRIAL SUP | SUPPLIES FOR MAINT DEPT. | 262026 | 2,941.00 |
| | | | Totals for 202100021 | | 2,941.00 |
| 202100022 | 07/16/2020 | WILLIAM V MAC GILL & | MACGILL WELCOMB 25/PACK | 717303 | 65.99 |
| 202100022 | 07/16/2020 | WILLIAM V MAC GILL & | Nurse supplies-band aids, ointments, cups, cotton swabs, ect. | 0719648 | 435.55 |
| | | | Totals for 202100022 | | 501.54 |
| | | | Totals for checks | | 2,238,017.43 |

FUND SUMMARY

| <u>FUND</u> | <u>DESCRIPTION</u> | <u>BALANCE SHEET</u> | <u>REVENUE</u> | <u>EXPENSE</u> | <u>TOTAL</u> |
|-------------|--------------------------|----------------------|----------------|----------------|--------------|
| 10 | EDUCATION | 433,344.65 | 513,659.28 | 636,183.08 | 1,583,187.01 |
| 20 | OPERATIONS & MAINTENANCE | 40,987.76 | 0.00 | 151,440.54 | 192,428.30 |
| 40 | TRANSPORTATION | 18,588.96 | 0.00 | 152,963.88 | 171,552.84 |
| 50 | MUNICIPAL RETIREMENT | 92,238.88 | 0.00 | 0.00 | 92,238.88 |
| 60 | CAPITAL PROJECT | 0.00 | 0.00 | 132,752.70 | 132,752.70 |
| 90 | FIRE PREVENTION & SAFETY | 0.00 | 0.00 | 65,857.70 | 65,857.70 |
| *** | Fund Summary Totals *** | 585,160.25 | 513,659.28 | 1,139,197.90 | 2,238,017.43 |

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

| 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>ADJUSTMENT DESCRIPTION</u> | <u>FY</u> | <u>ADJ AMT</u> | <u>CHECK NBR</u> | | <u>INVOICE AMOUNT</u> |
| ARROWHEA000 | ARROWHEAD RANCH | 0004573-IN | 0000000000 | BB | GEN | RESIDENTIAL CARE AND SCHOOL TUITION FOR JUNE 2020 | B | 07/13/2020 | 07/13/2020 | R | \$8,307.34 |
| | | | | | | | 20-21 | | | | \$8,307.34 |
| BECKER, 000 | BECKER, JANE | REFUND | 0000000000 | BB | GEN | REFUND FOR FOOD SERVICE | B | 07/15/2020 | 07/15/2020 | R | \$63.35 |
| | | | | | | | 20-21 | | | | \$63.35 |
| BOYD MUS000 | BOYD MUSIC | 4516 | 0000000000 | BB | GEN | REPAIRS FOR INSTRUMENTS JMS-REMAINING AMOUNT FOR 2019-2020 SCHOOL YEAR | B | 07/14/2020 | 07/14/2020 | A | \$610.49 |
| | | | | | | | 20-21 | | | | \$610.49 |
| DAY GER000 | DAY, GERALD | REFUND | 0000000000 | BB | GEN | REFUND FOR LIBRARY BOOK | B | 07/15/2020 | 07/15/2020 | R | \$19.55 |
| | | | | | | | 20-21 | | | | \$19.55 |
| DUGAN OI000 | DUGAN OIL & TIRE | 191278 | 0000000000 | BB | GEN | OIL CHANGE FOR MAINT TRUCK | B | 07/13/2020 | 07/13/2020 | R | \$44.45 |
| | | | | | | | 20-21 | | | | \$44.45 |
| ELI BRID000 | ELI BRIDGE CO. | 31931 | 0000000000 | BB | GEN | BEARING AND ALUMINUM SHEET FOR MAINT. | B | 07/13/2020 | 07/13/2020 | R | \$172.30 |
| | | | | | | | 20-21 | | | | \$172.30 |
| FLAGWORL000 | FLAGWORLD | 77938 | 0000000000 | BB | GEN | FLAGS | B | 07/13/2020 | 07/13/2020 | R | \$206.84 |
| | | | | | | | 20-21 | | | | \$206.84 |
| GREAT CI000 | GREAT CIRCLE | JACK6.20.15526 | 0000000000 | BB | GEN | RESIDENTIAL CARE AND SCHOOL TUITION FOR JUNE 2020 | B | 07/13/2020 | 07/13/2020 | R | \$15,972.30 |
| | | | | | | | 20-21 | | | | \$15,972.30 |
| HENRY'S 000 | HENRY'S SERV CENTER INC | 118469 | 0000000000 | BB | GEN | REPAIR INVOICE FOR TURF TIGER | B | 07/13/2020 | 07/13/2020 | A | \$72.50 |
| | | | | | | | 20-21 | | | | \$72.50 |
| HOME DEP001 | HOME DEPOT CREDIT SERVICES | 6035322540955980 | 0000000000 | BB | GEN | PAYING ALL INVOICES FOR STATEMENT 7/5/20 SUPPLIES FOR MAINT. SHOP, WASHINGTON, | B | 07/13/2020 | 07/13/2020 | R | \$2,588.05 |

| 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 |
| HOME DEP001 | HOME DEPOT CREDIT SERVICES | 6035322540955980 | | | | *****CONTINUED***** | | | | | |
| | | | | | | JHS BOWL,EISENHOWER, NORTH, CENTRAL OFFICE, JHS, FIELDHOUSE, LINCOLN, M/W, CROSSROADS | | | | | |
| | | | | | | | 20-21 | | | | \$2,588.05 |
| IASA 001 | IASA | 7302 SUPERINTENDENT | 0000000000 | BB | GEN | 2020-2021 MEMBERSHIP DUES AND CONTRIBUTIONS FOR SUPT. | B | 07/15/2020 | 07/15/2020 | R | \$1,228.87 |
| | | | | | | | 20-21 | | | | \$1,228.87 |
| ILLINOIS062 | ILLINOIS SPRINGHEALTH BHIC | 06911300019302 | 0000000000 | BB | GEN | DATES OF SERVICE 6/1/20-6/30/20 | B | 07/13/2020 | 07/13/2020 | R | \$3,280.00 |
| | | | | | | | 20-21 | | | | \$3,280.00 |
| ILMO PRO000 | ILMO PRODUCTS COMPANY | 1136998 | 0000000000 | BB | GEN | JHS AUTO SHOP CLASS | B | 07/13/2020 | 07/13/2020 | A | \$16.50 |
| | | | | | | | 20-21 | | | | \$16.50 |
| ILMO PRO000 | ILMO PRODUCTS COMPANY | 1136999 | 0000000000 | BB | GEN | MAINT. AND BUS GARAGE SUPPLIES | B | 07/13/2020 | 07/13/2020 | A | \$53.40 |
| | | | | | | | 20-21 | | | | \$53.40 |
| ILMO PRO000 | ILMO PRODUCTS COMPANY | 1137000 | 0000000000 | BB | GEN | JHS METAL SHOP CLASS | B | 07/13/2020 | 07/13/2020 | A | \$16.50 |
| | | | | | | | 20-21 | | | | \$16.50 |
| JARVIS-H000 | JARVIS-HAVENS LOCKSMITHS | 28310 | 0000000000 | BB | GEN | KEY AND BOLT FOR SHOP | B | 07/13/2020 | 07/13/2020 | A | \$53.90 |
| | | | | | | | 20-21 | | | | \$53.90 |
| LAHEYTRE000 | LAHEY, TREVOR | REFUND | 0000000000 | BB | GEN | REFUND FOR FOOD SERVICE AND TEXTBOOK | B | 07/15/2020 | 07/15/2020 | R | \$105.90 |
| | | | | | | | 20-21 | | | | \$105.90 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 000958-000 | 0000000000 | BB | GEN | {EARLY YEARS}-506 Jordan | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |

| 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 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 000958-003 | 0000000000 | BB | GEN | 1 W. CENTRAL PARK PLAZA | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 000958-004 | 0000000000 | BB | GEN | 211 WEST STATE STREET | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 000958-005 | 0000000000 | BB | GEN | 211 WEST STATE STREET | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 004458-000 | 0000000000 | BB | GEN | Lincoln-320 W Independence Ave. | B | 07/14/2020 | 07/14/2020 | R | \$163.63 |
| | | | | | | | 20-21 | | | | \$163.63 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 004845-000 | 0000000000 | BB | GEN | JHS-1211 N. Diamond | B | 07/14/2020 | 07/14/2020 | R | \$1,733.76 |
| | | | | | | | 20-21 | | | | \$1,733.76 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 005116-000 | 0000000000 | bb | GEN | JHS Athletic Field-331 W. Walnut | B | 07/14/2020 | 07/14/2020 | R | \$1,582.24 |
| | | | | | | | 20-21 | | | | \$1,582.24 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 005352-000 | 0000000000 | BB | GEN | BUS GARAGE-837 N. Main | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 005352-001 | 0000000000 | BB | GEN | CROSSROADS-30 N. CENTRAL PARK PLAZA | B | 07/14/2020 | 07/14/2020 | R | \$35.65 |
| | | | | | | | 20-21 | | | | \$35.65 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 014044-000 | 0000000000 | BB | GEN | North School-1211 N. Main | B | 07/14/2020 | 07/14/2020 | R | \$21.08 |
| | | | | | | | 20-21 | | | | \$21.08 |
| MUNICIPA000 | MUNICIPAL UTILITIES | 100422-000 | 0000000000 | bb | GEN | (JHS)1211 N. Diamand | B | 07/14/2020 | 07/14/2020 | R | \$872.34 |
| | | | | | | | 20-21 | | | | \$872.34 |
| MURRAYVI001 | MURRAYVILLE SEWER DEPT. | 0119-0 | 0000000000 | BB | GEN | Sewer Department 5/31/20-6/30/2020 | B | 07/14/2020 | 07/14/2020 | R | \$185.04 |
| | | | | | | | 20-21 | | | | \$185.04 |

| 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 |
| MURRAYVI002 | MURRAYVILLE-WOODSON WATER | 1135000100 | 0000000000 | BB | GEN | 307 Masters-Water 6/02/2020-7/02/2020 | B | 07/14/2020 | 07/14/2020 | R | \$146.63 |
| | | | | | | | 20-21 | | | | \$146.63 |
| NATIONAL023 | NATIONAL PRINT+ PROMO | 1860981-00 | 0000000000 | BB | GEN | JMS BOOKS | B | 07/14/2020 | 07/14/2020 | R | \$561.48 |
| | | | | | | | 20-21 | | | | \$561.48 |
| PDC/AREA000 | PDC/AREA COMPANIES | 4625546 | 0000000000 | BB | GEN | TRASH PICK UP FOR SCHOOLS | B | 07/13/2020 | 07/13/2020 | R | \$1,567.60 |
| | | | | | | | 20-21 | | | | \$1,567.60 |
| PDC/AREA000 | PDC/AREA COMPANIES | 4639599 | 0000000000 | BB | GEN | M/W TRASH | B | 07/13/2020 | 07/13/2020 | S | \$104.65 |
| | | | | | | | 20-21 | | | | \$104.65 |
| PERMA-BO000 | PERMA-BOUND | 1860777-00 | 0000000000 | BB | GEN | JMS BOOKS | B | 07/14/2020 | 07/14/2020 | A | \$1,328.69 |
| | | | | | | | 20-21 | | | | \$1,328.69 |
| PERMA-BO000 | PERMA-BOUND | 1860981-00 | 0000000000 | BB | GEN | JMS BOOKS | B | 07/14/2020 | 07/14/2020 | A | \$509.66 |
| | | | | | | | 20-21 | | | | \$509.66 |
| SMITHKEN000 | SMITH, KENDRA | REFUND | 0000000000 | BB | GEN | REFUND FOR LIBRARY BOOK (ATTACK OF THE BANDIT CATS) JB10@2446 | B | 07/15/2020 | 07/15/2020 | R | \$14.06 |
| | | | | | | | 20-21 | | | | \$14.06 |
| TRIAD IN000 | TRIAD INDUSTRIAL SUPPLY | 262254 | 0000000000 | BB | GEN | 20" SURFACE PREP PAD | B | 07/13/2020 | 07/13/2020 | A | \$576.00 |
| | | | | | | | 20-21 | | | | \$576.00 |
| US BANK 006 | US BANK EQUIPMENT FINANCE | 314806878 | 0000000000 | bb | GEN | XEROX FOR 6/28/20-7/28/20 | B | 07/14/2020 | 07/14/2020 | R | \$10,520.39 |
| | | | | | | | 20-21 | | | | \$10,520.39 |
| WAVERLY 002 | WAVERLY AUTO SUPPLY | 3716 | 0000000000 | BB | GEN | DISC PADS FOR BUS | B | 07/14/2020 | 07/14/2020 | R | \$285.40 |
| | | | | | | | 20-21 | | | | \$285.40 |
| WESTOWN 000 | WESTOWN FORD LINCOLN MERC | 156061 | 0000000000 | BB | GEN | MAINT. TRUCK REPAIRS ON BRAKES | B | 07/13/2020 | 07/13/2020 | R | \$464.86 |
| | | | | | | | 20-21 | | | | \$464.86 |

| 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 |
| GRAPHIC 000 | GRAPHIC EDGE | 1427213 | 2302100004 | BB | GEN | JHS Girls Track gear | F B | 07/15/2020 | 07/15/2020 | R | \$158.27 |
| | | | | | | | 20-21 | | | | \$158.27 |
| GREAT B0000 | GREAT BOOKS FOUNDATION | SO-0052018 | 3212000266 | BB | GEN | TITLE SUPPLIES FOR EISENHOWER | F B | 07/13/2020 | 07/13/2020 | R | \$694.55 |
| | | | | | | | 20-21 | | | | \$694.55 |
| TOTAL NUMBER OF BATCH INVOICES: | | | | | | 42 | | | | | \$54,516.47 |
| | | | | | | | | | | 9 ACH CHECK INVOICES | \$3,237.64 |
| | | | | | | | | | | 33 COMPUTER CHECK INVOICES | \$51,278.83 |
| TOTAL INVOICES: | | | | | | 42 | | | | | \$54,516.47 |
| BANK TOTALS: | | BANK | BANK ACCOUNT # | | | INVOICE AMOUNT | | NET AMOUNT | | | |
| | | GEN | **A301 1120 0000 00 000000 | | | \$54,516.47 | | \$54,516.47 | | | |

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 *****

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------|-------------------------|--------------|
| 202100027 | BOYD MUSIC | 07/16/2020 | 610.49 |
| 202100028 | HENRY'S SERV CENTER INC | 07/16/2020 | 72.50 |
| 202100029 | ILMO PRODUCTS COMPANY | 07/16/2020 | 86.40 |
| 202100030 | JARVIS-HAVENS LOCKSMITHS | 07/16/2020 | 53.90 |
| 202100031 | PERMA-BOUND | 07/16/2020 | 1,838.35 |
| 202100032 | TRIAD INDUSTRIAL SUPPLY | 07/16/2020 | 576.00 |
| 6 | ACH | Check(s) For a Total of | 3,237.64 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|----------------------------|-------------------------|--------------|
| 6532 | ARROWHEAD RANCH | 07/16/2020 | 8,307.34 |
| 6533 | BECKER, JANE | 07/16/2020 | 63.35 |
| 6534 | DAY, GERALD | 07/16/2020 | 19.55 |
| 6535 | DUGAN OIL & TIRE | 07/16/2020 | 44.45 |
| 6536 | ELI BRIDGE CO. | 07/16/2020 | 172.30 |
| 6537 | FLAGWORLD | 07/16/2020 | 206.84 |
| 6538 | GRAPHIC EDGE | 07/16/2020 | 158.27 |
| 6539 | GREAT BOOKS FOUNDATION | 07/16/2020 | 694.55 |
| 6540 | GREAT CIRCLE | 07/16/2020 | 15,972.30 |
| 6541 | HOME DEPOT CREDIT SERVICES | 07/16/2020 | 2,588.05 |
| 6542 | IASA | 07/16/2020 | 1,228.87 |
| 6543 | ILLINOIS SPRINGHEALTH BHIC | 07/16/2020 | 3,280.00 |
| 6544 | LAHEY, TREVOR | 07/16/2020 | 105.90 |
| 6545 | MUNICIPAL UTILITIES | 07/16/2020 | 4,586.95 |
| 6546 | MURRAYVILLE SEWER DEPT. | 07/16/2020 | 185.04 |
| 6547 | MURRAYVILLE-WOODSON WATER | 07/16/2020 | 146.63 |
| 6548 | NATIONAL PRINT+ PROMO | 07/16/2020 | 561.48 |
| 6549 | PDC/AREA COMPANIES | 07/16/2020 | 1,567.60 |
| 6550 | PDC/AREA COMPANIES | 07/16/2020 | 104.65 |
| 6551 | SMITH, KENDRA | 07/16/2020 | 14.06 |
| 6552 | US BANK EQUIPMENT FINANCE | 07/16/2020 | 10,520.39 |
| 6553 | WAVERLY AUTO SUPPLY | 07/16/2020 | 285.40 |
| 6554 | WESTOWN FORD LINCOLN MERC | 07/16/2020 | 464.86 |
| 23 | Computer | Check(s) For a Total of | 51,278.83 |

| | | | | |
|-----------|----|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 6 | ACH | Checks For a Total of | 3,237.64 |
| | 23 | Computer | Checks For a Total of | 51,278.83 |
| Total For | 29 | Manual, Wire Tran, ACH & Computer | Checks | 54,516.47 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 54,516.47 |

ACTIVITY ACCT BALANCE SHEET AS OF JUNE 30, 2020

| LOC | Account Level Description | June 2019-20 Ending Balance | June 2019-20 Receipts | June 2019-20 Disbursements | June 2019-20 Ending Balance |
|-----|------------------------------------|-----------------------------|-----------------------|----------------------------|-----------------------------|
| | 914 SOCCER CHANGE | 0 | 0 | 0 | 0 |
| | 922 WRESTLING CHANGE | 0 | 0 | 0 | 0 |
| | 984 PEP CLUB CHANGE | 0 | 0 | 0 | 0 |
| | 988 TURNER TOURNAMENT CHANGE | 0 | 0 | 0 | 0 |
| | 850 ACTV ADMIN COURTESY LIAB | 63.85 | 0 | 0 | 63.85 |
| | 851 ACTV CO REFRESHMENTS | 715.57 | 37.36 | 0 | 752.93 |
| | 856 ACTV INTEREST LIAB | 131.85 | 3.32 | 0 | 135.17 |
| | 857 ACTV INT ON INVESTMENTS LIAB | 7,744.32 | 10.09 | 0 | 7,754.41 |
| | 859 ACTV SPEC ED TECH LIAB | 400.03 | 0 | 0 | 400.03 |
| | 860 ACTV SPEC ED LD LIAB | 2,166.52 | 35 | 455 | 1,746.52 |
| | 866 ACTV GIFTED LIAB | 171.63 | 0 | 0 | 171.63 |
| | 867 ACTV EARLY YEARS LAIB | 4,428.00 | 0 | 595 | 3,833.00 |
| | 875 ACTV EISENHOWER SCH LIAB | 5,911.96 | 37.49 | 358.2 | 5,591.25 |
| | 876 ACTV EISENHOWER STORE LIAB | 108.39 | 0 | 0 | 108.39 |
| | 878 ACTV FRANKLIN STDS/NEED LIAB | 0 | 0 | 0 | 0 |
| | 879 ACTV FRANKLIN TEACHERS LIAB | 0 | 0 | 0 | 0 |
| | 881 ACTV LINCOLN SCHOOL LIAB | 4,051.87 | 0 | 0 | 4,051.87 |
| | 882 ACTV LINCOLN TEACHERS LIAB | 0 | 0 | 0 | 0 |
| | 883 ACTV LINC ABE'S BOOKS LIAB | 51.88 | 0 | 0 | 51.88 |
| | 884 ACTV MURRAYVILLE LIAB | 22,540.81 | 64.66 | 317 | 22,288.47 |
| | 885 ACTV MURRAYVILLE LIAB | 3,772.40 | 0 | 0 | 3,772.40 |
| | 886 ACTV MURRAYVILLE LIAB | 88.65 | 0 | 0 | 88.65 |
| | 887 ACTV NORTH SCHOOL LIAB | 6,408.16 | 0 | 0 | 6,408.16 |
| | 890 ACTV SOUTH SCHOOL LIAB | 11,780.51 | 0 | 0 | 11,780.51 |
| | 893 ACTV WASHINGTON PEPSI LIAB | 62.83 | 0 | 0 | 62.83 |
| | 894 ACTV WASHINGTON SCH LIAB | 10,335.44 | 0 | 0 | 10,335.44 |
| | 895 ACTIV MUSIC - ELEM | 41.12 | 0 | 0 | 41.12 |
| | 900 ACTV JHS ATH OTH LIAB | 20,162.41 | 0 | 0 | 20,162.41 |
| | 901 ACTV JHS BASEBALL LIAB | 9,251.93 | 0 | 3,412.23 | 5,839.70 |
| | 902 ACTV JHS J'ETTES LIAB | 17.07 | 0 | 0 | 17.07 |
| | 903 ACTV JHS CHEERLEADING LIAB | 880.26 | 0 | 0 | 880.26 |
| | 904 ACTV JHS CROSS CNTRY LIAB | 1,235.51 | 0 | 0 | 1,235.51 |
| | 905 ACTV JHS FCA LIAB | 3.14 | 0 | 0 | 3.14 |
| | 906 ACTV JHS FOOTBALL LIAB | 311.75 | 0 | 0 | 311.75 |
| | 907 ACTV JHS BOYS' BASKETBALL LIAB | 1,574.18 | 130 | 0 | 1,704.18 |
| | 908 ACTV JHS BB THNKG TRNY LIAB | 14,610.50 | 0 | 0 | 14,610.50 |
| | 909 ACTV JHS GIRL'S BASKETBL LIAB | 2,476.76 | 0 | 0 | 2,476.76 |
| | 910 ACTV JHS GIRLS SOCCER LIAB | 15,853.30 | 50 | 3,214.08 | 12,689.22 |
| | 911 ACTV JHS GIRLS TENNIS LIAB | 292.44 | 0 | 0 | 292.44 |
| | 912 ACTV JHS GIRLS TRACK LIAB | 2,332.86 | 0 | 0 | 2,332.86 |
| | 913 ACTV JHS GOLF LIAB | 2,772.64 | 0 | 0 | 2,772.64 |
| | 914 ACTV JHS BOYS SOCCER LIAB | 14,522.60 | 0 | 0 | 14,522.60 |
| | 915 ACTV JHS SOFTBALL LIAB | 2,479.26 | 0 | 0 | 2,479.26 |
| | 916 ACTV JHS SWIM BOYS LIAB | 627.25 | 0 | 0 | 627.25 |
| | 917 ACTV JHS BOYS TENNIS LIAB | 518.61 | 0 | 0 | 518.61 |
| | 919 ACTV JHS BOYS TRACK LIAB | 2,081.54 | 0 | 0 | 2,081.54 |
| | 920 ACTV JHS VOLLEYBALL LIAB | 5,640.48 | 0 | 0 | 5,640.48 |
| | 921 ACTV JHS WARCUP MEM LIAB | 255 | 0 | 0 | 255 |
| | 922 ACTV JHS WRESTLING LIAB | 6,170.60 | 0 | 0 | 6,170.60 |
| | 923 JHS SWIMMING GIRLS | 1,985.77 | 0 | 0 | 1,985.77 |
| | 930 ACTV JHS ART CLUB LIAB | 110.85 | 0 | 0 | 110.85 |
| | 931 ACTV JHS C CLUB LIAB | 0 | 0 | 0 | 0 |
| | 932 ACTV JHS CVE CLUB LIAB | 71.58 | 0 | 0 | 71.58 |
| | 934 ACTV JHS - CLASS OF 2020 | 3,965.01 | 0 | 0 | 3,965.01 |
| | 935 ACTV JHS FFA LIAB | 14,029.02 | 2,711.00 | 250 | 16,490.02 |
| | 936 ACTV JHS FRENCH CLUB LIAB | 0 | 0 | 0 | 0 |
| | 937 ACTV JHS GERMAN CLUB LIAB | 2,704.67 | 0 | 0 | 2,704.67 |
| | 938 ACTV JHS COMPUTER CLUB LIAB | 0 | 0 | 0 | 0 |
| | 939 ACTV JHS SCIENCE CLUB LIAB | 7,896.35 | 0 | 0 | 7,896.35 |
| | 940 ACTV JHS BAND LIAB | 1,389.11 | 0 | 0 | 1,389.11 |
| | 941 ACTV JHS CHOIR LIAB | 861.04 | 0 | 0 | 861.04 |
| | 942 ACTV JHS SCHOLASTIC BOWL LIAB | 259.29 | 0 | 0 | 259.29 |
| | 943 ACTV JHS CLASS OF 2013 LIAB | 0 | 0 | 0 | 0 |
| | 944 ACTV JHS CLASS OF 2014 LIAB | 0 | 0 | 0 | 0 |
| | 945 ACTV JHS CLASS OF 2015 LIAB | 0 | 0 | 0 | 0 |
| | 946 ACTV JHS CLASS OF 2016 LIAB | 0 | 0 | 0 | 0 |
| | 947 ACTV JHS CLASS OF 2017 LIAB | 0 | 0 | 0 | 0 |
| | 948 ACTV JHS CLASS OF 2018 LIAB | 0 | 0 | 0 | 0 |
| | 949 ACTV JHS CLASS OF 2019 LIAB | 402.3 | 0 | 0 | 402.3 |
| | 950 ACTV JHS CHILD CARE EXPR LIAB | 478.13 | 57 | 0 | 535.13 |

| | | | | | |
|-----|--------------------------------|------------|----------|-----------|------------|
| 951 | ACTV JHS CRIMSON J LIAB | 77.95 | 0 | 0 | 77.95 |
| 952 | ACTV JHS CRIMSON TIMES LIAB | 20 | 0 | 0 | 20 |
| 953 | ACTV JHS DRAMA LIAB | 3,011.02 | 0 | 0 | 3,011.02 |
| 954 | ACTV JHS AG FARM LIAB | 34,841.11 | 0 | 0 | 34,841.11 |
| 955 | ACTV JHS FOREIGN LANGUAGE LIAB | 0 | 0 | 0 | 0 |
| 956 | ACTV JHS GAPP LIAB | 11,603.25 | 0 | 0 | 11,603.25 |
| 957 | ACTV JHS N'TNL HONOR SOC LIAB | 2,502.84 | 0 | 475 | 2,027.84 |
| 958 | ACTV JHS CLASS OF 2022 LIAB | 0 | 0 | 0 | 0 |
| 959 | ACTV JHS REFRESHMENTS LIAB | 57,065.12 | 4,583.09 | 13,607.10 | 48,041.11 |
| 960 | ACTV JHS WELDING LIAB | 3,874.17 | 0 | 0 | 3,874.17 |
| 961 | ACTV JHS STDNT GOVERNMENT LIAB | 11,149.79 | 790 | 2,500.00 | 9,439.79 |
| 963 | ACTC JHS BASS FISHING | 2,947.73 | 0 | 0 | 2,947.73 |
| 975 | ACTV JT BAND/CHORUS LIAB | 7,685.73 | 0 | 48 | 7,637.73 |
| 976 | ACTV JT CHEERLEADING LIAB | 2,588.07 | 0 | 0 | 2,588.07 |
| 977 | ACTV JT COURTESY LIAB | 0 | 0 | 0 | 0 |
| 978 | ACTV JT ECOLOGY CLUB LIAB | 126.34 | 0 | 0 | 126.34 |
| 979 | ACTV JT ACAD/ATH BOOSTERS LIAB | 595.6 | 0 | 0 | 595.6 |
| 980 | ACTV JT F.A.M.I.L.Y. LIAB | 102.98 | 0 | 0 | 102.98 |
| 981 | ACTV JT FUNDRAISING LIAB | 22,282.61 | 0 | 0 | 22,282.61 |
| 982 | ACTV JT LOUNGE LIAB | 564.56 | 0 | 0 | 564.56 |
| 983 | ACTV JT MEDIA CENTER LIAB | 39.85 | 0 | 0 | 39.85 |
| 984 | ACTV JT PEP CLUB LIAB | 2,869.85 | 0 | 0 | 2,869.85 |
| 985 | ACTV JT POM PON LIAB | 1,043.24 | 0 | 0 | 1,043.24 |
| 986 | ACTV JT FIELD TRIP LIAB | 2,461.97 | 0 | 0 | 2,461.97 |
| 987 | ACTV JT STUDENT COUNCIL LIAB | 4,265.99 | 175 | 0 | 4,440.99 |
| 988 | ACTV JT TOURNAMENT LIAB | 76,186.11 | 0 | 1,983.07 | 74,203.04 |
| 989 | ACTV JT YEARBOOK LIAB | 180.64 | 0 | 0 | 180.64 |
| --- | | 467,285.52 | 8,684.01 | 27,214.68 | 448,754.85 |

Number of ,

97

Activity Check Register - June 2020

| CHECK NUMBER | CHECK DATE | VENDOR | INVOICE DESCRIPTION | AMOUNT |
|--------------|------------|---|--|--------------|
| 56362 | 6/2/2020 | ANDERSON, JENNIFER | DECA REFUND | \$ 100.00 |
| 56363 | 6/2/2020 | BUSTOS, JANETTE | DECA REFUND | \$ 100.00 |
| 56364 | 6/2/2020 | DAY, GERALD | DECA REFUND | \$ 100.00 |
| 56365 | 6/2/2020 | FAIRFIELD, RANDY | DECA REFUND | \$ 100.00 |
| 56366 | 6/2/2020 | FANNING, LAURA | DECA REFUND | \$ 100.00 |
| 56367 | 6/2/2020 | GALLO, KELLY | DECA REFUND | \$ 100.00 |
| 56368 | 6/2/2020 | GARCIA, ARASELI | DECA REFUND | \$ 100.00 |
| 56369 | 6/2/2020 | GHIMIRE, GANESH | DECA REFUND | \$ 100.00 |
| 56370 | 6/2/2020 | GILLESPIE, MARCIA | REIMBURSEMENT FOR PRESIDENTIAL AWARDS FOR STUDENTS IN 5TH | \$ 57.00 |
| 56371 | 6/2/2020 | GIMBEL, SHONA | DECA REFUND | \$ 100.00 |
| 56372 | 6/2/2020 | ILMEA STATE OFFICE | AUDITIONS FOR CHOIR | \$ 48.00 |
| 56373 | 6/2/2020 | ROULAND, JENNIFER | DECA REFUND | \$ 100.00 |
| 56374 | 6/2/2020 | WHITE, NANCY | DECA REFUND | \$ 100.00 |
| 56375 | 6/11/2020 | BELMONT UNIVERSITY STUDENT FINANCIAL SERVICES | SCHOLARSHIP MONEY | \$ 500.00 |
| 56376 | 6/11/2020 | BRANNAN, LEA ANN | REWARDS | \$ 115.00 |
| 56377 | 6/11/2020 | GIBSON, CATHY | REWARDS | \$ 75.60 |
| 56378 | 6/11/2020 | GIBSON, WILLIAM | BOYS BASKETBALL-SUPPLIES | \$ 167.37 |
| 56379 | 6/11/2020 | HAMILTON, DARLA | REWARDS | \$ 111.35 |
| 56380 | 6/11/2020 | JACOBS, KAI | VOLUNTEER IN THE WRESTLING ROOM AT JMS-MANDATORY ONLINE TRAINING | \$ 19.95 |
| 56381 | 6/11/2020 | KELLY, PAT | REWARDS | \$ 60.00 |
| 56382 | 6/11/2020 | KOEHLER, SHELBY | REWARDS | \$ 75.00 |
| 56383 | 6/11/2020 | MCGEE, VERLE | REIMBURSEMENT FOR REWARDS FOR THE END OF THE YEAR | \$ 145.00 |
| 56384 | 6/11/2020 | NEHS | ANNUAL AFFILIATION FEE INVOICE FOR JHS | \$ 65.00 |
| 56385 | 6/11/2020 | NORTHERN ILLINOIS UNIVERSITY | MEMBERSHIP DUES FOR JHS | \$ 410.00 |
| 56386 | 6/11/2020 | PRAIRIELAND UNITED WAY | DONATION FROM CLASS OF 2020 | \$ 2,000.00 |
| 56387 | 6/11/2020 | PRODUCTION XPRESS | 3 PLAQUES FOR 6TH GRADE BASKETBALL | \$ 121.90 |
| 56388 | 6/11/2020 | SHEPARD, KRISTEN | REWARDS-HOLLY CAKES, IL THEATRE RMC | \$ 100.00 |
| 56389 | 6/11/2020 | SPRINGFIELD CLINIC SPORTS MEDICINE | ATHLETIC TRAINING SERVICES FOR JH WRESTLING 2/29/20 AND FOR JH SECTIONAL WRESTLING | \$ 775.00 |
| 56390 | 6/11/2020 | STEWART, BRODY | VOLUNTEER IN THE WRESTLING ROOM AT JMS-MANDATORY ONLINE TRAINING | \$ 19.95 |
| 56391 | 6/11/2020 | SWEATMAN, SANDRA | REWARDS | \$ 177.00 |
| 56392 | 6/11/2020 | SYMONS, CAMMIE | PROM SUPPLIES | \$ 42.10 |
| 56393 | 6/11/2020 | TRAUTVETTER, CADE | VOLUNTEER IN THE WRESTLING ROOM AT JMS-MANDATORY ONLINE TRAINING | \$ 19.95 |
| 56394 | 6/11/2020 | V.W. FUNDRAISING | PRIZES FOR CANDY SALES M/W | \$ 317.00 |
| 56395 | 6/18/2020 | BMO CORPORATE MASTERCARD PAYMENT | EARLY YEARS PROGRAM-JOLLY LEARNING | \$ 595.00 |
| 56396 | 6/18/2020 | GREEN TREE PLASTICS | BENCH PURCHASED FOR TAP WITH CAPS | \$ 205.00 |
| 56397 | 6/18/2020 | JACKSONVILLE SCHOOL DIST #117 | 2019-20 GIRLS SOCCER STIPEND AND 2019-2020 BASEBALL STIPEND | \$ 6,626.31 |
| 56398 | 6/18/2020 | SIGNATURE FUNDRAISING, INC. | 2ND PAYMENT OF CANDY SALES FOR JHS | \$ 1,300.00 |
| 56399 | 6/30/2020 | BROCKSCHMIDT, BETH | DISABILITY T-SHIRTS FOR STEP STUDENTS AND ESSAY PRIZES | \$ 301.20 |
| 56400 | 6/30/2020 | COLLEGE BOARD | AP EXAMS | \$ 10,935.00 |
| 56401 | 6/30/2020 | GREEN TREE PLASTICS | BENCH PURCHASED FOR TAP WITH CAPS | \$ 250.00 |

56402 6/30/2020 LOMELINO SIGN CO
56403 6/30/2020 ZIMMER, VALISHA

| | | |
|---|----|-----------|
| SENIOR BANNERS FFA | \$ | 250.00 |
| REIMBURSEMENT FOR POPCORN CLUB GIFTS | \$ | 230.00 |
| Total | \$ | 27,214.68 |

EXPENSES - JUNE 2020

| Account Number | FUNC | 2019-20 Revised Budget | June 2019-20 Monthly Activity | 2019-20 FYTD Activity | Unexpended Balance |
|------------------|--------------------------------|---------------------------|-------------------------------|-----------------------|--------------------|
| 10E--- 110- ---- | REGULAR EDUCATION | 106,488.00 | 1,654.53 | 77,396.50 | 29,091.50 |
| 10E--- 111- ---- | ELEMENTARY | 5,275,397.00 | 430,824.89 | 5,158,874.95 | 116,522.05 |
| 10E--- 112- ---- | JUNIOR HIGH | 3,187,774.00 | 302,951.82 | 3,235,459.62 | -47,685.62 |
| 10E--- 113- ---- | HIGH SCHOOL | 3,164,230.00 | 255,412.86 | 3,157,950.07 | 6,279.93 |
| 10E--- 120- ---- | SPECIAL EDUCATION | 5,675,555.00 | 476,441.48 | 5,587,832.51 | 87,722.49 |
| 10E--- 121- ---- | SPEECH AND LANGUAGE IMPAIRED | 4,800.00 | 0 | 771.67 | 4,028.33 |
| 10E--- 122- ---- | CROSS CATEGORICAL | 14,550.00 | 0 | 15,483.88 | -933.88 |
| 10E--- 125- ---- | TITLE I | 1,318,534.00 | 295,737.51 | 1,263,244.42 | 55,289.58 |
| 10E--- 140- ---- | VOCATIONAL PROGRAMS | 430,870.00 | 32,096.99 | 386,358.37 | 44,511.63 |
| 10E--- 141- ---- | COMM TECHNOLOGIES | 0 | 0 | 0 | 0 |
| 10E--- 142- ---- | OCCUPATIONS OF HOME | 163,600.00 | 13,419.40 | 161,285.58 | 2,314.42 |
| 10E--- 144- ---- | | 240,750.00 | 19,807.64 | 198,155.56 | 42,594.44 |
| 10E--- 150- ---- | INTERSCHOLASTIC PROGRAM | 751,818.00 | 41,565.44 | 624,488.72 | 127,329.28 |
| 10E--- 160- ---- | SUMMER SCHOOL PROGRAMS | 8,900.00 | 0 | 388.78 | 8,511.22 |
| 10E--- 165- ---- | GIFTED | 0 | 0 | 0 | 0 |
| 10E--- 170- ---- | DRIVER'S ED PROGRAM | 109,100.00 | 19,530.22 | 98,956.79 | 10,143.21 |
| 10E--- 180- ---- | BILINGUAL PROGRAMS | 30,000.00 | 610 | 17,960.02 | 12,039.98 |
| 10E--- 190- ---- | ALTERNATIVE PROGRAMS | 3,600.00 | 0 | 0 | 3,600.00 |
| 10E--- 191- ---- | | 765,000.00 | 64,843.04 | 959,496.69 | -194,496.69 |
| 10E--- 211- ---- | USE SUB ACCOUNT | 309,900.00 | 22,876.62 | 288,285.46 | 21,614.54 |
| 10E--- 212- ---- | GUIDANCE SERVICE | 851,320.00 | 71,436.51 | 867,995.46 | -16,675.46 |
| 10E--- 213- ---- | HEALTH SERVICES | 294,110.00 | 17,405.58 | 270,567.30 | 23,542.70 |
| 10E--- 214- ---- | PSYCHOLOGICAL SERVICE | 409,950.00 | 32,629.78 | 401,832.06 | 8,117.94 |
| 10E--- 215- ---- | SPEECH PATHOLOGY & AUDIOLOGY | 573,100.00 | 42,851.91 | 537,958.63 | 35,141.37 |
| 10E--- 219- ---- | OTHER SUPPORT SERVICES | 79,600.00 | 2,964.92 | 62,440.89 | 17,159.11 |
| 10E--- 221- ---- | IMPROVEMENT OF INSTRUCTION SER | 688,049.00 | 55,236.48 | 470,233.63 | 217,815.37 |
| 10E--- 222- ---- | MEDIA SERVICE | 1,342,220.00 | 440,481.96 | 1,101,563.41 | 240,656.59 |
| 10E--- 223- ---- | ASSESSMENT AND TESTING | 54,134.00 | 0 | 44,417.00 | 9,717.00 |
| 10E--- 230- ---- | SUPPORT SERVICES GEN ADMIN | 2,720.00 | 0 | 2,117.84 | 602.16 |
| 10E--- 231- ---- | BOARD OF EDUCATION SERVICE | 200,700.00 | 10,786.50 | 205,531.90 | -4,831.90 |
| 10E--- 232- ---- | SUPERINTENDENT OFFICE | 299,850.00 | 21,613.91 | 280,186.03 | 19,663.97 |
| 10E--- 233- ---- | SPECIAL AREA ADMIN SERV | 440,120.00 | 39,862.84 | 449,132.21 | -9,012.21 |
| 10E--- 236- ---- | | 0 | 2,650.00 | 21,460.00 | -21,460.00 |
| 10E--- 241- ---- | PRINCIPAL OFFICE | 2,252,652.00 | 173,173.86 | 1,988,344.30 | 264,307.70 |
| 10E--- 251- ---- | DIRECTOR OF BUSINESS | 122,455.00 | 10,947.99 | 119,162.00 | 3,293.00 |
| 10E--- 252- ---- | FISCAL SERVICES | 309,550.00 | 17,936.30 | 279,829.72 | 29,720.28 |
| 10E--- 253- ---- | FACILITY ACQUISITION & CONST | 0 | 0 | 0 | 0 |
| 10E--- 254- ---- | OPERATION & MAINTENANCE | 232,939.00 | 26,029.07 | 248,059.91 | -15,120.91 |
| 10E--- 255- ---- | TRANSPORTATION SERVICE | 158,117.00 | 318.31 | 151,260.72 | 6,856.28 |
| 10E--- 256- ---- | FOOD SERVICE | 1,373,800.00 | 58,804.78 | 1,251,973.41 | 121,826.59 |
| 10E--- 257- ---- | INTERNAL SERVICES | 5,200.00 | 169.23 | 7,446.23 | -2,246.23 |
| 10E--- 261- ---- | CENTRAL SUPPORT SERVICES | 135,600.00 | 11,022.94 | 131,830.32 | 3,769.68 |
| 10E--- 262- ---- | PLANNING SERVICES | 0 | 0 | 0 | 0 |
| 10E--- 263- ---- | | 0 | 0 | 0 | 0 |
| 10E--- 264- ---- | HUMAN RESOURCE | 170,700.00 | 8,768.57 | 131,534.92 | 39,165.08 |
| 10E--- 266- ---- | DATA PROCESSING | 0 | 0 | 0 | 0 |
| 10E--- 290- ---- | OTHER SUPPORT SERVICES | 1,000.00 | 0 | 9 | 991 |
| 10E--- 300- ---- | COMMUNITY SERVICES | 400 | 98.07 | 40,675.17 | -40,275.17 |
| 10E--- 330- ---- | CIVIC SERVICES | 0 | 0 | 0 | 0 |
| 10E--- 370- ---- | NONPUBLIC SCHOOL PUPILS SERV | 114,517.00 | 7,288.57 | 104,956.22 | 9,560.78 |
| 10E--- 380- ---- | HOME/SCHOOL SERVICE | 700,025.00 | 94,961.60 | 610,682.89 | 89,342.11 |
| 10E--- 390- ---- | OTHER COMM SERVICES | 0 | 0 | 0 | 0 |
| 10E--- 410- ---- | PAY OTHER LEA PUPIL SERVICE | 0 | 0 | 0 | 0 |
| 10E--- 411- ---- | PAYMENTS FOR REG PROGRAMS | 0 | 0 | 0 | 0 |
| 10E--- 412- ---- | PAY FOR SPEC ED PROGRAMS | 0 | 0 | 0 | 0 |
| 10E--- 417- ---- | COMMUNITY COLLEGE | 2,000.00 | 0 | 9,321.31 | -7,321.31 |
| 10E--- 419- ---- | PAY TO OTH GOVT UNITS | 0 | 0 | 0 | 0 |
| 10E--- 422- ---- | SP ED TUITION IN STATE GOV | 607,000.00 | 950 | 586,196.00 | 20,804.00 |
| 10E--- 600- ---- | PROVISION FOR CONTINGENCIES | 0 | 0 | 0 | 0 |
| 10E--- 813- ---- | TRANS TO ED | 0 | 0 | 0 | 0 |
| 10E--- 873- ---- | OTHER REV PLEDGED TO PAY INT | 0 | 0 | 0 | 0 |
| 10E--- 884- ---- | TRANS TO CAPITAL PROJECT | 0 | 0 | 0 | 0 |
| 1---- | EDUCATION | 32,982,694.00 | 3,126,162.12 | 31,609,108.07 | 1,373,585.93 |
| 20E--- 113- ---- | HIGH SCHOOL | 0 | 0 | 0 | 0 |
| 20E--- 120- ---- | SPECIAL EDUCATION | 0 | 0 | 0 | 0 |
| 20E--- 253- ---- | FACILITY ACQUISITION & CONST | 15,400.00 | 0 | 350 | 15,050.00 |
| 20E--- 254- ---- | OPERATION & MAINTENANCE | 4,012,665.00 | 317,189.98 | 3,590,777.03 | 421,887.97 |
| 20E--- 255- ---- | TRANSPORTATION SERVICE | 0 | 0 | 0 | 0 |
| 20E--- 600- ---- | PROVISION FOR CONTINGENCIES | 0 | 0 | 0 | 0 |

| | | | | | |
|------------------|--------------------------------|--------------|------------|--------------|------------|
| 20E--- 884- ---- | TRANS TO CAPITAL PROJECT | 0 | 0 | 0 | 0 |
| 2----- | OPERATIONS & MAINTENANCE | 4,028,065.00 | 317,189.98 | 3,591,127.03 | 436,937.97 |
| 30E--- 520- ---- | DEBT SERVICE - INTEREST | 1,615,888.00 | 802,129.38 | 1,615,808.76 | 79.24 |
| 30E--- 530- ---- | DEBT SERVICE - PRINIPAL | 770,000.00 | 0 | 770,000.00 | 0 |
| 30E--- 540- ---- | BOND FEE EXPENSE | 0 | 0 | 0 | 0 |
| 30E--- 704- ---- | | 0 | 0 | 0 | 0 |
| 3----- | DEBT SERVICE | 2,385,888.00 | 802,129.38 | 2,385,808.76 | 79.24 |
| 40E--- 113- ---- | HIGH SCHOOL | 0 | 0 | 0 | 0 |
| 40E--- 120- ---- | SPECIAL EDUCATION | 0 | 0 | 205.33 | -205.33 |
| 40E--- 254- ---- | OPERATION & MAINTENANCE | 0 | 0 | 0 | 0 |
| 40E--- 255- ---- | TRANSPORTATION SERVICE | 1,659,500.00 | 101,875.83 | 1,501,510.21 | 157,989.79 |
| 40E--- 600- ---- | PROVISION FOR CONTINGENCIES | 0 | 0 | 0 | 0 |
| 40E--- 813- ---- | TRANS TO ED | 0 | 0 | 0 | 0 |
| 4----- | TRANSPORTATION | 1,659,500.00 | 101,875.83 | 1,501,715.54 | 157,784.46 |
| 50E--- 110- ---- | REGULAR EDUCATION | 2,000.00 | 339.31 | 510.5 | 1,489.50 |
| 50E--- 111- ---- | ELEMENTARY | 102,700.00 | 5,180.63 | 67,732.09 | 34,967.91 |
| 50E--- 112- ---- | JUNIOR HIGH | 23,775.00 | -28,401.22 | 25,135.90 | -1,360.90 |
| 50E--- 113- ---- | HIGH SCHOOL | 37,800.00 | 2,712.56 | 35,168.30 | 2,631.70 |
| 50E--- 120- ---- | SPECIAL EDUCATION | 325,000.00 | 31,205.61 | 331,979.59 | -6,979.59 |
| 50E--- 121- ---- | SPEECH AND LANGUAGE IMPAIRED | 0 | 0 | 0 | 0 |
| 50E--- 122- ---- | CROSS CATEGORICAL | 600 | 0 | 4.06 | 595.94 |
| 50E--- 125- ---- | TITLE I | 0 | -10,982.35 | 0 | 0 |
| 50E--- 140- ---- | VOCATIONAL PROGRAMS | 8,400.00 | 603.48 | 7,377.03 | 1,022.97 |
| 50E--- 141- ---- | COMM TECHNOLOGIES | 0 | 0 | 0 | 0 |
| 50E--- 142- ---- | OCCUPATIONS OF HOME | 2,000.00 | 161.4 | 1,930.47 | 69.53 |
| 50E--- 144- ---- | | 2,785.00 | 163.88 | 2,059.62 | 725.38 |
| 50E--- 150- ---- | INTERSCHOLASTIC PROGRAM | 32,170.00 | 4,336.57 | 22,097.34 | 10,072.66 |
| 50E--- 160- ---- | SUMMER SCHOOL PROGRAMS | 0 | 0 | 0 | 0 |
| 50E--- 165- ---- | GIFTED | 0 | 0 | 0 | 0 |
| 50E--- 170- ---- | DRIVER'S ED PROGRAM | 1,500.00 | 255.21 | 1,137.62 | 362.38 |
| 50E--- 180- ---- | BILINGUAL PROGRAMS | 0 | 0 | 0 | 0 |
| 50E--- 190- ---- | ALTERNATIVE PROGRAMS | 0 | 0 | 0 | 0 |
| 50E--- 211- ---- | USE SUB ACCOUNT | 5,000.00 | 276.41 | 3,466.54 | 1,533.46 |
| 50E--- 212- ---- | GUIDANCE SERVICE | 25,950.00 | 1,406.16 | 17,225.27 | 8,724.73 |
| 50E--- 213- ---- | HEALTH SERVICES | 65,700.00 | 330.85 | 37,737.02 | 27,962.98 |
| 50E--- 214- ---- | PSYCHOLOGICAL SERVICE | 6,000.00 | 399.51 | 4,985.31 | 1,014.69 |
| 50E--- 215- ---- | SPEECH PATHOLOGY & AUDIOLOGY | 7,500.00 | 517.24 | 6,450.62 | 1,049.38 |
| 50E--- 219- ---- | OTHER SUPPORT SERVICES | 9,400.00 | 286.83 | 6,845.62 | 2,554.38 |
| 50E--- 221- ---- | IMPROVEMENT OF INSTRUCTION SER | 20,600.00 | 838.77 | 17,356.23 | 3,243.77 |
| 50E--- 222- ---- | MEDIA SERVICE | 56,700.00 | 4,616.73 | 52,260.42 | 4,439.58 |
| 50E--- 230- ---- | SUPPORT SERVICES GEN ADMIN | 0 | 0 | 0 | 0 |
| 50E--- 231- ---- | BOARD OF EDUCATION SERVICE | 0 | 0 | 0 | 0 |
| 50E--- 232- ---- | SUPERINTENDENT OFFICE | 19,500.00 | 1,066.44 | 13,469.79 | 6,030.21 |
| 50E--- 233- ---- | SPECIAL AREA ADMIN SERV | 14,600.00 | -4,498.94 | 5,124.12 | 9,475.88 |
| 50E--- 241- ---- | PRINCIPAL OFFICE | 102,900.00 | 7,199.17 | 80,468.16 | 22,431.84 |
| 50E--- 251- ---- | DIRECTOR OF BUSINESS | 19,200.00 | 1,440.95 | 16,622.51 | 2,577.49 |
| 50E--- 252- ---- | FISCAL SERVICES | 31,000.00 | 2,266.07 | 26,641.67 | 4,358.33 |
| 50E--- 253- ---- | FACILITY ACQUISTION & CONST | 1,800.00 | 0 | 26.78 | 1,773.22 |
| 50E--- 254- ---- | OPERATION & MAINTENANCE | 328,050.00 | 15,021.68 | 275,735.58 | 52,314.42 |
| 50E--- 255- ---- | TRANSPORTATION SERVICE | 177,200.00 | 10,449.11 | 141,243.26 | 35,956.74 |
| 50E--- 256- ---- | FOOD SERVICE | 99,850.00 | 6,549.22 | 79,759.70 | 20,090.30 |
| 50E--- 257- ---- | INTERNAL SERVICES | 0 | 0 | 0 | 0 |
| 50E--- 261- ---- | CENTRAL SUPPORT SERVICES | 1,500.00 | 121.56 | 1,459.17 | 40.83 |
| 50E--- 264- ---- | HUMAN RESOURCE | 19,500.00 | 1,420.50 | 16,223.61 | 3,276.39 |
| 50E--- 266- ---- | DATA PROCESSING | 5,400.00 | 0 | 0 | 5,400.00 |
| 50E--- 290- ---- | OTHER SUPPORT SERVICES | 0 | 0 | 0 | 0 |
| 50E--- 300- ---- | COMMUNITY SERVICES | 0 | -98.07 | 0 | 0 |
| 50E--- 330- ---- | CIVIC SERVICES | 0 | 0 | 0 | 0 |
| 50E--- 370- ---- | NONPUBLIC SCHOOL PUPILS SERV | 0 | -663.84 | 0 | 0 |
| 50E--- 380- ---- | HOME/SCHOOL SERVICE | 0 | -54,736.27 | 20.96 | -20.96 |
| 5----- | MUNICIPAL RETIREMENT | 1,556,080.00 | -214.84 | 1,298,254.86 | 257,825.14 |
| 60E--- 222- ---- | MEDIA SERVICE | 0 | 0 | 0 | 0 |
| 60E--- 253- ---- | FACILITY ACQUISTION & CONST | 1,301,600.00 | 140,382.00 | 1,060,854.38 | 240,745.62 |
| 60E--- 254- ---- | OPERATION & MAINTENANCE | 10,000.00 | 0 | 8,139.00 | 1,861.00 |
| 6----- | CAPITAL PROJECT | 1,311,600.00 | 140,382.00 | 1,068,993.38 | 242,606.62 |
| 80E--- 231- ---- | BOARD OF EDUCATION SERVICE | 0 | 0 | 0 | 0 |
| 80E--- 236- ---- | | 530,000.00 | 458,816.50 | 479,680.50 | 50,319.50 |
| 80E--- 254- ---- | OPERATION & MAINTENANCE | 0 | 0 | 0 | 0 |
| 80E--- 813- ---- | TRANS TO ED | 0 | 0 | 0 | 0 |
| 80E--- 899- ---- | TRANSF TO O & M | 0 | 0 | 0 | 0 |
| 8----- | TORT | 530,000.00 | 458,816.50 | 479,680.50 | 50,319.50 |
| 90E--- 253- ---- | FACILITY ACQUISTION & CONST | 0 | 0 | 0 | 0 |
| 90E--- 254- ---- | OPERATION & MAINTENANCE | 673,510.00 | 0 | 578,635.27 | 94,874.73 |

| | | | | |
|---------------------------------|------------|---|------------|-----------|
| 9----- FIRE PREVENTION & SAFETY | 673,510.00 | 0 | 578,635.27 | 94,874.73 |
| Number of Accounts: | 9451 | | | |

REVENUES - JUNE 2020

| Account Number | FUNC | 2019-20 Revised Budget | June 2019-20 Monthly Activity | 2019-20 FYTD Activity | 2019-20 Unexpended Balance |
|----------------|--------------------------------|---------------------------|-------------------------------|-----------------------|----------------------------|
| 10R-- 111 | EDUCATION LEVY | 18,892,592.51 | 5,514,137.40 | 19,175,101.30 | -282,508.79 |
| 10R-- 112 | TORT IMMUNITY LEVY | 0 | 0 | 0 | 0 |
| 10R-- 114 | SPECIAL EDUCATION LEVY | 318,866.28 | 93,303.92 | 327,522.29 | -8,656.01 |
| 10R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 10R-- 123 | CORP PERS PROP REPLACE TAX | 1,883,899.00 | 0 | 1,767,745.04 | 116,153.96 |
| 10R-- 129 | PAY IN LIEU OF TAXES | 0 | 0 | 0 | 0 |
| 10R-- 131 | REGULAR DAY TUITION | 0 | 0 | 0 | 0 |
| 10R-- 132 | SUMMER SCHOOL TUITION | 0 | 0 | 0 | 0 |
| 10R-- 134 | SPECIAL ED TUITION | 25,000.00 | 0 | 14,575.12 | 10,424.88 |
| 10R-- 151 | INTEREST | 255,000.00 | 8,691.48 | 327,725.28 | -72,725.28 |
| 10R-- 160 | PRE-PAID MEALS | 0 | 841.55 | 292,904.69 | -292,904.69 |
| 10R-- 161 | STUDENT LUNCHES | 306,000.00 | 0 | 0 | 306,000.00 |
| 10R-- 162 | ADULT MEAL | 5,000.00 | 0 | 0 | 5,000.00 |
| 10R-- 169 | OTHER CAFETERIAL REVENUE | 50,000.00 | 460.74 | 30,203.63 | 19,796.37 |
| 10R-- 171 | ADMISSIONS | 52,500.00 | 0 | 56,133.00 | -3,633.00 |
| 10R-- 172 | ACTIVITY FEES | 64,250.00 | 2,713.20 | 49,181.38 | 15,068.62 |
| 10R-- 179 | RESALE | 4,500.00 | 810 | 5,831.48 | -1,331.48 |
| 10R-- 181 | TEXTBOOK RENTALS | 123,300.00 | 9,360.61 | 97,446.96 | 25,853.04 |
| 10R-- 189 | MISC BOOK FEES | 0 | 0 | 0 | 0 |
| 10R-- 192 | CONTRIBUTION PRIVATE SOURCES | 21,000.00 | 0 | 30,250.00 | -9,250.00 |
| 10R-- 194 | SERVICE TO OTHER LEA | 0 | 0 | 0 | 0 |
| 10R-- 195 | REFUND OF PR YR EXPENDITURE | 0 | 0 | 12,361.02 | -12,361.02 |
| 10R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 10R-- 197 | DRIVER ED FEES | 30,000.00 | 6,860.00 | 18,809.79 | 11,190.21 |
| 10R-- 198 | VENDOR CONTRACT | 0 | 0 | 0 | 0 |
| 10R-- 199 | OTHER | 0 | 472,108.18 | 414,186.56 | -414,186.56 |
| 10R-- 221 | | 0 | 0 | 0 | 0 |
| 10R-- 300 | REVENUE FROM STATE SOURCES | 9,714,901.00 | 487,040.96 | 9,227,893.15 | 487,007.85 |
| 10R-- 310 | SP ED PRIV FAC | 200,000.00 | 90,894.94 | 359,785.67 | -159,785.67 |
| 10R-- 311 | SP ED PERSONNEL | 0 | 0 | 0 | 0 |
| 10R-- 312 | SP ED ORPHANS | 170,000.00 | 0 | 325,536.89 | -155,536.89 |
| 10R-- 313 | SPEC ED ORPHANAGE-SUMMER INDIV | 20,000.00 | 21,644.96 | 48,714.96 | -28,714.96 |
| 10R-- 314 | SP ED SUMMER SCHOOL | 0 | 0 | 0 | 0 |
| 10R-- 320 | RESTRICTED GRANTS IN AID | 0 | 0 | 0 | 0 |
| 10R-- 322 | AG SUPPLIMENT | 0 | 0 | 0 | 0 |
| 10R-- 323 | | 3,336.00 | 0 | 3,336.00 | 0 |
| 10R-- 329 | JILG | 0 | 0 | 0 | 0 |
| 10R-- 330 | PAYMENTS IN LIEU OF TAXES | 0 | 0 | 0 | 0 |
| 10R-- 336 | STATE FREE LUNCH/BRKFST | 11,000.00 | 899.8 | 16,350.94 | -5,350.94 |
| 10R-- 337 | DRIVER ED REIMBURSEMENT | 50,000.00 | 0 | 34,633.18 | 15,366.82 |
| 10R-- 365 | IL MASTER CERTIFICATE | 0 | 0 | 0 | 0 |
| 10R-- 370 | EARLY CHILDHOOD | 2,032,051.00 | 348,343.00 | 1,968,877.00 | 63,174.00 |
| 10R-- 371 | READING IMPROVEMENT | 0 | 0 | 0 | 0 |
| 10R-- 377 | SCHOOL SAFETY | 0 | 0 | 0 | 0 |
| 10R-- 380 | STATE LIBRARY | 0 | 0 | 0 | 0 |
| 10R-- 382 | SUMMER BRIDGES | 0 | 0 | 0 | 0 |
| 10R-- 399 | STATE RESTRICTED | 0 | 0 | 50,602.00 | -50,602.00 |
| 10R-- 410 | TITLE V | 116,239.00 | 0 | 85,796.00 | 30,443.00 |
| 10R-- 421 | FEDERAL LUNCH | 850,000.00 | 0 | 676,183.47 | 173,816.53 |
| 10R-- 422 | FEDERAL BREAKFAST | 260,000.00 | 35,437.79 | 331,439.12 | -71,439.12 |
| 10R-- 424 | FRESH FRUIT | 20,000.00 | 1,667.81 | 28,739.16 | -8,739.16 |
| 10R-- 425 | COMMODITY SALVAGE | 0 | 0 | 0 | 0 |
| 10R-- 426 | NAT'L SCHOOL LUNCH PROG | 0 | 0 | 0 | 0 |
| 10R-- 430 | TITLE I | 1,242,686.00 | 0 | 1,194,260.00 | 48,426.00 |
| 10R-- 433 | ESEA - TITLE VI P.L.98-377- | 90,000.00 | 0 | 83,683.00 | 6,317.00 |
| 10R-- 440 | TITLE IV | 0 | 0 | 0 | 0 |
| 10R-- 459 | RESPRO | 0 | 0 | 0 | 0 |
| 10R-- 460 | IDEA PRESCHOOL | 4,166.00 | 0 | 2,512.00 | 1,654.00 |
| 10R-- 462 | EHA FLOW THROUGH | 201,144.00 | 0 | 302,764.76 | -101,620.76 |
| 10R-- 474 | USE 4770 | 0 | 0 | 0 | 0 |
| 10R-- 477 | PERKINS | 0 | 0 | 0 | 0 |
| 10R-- 485 | STATE FISCAL STABILIZATION FDS | 0 | 0 | 0 | 0 |
| 10R-- 486 | HOMELESS | 0 | 0 | 0 | 0 |
| 10R-- 487 | SFSF OTHER GOVERNMENT SERVICE | 0 | 0 | 0 | 0 |
| 10R-- 488 | ED JOBS FUND | 0 | 0 | 0 | 0 |
| 10R-- 490 | TITLE III | 0 | 0 | 0 | 0 |
| 10R-- 493 | TITLE II | 123,136.00 | 0 | 101,131.00 | 22,005.00 |
| 10R-- 495 | DORS | 0 | 0 | 24,694.00 | -24,694.00 |
| 10R-- 497 | TECHNOLOGY | 0 | 0 | 0 | 0 |
| 10R-- 499 | FEDERAL MISC GRANTS | 667,450.00 | 0 | 1,029,323.31 | -361,873.31 |
| 1----- | EDUCATION | 37,808,016.79 | 7,095,216.34 | 38,516,233.15 | -708,216.36 |
| 20R-- 111 | EDUCATION LEVY | 4,065,870.22 | 1,178,711.90 | 4,176,014.58 | -110,144.36 |

| | | | | | |
|-----------|--------------------------------|--------------|--------------|--------------|-------------|
| 20R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 20R-- 123 | CORP PERS PROP REPLACE TAX | 0 | 0 | 0 | 0 |
| 20R-- 129 | PAY IN LIEU OF TAXES | 0 | 0 | 0 | 0 |
| 20R-- 151 | INTEREST | 5,500.00 | 192.33 | 2,705.22 | 2,794.78 |
| 20R-- 179 | RESALE | 15,000.00 | 300 | 11,975.20 | 3,024.80 |
| 20R-- 191 | FACILITY RENTAL | 25,000.00 | 1,800.00 | 18,905.00 | 6,095.00 |
| 20R-- 192 | CONTRIBUTION PRIVATE SOURCES | 0 | 0 | 0 | 0 |
| 20R-- 195 | REFUND OF PR YR EXPENDITURE | 0 | 0 | 0 | 0 |
| 20R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 20R-- 199 | OTHER | 2,000.00 | 84.6 | 1,919.20 | 80.8 |
| 20R-- 300 | REVENUE FROM STATE SOURCES | 1,000,000.00 | 0 | 1,000,000.00 | 0 |
| 20R-- 392 | | 0 | 0 | 0 | 0 |
| 20R-- 399 | STATE RESTRICTED | 0 | 0 | 0 | 0 |
| 20R-- 485 | STATE FISCAL STABILIZATION FDS | 0 | 0 | 0 | 0 |
| 20R-- 499 | FEDERAL MISC GRANTS | 0 | 0 | 0 | 0 |
| 20R-- 713 | TRANSFER-ED | 0 | 0 | 0 | 0 |
| 20R-- 799 | TRANS FROM TORT | 0 | 0 | 0 | 0 |
| 2---- | OPERATIONS & MAINTENANCE | 5,113,370.22 | 1,181,088.83 | 5,211,519.20 | -98,148.98 |
| 30R-- 151 | INTEREST | 0 | 9.99 | 487.79 | -487.79 |
| 30R-- 198 | VENDOR CONTRACT | 2,175,000.00 | 334,476.71 | 2,349,194.16 | -174,194.16 |
| 30R-- 540 | BOND FEE EXPENSE | 0 | 0 | 0 | 0 |
| 30R-- 721 | Principal on Bonds Sold | 0 | 0 | 0 | 0 |
| 30R-- 770 | TRNS TO DEBT SER-PAY INT-REV B | 0 | 0 | 0 | 0 |
| 3---- | DEBT SERVICE | 2,175,000.00 | 334,486.70 | 2,349,681.95 | -174,681.95 |
| 40R-- 111 | EDUCATION LEVY | 1,103,148.93 | 323,203.98 | 1,133,160.82 | -30,011.89 |
| 40R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 40R-- 141 | REGULAR DAY SCHOOL | 1,000.00 | 0 | 2,319.62 | -1,319.62 |
| 40R-- 144 | SPECIAL EDUCATION | 100,000.00 | 0 | 123,263.33 | -23,263.33 |
| 40R-- 151 | INTEREST | 10,000.00 | 288.2 | 11,622.16 | -1,622.16 |
| 40R-- 195 | REFUND OF PR YR EXPENDITURE | 0 | 0 | 0 | 0 |
| 40R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 40R-- 199 | OTHER | 0 | 0 | 347.97 | -347.97 |
| 40R-- 350 | STATE REG TRANSPORTATION | 383,000.00 | 105,713.71 | 383,331.78 | -331.78 |
| 40R-- 351 | STATE SP ED TRANSPORTATION | 400,000.00 | 91,136.69 | 403,413.18 | -3,413.18 |
| 4---- | TRANSPORTATION | 1,997,148.93 | 520,342.58 | 2,057,458.86 | -60,309.93 |
| 50R-- 111 | EDUCATION LEVY | 827,078.16 | 239,562.42 | 849,446.88 | -22,368.72 |
| 50R-- 115 | SOCIAL SECURITY/MEDICARE LEVY | 794,091.36 | 230,052.42 | 815,578.33 | -21,486.97 |
| 50R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 50R-- 123 | CORP PERS PROP REPLACE TAX | 250,000.00 | 0 | 250,000.00 | 0 |
| 50R-- 151 | INTEREST | 3,000.00 | 38.79 | 2,141.47 | 858.53 |
| 50R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 50R-- 300 | REVENUE FROM STATE SOURCES | 0 | 0 | 0 | 0 |
| 5---- | MUNICIPAL RETIREMENT | 1,874,169.52 | 469,653.63 | 1,917,166.68 | -42,997.16 |
| 60R-- 151 | INTEREST | 12,000.00 | 118.7 | 12,702.86 | -702.86 |
| 60R-- 300 | REVENUE FROM STATE SOURCES | 0 | 0 | 0 | 0 |
| 60R-- 721 | Principal on Bonds Sold | 0 | 0 | 0 | 0 |
| 60R-- 722 | PREMIUM ON BONDS | 0 | 0 | 0 | 0 |
| 60R-- 732 | SALE OF LAND | 0 | 0 | 0 | 0 |
| 6---- | CAPITAL PROJECT | 12,000.00 | 118.7 | 12,702.86 | -702.86 |
| 70R-- 111 | EDUCATION LEVY | 226,302.79 | 66,554.03 | 232,500.41 | -6,197.62 |
| 70R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 70R-- 151 | INTEREST | 15,000.00 | 353.48 | 15,707.97 | -707.97 |
| 70R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 7---- | WORKING CASH | 241,302.79 | 66,907.51 | 248,208.38 | -6,905.59 |
| 80R-- 112 | TORT IMMUNITY LEVY | 761,063.57 | 220,542.41 | 781,649.72 | -20,586.15 |
| 80R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 80R-- 151 | INTEREST | 5,000.00 | 178.64 | 7,836.05 | -2,836.05 |
| 80R-- 195 | REFUND OF PR YR EXPENDITURE | 0 | 0 | 0 | 0 |
| 80R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 80R-- 713 | TRANSFER-ED | 0 | 0 | 0 | 0 |
| 80R-- 799 | TRANS FROM TORT | 0 | 0 | 0 | 0 |
| 8---- | TORT | 766,063.57 | 220,721.05 | 789,485.77 | -23,422.20 |
| 90R-- 111 | EDUCATION LEVY | 528,395.57 | 152,488.90 | 542,826.17 | -14,430.60 |
| 90R-- 121 | MOBILE HOME PRIVILEGE TAX | 0 | 0 | 0 | 0 |
| 90R-- 123 | CORP PERS PROP REPLACE TAX | 0 | 0 | 0 | 0 |
| 90R-- 151 | INTEREST | 400 | 4.01 | 204.47 | 195.53 |
| 90R-- 196 | SURPLUS FROM TIF DISTRICTS | 0 | 0 | 0 | 0 |
| 90R-- 300 | REVENUE FROM STATE SOURCES | 0 | 0 | 0 | 0 |
| 90R-- 392 | | 50,000.00 | 50,000.00 | 50,000.00 | 0 |
| 90R-- 399 | STATE RESTRICTED | 0 | 0 | 0 | 0 |
| 9---- | FIRE PREVENTION & SAFETY | 578,795.57 | 202,492.91 | 593,030.64 | -14,235.07 |

Number of Accounts:

750

