

McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, October 14, 2020

Public Session 6:30 PM

Normal West High School

501 N Parkside Rd

Normal, IL 61761

MASKS ARE REQUIRED.

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION(5:15p.m.)

Recommended motion: Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

- 2(c)(1) 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 and
- 2(c)(2) 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.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. FOCUS ON STUDENTS AND GOOD NEWS

A NCHS-Division 5-Illinois Athletic Director of the Year

3

B 2020 School Nurse of the Year

7. SUPERINTENDENT COMMENTS

8. PUBLIC COMMENTS

9. REPORTS AND DISCUSSION

A 2019-2020 Audit Report

4

B Kelly Education

C 2020-2023 Unit Five Education Association(UFEA) Contract

12

10. ACTION

A Approve 2019-2020 Audit

105

B Approve the 2020-2023 Unit Five Education Association(UFEA) Contract

242

11. CONSENT AGENDA

A Approval of Minutes

Minutes are not released for public viewing until approved by the Board of Education

1 Regular Session 09.29.20

2 Closed Session 09.29.20

B Personnel Matters

335

C Payment of Bills and Payrolls

344

D Approve Revised School Calendar for 2020-2021

432

E Approve Donations to the District

1 NTT Data IT Donation

434

2 Grabill Sign Donation

436

F Appoint Kelly Pyle as Delegate and Alan Kalitzky as Alternate to the IASB Delegate Assembly

G Elementary Title I Schoolwide Plans 20-21

439

12. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS

13. ADJOURNMENT



NORMAL COMMUNITY HIGH SCHOOL

3900 East Raab Road | Normal, Illinois 61761 | Phone (309) 557-4401 | Website: www.unit5.org/NCHS

TO: Unit 5 Board of Education & Dr. Kristen Kendrick-Weikle
FROM: Dr. Trevor Chapman, NCHS Principal
DATE: October 14, 2020
RE: Mr. Nic Kearfott, NCHS Athletic Director

It is my pleasure to recognize Mr. Nic Kearfott, the Athletic Director at Normal Community High School, before the Unit 5 Board of Education and Superintendent.

We are recognizing Mr. Kearfott for being named the Illinois Athletic Directors' Association – Division 5 - Athletic Director of the Year for the 2019-2020 school year. This award was well deserved and certainly indicative of the effort he puts into making our athletic programs at NCHS a success. Mr. Kearfott spends an incredible amount of time at Normal Community setting up for athletic events, ensuring that all logistics have been organized, and making sure the events themselves go off without a hitch. This doesn't begin to account for the behind the scenes planning and scheduling that is involved with his time as the Athletic Director. We were unable to recognize Mr. Kearfott when he was named last school year due to the pandemic.

Mr. Kearfott is also currently representing the McLean County Athletics Directors as a representative for "Stay 4" through the Great Plains Life Foundation. This group plays an important role in the lives of young men and women from disadvantaged backgrounds, giving them the tools necessary to continue their education and become self sufficient, contributing members of our communities!

Mr. Kearfott is in his third year as the Athletic Director at Normal Community High School, and previously served as an AD at Dekalb High School, Woodstock North High School, and Okaw Valley High School. He is a member of the Illinois Athletic Directors' Association, serving as the Historian from 2010-2019, and has been the membership chair from 2019 to the present. We wish to thank Mr. Kearfott for all of his continued work at NCHS!

Dr. Trevor Chapman, *Principal* | Mrs. Nikki Maurer, *Associate Principal*

Mr. Jeff Barnard, *Asst. Principal* | Mr. Anthony Clark, *Asst. Principal* | Mrs. Courtney McClure, *Asst. Principal*
Mrs. Wendy Davis, *Asst. Principal* | Mr. Nic Kearfott, *Athletic Director*

McLean County Unit School District No. 5

*Audit Presentation
June 30, 2020*

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

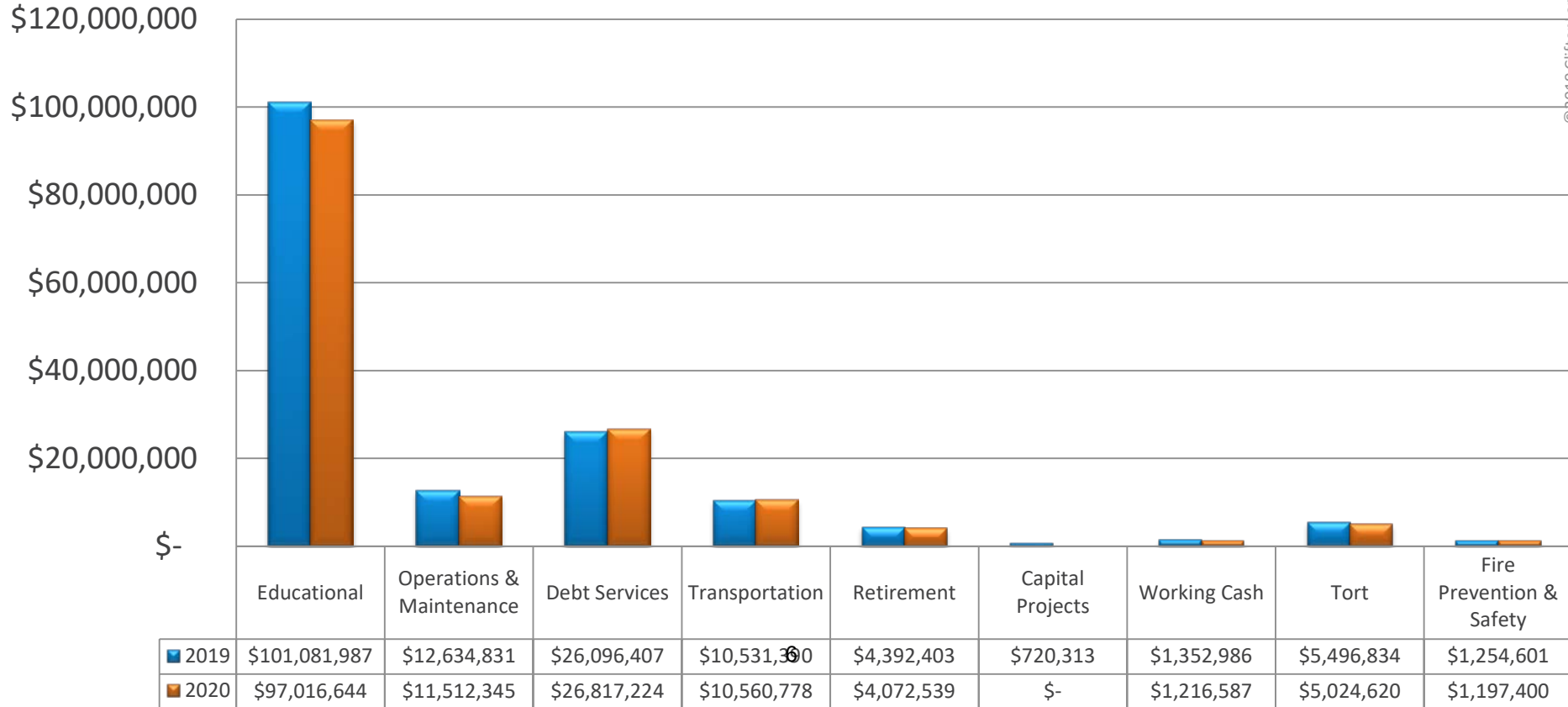
Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor



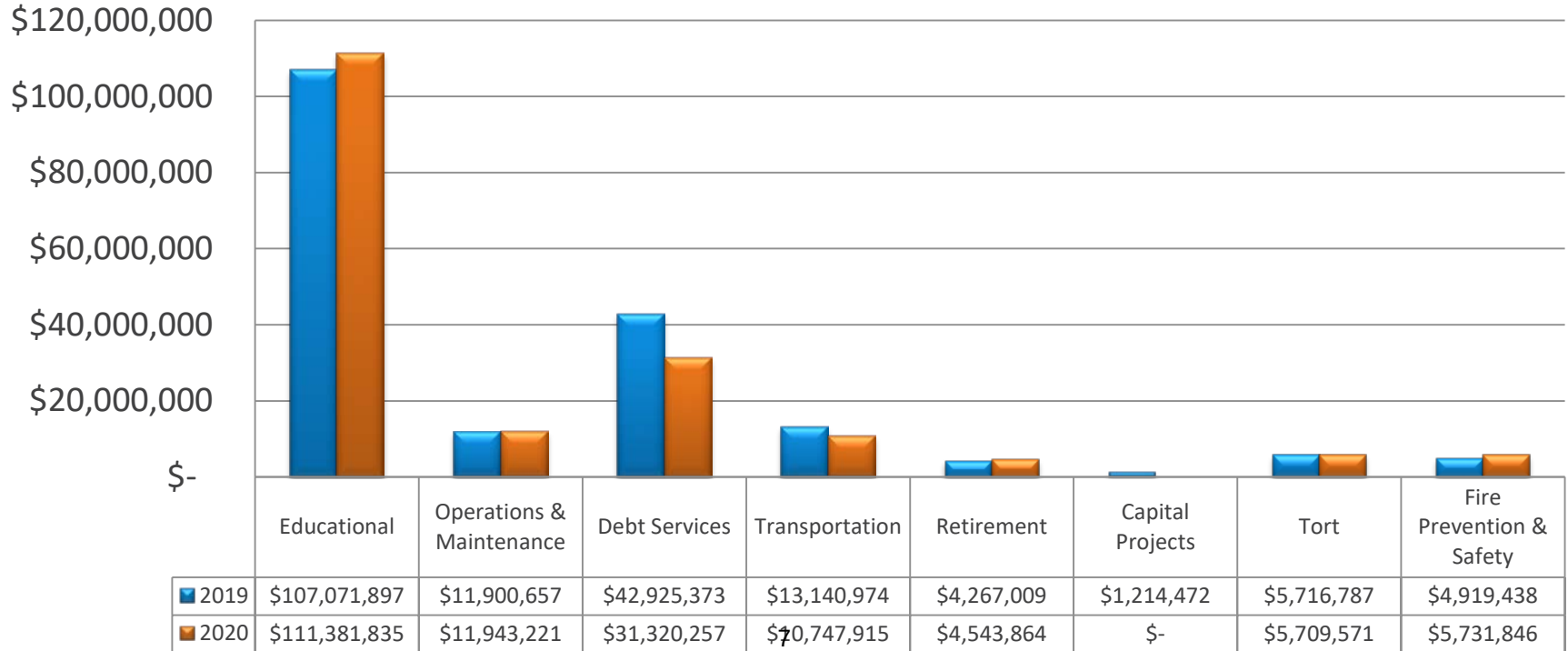
Financial Statement Highlights

- Highlights for 2020:
 - Issued financial statements and ISBE's Annual Financial Report (supplementary information)
 - Audit report, clean unmodified opinion on the modified cash basis; also clean opinion on major federal program (IDEA)
 - \$29M in debt issued this year; \$26.5M retirement of debt
 - \$7.5M in capital asset additions this year

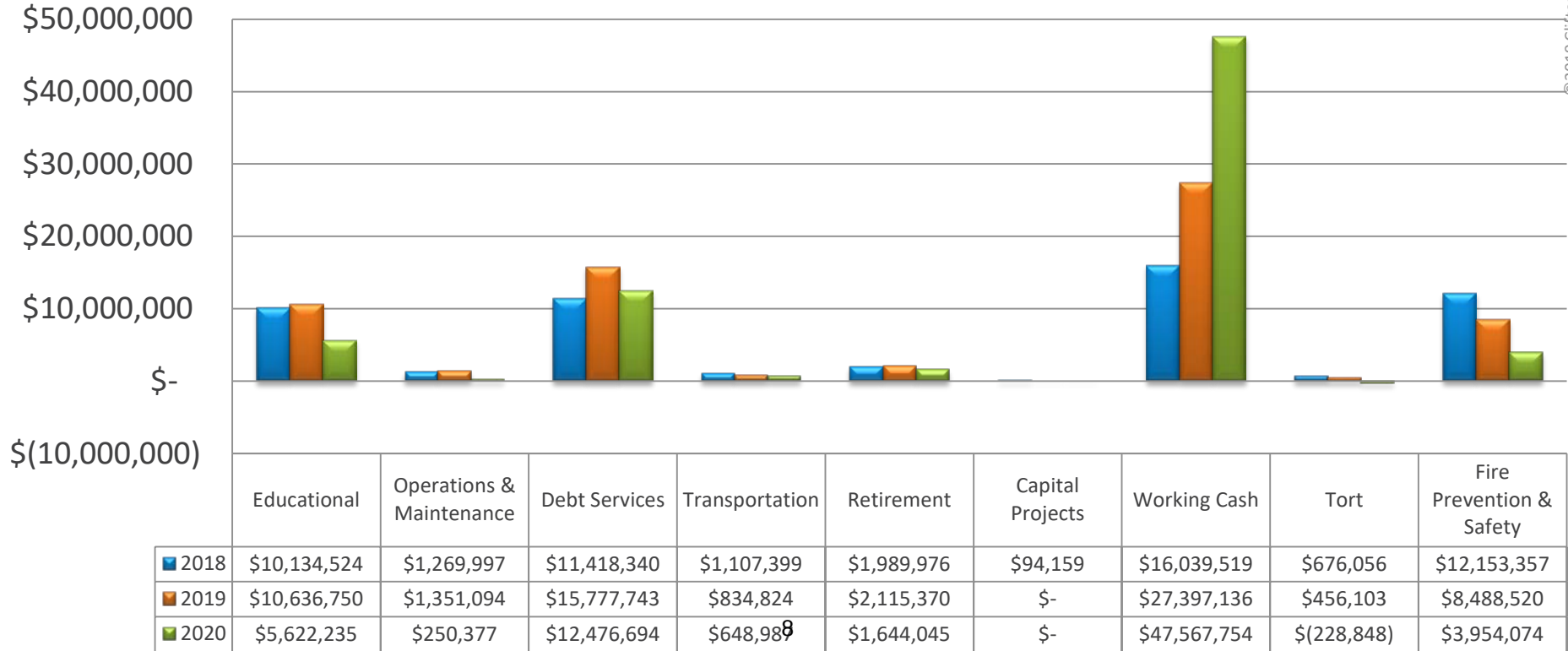
Revenue (excluding on-behalf payments)



Expenditures (excluding on-behalf payments)



Fund Balance



Required Communications

(Governance Letter)

- Significant Accounting Policies
 - No new policies or changes in application of existing policies
- Significant Accounting Estimates
 - No significant estimates
- Corrected and Uncorrected Misstatements
 - There were no new uncorrected adjustments to communicate
 - No material audit adjustments. Reclassification adjustments were provided
- Disagreements with Management
 - No disagreements with management during the audit
- Difficulties Encountered in Performing the Audit
 - No difficulties encountered⁹ during the audit

Findings

- There were no financial statement findings or federal findings



CLA can help!

- Outsourcing
- Telecommunications Efficiency Service

Questions / Discussion

Hope Wheeler, CPA
Principal
Hope.Wheeler@claconnect.com



NEGOTIATED CONTRACT

between



Board of Education

Community Unit School District No. 5
McLean and Woodford Counties, Illinois

and



Unit Five Education Association

Illinois Education Association/National Education Association

LANGUAGE & COMPENSATION

for

2020-2021
2021-2022
2022-2023

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SCHEDULES

Schedule A

Salary Schedules for 2020-2021, 2021-2022, 2022-2023

Schedule B

Extra Duties for 2020-2023

ARTICLE I: RECOGNITION

1.1

The Board of Education hereinafter referred to as the "Board" of Community Unit School District No. 5, McLean and Woodford Counties, Illinois, hereinafter referred to as the "District" recognizes the Unit Five Education Association-IEA/NEA, hereinafter referred to as the "Association," as the exclusive bargaining representative for all regularly employed personnel required to have a professional educator license, except District administrators, building administrators, and all other supervisors, managerial employees, and confidential employees as defined under the Illinois Educational Labor Relations Act.

1.2

The Board will adhere to any subsequent determination by the Illinois Educational Labor Relations Board (IELRB) concerning any of the above-named individuals.

ARTICLE II: NEGOTIATIONS PROCEDURES

2.1

Negotiations on successor agreements shall begin no later than April 1, unless the Parties agree to an alternate date. Meetings shall be held as necessary at times and places agreed to by the Parties.

2.2

The Parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter-proposals in the course of negotiations, and reach tentative agreements which shall be presented respectively to the Association and then to the Board for ratification.

2.3

Each party to negotiations shall select its negotiating representatives provided that the Board shall not select a member of the bargaining unit, as herein defined, and the Association shall not select a Board employee excluded from the bargaining unit.

2.4

Should either party declare impasse under the provisions of an applicable statute, the Parties shall jointly request the Federal Mediation and Conciliation Service to provide the services of a mediator. Should FMCS be unavailable, the Parties shall mutually agree upon a replacement. In the event that the Parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified. The costs of mediation shall be shared equally by the Association and the Board.

ARTICLE III: MANAGEMENT RIGHTS/NO STRIKE/ WAIVER OF ADDITIONAL BARGAINING

3.1

The Association recognizes that the Board has responsibilities and authority to manage and direct, in behalf of the public, all the operations and activities of the school district to the full extent authorized by law and shall be limited only by the provisions of this Agreement.

3.2

Recognizing that adequate means are made available by the agreement for the resolution of bargaining unit members' grievances and/or complaints and that other procedures are provided by statute and judicial law for such resolution, neither the Association nor any bargaining unit member covered by this Agreement will instigate, promote, sponsor, engage in any strikes, concerted stoppage of work, or any other intentional interruptions of educational duties for the duration of this Agreement. It is understood and agreed that any bargaining unit member who violates this provision of the agreement shall be subject to disciplinary action by the Board up to and including dismissal.

3.3

The Parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law or by specific agreement of the Parties, and that the understandings and agreement arrived at by the Parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association, for the life of the agreement, each voluntarily and unqualifiedly waives any right which might otherwise exist under law, practice, or custom to negotiate concerning any matter during the term of this Agreement, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter referred to or covered in this Agreement or with respect to any subject or matter not specifically referred to or covered in this Agreement, except only for mandatory subjects of bargaining which were clearly not within the knowledge or contemplation of either or both of the Parties at the time that they negotiated or signed this Agreement, including the impact of any new legislation. This provision shall not be interpreted as prohibiting the Parties from meeting to discuss issues of mutual concern during the term of this Agreement. The Parties shall attempt to resolve issues through collaboration.

ARTICLE IV: GRIEVANCE

4.1 Definition

4.1.1

The grievance shall mean a written complaint by a member of the bargaining unit or the Association that there has been a violation, misinterpretation, or misapplication of any provision(s) of this Agreement. The provision(s) grieved shall be so designated.

4.1.2 Time Limits

All time limits consist of school days except when a grievance is submitted fewer than ten (10) days before the close of the current school term. Then time limits shall consist of all weekdays. Timelines may be extended by mutual consent. Upon the absence of a supervisor, a response may be made by a designee.

4.2 Procedures

The Parties acknowledge that a bargaining unit member and the employer may resolve problems through free and informal communications. However, a grievance shall be processed as follows:

4.2.1 Step I

The grievant may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within ten (10) days after receipt of the grievance. The Association's representative, the grievant, and the immediately involved supervisor shall be present for the meeting. Within five (5) days of the meeting, the grievant and the Association shall be provided with the supervisor's written response, including the reasons for the decision.

4.2.2 Step II

If the grievance is not resolved at Step I, then the Association may refer the grievance to the superintendent or the superintendent's official designee within fifteen (15) days after receipt of the Step I answer. The superintendent shall arrange with the Association representative for a meeting to take place within fifteen (15) days of the superintendent's receipt of the appeal. Within ten (10) days of the meeting, the Association shall be provided with the superintendent's written response, including the reasons for the decision.

4.2.3 Step III

If the Association is not satisfied with the disposition of the grievance at Step II, the Association may submit the grievance to final and binding arbitration. If a demand for arbitration is not filed with the employer within thirty (30) days of the date of the Step II answer, then the grievance shall be deemed withdrawn.

If within fifteen (15) days of the filing of the demand with the employer the Parties cannot agree on an arbitrator, the demand shall be submitted to the American Arbitration Association which shall act as the administrator of the proceedings.

Arbitration proceedings shall be conducted by an arbitrator to be selected by the two (2) Parties from a roster of arbitrators provided by the American Arbitration Association. Within seven (7) days after the Association requests binding arbitration, the two Parties will request the American Arbitration Association to provide a panel of seven (7) arbitrators. The Association shall strike the first name and then each of the two Parties will alternately strike one name at a time from the panel until only one name shall remain. The remaining name shall be the arbitrator.

The decision of the arbitrator shall be final and binding on the Parties. The arbitrator, in the opinion given, shall not amend, modify, nullify, ignore, or add to the provisions of the agreement.

4.3 Time Limits

A grievance must be filed within ninety (90) days of the occurrence of the event which gave rise to the grievance. The number of days indicated at each step in the procedure shall be considered as the maximum allowable to the Parties and every effort shall be made to resolve the grievance as rapidly as possible.

4.4 Representation

The grievant and the Association have the right to representation in the grievance procedure. The grievant shall be present at all grievance discussions unless the Board, Association, and the grievant mutually agree that the grievant's presence is not desirable or necessary. When the presence of the grievant at a grievance hearing is required by either party, illness or incapacity of the grievant shall be grounds for any necessary extension of grievance procedure time limits.

4.5 Constraints

Any investigation, or other handling or processing of any grievance by the grievant or the Association shall, if possible, be conducted during non-student contact time.

4.6 By-Pass

By mutual agreement, any step of the grievance procedure may be by-passed.

4.7 Class Grievance

Class grievances involving more than one bargaining unit member or more than one supervisor and grievances involving an administrator above the building level may be initially filed by the Association at Step II.

4.8 No Reprisals Clause

No reprisals shall be taken by the employer against any bargaining unit member because of the bargaining unit member's participation in a grievance.

4.9 Grievance Withdrawal

A grievance may be withdrawn at any level without establishing precedent.

4.10 Costs

The fees and the expenses of the arbitrator shall be shared equally by the Parties.

4.11 Court Reporter

If only one party requests the presence of a court reporter, that party shall bear the cost of the reporter. If the arbitrator requests the presence of a court reporter, both Parties shall share the cost of the court reporter.

4.12 Postponement

If only one party requests the postponement of an arbitration hearing, that party shall bear any per diem fee assessed by the arbitrator.

4.13 Settlement

By mutual agreement, a grievance may be settled at any step without establishing precedent.

4.14 Released Time

During any arbitration hearing, the individual grievant shall be released from regular assignment without loss of pay, and Association representative(s), not to exceed two, may appear at the arbitration hearing, providing the Association shall reimburse the district the cost of the substitute. Other staff members may volunteer to cover the classes of the Association representative, and this, if allowed, will result in no reimbursement.

4.15 No Written Response

If no written response has been rendered within the time limits indicated by a step, then a grievance shall pass to the next step.

4.16 Records

All records related to a grievance shall be filed separately from the personnel files of the bargaining unit members. This does not preclude, however, the right of the Board to utilize said records in any future discipline or discharge proceedings against any bargaining unit member.

4.17 AAA Rules

At the request of both Parties, the Expedited Arbitration Rules of the American Arbitration Association shall be used instead of the Voluntary Labor Arbitration Rules.

ARTICLE V: BARGAINING UNIT MEMBER AND ASSOCIATION RIGHTS

5.1 Bargaining Unit Member Discipline and Complaints Against Bargaining Unit Members

5.1.1

Any complaint or series of complaints deemed by the Board to justify disciplinary action which might result in placement of materials in a bargaining unit member's personnel file shall be brought to the attention of the bargaining unit member as soon as possible. The Parties agree that it is most desirable to have complaints against a bargaining unit member directed to the individual(s) involved in an attempt to resolve disputes at the most immediate level. Complaints, like other concerns, will be processed according to "Procedure for Resolving Concerns" (see Appendices A and B).

5.1.2

When deemed appropriate by the building principal or designated supervisor or requested in writing by the bargaining unit member, an attempt will be made to schedule a conference between the complaining party and the bargaining unit member involved. Any of the Parties may have a representative of their choosing at the conference.

5.1.3

Any form of discipline shall be for just cause and progressive discipline shall be followed. However, notwithstanding the foregoing, in all cases the Board may impose discipline commensurate with the misconduct. No written reprimand will be placed in the bargaining unit member's permanent file without the bargaining unit member's knowledge.

5.2 Non-Discrimination

Neither the Board nor the Association shall discriminate against any bargaining unit member on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, sexual orientation, or 'unlawful discrimination' as defined by the Illinois Human Rights Act. Nothing in this section shall prohibit the District from using marital status as a factor in determining eligibility for participation in bargaining unit member benefit programs.

5.3 Right of Representative

When a bargaining unit member is required to appear before the administration or the Board concerning a disciplinary conference in which a written reprimand will be issued or a conference in which a suspension with or without pay or dismissal will occur, the bargaining unit member shall be entitled to have an Association representative present, if one is requested.

Prior to such a conference, the administration or Board will inform the bargaining unit member, in writing, that a conference will be held concerning a written reprimand, suspension with or without pay, or a dismissal.

It shall be the responsibility of the bargaining unit member to obtain a representative.

5.4 Official Personnel File

The superintendent or other designated official shall maintain the bargaining unit member's official personnel file. Except as provided in Section 4.16, material contained in the official personnel file can be utilized in the suspension or discharge of a bargaining unit member. This section is inapplicable to action taken pursuant to Section 24-11 of the Illinois School Code.

No formal evaluation material and no letter of reprimand or letter of complaint shall be placed in the personnel file unless the bargaining unit member has an opportunity to read such material. The bargaining unit member shall be requested to acknowledge in writing that the material has been read by affixing their signature. If the bargaining unit member refuses to acknowledge the material being read, the material may nevertheless be placed in the file if the bargaining unit member has had the opportunity to read the material.

The bargaining unit member shall have the right to respond to any material contained in the personnel file, and the response shall become a part of the file.

The bargaining unit member shall have the right to review the contents of the personnel file within two (2) working days and shall have the right to have a representative of the Association accompany the review. Privileged information, as defined by law, shall be specifically exempted from such a review.

The bargaining unit member may request and receive one (1) copy of any material contained in the personnel file except privileged information. The expense of the copy will be borne by the bargaining unit member.

5.5 Right to Organize

The Board agrees that it will not discriminate against any member of the bargaining unit with respect to hours, wages, terms or conditions of employment by reason of the member's membership in any professional organization, participation in negotiations, or participation in any grievance.

5.6 Dues Deductions

The Board shall deduct from each bargaining unit member's pay the current dues of the Association, in the amount certified by the Association and in accordance with the terms of the bargaining unit member's written authorization provided to the Board by the Association. Upon receiving written notice of the authorization, the Board shall commence dues deductions as soon as practicable, but in no case later than 30 days after receiving notice from the Association. All dues deducted by the Board shall be transmitted to the Association no later than 10 days after they are deducted. Bargaining member requests to authorize, revoke, cancel, or change authorizations for payroll deductions shall be directed to the Association rather than to the Board. Deductions shall remain in effect until the Board receives notice that a bargaining unit member has revoked his or her authorization in accordance with the terms of the authorization or as otherwise provided in this section. The Association shall be responsible for initially processing and notifying the Board of proper requests or providing proper requests to the Board. If the requests are not provided to the Board, the Board shall rely on information provided by the Association regarding whether deductions for the Association were properly authorized, revoked, canceled, or changed, and the Association shall indemnify the Board for any damages and reasonable costs incurred for any claims made by bargaining unit members for deductions made in good faith reliance on that information or deductions made in good faith by reason of the failure of the Association to transmit appropriate information.

1. Deductions shall remain in effect until the Board receives notice that a bargaining unit member has revoked his or her authorization in writing in accordance with the terms of the authorization; or
2. the individual is no longer employed by the Board in a bargaining unit position; or
3. the bargaining unit member is placed on leave pursuant to any of the following sections: 10.1.5, 10.1.6, 10.2.2, 10.2.3, 10.2.4 or 10.3.

5.7 Meetings, Notices, and General Information

- (a) The Association is allowed the use of school buildings for meetings, provided that such use shall be restricted to reasonable times and shall not interfere with or interrupt normal school

operations. For general Association membership meetings, whenever possible, prior notice shall be given the superintendent or designee a minimum of three (3) working days in advance of the meeting. Said notification shall be given on a Building Usage form.

- (b) The Association shall have the right to use bargaining unit member mailboxes and regular mail distribution facilities, including the District's electronic mail system, for communication with bargaining unit members.
- (c) The Association shall have the right to post official notices of its activities on a bulletin board designated by the principal. The principal shall have the right to direct removal of any item, but removal shall not occur until after a meeting between the principal and an Association representative has been held.
- (d) The Association shall have the right to reasonable use of office equipment and will be responsible for reimbursing the Board for all materials and supplies used in the operation of this equipment.

5.8 Parent-Teacher Conference for Own Children

A bargaining unit member with a child or children attending Unit Five schools shall, if the scheduling allows, have the opportunity to meet with the child's or children's teacher on the designated conference day during the member's assigned lunch period.

Should conferences be scheduled outside the regular workday in any given year, bargaining unit members with a child or children attending Unit Five schools shall, in consultation with their Administrator, have the opportunity within a reasonable time after said conferences (e.g. within 1 week) to waive their flex time or to be absent during all or part of their scheduled preparation time in order to meet with the child's or children's teacher(s) for a conference.

5.9 AIDS Notification

If the administration is aware of a student who has AIDS, they will notify the appropriate bargaining unit members on a "need to know" basis.

5.10 Curriculum Development

Each bargaining unit member will continue to be encouraged to provide input through the committee process into curriculum development.

5.11 Board Policies

Board policies, administrative procedures, and exhibits are available on the District's website. Proposed revisions are attached to the Board's agenda as they are brought to the Board for first reading.

5.12 Opening Day Remarks

If an opening day institute is held, the president of the Association or designee shall be granted a reasonable amount of speaking time for the purpose of welcoming the staff.

5.13 Meeting with the Superintendent

Each month during the regular school term, an informal meeting will be held with the superintendent and/or designee(s) and various members of the leadership council. This meeting will be for the purpose of discussing

current bargaining unit member or administrative concerns. If deemed appropriate or necessary by the Association and superintendent, more than one informal meeting may be held during the month.

5.14 Meeting with Principals

Association leadership is invited to attend the principals meeting held at the start of each school year to share its views on contractual issues.

5.15 Clinical Hours

Bargaining unit members may use their scheduled planning time to complete professional clinical hours to fulfill the requirements of their educational programs. In completing these hours:

1. internal or external substitutes may not be employed to complete these hours;
2. grade level, team or department planning times may not be used to complete these hours;
3. no travel time beyond the scheduled planning time will be allowed to complete these hours at another school site.

5.16 Use of Video Cameras in Unit 5 Facilities

The purpose of surveillance equipment is to secure the buildings. The purpose of the equipment is not to evaluate the performance of employees or to monitor their behavior or conduct.

Surveillance shall only occur in common areas including, among others, hallways, parking lots, grounds, cafeterias, IMCs, and gymnasiums. Surveillance equipment will not be utilized to observe employee performance or otherwise be accessed as documentation in the employee evaluation process.

Data from the surveillance equipment may be reviewed by the District's personnel in connection with investigations of suspected criminal conduct, student misconduct or security violations or incidents. Access to data involving District personnel will be limited to appropriate administrative personnel and police liaison officers. Such review will take place in the office of one of the Parties listed above. If the review of data inadvertently reveals alleged incidents of employee misconduct, the following process will be followed:

1. The Employee and the Association will be notified if the District intends to investigate the alleged employee misconduct incident. Such notification shall be in writing.
2. The Association representative or the Employee's representative may review the data depicting the alleged employee misconduct.
3. The employee has the right to be represented in all investigatory meetings regarding alleged misconduct unless the employee declines representation.
4. Any discipline that may be imposed against the employee as a result of the misconduct investigation shall be in accordance with the applicable provisions of this Agreement.

Data from surveillance equipment may be stored for not more than thirty (30) calendar days unless there is cause to believe that such data would document a criminal or security incident or relate to possible civil litigation.

At the time surveillance equipment is activated in each school building, all employees at that school shall be informed in writing, of the use of the surveillance equipment. All new employees will be notified in writing, of the use of the surveillance equipment as part of new employee orientation.

ARTICLE VI: EMPLOYMENT CONDITIONS

6.1 School Calendar

No less than thirty (30) days prior to the adoption of the school calendar by the Board, the Board shall accept input from the Association. The Superintendent and/or designee(s) will invite the Association to submit its views and comments on the proposed calendar for the next year prior to preparing the calendar and will consider such views and comments in formulating the recommendations for the employer's decisions, including such items as: the starting date for the next school year; the starting, ending, and length of winter break and spring break.

For the duration of the contract the Board will waive no more than two (2) holidays per school year.

The official school calendar shall consist of one hundred eighty-five (185) days (including five (5) emergency days) or the number prescribed in the Illinois School Code.

6.1.1 School Improvement Days

The Parties agree to set aside no less than two full days per year to be used as a School Improvement Days, which days shall be designated in the school calendar. This Agreement is contingent upon the Illinois State Board of Education granting approval for the use of school days for this purpose.

The Parties further agree to designate time during Institute days for professional educator activities.

6.1.2 Regular 180-Day Work-year

The regular 180-day work-year shall be defined by the official school calendar, adopted annually by the Board of Education.

Should the District determine there is work to be completed by bargaining unit members outside of the regular 180-day work-year, such work will be posted in accordance with the provisions of this Agreement. Bargaining unit members who voluntarily accept such Assignments will be compensated according to the appropriate and applicable Pay Rates outlined in this Agreement.

It is understood that events such as "Open Houses", "Back to School Nights" and similar events should be scheduled within the regular 180-day work-year. However, should the District decide to conduct such events outside the regular 180-day work-year, the work will be posted and interested, qualified bargaining unit members may apply. Those selected to perform such work will be paid at Pay Rate 6 (Contract Extension) as such work would be an extension of their regular duties.

6.1.3 Parent-Teacher Conferences

If conferences are scheduled by the Board at times other than a period of eight (8) consecutive hours or less between 8:00 a.m. and 5:00 p.m., the date will be determined by the Association.

The Parties recognize that most parents and guardians have regular access to student information. Bargaining unit members are expected to initiate communication regularly with parents/guardians regarding individual student performance and progress, especially parents/guardians of students who are underperforming. Bargaining unit members are also expected to be regularly available to meet with parents/guardians. Therefore, it is not expected that a conference is necessarily held for every student on the designated conference days or that each conference occur for a certain length of time. However, the bargaining unit member shall attempt to hold a conference on designated conference days for each underperforming student or when requested by a parent/guardian. Conference days are intended to support the continued communication efforts that should occur throughout the year. The Parties will

continue to work collaboratively to explore the most effective avenues for conferences and communication.

6.2 Work Day

The regular work day for each bargaining unit member shall be eight (8) clock hours or sixty (60) minutes longer than the pupil day, whichever is shorter. If the District would choose a student schedule that extends the pupil day, flex time may be reduced proportionally. In addition, each bargaining unit member recognizes that professional responsibilities extend beyond the classroom and beyond the regular work day. These responsibilities may include the following: participation in student and parent conferences; providing students with guidance, counseling, and tutorial assistance; attendance and participation in departmental, building, and intra-system meetings as scheduled; assistance in the development of curriculum; supervision of students and student activities.

Each bargaining unit member shall have the right to select a schedule which provides that the member shall be present at least twenty (20) minutes before the opening session with the balance of the time spent after the close of the student day or shall be present at least twenty (20) minutes after the close of the student day with the balance of the time spent before the opening session.

A bargaining unit member may deviate from the selected schedule of flex time specified above upon prior notification to the principal. If building-based or district-wide meetings are held prior to the start or after the end of the regular school day, a bargaining unit member may choose to waive the above specified flex time only at the earliest opportunity to do so, for example, on the same day or the following day. This waiver of flex time is not intended to be a minute-to-minute trade-off for time spent at these meetings and may not be banked for later use by the bargaining unit member.

If conditions necessitate adding a zero hour or a ninth hour to the secondary school day, a bargaining unit member who has assigned professional responsibilities during one of these class hours will not be required to be present in the building for longer than eight (8) consecutive clock hours.

6.2.1 Extended Work Day

Occasionally, a bargaining unit member may be assigned a schedule that includes more than one of the three levels (Elementary, Junior High/Middle School and High School) and, as a result, be present in a building for longer than the 8 hour Work Day. This should occur on a limited basis and be appropriate to the needs of the students. When such an assignment becomes necessary:

1. The individual bargaining unit member assigned such a schedule, the Association and the Administration/Board must all agree to the Assignment.
2. The schedule will not be for longer than one school year and will be reviewed on an annual basis if necessary.
3. That impacted bargaining unit member will not be required to select a flex-time schedule.
4. The impacted bargaining unit member will not be assigned a supervisory duty.

6.3 Reduction in Force

Dismissal of a bargaining unit member because of a decision of the Board to decrease the number of bargaining unit members employed by the Board or to discontinue some particular type of teaching service shall be in accordance with Section 24-12 of the Illinois School Code.

Any bargaining unit member, who was removed or dismissed as a result of a decision of the Board to decrease the number of bargaining unit members employed by the Board or to discontinue some type of teaching service, and who has recall rights as outlined in Section 24-12 of the Illinois School Code, shall be tendered a position that becomes vacant for a period of two (2) calendar years from June 1 of the year action was taken, provided such a member is legally qualified to hold such a position.

Any such tender will be mailed by certified mail to the bargaining unit member's last known address. The member has a continuing duty to provide the Board with an address(es) where such member may be reached during the applicable recall period. The bargaining unit member must also notify the Board in writing within fourteen (14) calendar days of receipt of certified mailing or seventeen (17) calendar days of date of certified mailing, whichever occurs first, of the acceptance of any vacant position offered to the member during the recall period. Failure to notify the Board of acceptance shall constitute a rejection of the offer of employment. If a bargaining unit member rejects an offer of a vacant position, the member shall be deemed to have waived recall rights and will no longer be eligible for any vacant position that becomes available within the recall period.

6.3.1 Joint RIF Committee

The Joint RIF Committee will meet annually to address issues related to placement in RIF groupings. The Committee shall include equal representation from the Parties, with representatives selected by each. The Committee shall meet by December 1 of each school year and must reach agreement on any changes in the criteria for inclusion in a grouping on or before February 1 of a school year for the agreement to apply for that school year.

6.4 Preparation Time

6.4.1 High School Staff

Bargaining unit member assignments from grades 9 through 12 will consist of five (5) classroom assignments and one (1) supportive non-instructional assignment not to exceed thirty (30) minutes per day. It is understood that supervisory duties will be in addition to the above. High school building chairs and high school webmasters shall not be assigned duties or supportive non-instructional assignments.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.2 Middle School Staff

Bargaining unit member assignments from grades 6 through 8 will consist of five (5) graded class assignments and one non-graded tutorial/supervisory duty, or six (6) graded class assignments.

If the need arises for an assignment that deviates from such a standard assignment, the position will be posted. If there are no applicants for the position, the filling of that position will be considered an involuntary transfer.

A non-graded tutorial or a supervisory responsibility will be considered prior to a 6th graded class assignment. The necessity of the 6th graded class assignment will be determined by the building principal in consultation with the building chair. When necessary, a 6th graded class assignment will be offered based on seniority, moving from most to least senior in the specific department, in a specific building. If any more than two (2) members within a subject area have a 6th graded assignment, a new staff member will be hired.

All efforts will be made to ensure reasonable class sizes will be maintained at the middle schools. Additional staff and/or paraprofessionals will be considered as needed.

Non-graded Tutorial Time at the Middle School is team-driven and is defined/intended for direct assistance and/or interventions by a certified bargaining unit member with a smaller group of students according to the established guidelines.

Supervisory responsibilities during the student day at the Middle School may include assignments to monitor student behavior during use of the IMC, ACE and/or lunch.

All periods will be approximately the same length of time.

Middle school building chairs and middle school webmasters shall not be assigned a supervisory duty or a supportive non-instructional assignment.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.2.1 Middle School Advisory

One day per week, bargaining unit members will have an advisory period the length of a full class period. Advisory is defined/intended for direct instruction around social-emotional learning (e.g. creating and fostering connections between educators and students, behavioral health). The role of the bargaining unit member during advisory is to facilitate activities that are in alignment with this stated purpose.

Advisory may not be used as part of a bargaining unit member's performance evaluation unless requested by the bargaining unit member. Professional development and plans necessary to conduct activities will be provided to bargaining unit members by the District.

6.4.3 Elementary Staff

An elementary level bargaining unit member shall be scheduled to receive a minimum of two hundred seventy-five (275) minutes of planning time per normal work week. A normal work week shall consist of five (5) consecutive workdays. Every attempt will be made to provide each elementary bargaining unit member with at least fifty-five (55) minutes of planning time per normal work day. A normal work day is specified in Section 6.2. The Administration agrees to identify, bring forward, and explain reason(s) to the Association president for any instances where planning time is scheduled in increments of less than fifteen (15) minutes.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.4 Early Learning Staff

An early learning level bargaining unit member shall be scheduled to receive a minimum of two hundred seventy-five (275) minutes of planning time per normal work week. A normal work week shall consist of five (5) consecutive workdays. A normal work day is specified in Section 6.2, provided that "pupil day" shall be interpreted for early learning staff to mean both AM and PM sessions combined.

Each bargaining unit member will have a duty-free lunch equal to elementary staff.

6.4.5 Traveling Staff

Bargaining unit members who travel between buildings will have planning time, instructional time (inclusive of travel) and a duty-free lunch equivalent to bargaining unit members at their home base school.

Area bargaining unit members will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.6 Standardized Testing During Preparation Time

Bargaining unit members will not be expected to deliver, proctor or supervise standardized tests during their preparation time. If a bargaining unit member is directed to deliver, proctor or supervise a standardized test during his or her regularly scheduled preparation time, or volunteers to accept such assignment, he or she will be compensated for any net loss of preparation time occurring the day(s) the testing takes place at the per diem rate, Contract Extension - Pay Rate 6.

6.4.7 Meetings During Preparation Time

The Parties mutually recognize the value and importance of preparation time and the impact meetings during a bargaining unit member's preparation time may have on the bargaining unit member's work day. Building administrators will make every effort to limit, where possible, the number of meetings that occur during an individual bargaining unit member's preparation time and to continue to find ways to protect that time for its intended purpose.

6.4.8 Extra Assignment

For purposes of this Agreement, an 'extra assignment' is an assignment voluntarily accepted by a bargaining unit member in addition to their standard assignment as defined in Section 6.4.1, 6.4.2, 6.4.3, 6.4.4 or 6.4.5, as applicable, and which results in a loss of bargaining unit member planning time (e.g. 6th classroom assignment for a high school teacher; 7th graded class assignment for a middle school teacher; additional graded class assignment for an elementary area teacher). Any extra assignment of 100 minutes or less per week will be paid at half the instructional or non-instructional rate, as applicable, and as set forth in Schedule B.

6.5 Coaching Schedule

Every reasonable effort will be made to schedule extra-curricular activities in such a way that it is not necessary to have a coach released early from their regular work day. In particular, the administration will encourage the starting time for extracurricular duties and the scheduling of bargaining unit members' instructional day to be such as to make it possible for all bargaining unit members to fill extracurricular, especially coaching, assignments.

6.6 Vacancies and Transfers

6.6.1 Definitions

6.6.1.1 Vacancy Definition

"Vacancy" for purposes of this Section means an open position resulting from a resignation, retirement, termination, or transfer from a previously existing position or an open position resulting from a newly created bargaining unit position.

6.6.1.2 Voluntary Transfer Definition

“Voluntary Transfer” for purposes of this Section means a change from one position to another requested and received by a bargaining unit member.

6.6.1.3 Involuntary Transfer Definition

“Involuntary Transfer” for purposes of this Section means a change from one position to another which is not requested by a bargaining unit member. This category includes those persons who are displaced when positions or programs are eliminated.

6.6.1.3.1

Involuntary transfers include reassignment within a building (e.g. from 4th grade to 3rd grade or from one Department to another) as well as between buildings (e.g. from Fairview to Oakdale).

6.6.1.3.2

Reassignments within a Department at the secondary level (e.g. world geography to American history) are not considered involuntary transfers.

6.6.1.3.3

For bargaining unit members assigned to more than one building, such as those assigned in art, music, physical education, library/media services, speech pathology, foreign language, Title I, FACS, industrial technology, business, nurses, and certain special education designation, involuntary transfers include a reassignment to another home base. In the event it becomes necessary to transfer such a bargaining unit member involuntarily, such transfers shall be made on the basis of seniority.

6.6.1.4 Seniority Definition

“Seniority” for purposes of this Section means the total years of continuous service to the District in a position requiring teacher certification. Seniority shall be reflected in the list published by the District annually.

Application of seniority in cases of involuntary transfer is limited to the grade level or department being reduced or reorganized. For example, if the need arises to reduce one third grade teacher from a building and no volunteers are available, then the third grade teacher having the least seniority shall be involuntarily transferred.

6.6.2 Procedures

6.6.2.1 Posting of Vacancies

Vacancies occurring during the school year may be temporarily filled to avoid undue disruption of the educational program. The procedures in this section will be followed for filling vacancies for a subsequent school year.

A notice setting forth information that accurately describes the vacancy shall be published to the staff in the following manner:

1. Delivery of a copy of the notice to the Association president or designee.
2. Posting of the notice in a central location in the District office.
3. During the school year, posting of the notice on a designated bulletin board in each school building.
4. Posting of the notice on the District Intranet site.

Except in cases of emergency, the vacancy will not be filled until seven (7) calendar days have elapsed since delivery and posting of the notice as set forth above has occurred. Where specific training, experience, and other qualifications are a prerequisite for anyone to fill the vacancy, such requirement shall be set forth in the notice.

Reassignments within a school building may occur prior to posting a vacancy. The Association president or designee is concurrently given written notice of any such reassignment. Consequently, a retirement, resignation, addition at a grade level or mid-year staffing could result in a notice of vacancy that differs from the original opening within the building.

When a bargaining unit member with interest in a particular potential vacancy provides the superintendent or designee in writing prior to the last bargaining unit member attendance day of the school year with contact information, such as e-mail address, street address and phone number, the Administration shall notify the bargaining unit member of any vacancy occurring during the summer in which the bargaining unit member has expressed an interest. A bargaining unit member so notified shall be responsible to contact the Administration within seven (7) calendar days following a good faith effort to give the bargaining unit member notice, should the bargaining unit member elect to apply for the vacancy.

If the District offers a summer school program, notice of all vacancies for the summer school program shall be published in the manner provided for herein and shall not be filled until seven (7) calendar days have elapsed. Compensation shall be in accordance with the Agreement.

When Schedule B vacancies occur, the following procedures will be followed:

1. Principals shall post all Schedule B vacancies for his/her building on a designated bulletin board in the principal's school building for seven (7) calendar days. In the event no qualified bargaining unit member submits an application during the seven (7) calendar days, a District-wide posting, consistent with the procedure set forth in Section 6.6.2.1 and Section 9.8.7 shall occur for an additional seven (7) calendar days.
2. The Association president or designee shall be given a copy of all Schedule B vacancies as soon as posting occurs within a building. All bargaining unit member's written applications shall be acknowledged in writing by the appropriate administrator.
3. Principals shall annually post Schedule B positions which are currently filled by non-bargaining unit members on a designated bulletin board in the principal's school building for seven (7) calendar days before the end of the school year.
4. Vacancies occurring during the school year may be temporarily filled to avoid undue disruption of the educational program.

5. Preference shall be given to a bargaining unit member over a non-bargaining unit member when both are equally qualified.

In order to afford elementary bargaining unit members the opportunity to perform extra tasks such as ticket-taking, such semester or seasonal jobs will first be posted for certified staff within a building and if not filled, will then be posted on the District website for all certified staff before such work is offered to non-certified staff or persons not employed by the school district.

6.6.2.2 Voluntary Transfers

A bargaining unit member requesting a transfer within seven (7) calendar days of the publishing of a notice for a specific vacancy shall be granted an interview. No assignment of a new bargaining unit member to a specific position in the District will be made until all pending requests for transfer to that position have been given due consideration. Notification to bargaining unit members who are granted or denied a transfer will be made in writing as soon as a determination is made. A bargaining unit member desiring a transfer to a position for which there is at the time no vacancy, shall notify the superintendent or designee of the transfer request in writing. Such a request will be placed on a "Transfer Request List" until the bargaining unit member receives a transfer or September 1 of each year, at which time the list will be purged. A copy of the "Transfer Request List" shall be provided to the president of the Association or designee quarterly.

6.6.2.3 Involuntary Transfers

When involuntary transfers are necessary for any reason, the following process will be used:

1. Affected bargaining unit members will be notified of the need for involuntary transfer and offered the opportunity to accept the transfer. If more people are willing to accept the transfer than needed, the most senior person willing to accept the transfer will be transferred.
2. If an insufficient number of bargaining unit members are willing to accept the necessary transfers, the least senior will be involuntarily transferred.
3. At every building, each bargaining unit member to be involuntarily transferred, will be given the option of choosing an opening in his/her own building (if one is available) or of being placed on the district-wide "involuntary transfer list". When more than one person in the building is being transferred, the most senior will be given the opportunity to choose first, then the next, and so on.
4. All bargaining unit members on the district-wide "involuntary transfer list" will choose from any available positions in the district immediately following the building-based displacements, in order of seniority.
5. Once all involuntarily transferred bargaining unit members have selected positions, internal reassignments may occur within a building and/or department.
6. Any remaining vacancies will be posted for voluntary transfers and additional hires.

6.6.3 Transferring Programs

6.6.3.1

When total programs are placed in a different building with no change in total staff within the program, all bargaining unit members within that program shall be transferred to the new building with the program (e.g. EMD from NCHS to NCWHS). If need for additional staff is anticipated, the above procedure shall occur first, and the additional position opening shall be deemed a vacancy.

6.6.3.2

When programs are split between two schools and no need for additional staff is anticipated, bargaining unit members within the program may agree as to which school they will be located. In the absence of an agreement, seniority will prevail. If the need for additional staff is anticipated, the above procedure shall occur first and the additional position opening shall be deemed a vacancy.

6.7 Seniority

6.7.1 Seniority Tie Breakers

6.7.1.1

If seniority is equal between two (2) or more bargaining unit members, then total bargaining unit service in the District, whether or not continuous, shall be determinative.

6.7.1.2

If the years of total bargaining unit service in the District are equal, then total public school teaching or professional educator service outside of the District shall be determinative.

6.7.1.3

If total public school teaching or professional educator service outside of the District is equal, the decision of the superintendent and the Association president shall be determinative.

6.7.2 Seniority Application

6.7.2.1

Board approved leaves shall not affect seniority within the District.

6.7.2.2

Part-time bargaining unit members shall accumulate seniority without achieving tenure.

6.8 Working Environment

6.8.1

The Board shall comply with all applicable local, state, and federal laws and regulations pertaining to a safe and healthy working environment.

6.8.2

In the event that a bargaining unit member becomes aware of a potentially unsafe or hazardous condition, the bargaining unit member shall report this situation, in writing, to the immediate supervisor and the Association president. Within a reasonable period of time, the supervisor will notify the Association president and the building Association representatives what action, if any, has been taken to address the situation.

Under the collective bargaining agreement, the District commits to complying with all local, state and federal laws and regulations pertaining to a safe and healthy working environment. The Parties desire that any unsafe or hazardous condition be remedied in a reasonable manner and in a timely fashion. In the event that a condition which the Association concludes is unsafe or hazardous is not timely remedied at the building level, the Association shall bring the matter to the superintendent. Within a reasonable period of time, the Superintendent will notify the Association president what action, if any, has been taken to address the situation. The Association's suggested response to possible unsafe or hazardous conditions shall be welcomed at all levels. Responses to possible unsafe or hazardous conditions may initially involve testing and analysis by engineers and other appropriate professionals. The administration shall work to maintain the adequacy of air exchange within buildings.

This article shall not be subject to the grievance/arbitration provision of the collective bargaining agreement.

6.9 Student Enrollment and Class Size

The maintenance of a reasonable class size is a priority which reflects the philosophy of McLean County Unit District No. 5. The Board of Education and the administration will continue to monitor student enrollment, room availability, class make-up, bargaining unit member input, and administrator recommendation in determining whether to address an identified need by adding a section or by adding a teaching assistant.

Every attempt will be made to communicate with staff and parents to maintain an educational level that will ensure the continuation of the quality of education our staff and parents expect.

6.10 Least Restrictive Environment

While the Parties acknowledge that Least Restrictive Environment (LRE) is federally mandated, they also recognize the extent to which any individual student with disabilities should participate in regular education programs must be appropriate to that student's unique needs as determined by the Individual Education Program (IEP).

Bargaining unit members shall use the District Concern Resolution Form to process unresolved concerns relating to LRE matters.

6.11 Subcontracting Work Traditionally Performed by Bargaining Unit Members

The Association recognizes there are times when the District is required to provide certain services as part of its obligation to educate students in the District but is unable to find a qualified bargaining unit member who is willing or able to provide such services. The Board of Education recognizes the Association's interest in having services provided by bargaining unit members instead of third parties.

Should a vacancy in a bargaining unit position exist, whether resulting from a resignation, retirement, termination, or transfer or due to the creation of a new position, and there is a need for the District to contract with a third party (individuals or agencies outside the bargaining unit) to provide services for the District traditionally performed by bargaining unit members, the follow process should be used:

1. The District shall post the vacant position in accordance with Section 6.6.

2. If the District is unable to fill the position, whether due to the lack of qualified applicants or interest in the vacancy or for some other reason, the District shall communicate such information to the Association.
3. The Association shall have seven (7) calendar days (or less depending on the time constraints imposed upon the District in a particular case in which the District shall also communicate such time constraints to the Association) after receipt of such communication in which to suggest alternative means for the District to fill the vacancy or provide the services needed.
4. If the District has not received any suggestions from the Association during such time period, or is not able to reach a good faith agreement with the Association on an alternative means to fill the vacancy or provide the services, the District shall have the right to contract with a third party to provide the services or re-assign a bargaining unit member to provide such services, following the Involuntary Transfer process in Section 6.6.
5. The District shall repost the vacancy, according to the provisions of the Negotiated Contract, for the next semester and follow the same procedures specified herein as necessary.

ARTICLE VII: EVALUATION

7.1 Purpose

The purpose of evaluation is to improve the quality of instruction.

7.2 Evaluator Qualifications

Any individual who participates in the observation and evaluation of a bargaining unit member's professional educator performance must be pre-qualified and trained in accordance with the pre-qualification and training provisions of the Performance Evaluation Reform Act (PERA).

7.3 Evaluation Plan

All evaluations shall be conducted in accordance with the District's evaluation plan utilizing the agreed upon evaluation instrument (currently the Danielson Framework for Teaching). The evaluation plan will be posted on the District website and copies kept at the Administrative offices.

7.4 Orientation

Within the first fifteen (15) school days of each school term, the building principal or designated administrator shall orient all bargaining unit members under that administrator's supervision as to the evaluation procedures.

The bargaining unit member's evaluation cycle shall not begin or continue for tenured bargaining unit members already in their evaluation cycle until such orientation has been completed.

Such orientation shall include the evaluation procedures, standards expected, and evaluation instruments to be used.

At the time of the orientation each term, each bargaining unit member shall be advised as to who shall observe and evaluate the bargaining unit member's professional performance for that school term.

7.5 Planning of the Evaluation Cycle

Following the orientation and within twenty (20) school days of the start of the school term, the evaluator shall meet with each non-tenured bargaining unit member, and each tenured bargaining unit member within the first school term of the two-term evaluation cycle, he/she will be evaluating to plan the evaluation cycle.

At this meeting the evaluator and bargaining unit member shall plan the evaluation cycle and determine the week(s) formal observation(s) will occur during that school year.

7.6 Frequency of Observations

Each non-tenured bargaining unit member shall have a minimum of three (3) observations (at least two (2) formal) for each school term. For non-tenured bargaining unit members, there must be at least one formal observation each semester.

Each tenured bargaining unit member shall have a minimum of two (2) observations (at least one (1) formal) during the two-term evaluation cycle. For tenured bargaining unit members, there must be a minimum of one observation each term of the evaluation cycle.

7.7 Evidence

The collection of evidence is a collaborative process between the evaluator and bargaining unit member. The Parties acknowledge that neither the evaluator nor the bargaining unit member is solely responsible for the collection of evidence and both shall submit evidence.

The evaluator must share the evidence collected at each observation with the bargaining unit member in any observation post-conference. In addition, provided there is sufficient evidence collected at the observation to provide a formative rating, the evaluator must share the associated performance rating with the bargaining unit member in any observation post-conference.

The evidence must link to the instructional framework included in the evaluation plan, and the complete record of evidence must include evidence for each part of the instructional framework.

All observations which form the basis for the evaluation shall be reduced to writing by the evaluator on the Form A in accordance with the Evaluation Plan.

Standardized test results may not be used for the purpose of bargaining unit member evaluation.

7.8 Formal Observation

Pre-Observation

At least five school days in advance of the scheduled week, the evaluator will notify the bargaining unit member of the date and time of the formal observation and will work with the bargaining unit member to schedule the dates and times for the pre-observation and post-observation conferences.

At least one school day in advance of the pre-observation conference, the bargaining unit member shall submit to the evaluator the Form A and may include other evidence of instructional planning for the lesson to be observed during the formal observation. At the conference, the evaluator and the bargaining unit member shall discuss the lesson to be formally observed and any areas the bargaining unit member should focus during the observation.

Observation

Each formal observation of the bargaining unit member shall last for a minimum of 40 continuous minutes.

The evaluator will document the observation of professional performance using Form A.

Post-Observation

A Post-Observation conference shall be held within five (5) school days after each formal observation.

To this conference, the bargaining unit member will bring a completed Form D and the evaluator will bring a draft of Form A to guide their discussion.

The bargaining unit member and evaluator will discuss the bargaining unit member's strengths, weaknesses, and suggestions for improvement and the reasons for identifying the areas as such.

Within five (5) school days of the Post-Observation conference, the evaluator will provide a completed Form A.

If the evaluator determines that the data and evidence collected to date may result in the bargaining unit member receiving either a "Needs Improvement" or "Unsatisfactory" Summative Performance Evaluation Rating, the evaluator shall notify the bargaining unit member of that determination.

7.9 Informal Observation

Informal observations may or may not be announced in advance to the bargaining unit member. Each informal observation of the bargaining unit member shall last for a minimum of 15 continuous minutes. There must be a cumulative total of 40 minutes of informal observation to qualify as a component of the Evaluation Plan.

Following each informal observation and within five (5) school days, the evaluator will record evidence of the informal observation on the appropriate form and provide the bargaining unit member with a copy of the completed Form A.

A post-conference meeting will be held within five (5) school days to discuss the informal observation should either the bargaining unit member or evaluator request it in writing.

7.10 Video Recording

In addition to or in lieu of a direct (in classroom) formal or informal observation, the bargaining unit member and evaluator may agree to the submission of a videotaped recorded lesson or class period by the bargaining unit member to the evaluator to be used as part of the bargaining unit member's evaluation.

7.11 Evaluation Cycle

See attached Evaluation Cycles.

7.12 Mid-Cycle Conference

For tenured bargaining unit members, a Mid-Cycle conference shall be held within the first twenty-five (25) school days of the second school term of the evaluation cycle in which the bargaining unit member and evaluator meet to discuss progress using Form B to guide discussion.

For non-tenured bargaining unit members a Mid-Cycle conference shall be held in December in which the bargaining unit member and evaluator meet to discuss progress using Form B to guide discussion.

At this meeting, the evaluator will provide the bargaining unit member a formative rating for each component, unless the evaluator determines there is insufficient evidence to provide a definite formative rating (i.e. if there is some evidence that supports one rating, but other evidence that suggests another rating) in which case the evaluator will inform the bargaining unit member of the evidence that relates to each rating.

Information shared during this meeting may be used to determine the performance evaluation rating and should allow for a bargaining unit member to assess his or her progress and adjust instruction as needed.

7.13 Changes to the Evaluation Cycle

Once dates have been established for the pre-observation conference, observations, and post-observation conference, the evaluator shall notify the bargaining unit member of any change in dates and/or times as soon as possible and the bargaining unit member and the evaluator shall confirm, in writing, the revised date(s) and/or time(s).

7.14 Evaluation Completion Date

Evaluations of non-tenured bargaining unit members must be completed no later than 60 calendar days prior to the end of the school term including the written summary report and recommendations as to continued employment.

Tenured bargaining unit members' evaluations must be completed no later than 45 calendar days prior to the end of the school term including the written summary report.

7.15 Summative Conference

At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the bargaining unit member to discuss the overall rating of each domain based upon evidence of professional practice as consistent with the instructional framework included in the evaluation plan.

The evaluator will present the bargaining unit member with a Summative Evaluation Performance Rating in accordance with the published evaluation plan using Form A.

7.16 Deadlines

Either party may request an extension of a deadline provided in this Article VII for unusual circumstances. Any extension agreed to will be reduced to writing.

7.17 Response and Review

The bargaining unit member shall have the right to attach, at any time, comments to any formal evaluation or other materials placed in the member's personnel file, exclusive of privileged material.

Within ten (10) school days following the Summative Conference, the bargaining unit member may request in writing that the evaluation be reviewed jointly by the Superintendent of Schools or designee and the president of the Association or designee.

The review request shall include the specific reasons for the review and a copy of the written evaluation summary.

The Parties will conduct a review of the evaluation within 30 school days of the request and the employee and evaluator will be advised in writing regarding the outcome of the review.

7.18 Peer Coach

A Peer Coach will be assigned to assist any tenured bargaining unit member who receives a Summative Rating of "Needs Improvement."

To qualify as a Peer Coach, the bargaining unit member must have received at minimum of 4 consecutive "Excellent" Summative Ratings on their own evaluations and must have completed the Evaluator Training and Certification process.

The role of the Peer Coach is to assist with the implementation of the Professional Development Plan developed by the evaluator and the bargaining unit member under evaluation.

Assuming the Peer Coach will work an average of one (1) additional hour per week he or she will be paid a stipend equal to 36 hours at Pay Rate 4 (9.8.4 and 9.8.8).

The position of Peer Coach will be posted per the negotiated contract.

7.19 Evaluation Committee

A committee consisting of the following members is to be selected by the Board and the Association respectively:

- Superintendent or designee, Co-Chair
- Director of Special Education
- Three (3) Administrators selected by the Superintendent
- Director of Elementary Education
- Director of Secondary Education
- One (1) Elementary Administrator
- One (1) Junior High/Middle School Administrator
- One (1) High School Administrator
- Association President of the Unit Five Education Association (UFEA) or designee, Co-Chair
- One (1) Elementary Bargaining Unit Member
- One (1) Junior High/Middle School Bargaining Unit Member
- One (1) High School Bargaining Unit Member
- One (1) Special Education Bargaining Unit Member
- One (1) Area Bargaining Unit Member
- One (1) Type 73 Bargaining Unit Member

The committee will meet no less than four (4) times per school year, scheduling half-day meetings. It is the intention of the Parties that the committee shall make recommendations annually to the Association and to the Board regarding the process to be used for evaluation of the bargaining unit members.

It is further understood that, if necessary, any recommended change to the evaluation process adopted by the Board would be agreed to in a letter of understanding during the period covered by the existing contract.

The District Evaluation Committee composed of administrators and bargaining unit members shall annually review the evaluation instrument and make recommendations to the administration of any changes in the District evaluation instrument.

Additionally, the committee will:

- Review and determine the tool (computer program) to be used for evaluation.
- Review the current plan and the SLO process exploring ways that both might be streamlined and made more meaningful, if possible.
- Develop a plan for communication and/or implementation of any changes, if changes are determined to be needed and recommended.
- Strive to make decisions through consensus and if consensus is not reached, continue meeting or decide on a different method for making decisions. It is mutually understood that if no decisions are reached, the status quo remains in effect.

7.20 School Code

The Parties acknowledge that this procedure set forth in this article pertains to the evaluation of classroom/professional educator performance.

Nothing herein shall be construed as prohibiting or limiting the normal day-to-day observation and evaluation of a bargaining unit member's general performance as a District employee, nor shall it hinder or limit the right of the Board to terminate the employment of a bargaining unit member under the applicable provisions of the Illinois School Code.

ARTICLE VIII: BARGAINING UNIT MEMBER TERMINATION

8.1

As per the Illinois School Code and Illinois Compiled Statutes.

ARTICLE IX: COMPENSATION AND FRINGE BENEFITS

9.1 Salary Schedule

The salary schedule shall be set forth in Schedule A, which is attached hereto and incorporated into this Agreement.

9.1.1 Mid-Year Contract Revisions

A bargaining unit member who earns credit which allows a mid-year horizontal move on the salary schedule shall be placed on the same vertical step as indicated on the most recent bargaining agreement and shall be paid on that step for the balance of the semester.

9.2 Payroll Installments

Each bargaining unit member shall be paid by direct deposit. Payments will be made on the basis of twenty-four (24) equal payments (September-August) Special payroll will be included on the regular 30th of the month payment, and clearly indicated on the statement rather than paid by special payroll check.

9.3 Pay Days

The paydays shall be the fifteenth (15th) and the thirtieth (30th) of the month.

Newly hired bargaining unit members will receive a \$1,000 advance payment on August 30th. The advance will be recouped from the bargaining unit member through a salary reduction by the Board in equal installments over the following eight (8) pay periods beginning September 15th. The Association acknowledges the advance is for the benefit of newly hired bargaining unit members under Section 9 under the Wage Payment and Collection Act.

9.4 Retirement

9.4.1 Retirement Incentive

For the duration of this Agreement only, any bargaining unit member who has completed ten (10) years or more of creditable service with the school district, who is eligible to retire under the Illinois Teacher's Retirement System (TRS), and whose retirement will not result in a penalty to Unit Five, shall be eligible for a retirement incentive.

If a bargaining unit member gives the Board an irrevocable notice of retirement by May 1st prior to the school year he/she is first eligible to retire under the above criteria, the Board shall pay the bargaining unit member a six percent (6%) retirement incentive, inclusive of any other increase in compensation, for each of his/her remaining years of service, up to a total of three (3) years. For purposes of this Section, unused, uncompensated sick leave at retirement shall not be considered in determining when a bargaining unit member is first eligible to retire.

Any voluntary decrease in assignments from the previous year will cause a decrease below the 6% incentive based on the prior year's schedule figures.

Upon occurrence of a life-changing event: e.g. death of spouse, divorce, grave illness of a child, etc., the prospective retiree may petition the Board to be release from his/her retirement resignation.

This retirement incentive shall not be available to any bargaining unit member whose retirement would give rise to an ERO penalty or any other penalty to the Board. In the event a bargaining unit member's

contractual salary, independent of a retirement incentive, would be more than a six percent (6%) increase, the bargaining unit member will receive the contractual salary and no retirement incentive.

9.4.2 Grant of Additional Sick Leave Days

The Parties recognize that there may be circumstances under which a lump sum grant of additional sick leave days in order to qualify a bargaining unit member for additional credited service recognizable by TRS may be in the best interests of not only the bargaining unit member but also the District. Consequently, the Association and the administration shall identify those bargaining unit members qualified to retire under the early retirement option who might upon a grant of lump sum sick leave achieve sufficient years of credited service to avoid an early retirement option penalty. The Parties shall then analyze whether or not the payment required of the District by reason of making a grant of additional sick leave days beyond the normal annual allocation would exceed the penalty to be incurred by the District by reason of a bargaining unit member taking advantage of the early retirement option. Should TRS confirm that the ERO penalty would exceed the additional payment required of the District by reason of the grant of sick leave, the District shall grant such additional days of sick leave as would qualify the bargaining unit member for retirement without the imposition of an ERO penalty upon either the bargaining unit member or the District.

9.5 Certified Nurses

A certified school nurse employed directly by Unit Five shall be placed on the salary schedule and will be accorded existing rights given by the Illinois School Code.

9.6 Health Insurance

The Board shall contribute an amount to the Insurance Fund for each individual bargaining unit member toward their insurance benefits. This allowance shall be reduced pro rata for any bargaining unit member who is employed less than full time. The Association shall be allowed an opportunity at the new hire paperwork sessions to discuss with bargaining unit members the matter of waiver of individual health insurance coverage. The form to be used by a bargaining unit member to waive health insurance plan coverage shall be jointly agreed to by the Parties. The District and the Insurance Committee will continue to make an effort which will allow bargaining unit members access to alternative benefits.

The Board shall pay the following amounts toward individual premium cost per month for each bargaining unit member:

- For the insurance year July 1, 2020 through June 30, 2021, \$625.
- For the insurance year July 1, 2021 through June 30 2022, \$655.
- For the insurance year July 1, 2022 through June 20, 2023, \$690.

It is the intent of the Parties that the full monthly individual premium cost during the term of this Agreement will be covered by Board contributions, utilizing the contributions outlined above and a small portion of previous Board contributions currently in the fund reserves. The amount the Board shall contribute in the future shall be determined through collective negotiations.

Moneys paid into the Insurance Fund shall first be used to offset the cost of individual coverage for plan participants. Any surplus contribution the Board makes shall be added to the Insurance Fund reserve. In no event shall the Board's contribution relieve bargaining unit members of responsibility for dependent coverage.

An Insurance Committee will be formed and will be co-chaired by the Association President and a central office Administrator. The Committee will consist of the two co-chairs and:

- (7) UFEA bargaining unit members appointed by the Association
- (2) UFSPA bargaining unit members appointed by UFSPA
- (2) Administrators
- additional employee representing other employee groups
- retiree; the retiree shall be chosen by the retirees participating in the plan, pursuant to an election administered by the Administration

All committee members shall be currently enrolled in the Unit 5 health insurance plan. The co-chairs of the committee will be responsible for scheduling meetings and preparing written information for the meetings.

The committee will meet as necessary, but at least quarterly. The committee will:

- Provide regular and timely communication with participants
- Monitor the Insurance Fund and the reserve balance so as to maintain a healthy fund balance of between 3 and 6 months of claims costs
- Recommend changes (reduction or enhancements) to the benefit structure based on industry standards, actuarial data, plan performance, claims history, the status of the Insurance Fund balance and other applicable data
- Consult with experts as needed and periodically participate with the District in rebidding of the Insurance plan
- Have access to all information and data needed to carry out their responsibilities, including master policies, benefit documents, claim procedures and experience, etc.
- Consider all options which are in the best interests of the plan, taking into account, without limitation, benefit designs and options, cost savings, cost containment options, managed care, preventative and wellness programs and the like
- Consider modifications of the benefits currently in effect, selection of insurance and stop-loss reinsurance carriers, selection of third party administrators, selection of managed care networks and brokers, management of accumulated reserves, selection of the funding mechanism for coverage (i.e. fully funded conventional, self-funded, etc.), establishment of premium levels for single and dependant coverage
- Educate plan participants concerning the Insurance Plan and the options and alternatives available to each participant

The Insurance Committee shall have authority to establish the benefit level, within the parameters set forth above. The Parties agree that any other change recommended by the Insurance Committee is subject to approval by the Parties.

9.6.1 Term Life Insurance

The Board shall provide individual premium cost per month per bargaining unit member to cover the cost of a term life insurance policy that is equal to the bargaining unit member's annual base salary, rounded up to the nearest \$1,000, but no less than \$50,000.

9.7 Travel Pay and Time Allowance

9.7.1

All bargaining unit members shall be reimbursed for travel expense at the current Internal Revenue Service rate for all approved mileage necessary to perform their assigned duties.

9.7.2

All bargaining unit members required to travel between buildings during the regular work day shall be allowed adequate time to relocate and travel safely. Bargaining unit members will be allowed at least the amount of time indicated on the Travel Time and Mileage chart in Appendix E to travel from one building to another. The Superintendent or designee and the Association president or designee shall, at the beginning of each school year, review the time demands for travel. A bargaining unit member may request a review of his/her schedule by the Superintendent or designee and Association president or designee during the first fifteen (15) school days of each semester or after any schedule change. Adjustments will be made for special assignments. Such travel time shall not be counted as either duty-free lunch or planning time.

9.8. Supplemental Pay Rates

Extra duties that appear on Schedule B will be added to the bargaining unit member's salary and shall be paid in equal installments each pay period. See Section 6.6.2.1 for posting requirements for Schedule B vacancies. Extra duties that appear in Section 9.8, Supplemental Pay Rates, shall be paid after completion of the assignment as a part of special payroll. Bargaining unit members will be notified, preferably in writing, about opportunities for extra duty assignments shown below. Written notification is not required for Contract Extension Duties, Pay Rate 6.

9.8.1 Supervision – Pay Rate 1

A bargaining unit member who voluntarily accepts an hourly assignment regarding the supervision of students attending events sponsored by the district which occur outside of the regular work day shall be compensated at the hourly rate listed below as Pay Rate 1. Examples of such work are event chaperone, pep bus monitor, and after-school intramural program supervisor.

9.8.2 In-Service Participation – Pay Rate 2

A bargaining unit member who participates in a district-sponsored in-service offered through the Professional Development Academy shall receive Board credit on the salary schedule based on one-half (1/2) hour of credit for each six (6) hours of in-service participation. In lieu of such salary schedule credit, a bargaining unit member may choose to be compensated at the stipend rate listed below as Pay Rate 2. At the time of enrollment for a particular in-service opportunity, a bargaining unit member shall designate the method of compensation to be awarded on a form provided by the district.

In-service may at times be provided using a “blended learning environment” model, utilizing face to face, virtual guided, and/or self-directed professional development delivery methods. This model will allow employees to complete professional development through the use of the bargaining unit member's contractually required flex time with no additional compensation to the employee. In the event sessions require time that takes place outside the regular work day, said employees will receive credit on the salary schedule or be compensated at the stipend rate listed below as Pay Rate 2.

9.8.3 Internal Substitution – Pay Rate 3

A bargaining unit member who is requested by the administration to substitute for another certified bargaining unit member due to a lack of a regular substitute being hired and accepts such duty shall be compensated at the rate listed below as Pay Rate 3.

9.8.4 Curriculum Work/Supplemental Instruction – Pay Rate 4

A bargaining unit member who voluntarily accepts an hourly assignment to produce curriculum related materials which benefit the district or to provide supplemental instruction to students outside of the regular workday, such as driver's education, shall be compensated at the rate listed below as Pay Rate 4. It is understood that for each one-hour of instruction there will be twenty (20) minutes of paid plan time.

9.8.5 Clubs – Pay Rate 5

A bargaining unit member who accepts a leadership role as a sponsor of a club approved by Administration shall be compensated at the rate listed below as Pay Rate 5.

9.8.6 Contract Extension – Pay Rate 6

A bargaining unit member who voluntarily accepts an extended assignment requiring work to be performed beyond the regular 180-day work-year shall be compensated at the rate listed below as Pay Rate 6. It is understood that such work is determined to be necessary to the district and is essentially either an extension of the bargaining unit member's regular duties or is, by its nature, work that requires the application of unique skills and expertise which must be performed by the bargaining unit member accepting the additional work opportunity.

Notwithstanding any other provisions herein, the District reserves the right to determine how many days beyond the regular 180-day work year shall be required. Bargaining Unit members shall be advised of the number of extended work days to be available following the end of the school year no later than December 1st of that school year and the number extended work days to be available prior to the beginning of the next school year no later than May 1st of the preceding school year.

If a bargaining unit member is advised that no additional workdays will be available to accomplish work that is determined to be necessary by the District, they may choose to work with their Administrator to select a flexible work schedule that will allow for work to be completed before and/or after the regular 180-day work year, while not extending the bargaining unit member's work year beyond 180 days.

Assignment	Additional Days	Notes
High School Counselors	7 days each *	
Middle School Counselors	5 days each *	
Agriculture Teachers	Up to 40 days District-wide	
Industrial Technology Teachers	Up to 5 days each	to clean and repair machinery
Inter-Agency Cooperative Education (I.C.E)	15 days each	to ensure proper placement of students and to conduct follow-up interviews with employers at the end of the school year
Special Education Cooperative Learning Teachers	10 days each	to ensure proper placement of special education student in work positions and to conduct follow-up interviews with employers at the end of the school year
High School Activities Directors	5 days each	to establish and close down accounts for the school year
Psychologists/Social Workers	10 days each *	
High School Media Specialists	10 days per high school *	

Middle School Media Specialists	2 days per middle school	
Elementary School Media Specialists		Provided substitutes for 3 days in each building to complete year-end IMC duties
ISBE Licensed School Nurses	4 days prior to school year each*	
Assistive Technology Specialists	Up to 20 days each (10 days prior to and 10 days after the school year)	In lieu of compensation, may select a flex-schedule on a day/days agreed to at least 48 hours in advance with supervisor and equal to all time spent at each meeting

** Each year, these bargaining unit members shall work with their building administration to establish the number of days each would like to work. Bargaining unit members should submit to their administrator, in writing, the number of their approved days they would like to work. During this process, If it is determined that a bargaining unit members prefers not to work any additional time, the days which would be allotted to that bargaining unit member shall be divided among those who wish to work.*

9.8.7 Principal's Temporary Substitute - Pay Rate 7

On occasions when a principal must be out of the building, the duties of a principal may be undertaken temporarily by bargaining unit members. A stipend of fifty (50) dollars per half day and one hundred (100) dollars per full day will be paid to the bargaining unit member to reflect the extra time and responsibility necessary to carry out these temporary duties. The position of 'Principal's Temporary Substitute' will be posted in each building at the beginning of the school year so that all interested bargaining unit members may apply. When the need arises, Principal's Temporary Substitutes will be selected from the pool of applicants. Preference will be given to bargaining unit members with a Professional Educator License with an administrative endorsement or individuals working on that endorsement.

9.8.8 Professional Development Instruction or Training – Pay Rate 8

A bargaining unit member who delivers training or instruction to other staff outside of the school day will be compensated at the rate listed below as Pay Rate 8. If the preparation for the training is part of their normal work day, the bargaining unit member will be paid only for the actual instruction time. If the preparation is not part of their normal work day, the bargaining unit member will be paid for the instruction time and for two hours of preparation time for each one hour of instruction. It is understood bargaining unit members providing such training and instruction may be expected to complete paperwork and other related responsibilities when providing such training and instruction, such as:

- provide instruction to the participants for the full number of hours indicated
- make sure participants sign in each time they arrive at a class
- provide paperwork and sign-in sheets as necessary to the Unit Office
- distribute evaluation forms to participants during the last 15 minutes of the class or training
- complete all necessary paperwork and return them to the district office within

Training or instruction may at times be provided using a "blended learning environment" model, utilizing face to face, virtual guided, and/or self-directed delivery methods often using technology. This model allows employees to complete professional development through the use of the bargaining unit member's contractually required flex time with no additional compensation to the employee who participates in the training or instruction. In the event the administration approves in advance the creation or delivery of the training, instruction or professional development outside the regular work day, those employees creating or delivering the training or instruction will be compensated at the rate listed below as Pay Rate 8 for the number of hours approved by the administration.

9.8.9 Supplemental Pay Rates

The following rates shall be applicable for the term of the agreement. Multipliers are calculated on the “base” pay, or Lane 1, Step 1 of Schedule A.

PAY RATE	PURPOSE	AMOUNT
Pay Rate 1	Supervision	.0006 of base per hour
Pay Rate 2	Professional Development	.00065 of base per hour
Pay Rate 3	Internal Substitution	.0006 of base per period at the Middle School and High School and .0003 of the base per 25 minute increment at the Elementary School
Pay Rate 4	Curriculum Work/Supplemental Instruction	.0009 of base per hour
Pay Rate 5	Clubs	.0053 of base per club per year
Pay Rate 6	Contract Extension	Per Diem (1/180 th of Schedule A Salary)
Pay Rate 7	Principal Designee	.0030 of base per day
Pay Rate 8	Professional Development Instruction/Training	.00075 of base per day

9.8.10 Release of Supplemental Assignment

The Parties acknowledge that Schedule B assignments are at-will. However, without changing said at-will employment status, the Board agrees the Schedule B form developed by the Schedule B Committee and attached hereto as Appendix F will be used by the building administration. If a bargaining unit member wishes to be relieved of a Schedule B assignment, said member shall make a written request. Upon receipt of said request, the building administrator shall begin the posting process as outlined in Section 6.6.2.1 within seven (7) days.

Members on Sabbatical for Recipients of Distinguished Educational Award will also be on leave from their Schedule B assignment and will be returned to the same Schedule B assignment that was held by the member prior to the leave, provided that position still exists.

9.9 Pro-rated Benefits

Benefits for each part-time bargaining unit member employed after June 30, 1984, or who becomes less than half-time after June 30, 1984, shall be on a pro-rated basis.

9.10 Benefits

The Parties agree that any benefits relating to wages, hours, or conditions of employment as set forth in the agreement which are enlarged as the result of enactment of statutes by the General Assembly of Illinois shall be incorporated into this Agreement, provided, however, that in a similar manner the Board shall receive the benefit in any agreement if any benefits as provided in this Agreement are diminished by the enactment of statutes by the General Assembly of Illinois. This provision applies to those benefits which have been mandated by the General Assembly of Illinois, and nothing herein shall require the Parties to incorporate any benefits which have been made optional by statute.

ARTICLE X: LEAVES

10.1 Paid Leaves

10.1.1 Sick Leave

Each bargaining unit member shall be granted twelve (12) sick leave days per year which shall entitle the member to be absent for reasons as defined below without loss of pay. Each bargaining unit member who has completed at least ten (10) years of consecutive full-time employment with the District shall receive two (2) additional sick leave days per year, for a total of fourteen (14) sick leave days per year, which shall entitle the member to be absent for reasons as defined below without loss of pay. Unused sick leave days shall accumulate and may be used for appropriate causes as needed up to the accumulated amount. Sick leave shall be prorated for part-time bargaining unit members.

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. The immediate family for the purpose of this article shall include parents, legal guardians, children, spouse, partner in a civil union, brothers, sisters, grandparents, great grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships..

The Board may require a physician's certificate as proof of illness or fitness to resume duties after any absence. If the Board does require a physician's certificate or a certificate from a spiritual healer as the basis for pay during a leave of less than three (3) days, the Board shall pay from district funds the expenses incurred by the bargaining unit member in obtaining the required certificate.

The Board or appropriate administrator shall furnish each bargaining unit member, within thirty (30) days of the commencement of school, a written statement setting forth the total sick leave credit.

10.1.1a Sick Leave Bank

Once per school year each member of the bargaining unit may voluntarily transfer one (1) day of accumulated sick leave to a Sick Leave Bank. Bargaining unit members who begin employment after the start of the school year have up to ten (10) working days to voluntarily transfer one (1) day of their sick leave allowance to the Sick Leave Bank. Sick Leave Bank allowance will be prorated (using established practice of pro-ration-allowance (30) / days in school year (180) x working days) to reflect the number of days of Sick Leave Bank a late starting bargaining unit member may use in that school year.

Any bargaining unit member who contributes to the Sick Leave Bank, who exhausts his/her accumulated sick leave, and who is absent for more than three (3) consecutive work days with his/her own illness or disability may apply for the use of days from this Sick Leave Bank. Any bargaining unit member meeting the above criteria who has submitted an irrevocable letter of retirement and who has received Board approval for retirement may access the sick leave bank prior to exhausting his/her own sick leave. Use of these days must be during the year the bargaining unit member contributes to the bank.

A Sick Leave Bank request will be forwarded to the president of the Association who will approve or deny the request and then forward the request to the administration for approval. Such request must be accompanied by a doctor's verification. If the request for use of days from

the Sick Leave Bank is approved, the day(s) granted will be applied retroactively to include the three (3) days preceding the request.

Members of the bargaining unit will be allowed to use up to thirty (30) days from the Sick Leave Bank at any one time. After a member has exhausted the thirty (30) days, in cases of catastrophic illness, the bargaining unit member may request up to thirty (30) more days. A member must give a reason for the additional request of sick bank days and provide an updated physician's note, and additional days will be approved or denied by a committee consisting of the Superintendent or designee and the Association president or designee.

If there are any unused days in this Sick Leave Bank at the end of the school year, they will be carried over into the next school year.

The Sick Leave Bank database will be maintained cooperatively between the parties. The information will be shared between the Parties and the official copy will be housed at the district office.

10.1.1b Use of Sick Leave for Adoption

A bargaining unit member who is in the formal process of adopting a child may use his/her own accumulated sick leave when he/she is participating in agency-required pre-adoption proceedings. The bargaining unit member will be required to provide a letter from the adoption agency that verifies the required activity. A bargaining unit member who is an adoptive parent shall be entitled to use up to 30 days of their own accumulated sick leave to care for their child within the first 12 months of the adoption. After 30 days, the member may be asked to provide a letter from a physician verifying the need for the parent to be off work for additional days to care for the child. The bargaining unit member will not be allowed to use medical leave or sick leave bank for either of these purposes.

10.1.1c Procedure for Use of Sick Leave for Less than One-Half the Normal Scheduled Workday

Bargaining unit members should make arrangements outside the normal scheduled workday for medical appointments whenever possible. Covering an assignment during such absence may be difficult in some situations, and in some cases it may be necessary to employ an external substitute. Since external substitutes are usually employed for a half-day minimum, it may be necessary for a bargaining unit member to take a one-half (1/2) day of sick leave for such absence. Sick leave or absences for medical appointments of less than one-half (1/2) the normal scheduled workday shall be handled as follows:

- The building principal or designee may grant permission for a bargaining unit member to leave the building for a period of time which is less than one-half (1/2) the normal scheduled workday, but in increments of no less than fifteen (15) minutes, for sick leave or medical appointments as described in 10.1.1.
- Such time away from the building must be recorded by the bargaining unit member.

10.1.1d Unused Sick Leave Per School Year

Bargaining unit members who use less than one full day of sick leave in any given school year shall be given the option of having one (1) additional day added to their accumulated sick leave or receiving a stipend of \$100.

10.1.2 Personal Leave

Each bargaining unit member shall be granted two (2) days annually for personal leave. Such days may be granted as either full or half-days. Unused personal leave will be added to a bargaining unit member's accumulated personal leave and/or sick leave at the end of each school year. Bargaining unit members may not accumulate a total of more than four (4) personal days.

Personal leave days may not be taken the first five (5) or last five (5) days of the school year, the day before or after an extended break (Thanksgiving, Winter and Spring), or on parent/teacher conference days. A forty-eight (48) hour advance written notice should be given to the building principal when taking a personal leave day except in emergency situations. No reason other than "personal" is to be given when taking a personal leave day.

In the months of April, May and June, no more than three (3) bargaining unit members or five percent (5%) of the homebased staff per building, whichever is greater, may be absent on any given day (including restrictions above) due to personal leave.

It is understood that the prohibitions and conditions of personal leave use do not apply in instances of personal leave day requests for religious purposes. Leave without pay may be granted by the building administrator. Unless circumstances warrant, leave without pay should not be requested immediately prior to or immediately following a holiday or vacation. A bargaining unit member granted a leave without pay shall have his/her pay reduced at a per diem rate based on the number of days paid in the current contract year. See the appropriate Board Policy for further clarification.

An exception to the "black-out" days set forth above may be granted by a decision of the Superintendent (or designee) in consultation with the Association President (or designee). Exceptions will be granted on rare occasions based upon the following guidelines:

1. the request must be submitted in writing to the Director of Human Resources at least ten (10) calendar days before the date the bargaining unit member wants to use a personal day
2. the written request must set forth the reason the exception
3. the request must be for a significant once-in-life time event for which the bargaining unit member has no control over the scheduling
4. no request will be approved for vacation, travel or recreational purposes
5. the request shall be approved or denied at the discretion of the Superintendent (or designee) in consultation with the Association President (or designee). The decision shall be final and will not be subject to the Grievance process outlined in this Agreement.

10.1.3 Professional Leave

A bargaining unit member may request professional leave day(s) for professional development activities. The member shall request professional leave in writing at least one (1) week prior to the day of the requested absence. The superintendent or designee will approve or deny such requests.

10.1.4 Association Leave

The Association president shall be released from all normal duties relative to their bargaining unit position, and Schedule B duties as per the by-laws of the Association. Other designees of the Association

president may be released for an aggregate total of forty (40) days. The Association shall reimburse the District for the cost of substitutes for the designees.

In the case of the Association president, however, the Association shall reimburse the District the actual cost of replacement, not to exceed the amount found at Step 5 of that lane of the salary schedule appropriate for the replacement. The Association will make two payments to the District to cover the cost of the president's salary – one payment for half the amount on October 15 and a second payment for the remainder on May 1.

Following service as president, the bargaining unit member shall be reinstated to the same position and duties, including Schedule B assignments, as held before being released from duties, providing that the position(s) continues to be authorized.

10.1.5 Leave for Additional Education

A maximum of two (2) bargaining unit members per year may be allowed a leave under the following conditions:

- The member has been actively employed by the District for seven (7) consecutive years in a full-time capacity.
- A leave will consist of twelve (12) months, and a member granted such leave will be entitled to one-half pay based on the salary of the nine (9) month bargaining unit member during the year of the leave. This is to be one-half (1/2) of the bargaining unit member's base salary and does not include any special increments.
- To qualify for a leave, a bargaining unit member must have earned a Master's Degree on personal time and effort or must have earned the approximate equivalent of an advanced certificate.
- Health insurance and major medical benefits may be purchased by the bargaining unit member during the leave at the group rate.
- A member granted a year's leave of absence must return and work for two (2) additional years in the District or refund the leave pay to the Board.
- A member granted a leave will return to the District in a vacancy available at that time and at the salary listed in the salary schedule.
- A bargaining unit member will remain an employee of the District and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.1.6 Sabbatical for Recipients of Distinguished Educational Award

Any bargaining unit member who is the recipient of a Golden Apple Award or such other educational award which in the judgment of the Superintendent is of similar distinction may as an alternative to the "Leave for Additional Education" provided in section 10.1.5 of the Negotiated Contract be allowed a leave to pursue additional educational opportunities afforded to the member as part of the award, subject to the following conditions:

- The leave will consist of one (1) semester, during which time the member will continue to receive his or her base salary, not including any special increments, to be paid consistent with the member's election to receive his or her annual compensation in either twenty (20) equal payments (September-June) or twenty-four (24) equal payments (September-August).
- To qualify for the leave, the additional educational opportunities afforded to the member must be part of the award.
- Health insurance and major medical benefits will be provided to the member during the leave

- After the leave, the member must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- After the leave, the member will be returned to the same position that was held by the member prior to the leave, provided that position still exists. If the position held by the member prior to the leave no longer exists after the leave (e.g. a grade level section has been cut), the Board will make every effort to return the member to a position similar to the position held by the member prior to the leave.
- A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.1.7 Bereavement Leave

A bereavement leave will be granted which would allow a bargaining unit member to be absent for up to three days to deal with funeral matters of the immediate family as defined in 10.1.1. These days will not be charged against the bargaining unit member's sick leave allotment.

10.1.8 Emergency Leave

Members of the bargaining unit may request up to fifteen (15) days of emergency leave to accommodate extreme situations even if personal leave has not been exhausted and other leaves do not apply. A member must give a reason for the request, and such leave will be approved or denied by a committee consisting of the Superintendent or designee, principal of the building from which the request was made, and the president of the Association or designee.

10.2 Unpaid Leaves

Short descriptions of leaves may be found on the Leave Summary (see Appendix C). This summary shall not be grieved and is included in this Agreement strictly for informational purposes. Unpaid leaves of absence shall not exceed two (2) years for any one (1) bargaining unit member.

At the expiration of the leave period the Board will make every effort to offer the member the same or similar position as that which was held prior to the leave of absence. A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

10.2.1 Medical Leave

Each full-time bargaining unit member shall be entitled to ten (10) days medical leave annually.

Members employed for more than the regular nine (9) months of school shall be entitled to extra days of medical leave based upon one (1) day for every additional month or major fraction thereof.

Unused days of medical leave shall accumulate up to a maximum of one hundred twenty (120) days usable in any one (1) year for nine (9) month members and a proportionate increase for extended contracts.

Medical leave may only be used for personal illness and is not granted for any other reason.

Medical leave may only be used at such time as accumulated sick leave has been exhausted.

The Board may require a doctor's certificate as proof of illness or fitness to resume duties after any absence.

During a leave for personal illness in any bargaining unit member's contract year, the medical leave days the member would otherwise be entitled to for that year will not be affected.

During the period of time a bargaining unit member is utilizing medical leave benefits, the Board will maintain the health insurance coverage for said member, if allowable by the insurer.

Medical leave is terminated on the last day of each bargaining unit member's contract year, and such termination shall not affect the accumulated total of medical leave.

A bargaining unit member will remain an employee of the school district while on this leave..

10.2.2 Leave for Personal Illness

The decision to grant a leave for personal illness for any length of time shall only be made by the Board.

A request for a leave for personal illness should be made of the Board prior to such time as accumulated medical leave has expired and the request should be accompanied by a doctor's certificate as proof of disability.

The beginning date of a leave for personal illness is the first working day the bargaining unit member is absent for illness, after all sick and medical leave days are exhausted.

When granted a personal illness leave, the Board will maintain the health insurance coverage for said bargaining unit member through the month following the date of the beginning of such leave and/or according to provisions set forth in the Family and Medical Leave Act of 1993. Coverage beyond the Board's contribution will be an option of the bargaining unit member by remitting the premium on a monthly basis; however, the last day of coverage will not be extended beyond the last day the bargaining unit member is considered employed by the Board, unless the bargaining unit member is eligible for coverage as a retiree.

Leave for personal illness will be terminated on the last day of each bargaining unit member's contract year. Such termination shall not affect the accumulated total of medical leave.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.3 Family Hardship Leave

The Board may grant a bargaining unit member a leave of absence without pay for a specified period of time with a two (2) school year maximum. In no instance shall this leave be granted unless the Board determines that a suitable replacement can be hired.

A bargaining unit member shall not be eligible for sick leave pay during the period of a family hardship leave, nor will a member be eligible for hardship leave if the member has applied for or used sick leave, medical leave, and/or personal illness leave in reference to the reason that hardship leave is being requested.

All benefits available to a bargaining unit member shall be suspended during a family hardship leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993. The member may maintain membership in the group health insurance program during the leave by

remitting in advance payments of all premiums due. These payments shall be made to the Business Office.

A bargaining unit member will retain tenure status during a family hardship leave of absence. A non-tenure bargaining unit member who is granted a family hardship leave will be considered as having continuous employment interrupted and, therefore, shall continue in a probationary status until the requirements outlined in the Contractual Continued Service section of the Illinois School Code are met.

A bargaining unit member granted a family hardship leave of absence shall be required to notify the secretary of the Board in writing stating whether or not said bargaining unit member requests to return to his/her position. For bargaining unit members on a leave during the second semester, the request to return must be received by the secretary of the Board on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate that person's further employment in Unit Five school district.

At the expiration of the leave period the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position. A bargaining unit member must work at least ninety (90) school days in one school year or one semester, whichever is less, to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.4 Parental Leave

The Board may grant a bargaining unit member a parental leave without pay for a specified period of time with a two (2) school year maximum.

All benefits available to a member shall be suspended during a parental leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993, and the member shall not advance on the salary schedule for the year(s) in which the leave is taken. The bargaining unit member may maintain membership in the group health insurance program during the leave by remitting in advance payments of all premiums due. These payments shall be made to the Business Office.

A bargaining unit member granted a parental leave of absence shall be required to notify the secretary of the Board in writing stating whether or not said bargaining unit member requests to return to his/her position. For bargaining unit members on a leave during the second semester, the request to return must be received by the secretary of the Board on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate that person's further employment in Unit Five school district.

A bargaining unit member will retain tenure status during a parental leave of absence. A non-tenure bargaining unit member who is granted a parental leave will be considered as having continuous employment interrupted and, therefore, shall continue in a probationary status until the requirements outlined in the Contractual Continued Service section of the Illinois School Code are met.

At the expiration of the leave period the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect

reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position. A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.5 Planned Extended Leave

The Board may grant a bargaining unit member a leave of absence for a specified period of time with a two (2) school year maximum.

Requests for leaves must be made in writing at least thirty (30) calendar days before the leave would begin. Leaves will not be granted to allow employment in another school district. A specific reason for the leave must be given. Tenured status shall not be impaired by virtue of the leave. A bargaining unit member will not receive experience credit for the year of the leave. Tuition waivers may be granted to a bargaining unit member on such a leave. Health insurance and major medical benefits (if allowable by the insurer) may be purchased by the member during the leave at the group rate.

Upon completion of the leave, the bargaining unit member shall be placed in an available position which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave.

A tenured bargaining unit member granted a planned extended leave of absence will be required to notify the secretary of the Board in writing stating whether or not said tenured bargaining unit member requests to return to his/her position for the next school term. This request must be received on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate further employment in Unit Five school district.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.3 Military Leave

The District will comply with the Uniformed Services Employment and Reemployment Rights Act (“USERRA”), the Illinois Service Member Employment and Reemployment Rights Act (“ISERRA”), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time.

A bargaining unit member who is a “service member” as defined in ISERRA, is entitled to military leave while performing “active service”.

During such leaves, the bargaining unit member’s seniority, tenure track, and other benefits shall continue to accrue. A bargaining unit member who is absent on military leave shall, minimally, for the period of military leave, be credited with the average of the performance ratings or evaluations received for the 3 years immediately before the absence for military leave. Additionally, the rating shall not be less than the rating that he or she received for the rated period immediately prior to his or her absence on military leave.

During periods of military leave for annual training, the bargaining unit member shall continue to receive full compensation (i.e. concurrent compensation) for up to 30 days per calendar year.

During periods of military leave for active service, public employees shall receive differential compensation subject to the following:

1. Differential compensation for voluntary active service is limited to 60 work days in a calendar year.
2. Differential compensation shall not be paid for active service without pay.
3. Bargaining unit members who have exhausted concurrent compensation for annual training in a calendar year shall receive differential compensation when authorized in the same calendar year.

At the expiration of the leave period, the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

ARTICLE XI: EFFECT OF AGREEMENT

11.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding between the Parties. The terms and conditions may be modified only through the written mutual consent of the Parties.

11.2 Individual Contracts

The terms and conditions of this Agreement shall be reflected in individual contracts or employment agreements.

11.3 Savings Clause

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

11.4 Duplication of Agreement

Within thirty (30) calendar days after ratification by both Parties, the Board shall make available a clean copy of the Agreement and post the Agreement to the District website.

The building principal and the building Association representative shall distribute the contract at a faculty meeting.

11.5 Term of the Agreement

Following ratification of this Agreement by the members of the Association and final approval by the Board, this Agreement shall be effective the first day of the 2020-2021 school year and shall continue in effect until the last day prior to the first day of student attendance of the 2023-2024 school year.

ACCEPTANCE OF AGREEMENT

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized representatives on this _____ day of _____, 2020.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

By: _____
Secretary

By: _____
Secretary

LETTER OF UNDERSTANDING

C.A.R.E.S (Collaborative Action and Resources for Educational Success)

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) agree to review the Collaborative Action and Resources for Educational Success (CARES) program during each school year. The purpose of the review will be:

- To establish, based on annual figures, the number of case managers required at each building
- To arrive at an equitable means of payment for case managers based on case load and building size; currently the payment is based on the following: \$160 per case with the total divided equally among the case managers
- To establish procedures, consistent across the District, for reporting cases

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Administrative Outreach Billing and Direct Service Claiming

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that monies from Medicaid Matching Dollars will be generated annually and dispersed to the District. The Parties further recognize the role of District bargaining unit members, including speech & language pathologists, psychologists and social workers, in securing these funds through providing services and completing record for use by a third-party administrator. In as much as the Parties pledge to expend these funds in a manner that will have the greatest impact on educational quality, the following is agreed:

1. A committee shall be established with regular member terms of one (1) year and shall meet at least quarterly.
2. The committee shall provide input regarding the use of the Administrative Outreach Billing and Direct Service funds and expend those funds accordingly.
3. The committee composition shall be two (2) administrators (directors of special education or designee[s]) and four (4) UFEA-appointed representatives with at least one (1) individual being a psychologist and one (1) individual being a social worker, and (2) individuals being a speech and language pathologist. The committee shall also include an occupational therapist or a physical therapist from the unorganized professional staff.
4. The committee may establish goals for use of the money.
5. In making its recommendations to the District, the committee shall use shared knowledge including, but not limited to, a historical perspective of the amount of money obtained and a review of quarterly accounting and records regarding how those monies have been used in the past, information on how monies may be legally allocated, etc.
6. The District will share with the UFEA President, at least quarterly, information related to how monies have been allocated and used.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Schedule B

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that Schedule B positions may need to be adjusted and re-evaluated for a variety of reasons, especially in multi-year contracts. A committee shall be established to address these needs. The committee will meet at least once per year, but may meet more often as needed. The committee shall not engage in collective bargaining but rather consensus building. The recommendations, if any, reported by this committee will be provided to both the Board and UFEA.

The purpose of the committee will be:

- To develop a form to be used for the collection of data to consider new positions.
- To collect data to use to evaluate existing positions and pay rates.
- To develop minimal expectations/requirements for schedule B positions.
- To consider student safety issues in regards to Schedule B positions.
- To explore professional development opportunities for schedule B employees.

The committee will be co-chaired by the Superintendent or Designee and UFEA president. It will also consist of the following members, who will serve terms of two years.

- Middle School Athletic Director
- High School Athletic Director
- 3 principals (elementary, middle and high school)
- 5 UFEA members to be appointed by the UFEA president which will represent elementary, middle, and high school positions as well as all of the different areas of schedule B, such as music, activities and sports.

Any new positions, job descriptions, and stipends brought to the committee for approval will require consensus of the Schedule B committee and approval by the Board and Association. The position, or changes, may commence at the mutually agreed upon date.

The Parties acknowledge that the Board retains the rights to eliminate positions or to add positions subject to the Board’s duty to bargain in good faith the compensation for any new position. Should the Board determine that financial circumstances warrant a reduction in Schedule B expenditure, the committee shall have the opportunity to recommend the allocation of the limited Schedule B resources.

When a bargaining unit member and a non-bargaining unit member are equally qualified in all respects for a Schedule B position, the bargaining unit member will be hired.

The committee will work with the evaluation committee to develop an evaluation instrument for Schedule B positions.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Professional Learning Communities

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the need to provide bargaining unit members with opportunities for professional collaboration and with time to complete important work such as analyzing and using data in instruction and assessment. Therefore, the Parties agree to the following:

Definition:

A PLC is a group of professionals engaged in action research focused on improving student outcomes.

Administration agrees not to use PLC time to:

- Distribute information about district initiatives or programs, etc.
- Assign book studies.
- Create tasks to be completed prior to, or following, scheduled PLC meetings.
- Hold faculty meetings.

For Building PLC groups Administration and UFEA will collaborate to establish:

- Teams
- Timelines
- Goals and projected outcomes

The District PLC Committee will consist of the following members:

- Superintendent or Designee, Co-Chair
- President of Unit Five Education Association or Designee, Co-Chair
- Six (6) Administrators to be appointed by the Board
- Six (6) UFEA Bargaining Members appointed by the Association

The District PLC Committee will:

- Develop training as needed
- Review the process at least annually
- Consider the interests of the District and of bargaining unit members and, with the goal of making PLC time as effective as possible, will explore alternative scheduling options. While the committee may explore a number of scheduling options, they will specifically look at options which would move PLC time to the end of the day, with early dismissal, allowing for them to occur less often but for longer periods of time. They should consider any impact such a change would have and will present the results of their discussions, including any recommendations, to the Board and UFEA so that any changes could be approved, integrated by the Calendar Committee, and communicated in plenty of time to stakeholders.

Calendar and Schedule:

- All schools except early learning programs will start an hour late up to twelve (12) Wednesdays during the school year. Due to the half day schedule for early learning programs, it is not possible to have PLC time during late starts and still count a.m. student attendance on those days. Accordingly, PLC time for

early learning programs shall be held in the afternoon after the p.m. session from 2:15-3:30 p.m. on late start days. Late start days will be specifically identified and communicated to bargaining members and the public as soon as possible, but no later than the first day of school.

- Buses will follow the late-start schedule, dropping off students to the school an hour later than their normally scheduled day.
- Bargaining unit members will flex their time on late-start days and be at school for a full one and one half hours prior to student attendance.
- The one and one half hours on late-start days will be used for District-wide implementation of professional development in the form of Professional Learning Communities.
- Schedules at the Elementary, Middle and High Schools will be adjusted accordingly to make the late-starts possible:
 - At the High School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Middle School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Elementary level, classes will begin one hour later than usual and Building Principals will make every effort when constructing Area Schedules to minimize the impact on individual bargaining unit member plan time and to maximize student access to area classes and instruction. Unless the District would be required to hire an additional employee to teach an area class due to a scheduling conflict of the area teacher, area classes other than P.E. will not be scheduled during the first hour on Wednesdays.
- Consideration will be given to consistency in scheduling between buildings and levels, as well as the schedules of bargaining unit members who travel between buildings and the potential impact on instruction and time.
- In addition to the late-start days, there may be time allotted for Professional Learning Community activities on each of the 5 district-wide school improvement days.
- The Parties agree to use information gathered through Professional Learning Community late-starts as a basis to discuss improving scheduling.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Leave Replacements for Extended Absences

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that a bargaining unit member who is suffering from a debilitating illness may not be able to fulfill their professional educator responsibilities for one year or longer. The Parties further recognize that it is in the best interest of the students to employ a leave replacement in these situations rather than a long-term substitute. Therefore, the Parties agree to the following:

1. The District may hire a leave replacement regardless of the bargaining unit member’s leave status.
2. In the event the bargaining unit member is able to return to their responsibilities prior to the end of the school year, the leave replacement will co-teach or fulfill the duties of the position cooperatively with the bargaining unit member for the remainder of the school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Induction and Mentoring Program

The Unit Five Education Association and the Board recognize the research associated with recruiting and retaining bargaining unit members. This research indicates the most effective strategy includes induction and mentoring programs for new bargaining unit members. Therefore, the District agrees to maintain an induction and mentoring program for bargaining unit members through the 2022-2023 school year to include:

1. The requirements in Article 21A of the School Code and its implementing regulations (23 Ill. Adm. Code 65.10 et seq.).
2. An established criterion for the selection of mentors providing all qualified bargaining unit members equal access to the application program.
3. All mentors must meet the following criteria:
 - a. Mentors must have two years of professional educator experience in the District.
 - b. A minimum of two overall ratings of excellent or proficient evaluations.
 - c. Completion of the District Mentoring Professional Development class or its equivalent.
 - d. Participation in District level professional development activities.
 - e. Participation in District activities and/or committees; i.e. curriculum committees.
4. An application process for mentors.
5. A selection process that is fair and equitable.
6. A method for matching mentors and mentees that is conducive to meeting and to providing content, building, area and/or grade level support.
7. Mentor Requirements:
 - a. Payment for mentors at a rate of \$510.00 per mentee.
 - b. Mentors will only be assigned one mentee per year unless approved by the Mentoring and Induction Committee.
 - c. Payment shall be contingent upon completion of fifteen (15) hours of contact time between the mentor and mentee.
 - d. New bargaining unit members and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, professional practice visitations and evaluation of the mentoring program.
 - e. Two professional practice visitations to be completed during the first year of the mentee contract.
 - f. Participation in Orientation meetings in August.
 - g. Completion of professional practice visitation feedback forms to provide basis for mentor/mentee debrief.
 - h. Completion and submission of payment form and evaluation to appropriate director.
8. Mentee Requirements:
 - a. Participation in Orientation meetings in August.
 - b. New bargaining unit members and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, professional practice visitations and evaluation of the mentoring program.
 - c. New bargaining unit members will be compensated for the optional district new educator meetings per the contractual rate for professional development (pay rate 2).

This agreement is in no way meant to eliminate or reduce the Board of Education's opportunities to apply for grants related to induction and mentoring or its participation in partnerships that would enhance the district's induction and mentoring program.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Special Education Workload Plan

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”), in cooperation with the Unit Five Education Association-IEA/NEA (“UFEA”) agree to the following “workload plan” as mandated in 23 Illinois Administrative Code (IAC) 226.735.

This plan shall encompass the following professionals:

1. Special Education Teachers
2. Speech & Language Pathologists
3. School Psychologists
4. School Social Workers
5. Occupational Therapists
6. Physical Therapists

The plan shall be based on an analysis and ongoing development of the activities for which the special education professionals are responsible and shall encompass, but need not be limited to:

1. Individualized instruction;
2. Consultative services and other collaboration among staff members;
3. Attendance at IEP meetings and other staff conferences; and
4. Paperwork and reporting

Current workload responsibilities include, but are not limited to, parent communication, scheduling IEP meetings, and completion of paperwork for all respective IEP meetings and reports. The plan shall comply with all applicable local, state and federal rules and regulations.

List of understandings:

1. A workload/caseload committee shall meet at least quarterly (or until data is obtained to establish information needed to recommend language for a future Letter of Understanding dealing with workload/caseload definitions and requirements) to further specify activities and documents used to clarify the ongoing development and monitoring of this plan. This committee will collect data through a time study in order to assist with analysis of workload responsibilities. UFEA representatives will be appointed by the UFEA President. Notes of meetings will be provided to UFEA president and district representative.
2. The plan will be governed by the definitions of the terms that are a part of this document and those the group determines necessary; as well as applicable collective bargaining agreements.
3. The plan takes into account the individual needs of the students with disabilities in the District and how the special services staff can most appropriately meet those needs.

4. The District will collect monthly caseload reports for analysis of workload and impact.
5. The plan will be reviewed annually by the workload/caseload committee.
6. When a special services staff member feels overloaded with the assigned workload responsibilities, the special services member will contact his/her building principal. If no resolution is reached at the building level, the Director of Special Education will be contacted (or the Concern Resolution process and form may be used) to schedule a meeting to discuss these concerns. The staff member will bring to this meeting documentation to support that the workload responsibilities are unmanageable, including the staff member's schedule. This information may be referred to workload/caseload committee for a recommendation based on time study data.
7. This plan is expressly excluded from any grievance procedure in any District collective bargaining agreement.
8. UFEA and the District will work toward developing a Letter of Understanding dealing with workload/caseload definitions and requirements.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Licensed School Nurses

Due to changes in State law regarding a medical review for students being evaluated or reevaluated for special education services and for other reasons, the District has expressed a preference for hiring nurses who have a professional educator license (“PEL”) endorsed for school support personnel for school nurse. However, should the Board of Education decide to employ a nurse without a PEL with such endorsement, it is agreed as follows:

1. Nurses with a PEL endorsed for school support personnel for school nurse shall not be required to supervise or evaluate the performance of nurses without a PEL endorsed for school support personnel for school nurse.
2. Should the District desire nurses with PELs endorsed for school support personnel for school nurse to provide mentoring or training of nurses without a PEL endorsed for school support personnel for school nurse, it will create a Schedule B assignment and follow the posting and other requirements of Section 6.6 of the Negotiated Contract. Any such Schedule B assignment will be voluntary and will be compensated in the amount of \$510 per school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Study Hall Supervision by Non-Professional Educator Licensed Employees

While not conceding the supervision of high school study halls is not bargaining unit member work, Unit Five Educational Association (“UFEA”) agrees that for the 2020-21 through 2022-23 school years, the Board of Education may employ non-bargaining unit members to supervise study halls contingent upon the following:

1. If the District determines the need for any extra assignments for study hall supervision, those assignments will be posted for a period of seven days. If no bargaining unit member expresses an interest in the extra assignment in writing within said seven day period, the District may employ a non-bargaining unit member to fill the assignment;
2. The employment of non-bargaining unit members to supervise study halls will not be used to reduce number of high school bargaining unit members employed by the Board.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Reading Recovery Teacher Leader

The Unit Five Education Association (UFEA) and the Board of Education recognize the importance of the Reading Recovery Teacher Leader position, and understand the requirements of the job necessitate training outside of the contract day on a regular basis, as well as paperwork and reporting requirements that necessitate additional days outside of the regular school year.

Therefore, the Parties mutually agree that the Reading Recovery Teacher Leader will be paid hourly for training/instruction delivered outside the school day according to the negotiated Supplemental Pay Rate 4:

9.8.4 Curriculum Work/Supplemental Instruction – Pay Rate 4

A bargaining unit member who voluntarily accepts an hourly assignment to produce curriculum related materials which benefit the district or to provide supplemental instruction to students outside of the regular workday, such as driver's education, shall be compensated at the rate listed below as Pay Rate 4. It is understood that for each one-hour of instruction there will be twenty (20) minutes of paid plan time.

Additionally, in order to complete the paperwork and reporting required by the position, the Reading Recovery Teacher Leader will be authorized to work up to four (4) additional days. Each year, the Reading Recovery Teacher Leader will work with his/her Supervisor and central office administration to establish the number and schedule of additional days. Additional pay shall be based upon the working individual's base salary divided by one-hundred eighty (180) days.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Student Assessments

The Unit Five Education Association (“UFEA”) and Board of Education recognize there is value to the assessment of student growth to guide and inform instructional decisions. Further, the Board and UFEA recognize that some student assessment, including standardized testing, is required to be in compliance with State and/or Federal law. Additionally, response to intervention guidelines require periodic benchmark assessments be administered to all students within a grade level as part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

Using ISBE’s Student Assessment Inventory for School Districts, the Board and UFEA agree to, on a regular basis:

- make an intentional effort to engage in conversations that include all stakeholders regarding District assessments and the amount of assessment information necessary for essential diagnostic data, instructional guidance, and accountability purposes;
- work to ensure that every District assessment is of high quality, is providing the information necessary for specific District and classroom purposes, and is supported by structures and routines that ensure assessment results are used to benefit students and educators;
- engage in a cost/benefit analysis of current District assessments, including the monetary costs, the time assessments may take away from teaching or learning in the classroom, and the benefits of assessments for teaching and learning; and
- explore alternatives to current assessments including a cost/benefit analysis of alternative assessments.

Following the assessment inventory, the District will determine whether a change in District assessments will be made and communicate the reasons why a change may or may not be warranted.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

ISU Principal Preparation Program Internship Leave

Illinois State University ("ISU") provides a principal preparation program for students pursuing a Master's degree in P-12 Educational Administration through ISU. As part of the principal preparation program, students are required to complete an internship in educational administration. In order to allow bargaining unit members in the District to participate in a semester long internship, the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and Unit Five Educational Association ("UFEA") agree to create a paid leave of absence under the following terms and conditions:

1. The Board may grant a bargaining unit member participating in the internship a paid semester long leave. During said leave, the Board will continue to pay the bargaining unit member's base salary and maintain health insurance coverage for the bargaining unit member. The bargaining unit member may continue to pay associate Unit Five Education Association ("UFEA") dues as applicable.
2. Upon completion of the leave, the bargaining unit member agrees to return to and remain employed by the Board for at least one (1) school year. The District will place the bargaining unit member in an available position for which the bargaining unit member is qualified to fill.
3. If the bargaining unit member fails to return to and remain employed by the Board for at least one (1) school year following completion of the leave, then the bargaining unit member shall reimburse the District the full cost of the bargaining unit member's salary and benefits for the period of the leave. Such reimbursement shall be paid by the bargaining unit member within ninety (90) days of the date the District provides an invoice to the bargaining unit member for said costs. In such event, the bargaining unit member authorizes the District to offset any funds the District may then or thereafter owe the bargaining unit member, including a final paycheck or paychecks, against any such reimbursement balance due the District from the bargaining unit member. For good cause, upon recommendation of the Superintendent, the Board may waive reimbursement of said costs.
4. Upon award of the aforesaid Master's degree in Educational Administration, and for a term of one (1) school year following award of such degree, the bargaining unit member shall actively pursue an administrative position within the District by applying for such position or positions as vacancies occur. If the bargaining unit member shall fail to actively pursue an administrative position after award of such degree, then, upon recommendation of the Superintendent, the Board of Education may require the bargaining unit member to reimburse the District the full cost of the bargaining unit member's salary and benefits for the period of the leave.
5. The bargaining unit member will sign an agreement documenting the above terms and conditions.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Salary Schedule Placement

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that there currently exists a teacher shortage across the nation and within the State of Illinois. The Board and UFEA further recognize the number of graduate credit hours in order to obtain certain specialist degrees and master’s degrees exceeds the number of credit hours required for master’s degrees typically obtained by teachers. The Board and UFEA further recognize that teaching within many nonpublic (i.e. private) schools is comparable to teaching within public schools, especially in nonpublic schools recognized by the Illinois State Board of Education (“ISBE”). In order to attract and retain high quality bargaining unit member at competitive salaries, and in recognition of the above findings, the Board and UFEA agree to the following with regard to the salary schedule placement:

Experience Credit

“Teaching experience” for purposes of Board Policy 5.200 shall be interpreted as full-time teaching experience in a pre-K through 12 position in a public school or in a private school that has been recognized by ISBE and required the teacher to maintain a Professional Educator License (“PEL”) endorsed for the content area taught by the teacher. For bargaining unit members with a professional educator license (“PEL”) endorsed for school support personnel, “teaching experience” shall also mean private experience within a clinical setting (e.g. psychology, SLP, social work, nursing).

Graduate Education Credit

Education credit will be given on the salary schedule to current or new bargaining unit members whose graduate program required them to complete more than 36 graduate credit hours to obtain their graduate degree. For example, if a teacher’s graduate program required them to complete 57 graduate credit hours, then the teacher would have 21 graduate hours beyond the M+0 lane recognized for purposes of the salary schedule and the teacher would be placed within the M+16 lane.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Dual Credit Courses with Heartland Community College

The Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and the Unit Five Education Association-IEANEA ("UFEA") recognize the importance of providing an excellent educational experience for students, including the value of offering dual credit courses through Heartland Community College's (HCC's) College NOW program. The parties recognize that due to expectations of HCC for College NOW faculty, the wages and hours of bargaining unit members teaching dual credit courses may be impacted as a result of additional work or meetings occurring outside the regular work day. Therefore, the parties agree to the following:

1. It will be the voluntary decision of a qualified bargaining unit member whether to teach a dual credit course.
2. According to HCC's College Now Guidelines, a desk review and site visit will be conducted by the academic department during the first offering of the course. Provided the course review is satisfactory, the academic department will conduct ongoing reviews at least once every three years. The College may elect to conduct additional reviews in the case deficiencies are noted. A copy of the review will be delivered to the secondary instructor and Superintendent or designee and placed on file at Heartland Community College. Course reviews or feedback provided by HCC will not be used in the evaluation of bargaining unit members.
3. Bargaining unit members will follow HCC requirements outlined by the published Faculty Guidelines and College NOW Dual Credit Course Review Guidelines.
4. Syllabi for College NOW courses are due the 2nd Friday in May for the Fall term and the 2nd Friday in December for the Spring term. Therefore, the Superintendent or designee will ensure course sections are verified for bargaining unit members by the end of April for the following school year. If these criteria are not met, the bargaining unit members will not be required to submit a syllabus until their contract year begins in August.
5. If bargaining unit members are required to attend HCC meetings, department meetings, or professional development outside the contractual work day, they will be compensated at the appropriate contractual pay rate, less any stipend or other compensation paid by HCC.
6. Due to the additional workload placed on bargaining unit members that teach dual credit courses, bargaining unit members will be compensated at Pay Rate 4 (Curriculum Work/Supplemental Instruction) for three hours per section assigned. This compensation will cover the following:
 - a. Double entry of grades
 - b. Developing and revising syllabus
 - c. Roster verification
 - d. Work associated with observation by HCC staff

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Observance of Religious Holidays

The Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and the Unit Five Education Association-IEANEA ("UFEA") recognize the diverse needs of bargaining unit members in relation to the observance of religious holidays.

Board Policy 5.70 currently provides:

General Personnel – Religious Holidays

The Superintendent or designee shall grant an employee's request for time off to observe a religious holiday if the employee gives at least 2 days prior notice and the absence does not cause an undue hardship. Employees may use earned vacation time, permission absence, or personal leave to make up the absence provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

When a religious holiday occurs on a day Unit 5 is in session, a bargaining unit member may use their accumulated personal leave, request permission absence, or leave without pay to observe the religious holiday. Bargaining unit members must follow Board Policy 5.70 as amended.

This Letter of Understanding shall not be subject to the grievance process in Article IV of this Agreement and is strictly for informational purposes.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Virtual Learning

Virtual Learning includes in-person instruction and technology-based instruction through video conferencing, virtual classrooms, online materials, and similar technology. The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the potential value of Virtual Learning to provide students with educational opportunities that otherwise may not be available to students within the District or that are not economically feasible because of smaller class sizes and limited resources. The Board and UFEA agree to the following regarding the use of Virtual Learning within the District:

1. Virtual Learning will not be used to reduce the number of bargaining unit members employed by the Board, but to supplement or add to the course offerings currently available to students.
2. Virtual Learning will not be used to increase class sizes significantly above the average range for similar courses within the building.
3. Video and audio from classrooms equipped with such technology will not be used to observe bargaining unit member performance or as evidence for evaluation purposes.
4. The District will work to identify technology solutions and resources to support bargaining unit members utilizing Virtual Learning technology, including options for converting paper resources into digital format.
5. The District will seek individuals who are interested in taking advantage of the technology to provide enhanced learning experiences.
6. The District will utilize the technology in ways such as:
 - a. Bargaining unit members at each school may “co-teach” a course. For example, social studies teachers at each school who teach the same course could combine their classes virtually, or a social studies teacher at one school and language arts teacher at the other school could combine their classes in a virtual co-teaching environment.
 - b. A bargaining unit member at one school may teach a course that otherwise would not be offered at the other school. At the school where the course otherwise would not be offered, the Board will add the course to an existing part-time bargaining unit member’s schedule or attempt to employ a bargaining unit member as a sixth assignment to supervise the classroom. If a sixth assignment is posted, it will be posted for a period of seven days. If no bargaining unit member expresses an interest in the sixth assignment in writing within said seven-day period, the District may employ non-Professional Educator Licensed personnel to supervise the classroom.

The parties will review this agreement as necessary, including considering feedback from bargaining unit members who have utilized the technology, and will adjust or amend this agreement as necessary.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

E-Learning Days

105 ILCS 5/10-20.56 authorizes school boards to adopt a research-based program or research-based programs for e-learning days district-wide that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of this Code. The research-based program or programs may not exceed the minimum number of emergency days in the approved school calendar (i.e. 5 emergency days) and ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program. The e-learning program may utilize the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners. The e-learning program must address the school district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

In response to the coronavirus pandemic (COVID-19), the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") adopted a researched-based e-learning program (the "E-Learning Program") pursuant to the requirements of 105 ILCS 5/10-20.56. The Board and Unit Five Education Association IEA/NEA ("UFEA") agreed that in the case of extreme circumstances such as the COVID-19 pandemic, the District could utilize "e-learning days" in accordance with the E-Learning Program approved by the Regional Office of Education.

Given the experience planning for and using "remote learning days" in the spring and fall of 2020 pursuant to 105 ILCS 5/10-30, the Board and UFEA desire to extend the use of e-learning days to allow for their use in lieu of District emergency days. Such e-learning days will count as student attendance days, and as work days for employees. The District will notify staff regarding general expectations and responsibilities of the E-Learning Program. Such expectations shall be similar to the spring of 2020 with the purpose of providing "continuity of learning" rather than delivering new content or instruction.

During e-learning days, bargaining unit members will be digitally available to students and parents from 8:45am-1:45pm. During the work day, bargaining unit member work may look differently than a normal work day, and may include synchronous and asynchronous instruction, grading and assessment, planning, providing student feedback, and/or communicating with students and families.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

School Counselors at the High Schools

Section 6.2 of the Negotiated Contract between the Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association (“UFEA”) provides for a regular work day for each bargaining unit member of eight (8) clock hours or sixty (60) minutes longer than the pupil day, whichever is shorter. However, it also recognizes that professional responsibilities extend beyond the classroom and beyond the regular work day, including providing students with guidance.

The Board of Education recognizes the importance of school counselors at the high schools, and understands the requirements of the job occasionally extend beyond the regular work day. When this occurs, the Board and UFEA mutually agree that school counselors at the high schools will have the ability to flex the work day on an hour by hour basis as agreed with their principal. For example, when a school counselor works for an hour outside the work day, he or she may flex one hour during the work day to compensate for his or her time.

School counselors at the high schools will work with their principals to keep track and schedule the appropriate work time and flex time.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Middle School Interventions and Schedule

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association - IEA/NEA (“UFEA”) recognize the importance of providing a high-quality educational experience for students that allows them to achieve personal excellence. Instructional interventions -- intentional, specific, formal, and flexible programs aimed at helping students improve in targeted areas -- are one method of monitoring student progress and providing support as they learn and grow.

During contract negotiations prior to the 2020-21 school year, the District made a proposal to expand such interventions during the middle school day. This may impact the current day and require changes to 6.4.2 Middle School Staff. Prior to any such changes being agreed to or implemented, the Parties agree to form a joint committee and to implement a pilot program.

The Middle School Joint Committee will:

- Be jointly chaired by the UFEA president or designee and Superintendent or designee
- Include up to an additional 12 members, 6 appointed by UFEA and up to 6 appointed by the District
- Meet as often as necessary, but at least quarterly, during the 2020-21 and 2021-22 school years
- Identify appropriate and robust professional development for educators conducting interventions
- Create a continuous professional development plan and a support plan -- including a timeline of when such professional development will occur and who will be providing such training
- Confirm a working list of interventions that can be used
- Identify barriers and obstacles that will need to be addressed in order to ensure a smooth transition
- Confirm a list of supplies and resources needed to provide identified interventions with fidelity
- Develop a plan for the middle school schedule that will allow for the provision of interventions and will identify what opportunities are available to students not receiving interventions
- Develop a process for selecting which educators will be providing interventions
- Provide a process and plan for continuous feedback and modifications to the plan
- Provide for regular two-way communication with middle school staff regarding decisions and processes

The Pilot Program:

The Middle School Joint Committee will work in 2020-21 to develop a modified middle school schedule which provides for more interventions. During the 2021-22 school year, the modified schedule will be piloted at least one junior high/middle school as determined by the Committee.

Throughout the 2021-22 school year, the Middle School Joint Committee will seek regular feedback from those educators piloting the schedule and providing interventions. At the conclusion of the pilot program, the Joint Committee will make a recommendation to the Parties regarding a district-wide implementation beginning in the 2022-23 school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

Appendix A

PROCEDURE FOR RESOLVING CONCERNS

McLean County Unit District No. 5

1809 West Hovey Ave., Normal, IL 61761-4339

The Unit 5 Administration is interested in receiving and processing valid concerns of its constituency in an appropriate sequence. Each concern shall be considered on its merits and every effort will be made to resolve issues in a positive and professional manner.

The following steps are recommended when a concern is registered against a person, policy, or procedure. Each step/action taken will depend upon the severity of the concern and may be adjusted accordingly. All concerns will be processed to completion using the following guidelines.

Step One

All concerns should be directed to the individual(s) involved. In an attempt to resolve differences at this level, all parties involved should participate in the process. This may include a personal conference, a telephone conversation, or a written communication.

Step Two

If resolution is not achieved at Step One, a “Concern Resolution Form” will be submitted to the building principal/designee. The following actions will be taken upon receipt of the Concern Resolution Form.

- Any concern or series of concerns that are requested to be placed in a staff member’s personnel file or that may result in disciplinary action shall be brought to the attention of the staff member as soon as possible.
- The building administrator will schedule a conference with the concerned party or parties and the staff member involved to review the concern(s). A copy of the Concern Resolution Form will be provided for all parties.
- The building principal/designee will conduct an investigation based on the documents submitted and the information discussed at the conference.
- The building administrator will provide a written recommendation for resolution to all parties.

Step Three

If resolution is not achieved at Step 2, the concerned party may appeal the recommendation to the Assistant Superintendent of Operations and Human Resources. The building principal will submit all documentation along with the Concern Resolution Form indicating prior actions taken.

The following actions will be taken in Step Three.

- The Assistant Superintendent of Operations and Human Resources will conduct a hearing involving all parties.
- The Assistant Superintendent of Operations and Human Resources will complete a written recommendation within seven days of the hearing completion. All materials reviewed will be considered for placement in a staff member’s personnel file.

This procedure shall not be construed to create an independent right to a hearing before the Board. An individual not satisfied after following the outlined procedures may file a grievance under Board Policy No. 2.260 (*Uniform Grievance Procedure*).

Appendix B

CONCERN RESOLUTION FORM

McLean County Unit District No. 5
1809 West Hovey Ave., Normal, IL 61761-4339

Your Name: _____ Date: _____

Address: _____
Street City Zip Code

Phones (s): Home _____ Work _____ Cell _____

Parties Involved: _____

Concern Involves (please explain/use the back side if additional space is needed):

Facilities (Building, Playground, Parking Area, etc.): _____

Personnel: _____

Transportation: _____

Other: _____

What will define success in resolving this concern for you? Please prioritize the outcomes you want.

Your Signature: _____

The completed form should be forwarded to the building or area supervisor. Typically, this would be the principal of the school involved with the issue.

C & I September 28, 2004

Appendix C

LEAVE SUMMARY

The following is intended to be a quick guide to leaves available to Bargaining Unit Members. Please reference Article X of the negotiated agreement for a complete explanation of many of these leaves.

PAID LEAVES

- **Sick Leave (10.1.1.)** – A paid leave that can be used by an employee for personal illness or for serious illness or death for members of the immediate family as defined by group-specific language. Sick leave may also be used during the adoption of a child, pursuant to provisions of the contract. All benefits remain intact when an employee is utilizing sick leave. A **Sick Leave Bank (10.1.1.a)** is also available for members to cover their own personal illness. FMLA is run concurrently when applicable.
- **Personal Leave (10.1.2)** – Two (2) days of leave per year for personal business that must be requested forty-eight (48) hours in advance (except in emergencies). Personal leave may not be taken in certain situations without approval of the Superintendent or designee. Unused personal leave may accumulate to a maximum of four (4) days.
- **Professional Leave (10.1.3)** – May be requested for professional development activities; request shall be in writing at least one (1) week prior to the day of the requested absence. The Superintendent or designee will approve or deny such requests.
- **Leave for Additional Education (10.1.5)** – A 12-month leave available to up to two (2) bargaining unit members per year. Members must meet the qualifications for employment, experience and education. Members on such leave will receive one-half of their base salary and must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- **Sabbatical for Recipients of Distinguished Educational Award (10.1.6)** – This one (1) semester leave to pursue additional education opportunities is provided as an alternative to “Leave for Additional Education” for members who receive a Golden Apple (or similar) Award and meet the qualifications listed. Any member on such leave will continue to receive his or her base salary and health insurance/major medical benefits, and must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- **Bereavement Leave (10.1.7)** – A paid leave that can be used by an employee for up to three days to deal with funeral matters of the immediate family. If the request is for a family member who doesn’t qualify under the terms of the contract, the request may be considered under the terms of Emergency Leave.
- **Emergency Leave (10.1.8)** – Members of the bargaining unit may request leave to accommodate extreme situations when other leaves do not apply. A member must give a reason for the request, and such leave will be approved or denied by a committee consisting of the Superintendent or designee, principal of the building from which the request was made, and the president of the Association or designee.

MILITARY LEAVE

- **Military Leave (10.3)** – The District will comply with the Uniformed Services Employment and Reemployment Rights Act (“USERRA”), the Illinois Service Member Employment and Reemployment Rights Act (“ISERRA”), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time. For details, please refer to the contract.

UNPAID LEAVES

A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

- **Family Medical Leave Act (FMLA)** – A leave for up to 12 weeks in a year that can be used for a serious medical condition of the employee or the employee’s spouse, child, or parent, and for the birth or adoption of a child. All benefits, except pay, remain intact when an employee is utilizing FMLA. (FMLA will be counted concurrently when other FMLA-qualifying leaves are taken.) Completion of forms may be required.
- **Medical Leave (10.2.1)** – An unpaid leave that can be used by an employee for personal illness only. Medical leave is only available after sick leave has been exhausted. All benefits, except pay, remain intact when an employee is utilizing medical leave. FMLA is run concurrently when applicable.
- **Personal Illness Leave (10.2.2)** – An unpaid leave that can be used for an employee’s personal illness. The leave requires Board approval prior to use, and is available only after sick leave and medical leave have been exhausted. An employee can request personal illness leave for the remainder of the current year only. All benefits are suspended during a personal illness leave. An employee can continue health insurance at personal cost during a personal illness leave.
- **Family Hardship Leave (10.2.3)** – An unpaid leave that can be used by an employee for family care, and it CANNOT be used in conjunction with sick leave. The leave requires Board approval prior to use. All benefits are suspended during parental leave. An employee can continue health insurance at personal cost during a parental leave. Total leave allowance is two years.
- **Parental Leave (10.2.4)** – An unpaid leave that can be used by an employee for family care. The leave requires Board approval prior to use and, and it CAN be used in conjunction with sick leave. The leave requires Board approval prior to use. All benefits are suspended during parental leave, and tenure status is interrupted for non-tenured certified staff. An employee can continue health insurance at personal cost during a parental leave. Total leave allowance is two years.
- **Planned Extended Leave (10.2.5)** – An unpaid leave that requires Board approval prior to use. A member must give a specific reason for the request, and leaves will not be granted to allow employment in another school district. Seniority is not impacted by taking such leave; however experience credit is not accrued while on leave. All benefits are suspended during a planned extended leave. An employee can continue health insurance at personal cost. When returning from leave, the employee will be placed in an available position for which they are qualified, unless impacted by a Reduction in Force. Total leave allowance is two years.
- **Leave Without Pay** – Requests for absences from work that do not fall under any other leave policy may be granted by a supervising administrator. Unless circumstances warrant, leave without pay shall not be granted immediately prior to or immediately following holidays or vacations. The pay for a bargaining unit member who is granted a leave without pay shall be reduced as per the salary contract.

Appendix D

EVALUATION CYCLES

Non-Tenured

Timeline	Process
Segment 1 Start of School Term to Evaluation Planning Meeting	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Evaluation planning meeting following Orientation and within 20 school days
Segment 2 Following the Evaluation Planning Meeting to Winter Break	• Informal Observation(s) • Formal Observation(s) • Mid-Cycle Conference in December
Segment 3 After Winter Break and At Least 60 Calendar Days Before the End of the School Term	• Informal Observation(s) • Formal Observation(s) • At least 60 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member ○ Tenure will be determined at the end of the fourth non-tenured year. Tenure will only be considered for Certified Staff who received a performance evaluation rating of at least “Proficient” at the end of the fourth probationary year and at least “Proficient” in either the second or third probationary year. ○ Non-Tenured Certified Staff Members, who received an “Excellent” performance evaluation rating in the first three probationary years, are eligible for early tenure.

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Tenured – Proficient/Excellent

Timeline	Process
Year 1	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Evaluation planning meeting following Orientation and within 20 school days • At least one Formal or Informal Observation
Year 2	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Mid-Cycle Conference within the first 25 school days • At least one Formal or Informal Observation • At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member ○ Overall Rating of “Proficient” or “Excellent” – Continuation on the District’s evaluation schedule ○ Overall Rating of “Needs Improvement” – Professional Development Plan ○ Overall Rating of “Unsatisfactory” – Remediation Plan

****A minimum of two observations must be conducted, of which one (1) must be formal.***

Tenured – Needs Improvement

Timeline	Process
Within 30 school days of Certified Staff Member receiving an Overall Rating of “Needs Improvement”	- Review of the Tenured Staff Professional Evaluation Plan Components including: 1) Professional Practice Performance Rating Definitions; 2) Operating Principles of the Summative Rating; 3) Assign the Peer Coach; and 4) current Teaching Performance Evaluation Framework. - Develop Professional Development Plan (“PDP”) with the Certified Staff Member to address components that are rated as “Needs Improvement” and any supports the District will provide
Segment 1 First Semester	- Written Notification by the first student school day - Orientation for all staff within the first 15 school days - PDP Review Meeting within the first 20 school days - Informal Observation(s) - Formal Observation(s) (at least one)
Segment 2 Second Semester	- Mid-Cycle Conference to discuss progress towards PDP with a formative rating - Informal Observation(s) - Formal Observation(s) (at least one) - At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member - Overall Rating of “Proficient” or “Excellent” – Reinstatement to the District’s evaluation schedule - Second Overall Rating of “Needs Improvement” becomes “Unsatisfactory” – Remediation Plan - Overall Rating of “Unsatisfactory” – Remediation Plan

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Tenured – Unsatisfactory

Timeline	Process
Within 30 days of Certified Staff Member receiving an Overall Rating of “Unsatisfactory”	- Review of the Tenured Staff Professional Evaluation Plan Components including: 1) Professional Practice Summative Rating Definitions; 2) Operating Principles of the Summative Rating; 3) Role of the Consulting Certified Staff Member; and 4) current Teaching Performance Evaluation Framework. - Develop Remediation Plan with the Consulting Certified Staff Member to address deficiencies cited, provided that the deficiencies are remediable - Explain and confirm the Remediation Plan with Certified Staff Member and the Consulting Certified Staff Member
At the beginning of the 90 school day Remediation Plan	The Certified Staff Member begins the implementation of the Remediation Plan with the support of the Consulting Certified Staff Member
Before the midpoint of the Remediation Plan	- Informal Observation(s) (as determined by Evaluator, post conference required) - Formal Observation(s) (at least one)
At the midpoint of the Remediation Plan	Summative Evaluation is given and reviewed with the Certified Staff Member
After the midpoint of the Remediation Plan	- Informal Observation (as determined by Evaluator, post-conference required) - Formal Observation(s) (at least one)
At the conclusion of the Remediation Plan period	- At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member Overall Rating of “Proficient” or “Excellent” – Reinstatement to the District’s evaluation schedule - Overall Rating of <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Dismissal (Section 24-12)

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Appendix E

MONTHLY TRAVEL REPORT

Directions for the completion of monthly travel report for reimbursement

This document includes the mileage travel chart and the monthly travel report form that you will use to document your mileage for reimbursement. Listed are guidelines to use as you complete your mileage report:

- 1. Please complete this form electronically instead of hand-written.**
- 2. Complete ALL of the information at the top of the form (type in the gray shaded boxes).**
 1. Once you've typed in the cell and hit Enter or tabbed out, the gray shading will disappear.
 2. For the "Reimbursement Month" and "Homebase" fields, select a value from the drop-down menu.
- 3. Complete as many lines of the Travel Log as necessary.**
 1. For each line, input information into the Date, From, To, Purpose, and Miles fields. The Rate and Reimbursement fields will be automatically calculated.
 2. If you get a "Update Form" error in the Reimbursement field, the spreadsheet cannot find a mileage rate for the date that you input in that line. Please download the most current version of the form.
 3. The Reimbursement Total is rounded after each line of the Travel Log has been summed.
 4. Only record the miles that you actually travel between buildings, not round trips.
 5. Use the mileage chart tab on the document to figure your mileage.
 6. Staff members will be compensated for miles actually traveled between district buildings.
- 4. Complete the Account Distribution table.**
 1. The total on the Account Distribution must equal the total on the Travel Log.
 2. Call the Business Office (Accounts Payable) if you need an account number that's not listed.
- 5. Submit the completed form to Accounts Payable for processing.**
 1. The building administrator must sign the completed form.
 2. The form must be printed on pink paper before submitted to the Unit Office.
 3. Complete for a full month (no partial month payments).
 4. Approved travel sheets (sheets with admin signature) are processed the first week of each month.

You can download a current version of this form by going to www.unit5.org and navigating to Staff > Staff - Resources > Mileage Reimbursement,

OR

at sites.google.com/myunit5.org/finance-dept/accounts-payable/mileage-reimbursement

The District and the Association collaborated in the development of the travel document. We recognize there may be some discrepancies within the data on the chart. If you find the chart does not accurately reflect the distance or time you travel, please notify Curt Richardson.

LETTER OF UNDERSTANDING

Updates to Travel Time Chart

During collective bargaining for a successor agreement, the Unit Five Education Association-IEA/NEA (“UFEA”) proposed changes to the Travel Time Chart attached to the Negotiated Contract as part of Appendix E in order to update for accuracy and to add time to allow for bargaining unit members to transition between classes and buildings. The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) recognizes the need for bargaining unit members who travel between buildings on the same day to have a reasonable amount of time to not only travel from one building to another, but to transition between classes at different buildings. The Board and UFEA further recognize it has been some time since the Travel Time Chart was updated, that traffic patterns, signals, and times may have changed since the Chart was last updated, and that there are inconsistencies in the Chart based on current travel times indicated on mapping apps such as Google maps and Apple maps.

In order to address these inconsistencies, update the Travel Time Chart, and allow for a reasonable amount of time to travel between buildings and transition between classes at different buildings, the Board and UFEA agree to create an ad hoc subcommittee comprised of equal representation of bargaining unit members and administrators to make proposed revisions to the Travel Time Chart for the 2020-2021 school year. The goals of the subcommittee will be as follows:

1. To update travel times in the Travel Time Chart based on at least two sources (i.e. Google maps, Apple maps) taking into consideration traffic patterns at different times of day, traffic signals, inclement weather, road maintenance, and the distance and amount of time needed to walk from the buildings and parking lots assuming travel at different times of day;
2. To allow for a reasonable amount of time in the Travel Time Chart to transition from one class to another at different buildings; and
3. To present the proposed revisions to the Travel Time Chart to UFEA and the Board of Education for adoption.

Further, in order to provide additional time for bargaining unit members to transition between buildings and classes at different buildings, the Board agrees to direct principals to schedule the travel times of traveling bargaining unit members adjacent to the bargaining unit members preparation time and lunch as much as reasonably possible commencing with the 2021-2022 school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

MCLEAN COUNTY UNIT DISTRICT NO. 5

MONTHLY TRAVEL REPORT

For Mileage Reimbursement

PLEASE TYPE IN THE GRAY BOXES. THEY WILL TURN WHITE ONCE THEY HAVE BEEN FILLED IN.

EMPLOYEE NAME	REIMBURSEMENT MONTH	HOMEBASE		
HOME ADDRESS	CITY	STATE	ZIP CODE	LAST 4 OF SSN

PLEASE PRINT THIS FORM ON PINK PAPER

ACCOUNT DISTRIBUTION

Account Description	Account Number	Dollar Amt
Technology Administrator	10E000 2661 3320 00 000000	
Technology Personnel	10E000 2664 3320 00 000000	
Social Workers	10E000 2110 3320 00 000000	
Psychologists	10E000 2140 3320 00 000000	
Superintendents Office	10E000 2321 3320 00 000000	
Curriculum Instruction Personnel	10E000 2211 3320 00 000000	
Principal/Assoc. Principal/Admin	10E000 2410 3320 00 000000	
Principal's Admin Assts	10E000 2410 3320 00 000000	
Human Resources	10E000 2641 3320 00 000000	
Business Director	10E000 2510 3320 00 000000	
Elementary Teachers/Teacher Asst/Med Nurses	10E100 1110 3320 00 000000	
CJHS Teachers/Teacher Assistants	10E202 1120 3320 00 000000	
EJHS Teachers/Teacher Assistants	10E201 1120 3320 00 000000	
KJHS Teachers/Teacher Assistants	10E204 1120 3320 00 000000	
PJHS Teachers/Teacher Assistants	10E203 1120 3320 00 000000	
NCHS Teachers/Teacher Assistants	10E301 1130 3320 00 000000	
NCWHS Teachers/Teacher Assistants	10E302 1130 3320 00 000000	
Special Education	10E000 1220 3320 00 000000	
School Nurses	10E000 2134 3320 00 000000	
Custodians	20E000 2542 3320 00 000000	
Food Service Administrators	10E000 2561 3320 00 000000	
Food Service Employees	10E000 2562 3320 00 000000	
Transportation Admin	40E000 2551 3320 00 000000	
Special Ed. Purposes	40E000 2552 3310 00 000000	
Other (Call Business Office for Acct Number)		
Total		\$ -

EMPLOYEE SIGNATURE

DATE

PRINCIPAL/SUPERVISOR SIGNATURE

DATE

[illegible]

Mileage Chart

	ERRC	Transportation	Unit Office	Warehouse	NCHS	NCWHS	CJHS	EJHS	KJHS	PJHS	Benjamin ES	Brigham ELC	Carlock ES	Cedar Ridge ES	Eugene Field	Fairview ES	Fox Creek ES	Glenn ES	Grove ES	Hoose ES	Hudson ES	Northpoint ES	Oakdale ES	Parkside ES	Pepper Ridge ES	Prairieband ES	Sugar Creek ES	Towanda ES
ERRC		0.4	4.7	0.6	7.3	3.2	3.5	15.4	3.3	4.0	13.8	11.6	11.2	12.1	3.1	1.9	13.0	3.8	6.6	4.1	4.9	6.7	3.4	4.3	11.0	2.8	4.2	7.9
Transportation	0.4		5.1	0.1	7.7	3.7	3.9	15.9	3.8	4.4	14.2	12.1	11.7	12.5	3.5	2.3	13.5	4.3	7.0	4.6	5.3	7.1	3.8	4.7	11.4	3.2	4.6	8.3
Unit Office	4.7	5.1		5.3	7.5	1.5	2.5	8.5	2.0	0.7	11.2	5.6	9.2	5.8	3.0	3.0	7.7	2.2	6.8	2.7	9.8	5.1	1.3	0.7	5.7	5.1	3.9	11.3
Warehouse	0.6	0.1	5.3		7.9	3.8	4.1	16.0	3.9	4.5	14.4	12.2	11.8	12.7	3.7	2.4	13.6	4.4	7.2	4.7	5.4	7.3	4.0	4.9	11.6	3.4	4.8	8.5
NCHS	7.3	7.7	7.5	7.9		8.1	4.9	9.4	5.7	8.1	7.5	10.2	15.3	10.1	4.4	5.9	13.3	6.1	1.0	5.0	10.7	2.6	6.1	8.1	11.3	4.9	3.8	3.1
NCWHS	3.2	3.7	1.5	3.8	8.1		3.1	9.9	2.4	0.7	12.7	9.3	8.4	9.6	2.9	2.5	8.1	3.5	7.3	3.8	8.4	5.3	2.2	1.0	6.9	3.6	4.2	9.1
CJHS	3.5	3.9	2.5	4.1	4.9	3.1		6.8	1.2	2.5	9.4	5.6	12.0	5.6	0.7	2.0	8.4	1.0	4.0	0.9	6.9	2.5	1.6	2.5	6.7	2.5	1.3	7.6
EJHS	15.4	15.9	8.5	16.0	9.4	9.9	6.8		7.5	9.1	5.5	4.2	20.0	3.8	8.4	8.5	7.8	7.0	9.5	7.4	19.3	7.7	7.4	9.2	5.8	9.0	7.3	11.3
KJHS	3.3	3.8	2.0	3.9	5.7	2.4	1.2	7.5		1.7	10.2	4.8	10.5	4.8	1.7	1.6	7.5	1.2	5.2	1.7	8.5	3.8	0.4	1.8	5.9	3.7	2.6	9.2
PJHS	4.0	4.4	0.7	4.5	8.1	0.7	2.5	9.1	1.7		11.8	6.6	8.8	6.8	2.7	2.5	7.3	2.8	6.5	3.2	9.1	4.7	1.5	0.3	6.2	4.4	3.5	9.9
Benjamin ES	13.8	14.2	11.2	14.4	7.5	12.7	9.4	5.5	10.2	11.8		8.2	21.8	8.5	10.0	11.2	11.3	9.1	7.8	8.7	16.9	7.0	10.2	12.2	9.3	10.2	8.6	9.3
Brigham ELC	11.6	12.1	5.6	12.2	10.2	9.3	5.6	4.2	4.8	6.6	8.2		16.2	0.9	6.2	6.0	4.8	4.5	9.4	5.7	15.4	7.5	5.0	8.1	2.7	8.0	7.1	17.1
Carlock ES	11.2	11.7	9.2	11.8	15.3	8.4	12.0	20.0	10.5	8.8	21.8	16.2		17.1	12.3	10.9	18.5	11.3	14.9	13.4	10.5	15.0	10.4	8.8	16.4	12.0	14.3	16.7
Cedar Ridge ES	12.1	12.5	5.8	12.7	10.1	9.6	5.6	3.8	4.8	6.8	8.5	0.9	17.1		6.3	6.1	5.2	4.6	9.5	5.8	15.9	7.6	5.1	8.5	3.1	12.9	7.2	17.6
Eugene Field	3.1	3.5	3.0	3.7	4.4	2.9	0.7	8.4	1.7	2.7	10.0	6.2	12.3	6.3		1.5	9.3	1.5	3.8	1.1	6.5	2.7	1.8	2.6	7.2	2.0	1.4	6.2
Fairview ES	1.9	2.3	3.0	2.4	5.9	2.5	2.0	8.5	1.6	2.5	11.2	6.0	10.9	6.1	1.5		9.2	2.1	5.0	2.6	7.0	4.1	1.7	2.6	12.1	2.3	2.7	7.8
Fox Creek ES	13.0	13.5	7.7	13.6	13.3	8.1	8.4	7.8	7.5	7.3	11.3	4.8	18.5	5.2	9.3	9.2		7.8	16.7	8.8	16.8	10.7	7.2	7.4	2.6	13.8	10.3	18.5
Glenn ES	3.8	4.3	2.2	4.4	6.1	3.5	1.0	7.0	1.2	2.8	9.1	4.5	11.3	4.6	1.5	2.1	7.8		5.6	1.2	9.0	3.5	1.1	2.7	5.8	3.6	2.3	9.7
Grove ES	6.6	7.0	6.8	7.2	1.0	7.3	4.0	9.5	5.2	6.5	7.8	9.4	14.9	9.5	3.8	5.0	16.7	5.6		4.6	10.0	1.8	5.5	6.3	10.6	4.0	3.1	3.7
Hoose ES	4.1	4.6	2.7	4.7	5.0	3.8	0.9	7.4	1.7	3.2	8.7	5.7	13.4	5.8	1.1	2.6	8.8	1.2	4.6		7.6	2.5	1.8	3.2	6.7	2.9	1.3	6.8
Hudson ES	4.9	5.3	9.8	5.4	10.7	8.4	6.9	19.3	8.5	9.1	16.9	15.4	10.5	15.9	6.5	7.0	16.8	9.0	10.0	7.6		11.9	9.2	10.1	15.4	8.8	11.1	7.9
Northpoint ES	6.7	7.1	5.1	7.3	2.6	5.3	2.5	7.7	3.8	4.7	7.0	7.5	15.0	7.6	2.7	4.1	10.7	3.5	1.8	2.5	11.9		3.9	4.8	8.7	3.1	1.5	5.2
Oakdale ES	3.4	3.8	1.3	4.0	6.1	2.2	1.6	7.4	0.4	1.5	10.2	5.0	10.4	5.1	1.8	1.7	7.2	1.1	5.5	1.8	9.2	3.9		1.5	6.0	3.8	2.7	9.3
Parkside ES	4.3	4.7	0.7	4.9	8.1	1.0	2.5	9.2	1.8	0.3	12.2	8.1	8.8	8.5	2.6	2.6	7.4	2.7	6.3	3.2	10.1	4.8	1.5		6.4	4.7	3.5	10.2
Pepper Ridge ES	11.0	11.4	5.7	11.6	11.3	6.9	6.7	5.8	5.9	6.2	9.3	2.7	16.4	3.1	7.2	12.1	2.6	5.8	10.6	6.7	15.4	8.7	6.0	6.4		11.8	8.3	16.5
Prairieband ES	2.8	3.2	5.1	3.4	4.9	3.6	2.5	9.0	3.7	4.4	10.2	8.0	12.0	12.9	2.0	2.3	13.8	3.6	4.0	2.9	8.8	3.1	3.8	4.7	11.8		1.7	5.5
Sugar Creek ES	4.2	4.6	3.9	4.8	3.8	4.2	1.3	7.3	2.6	3.5	8.6	7.1	14.3	7.2	1.4	2.7	10.3	2.3	3.1	1.3	11.1	1.5	2.7	3.5	8.3	1.7		5.6
Towanda ES	7.9	8.3	11.3	8.5	3.1	9.1	7.6	11.3	9.2	9.9	9.3	17.1	16.7	17.6	6.2	7.8	18.5	9.7	3.7	6.8	7.9	5.2	9.3	10.2	16.5	5.5	5.6	

PLEASE NOTE:

This mileage chart to meant to be a convenient way to look up the mileage between buildings in Unit 5, and was compiled using the directions tool in Google Maps. Quite often there are multiple possible routes between buildings. Every effort was made to choose the most probable route a reasonable individual would select given mileage, travel time, and simplicity among other factors. The figures above may not be the exact mileage you travel between buildings.

BUILDING

Travel Time Chart

ADMIN	ADMIN	NCHS	NCWHS	CIHS	EVANS	KJHS	PJHS	BENJAMIN	BRIGHAM	CARLOCK	CEDAR RIDGE	FAIRVIEW	FIELD	FOX CREEK	GLENN	GROVE	HOOSE	HUDSON	NORTHPOINT	OAKDALE	PAKSID ELEM	PEPPER RIDGE	PRAIRIELAND	SUGAR CREEK	TOWANDA	EERC	WAREHOUSE/TRANS
NCHS	21																										
NCWHS	8	19	12	18	19	9	23	15	22	23	19	9	25	21	17	14	19	22	20	14	17	22	9	15	17	6	
CJHS	11	15																									
EVANS	20	20	22	9	21	10	18	29	22	19	19	9	25	10	21	13	9	14	11	20	14	17	15	23	10	13	
KJHS	9	16	10	9	12	17	18	27	20																		19
PJHS	6	19	7	11	21	9	23	15	22	23	19	9	25	10	21	13	9	14	19	22	20	14	17	23	10	13	
BENJAMIN	24	16	26	21	13	20																					23
BRIGHAM	17	23	20	21	12	10	18	15	22	23	19	9	25	10	21	13	9	14	11	20	14	17	15	23	10	13	
CARLOCK	17	22	16	22	27	20	17	29																			15
CEDAR RIDGE	15	23	21	19	11	16	19	15	8	19	19	9	25	10	21	13	9	14	11	20	14	17	15	23	10	13	
FAIRVIEW	12	15	10	11	21	9	11	13	19																		23
FIELD	13	14	12	8	19	11	12	20	19	23	19	9	25	10	21	13	9	14	11	20	14	17	15	23	10	13	
FOX CREEK	18	27	22	23	19	21	21	20	15	27	16																25
GLENN	11	17	13	9	17	8	12	19	16	25	15	13	10	21	17	14	19	22	20	14	17	15	23	10	13		
GROVE	20	7	19	14	20	18	18	14	22	23	21	16	13	27												9	17
HOOSE	12	14	14	8	17	9	13	17	18	24	18	12	9	23	9	14	19	22	20	14	17	15	23	10	13		
HUDSON	20	17	17	19	26	18	18	27	27	22	27	15	17	26	19	22										11	20
NORTHPOINT	17	17	17	11	17	15	16	13	19	23	22	15	13	24	14	8	11	20	14	8	17	22	9	15	17		
OAKDALE	8	10	10	10	19	6	8	21	17	26	16	10	10	21	9	17	11	18								14	17
PARKSIDE ELEM	7	8	8	12	20	10	6	24	19	16	17	12	12	19	12	19	13	19	16	8	17	22	9	15	17		
PEPPER RIDGE	16	19	19	20	14	16	17	16	12	23	12	20	20	11	17	22	19	22	19	17						14	18
PRAIRIELAND	15	13	13	12	20	14	14	19	24	21	23	11	11	26	14	12	12	18	11	13	15	22	9	15	17		
SUGAR CREEK	14	17	15	8	17	12	14	17	20	22	20	11	10	24	11	11	7	18	9	12	14	20				12	15
TOWANDA	21	11	17	18	21	19	19	16	26	24	25	16	17	27	20	12	7	21	16	19	21	23	17	15	15		
EERC	14	11	11	13	24	12	13	24	22	19	22	9	12	27	14	17	14	13	15	12	14	18	10	13			
WAREHOUSE/TRANS	15	12	12	14	25	14	14	24	23	20	23	9	14	29	15	15	15	14	18	13	15	19	12	15	6		

Appendix F

SCHEDULE B CONCERN RESOLUTION FORM

Sponsor/Coach:

Administrator:

Schedule B Assignment:

Describe specific acts that led to a concern:

Suggestion(s) for proposed action to address or resolve the complaint/concern:

Resolution:

Additional Information/Comments:

RECOMMENDATION

	Follow-up Meeting
	DATE _____

	Continued Employment in Schedule B Position

	Release from Schedule B Position

Signature of Coach/Sponsor

Date

Signature of Athletic Director/Principal

Date

Appendix G

ISU GRADUATE TUITION WAIVERS DISTRIBUTION PROCEDURES

In 1981, the Board of Regents of Illinois State University granted permission to issue tuition waivers for graduate study as a means of acknowledging and compensating cooperating teachers and administrators working with ISU teacher candidates in pre-student teaching (i.e. clinical) experiences. Graduate tuition waivers are provided to the District on the basis of one semester credit hour for each ISU teacher candidate placed in a clinical experience in the District. Tuition waivers are issued by ISU in March (based on the previous summer and fall semester participation) and July (based on the previous spring semester participation).

It is understood ISU may change its policy for distribution of tuition waivers in the future. If any such changes necessitate adjustments to the eligibility or distribution procedures outlined below, the District and UFEA will work to make such adjustments collaboratively and to communicate them to impacted employees.

ELIGIBILITY

In order to receive ISU graduate tuition waivers, an employee must:

1. be directly associated with education in the school setting;
2. receive prior approval for graduate courses from the Superintendent or designee and the Director of Human Resources*;
3. submit a completed Illinois State University – Tuition Waiver Request Form between the dates indicated below. If uncertain of the exact course that needs to be taken due to delay of course offerings from ISU, the employee should submit the course they anticipate taking. **Tuition waivers will not be granted for forms submitted outside the dates below.**

Fall Semester

May 1st – Jun. 30th

Spring Semester

Nov. 1st – Dec. 15th

Summer

Apr. 1st – May 15th

*In order to be approved by the Director of Human Resources, graduate courses must relate to the employee's teaching assignment, be required/encouraged by the Office of the Superintendent to increase teacher quality, or be in pursuit of an advanced degree in any of the following:

Master's Programs

P-12 Educational Administration
Reading
Special Education
Teaching and Learning

Doctoral Programs

P-12 Administration
Special Education
Teaching and Learning

DISTRIBUTION

ISU graduate tuition waivers will be distributed on an equitable basis to eligible employees with a maximum of three waivers per employee granted initially in the order of date received according to the following:

1. Employees required to take courses by the Office of the Superintendent (if any) shall have 1st priority;
2. Educators and administrators with a PEL supervising ISU teacher candidates in clinical experiences in the last 6 months shall have 2nd priority;
3. Other educators and administrators with PELs not in the previous 2 priority groups shall have 3rd priority;
4. If additional waivers are available they will be distributed equitably beyond the initial 3 based on the date the Tuition Waiver Request Form was submitted;
5. Other Unit 5 Employees (i.e.-UFSPA bargaining unit members, Family Coordinator, RN's) seeking a master's degree shall have 4th priority.

SCHEDULE A

UFEA SALARY SCHEDULE FOR 2020-2021

BASE \$38,108

2.2% BOARD-PAID TRS .022495 WHEN COMPOUNDED

B + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5160	\$57,771	\$59,071
16	1.4770	\$56,285	\$57,551
15	1.4380	\$54,799	\$56,031
14	1.4030	\$53,465	\$54,668
13	1.3680	\$52,131	\$53,304
12	1.3330	\$50,797	\$51,940
11	1.2980	\$49,464	\$50,576
10	1.2630	\$48,130	\$49,213
9	1.2320	\$46,949	\$48,005
8	1.2010	\$45,767	\$46,797
7	1.1700	\$44,586	\$45,589
6	1.1390	\$43,405	\$44,381
5	1.1080	\$42,223	\$43,173
4	1.0810	\$41,194	\$42,121
3	1.0540	\$40,165	\$41,069
2	1.0270	\$39,137	\$40,017
1	1.0000	\$38,108	\$38,965

M + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.0200	\$76,977	\$78,709
19	1.9360	\$73,776	\$75,436
18	1.8760	\$71,490	\$73,098
17	1.8160	\$69,203	\$70,760
16	1.7560	\$66,917	\$68,422
15	1.7080	\$65,088	\$66,552
14	1.6600	\$63,259	\$64,682
13	1.6120	\$61,429	\$62,811
12	1.5640	\$59,600	\$60,941
11	1.5200	\$57,924	\$59,227
10	1.4760	\$56,247	\$57,512
9	1.4320	\$54,570	\$55,798
8	1.3880	\$52,893	\$54,083
7	1.3480	\$51,369	\$52,525
6	1.3080	\$49,845	\$50,966
5	1.2680	\$48,320	\$49,407
4	1.2280	\$46,796	\$47,849
3	1.1920	\$45,424	\$46,446
2	1.1560	\$44,052	\$45,043
1	1.1200	\$42,681	\$43,641

B + 8			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5460	\$58,914	\$60,240
16	1.5070	\$57,428	\$58,720
15	1.4680	\$55,942	\$57,200
14	1.4330	\$54,608	\$55,837
13	1.3980	\$53,274	\$54,473
12	1.3630	\$51,941	\$53,109
11	1.3280	\$50,607	\$51,745
10	1.2930	\$49,273	\$50,382
9	1.2620	\$48,092	\$49,174
8	1.2310	\$46,910	\$47,966
7	1.2000	\$45,729	\$46,758
6	1.1690	\$44,548	\$45,550
5	1.1380	\$43,366	\$44,342
4	1.1110	\$42,338	\$43,290
3	1.0840	\$41,309	\$42,238
2	1.0570	\$40,280	\$41,186
1	1.0300	\$39,251	\$40,134

M + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.2000	\$83,837	\$85,723
19	1.9860	\$75,682	\$77,384
18	1.9260	\$73,395	\$75,046
17	1.8660	\$71,109	\$72,708
16	1.8060	\$68,822	\$70,370
15	1.7580	\$66,993	\$68,500
14	1.7100	\$65,164	\$66,630
13	1.6620	\$63,335	\$64,760
12	1.6140	\$61,506	\$62,889
11	1.5700	\$59,829	\$61,175
10	1.5260	\$58,152	\$59,460
9	1.4820	\$56,475	\$57,746
8	1.4380	\$54,799	\$56,031
7	1.3980	\$53,274	\$54,473
6	1.3580	\$51,750	\$52,914
5	1.3180	\$50,226	\$51,356
4	1.2780	\$48,702	\$49,797
3	1.2420	\$47,330	\$48,394
2	1.2060	\$45,958	\$46,992
1	1.1700	\$44,586	\$45,589

B + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
19	1.6540	\$63,030	\$64,448
18	1.6150	\$61,544	\$62,928
17	1.5760	\$60,058	\$61,409
16	1.5370	\$58,571	\$59,889
15	1.4980	\$57,085	\$58,369
14	1.4630	\$55,751	\$57,006
13	1.4280	\$54,418	\$55,642
12	1.3930	\$53,084	\$54,278
11	1.3580	\$51,750	\$52,914
10	1.3230	\$50,416	\$51,550
9	1.2920	\$49,235	\$50,343
8	1.2610	\$48,054	\$49,135
7	1.2300	\$46,872	\$47,927
6	1.1990	\$45,691	\$46,719
5	1.1680	\$44,510	\$45,511
4	1.1410	\$43,481	\$44,459
3	1.1140	\$42,452	\$43,407
2	1.0870	\$41,423	\$42,355
1	1.0600	\$40,394	\$41,303

M + 32			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.2500	\$85,742	\$87,671
19	2.0360	\$77,587	\$79,332
18	1.9760	\$75,301	\$76,995
17	1.9160	\$73,014	\$74,657
16	1.8560	\$70,728	\$72,319
15	1.8080	\$68,899	\$70,448
14	1.7600	\$67,069	\$68,578
13	1.7120	\$65,240	\$66,708
12	1.6640	\$63,411	\$64,837
11	1.6200	\$61,734	\$63,123
10	1.5760	\$60,058	\$61,409
9	1.5320	\$58,381	\$59,694
8	1.4880	\$56,704	\$57,980
7	1.4480	\$55,180	\$56,421
6	1.4080	\$53,656	\$54,862
5	1.3680	\$52,131	\$53,304
4	1.3280	\$50,607	\$51,745
3	1.2920	\$49,235	\$50,343
2	1.2560	\$47,863	\$48,940
1	1.2200	\$46,491	\$47,537

B + 24			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	1.7470	\$66,574	\$68,072
19	1.6960	\$64,630	\$66,084
18	1.6450	\$62,687	\$64,097
17	1.6060	\$61,201	\$62,578
16	1.5670	\$59,715	\$61,058
15	1.5280	\$58,228	\$59,538
14	1.4930	\$56,895	\$58,174
13	1.4580	\$55,561	\$56,811
12	1.4230	\$54,227	\$55,447
11	1.3880	\$52,893	\$54,083
10	1.3530	\$51,560	\$52,719
9	1.3220	\$50,378	\$51,512
8	1.2910	\$49,197	\$50,304
7	1.2600	\$48,016	\$49,096
6	1.2290	\$46,834	\$47,888
5	1.1980	\$45,653	\$46,680
4	1.1710	\$44,624	\$45,628
3	1.1440	\$43,595	\$44,576
2	1.1170	\$42,566	\$43,524
1	1.0900	\$41,537	\$42,472

M + 48			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.3300	\$88,791	\$90,788
20	2.2900	\$87,266	\$89,229
19	2.2000	\$83,837	\$85,723
18	2.0260	\$77,206	\$78,943
17	1.9660	\$74,920	\$76,605
16	1.9060	\$72,633	\$74,267
15	1.8580	\$70,804	\$72,397
14	1.8100	\$68,975	\$70,526
13	1.7620	\$67,146	\$68,656
12	1.7140	\$65,316	\$66,786
11	1.6700	\$63,640	\$65,071
10	1.6260	\$61,963	\$63,357
9	1.5820	\$60,286	\$61,642
8	1.5380	\$58,609	\$59,928
7	1.4980	\$57,085	\$58,369
6	1.4580	\$55,561	\$56,811
5	1.4180	\$54,037	\$55,252
4	1.3780	\$52,512	\$53,694
3	1.3420	\$51,140	\$52,291
2	1.3060	\$49,769	\$50,888
1	1.2700	\$48,397	\$49,485

SCHEDULE A

UFEA SALARY SCHEDULE FOR 2021-2022

BASE \$38,584

2.2% BOARD-PAID TRS .022495 WHEN COMPOUNDED

B + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5160	\$58,493	\$59,809
16	1.4770	\$56,988	\$58,270
15	1.4380	\$55,484	\$56,732
14	1.4030	\$54,133	\$55,351
13	1.3680	\$52,783	\$53,970
12	1.3330	\$51,432	\$52,589
11	1.2980	\$50,082	\$51,209
10	1.2630	\$48,732	\$49,828
9	1.2320	\$47,535	\$48,605
8	1.2010	\$46,339	\$47,382
7	1.1700	\$45,143	\$46,159
6	1.1390	\$43,947	\$44,936
5	1.1080	\$42,751	\$43,713
4	1.0810	\$41,709	\$42,647
3	1.0540	\$40,667	\$41,582
2	1.0270	\$39,626	\$40,517
1	1.0000	\$38,584	\$39,452

B + 8			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5460	\$59,651	\$60,993
16	1.5070	\$58,146	\$59,454
15	1.4680	\$56,641	\$57,915
14	1.4330	\$55,291	\$56,535
13	1.3980	\$53,940	\$55,154
12	1.3630	\$52,590	\$53,773
11	1.3280	\$51,239	\$52,392
10	1.2930	\$49,889	\$51,011
9	1.2620	\$48,693	\$49,788
8	1.2310	\$47,497	\$48,565
7	1.2000	\$46,301	\$47,342
6	1.1690	\$45,105	\$46,119
5	1.1380	\$43,909	\$44,896
4	1.1110	\$42,867	\$43,831
3	1.0840	\$41,825	\$42,766
2	1.0570	\$40,783	\$41,701
1	1.0300	\$39,741	\$40,635

B + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
19	1.6540	\$63,818	\$65,253
18	1.6150	\$62,313	\$63,715
17	1.5760	\$60,808	\$62,176
16	1.5370	\$59,304	\$60,638
15	1.4980	\$57,799	\$59,099
14	1.4630	\$56,448	\$57,718
13	1.4280	\$55,098	\$56,337
12	1.3930	\$53,747	\$54,956
11	1.3580	\$52,397	\$53,576
10	1.3230	\$51,047	\$52,195
9	1.2920	\$49,850	\$50,972
8	1.2610	\$48,654	\$49,749
7	1.2300	\$47,458	\$48,526
6	1.1990	\$46,262	\$47,303
5	1.1680	\$45,066	\$46,080
4	1.1410	\$44,024	\$45,015
3	1.1140	\$42,983	\$43,949
2	1.0870	\$41,941	\$42,884
1	1.0600	\$40,899	\$41,819

B + 24			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	1.7270	\$66,634	\$68,133
19	1.6840	\$64,975	\$66,437
18	1.6450	\$63,471	\$64,898
17	1.6060	\$61,966	\$63,360
16	1.5670	\$60,461	\$61,821
15	1.5280	\$58,956	\$60,282
14	1.4930	\$57,606	\$58,902
13	1.4580	\$56,255	\$57,521
12	1.4230	\$54,905	\$56,140
11	1.3880	\$53,555	\$54,759
10	1.3530	\$52,204	\$53,378
9	1.3220	\$51,008	\$52,155
8	1.2910	\$49,812	\$50,932
7	1.2600	\$48,616	\$49,709
6	1.2290	\$47,420	\$48,486
5	1.1980	\$46,224	\$47,263
4	1.1710	\$45,182	\$46,198
3	1.1440	\$44,140	\$45,133
2	1.1170	\$43,098	\$44,068
1	1.0900	\$42,057	\$43,003

M + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.0200	\$77,940	\$79,693
20	1.9450	\$75,046	\$76,734
19	1.8940	\$73,078	\$74,722
18	1.8430	\$71,110	\$72,710
17	1.7920	\$69,142	\$70,698
16	1.7410	\$67,175	\$68,686
15	1.6940	\$65,361	\$66,832
14	1.6470	\$63,548	\$64,977
13	1.6000	\$61,734	\$63,123
12	1.5530	\$59,921	\$61,269
11	1.5100	\$58,262	\$59,572
10	1.4670	\$56,603	\$57,876
9	1.4240	\$54,944	\$56,179
8	1.3810	\$53,284	\$54,483
7	1.3420	\$51,780	\$52,944
6	1.3030	\$50,275	\$51,406
5	1.2640	\$48,770	\$49,867
4	1.2250	\$47,265	\$48,329
3	1.1900	\$45,915	\$46,948
2	1.1550	\$44,564	\$45,567
1	1.1200	\$43,214	\$44,186

M + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.2000	\$84,885	\$86,794
20	1.9950	\$76,975	\$78,707
19	1.9440	\$75,007	\$76,694
18	1.8930	\$73,039	\$74,682
17	1.8420	\$71,072	\$72,670
16	1.7910	\$69,104	\$70,658
15	1.7440	\$67,290	\$68,804
14	1.6970	\$65,477	\$66,950
13	1.6500	\$63,664	\$65,096
12	1.6030	\$61,850	\$63,241
11	1.5600	\$60,191	\$61,545
10	1.5170	\$58,532	\$59,849
9	1.4740	\$56,873	\$58,152
8	1.4310	\$55,214	\$56,456
7	1.3920	\$53,709	\$54,917
6	1.3530	\$52,204	\$53,378
5	1.3140	\$50,699	\$51,840
4	1.2750	\$49,195	\$50,301
3	1.2400	\$47,844	\$48,920
2	1.2050	\$46,494	\$47,540
1	1.1700	\$45,143	\$46,159

M + 32			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.2500	\$86,814	\$88,767
20	2.0450	\$78,904	\$80,679
19	1.9940	\$76,936	\$78,667
18	1.9430	\$74,969	\$76,655
17	1.8920	\$73,001	\$74,643
16	1.8410	\$71,033	\$72,631
15	1.7940	\$69,220	\$70,777
14	1.7470	\$67,406	\$68,922
13	1.7000	\$65,593	\$67,068
12	1.6530	\$63,779	\$65,214
11	1.6100	\$62,120	\$63,518
10	1.5670	\$60,461	\$61,821
9	1.5240	\$58,802	\$60,125
8	1.4810	\$57,143	\$58,428
7	1.4420	\$55,638	\$56,890
6	1.4030	\$54,133	\$55,351
5	1.3640	\$52,629	\$53,812
4	1.3250	\$51,124	\$52,274
3	1.2900	\$49,773	\$50,893
2	1.2550	\$48,423	\$49,512
1	1.2200	\$47,072	\$48,131

M + 48			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
22	2.3450	\$90,479	\$92,515
21	2.3000	\$88,743	\$90,739
20	2.2100	\$85,271	\$87,189
19	2.0440	\$78,866	\$80,640
18	1.9930	\$76,898	\$78,628
17	1.9420	\$74,930	\$76,616
16	1.8910	\$72,962	\$74,604
15	1.8440	\$71,149	\$72,749
14	1.7970	\$69,335	\$70,895
13	1.7500	\$67,522	\$69,041
12	1.7030	\$65,708	\$67,187
11	1.6600	\$64,049	\$65,490
10	1.6170	\$62,390	\$63,794
9	1.5740	\$60,731	\$62,097
8	1.5310	\$59,072	\$60,401
7	1.4920	\$57,567	\$58,862
6	1.4530	\$56,062	\$57,324
5	1.4140	\$54,558	\$55,785
4	1.3750	\$53,053	\$54,246
3	1.3400	\$51,702	\$52,866
2	1.3050	\$50,352	\$51,485
1	1.2700	\$49,002	\$50,104

SCHEDULE A

UFEA SALARY SCHEDULE FOR 2022-2023

BASE \$39,124

2.2% BOARD-PAID TRS

.022495 WHEN COMPOUNDED

B + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5160	\$59,312	\$60,646
16	1.4770	\$57,786	\$59,086
15	1.4380	\$56,260	\$57,526
14	1.4030	\$54,891	\$56,126
13	1.3680	\$53,522	\$54,726
12	1.3330	\$52,152	\$53,326
11	1.2980	\$50,783	\$51,925
10	1.2630	\$49,414	\$50,525
9	1.2320	\$48,201	\$49,285
8	1.2010	\$46,988	\$48,045
7	1.1700	\$45,775	\$46,805
6	1.1390	\$44,562	\$45,565
5	1.1080	\$43,350	\$44,325
4	1.0810	\$42,293	\$43,245
3	1.0540	\$41,237	\$42,164
2	1.0270	\$40,180	\$41,084
1	1.0000	\$39,124	\$40,004

B + 8			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5460	\$60,486	\$61,847
16	1.5070	\$58,960	\$60,286
15	1.4680	\$57,434	\$58,726
14	1.4330	\$56,065	\$57,326
13	1.3980	\$54,696	\$55,926
12	1.3630	\$53,326	\$54,526
11	1.3280	\$51,957	\$53,126
10	1.2930	\$50,587	\$51,725
9	1.2620	\$49,375	\$50,485
8	1.2310	\$48,162	\$49,245
7	1.2000	\$46,949	\$48,005
6	1.1690	\$45,736	\$46,765
5	1.1380	\$44,523	\$45,525
4	1.1110	\$43,467	\$44,445
3	1.0840	\$42,411	\$43,365
2	1.0570	\$41,354	\$42,284
1	1.0300	\$40,298	\$41,204

B + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
19	1.6540	\$64,711	\$66,167
18	1.6150	\$63,185	\$64,607
17	1.5760	\$61,660	\$63,047
16	1.5370	\$60,134	\$61,486
15	1.4980	\$58,608	\$59,926
14	1.4630	\$57,239	\$58,526
13	1.4280	\$55,869	\$57,126
12	1.3930	\$54,500	\$55,726
11	1.3580	\$53,131	\$54,326
10	1.3230	\$51,761	\$52,926
9	1.2920	\$50,548	\$51,685
8	1.2610	\$49,336	\$50,445
7	1.2300	\$48,123	\$49,205
6	1.1990	\$46,910	\$47,965
5	1.1680	\$45,697	\$46,725
4	1.1410	\$44,641	\$45,645
3	1.1140	\$43,584	\$44,565
2	1.0870	\$42,528	\$43,485
1	1.0600	\$41,472	\$42,404

B + 24			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	1.7270	\$67,567	\$69,087
19	1.6840	\$65,885	\$67,367
18	1.6450	\$64,359	\$65,807
17	1.6060	\$62,833	\$64,247
16	1.5670	\$61,307	\$62,687
15	1.5280	\$59,782	\$61,126
14	1.4930	\$58,412	\$59,726
13	1.4580	\$57,043	\$58,326
12	1.4230	\$55,674	\$56,926
11	1.3880	\$54,304	\$55,526
10	1.3530	\$52,935	\$54,126
9	1.3220	\$51,722	\$52,886
8	1.2910	\$50,509	\$51,645
7	1.2600	\$49,296	\$50,405
6	1.2290	\$48,084	\$49,165
5	1.1980	\$46,871	\$47,925
4	1.1710	\$45,814	\$46,845
3	1.1440	\$44,758	\$45,765
2	1.1170	\$43,702	\$44,685
1	1.0900	\$42,645	\$43,605

M + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
22	2.0470	\$80,087	\$81,889
21	1.9960	\$78,092	\$79,848
20	1.9450	\$76,096	\$77,808
19	1.8940	\$74,101	\$75,768
18	1.8430	\$72,106	\$73,728
17	1.7920	\$70,110	\$71,688
16	1.7410	\$68,115	\$69,647
15	1.6940	\$66,276	\$67,767
14	1.6470	\$64,437	\$65,887
13	1.6000	\$62,599	\$64,007
12	1.5530	\$60,760	\$62,127
11	1.5100	\$59,077	\$60,406
10	1.4670	\$57,395	\$58,686
9	1.4240	\$55,713	\$56,966
8	1.3810	\$54,030	\$55,246
7	1.3420	\$52,505	\$53,686
6	1.3030	\$50,979	\$52,125
5	1.2640	\$49,453	\$50,565
4	1.2250	\$47,927	\$49,005
3	1.1900	\$46,558	\$47,605
2	1.1550	\$45,188	\$46,205
1	1.1200	\$43,819	\$44,805

M + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
22	2.2000	\$86,073	\$88,009
21	2.0460	\$80,048	\$81,849
20	1.9950	\$78,053	\$79,808
19	1.9440	\$76,057	\$77,768
18	1.8930	\$74,062	\$75,728
17	1.8420	\$72,067	\$73,688
16	1.7910	\$70,071	\$71,648
15	1.7440	\$68,232	\$69,767
14	1.6970	\$66,394	\$67,887
13	1.6500	\$64,555	\$66,007
12	1.6030	\$62,716	\$64,127
11	1.5600	\$61,034	\$62,407
10	1.5170	\$59,351	\$60,686
9	1.4740	\$57,669	\$58,966
8	1.4310	\$55,987	\$57,246
7	1.3920	\$54,461	\$55,686
6	1.3530	\$52,935	\$54,126
5	1.3140	\$51,409	\$52,566
4	1.2750	\$49,883	\$51,005
3	1.2400	\$48,514	\$49,605
2	1.2050	\$47,145	\$48,205
1	1.1700	\$45,775	\$46,805

M + 32			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
22	2.2500	\$88,029	\$90,009
21	2.0960	\$82,004	\$83,849
20	2.0450	\$80,009	\$81,809
19	1.9940	\$78,013	\$79,768
18	1.9430	\$76,018	\$77,728
17	1.8920	\$74,023	\$75,688
16	1.8410	\$72,028	\$73,648
15	1.7940	\$70,189	\$71,768
14	1.7470	\$68,350	\$69,887
13	1.7000	\$66,511	\$68,007
12	1.6530	\$64,672	\$66,127
11	1.6100	\$62,990	\$64,407
10	1.5670	\$61,307	\$62,687
9	1.5240	\$59,625	\$60,966
8	1.4810	\$57,943	\$59,246
7	1.4420	\$56,417	\$57,686
6	1.4030	\$54,891	\$56,126
5	1.3640	\$53,365	\$54,566
4	1.3250	\$51,839	\$53,006
3	1.2900	\$50,470	\$51,605
2	1.2550	\$49,101	\$50,205
1	1.2200	\$47,731	\$48,805

M + 48			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
23	2.3600	\$92,333	\$94,410
22	2.3250	\$90,964	\$93,010
21	2.2250	\$87,051	\$89,009
20	2.0950	\$81,965	\$83,809
19	2.0440	\$79,970	\$81,769
18	1.9930	\$77,974	\$79,728
17	1.9420	\$75,979	\$77,688
16	1.8910	\$73,984	\$75,648
15	1.8440	\$72,145	\$73,768
14	1.7970	\$70,306	\$71,888
13	1.7500	\$68,467	\$70,007
12	1.7030	\$66,628	\$68,127
11	1.6600	\$64,946	\$66,407
10	1.6170	\$63,264	\$64,687
9	1.5740	\$61,581	\$62,967
8	1.5310	\$59,899	\$61,246
7	1.4920	\$58,373	\$59,686
6	1.4530	\$56,847	\$58,126
5	1.4140	\$55,322	\$56,566
4	1.3750	\$53,796	\$55,006
3	1.3400	\$52,426	\$53,606
2	1.3050	\$51,057	\$52,206
1	1.2700	\$49,688	\$50,805

SCHEDULE B
Unit 5

		2020-2021 % of Base	2020-2021 Increment	2020-2021 Longevity	2021-2022 % of Base	2021-2022 Increment	2021-2022 Longevity	2022-2023 % of Base	2022-2023 Increment	2022-2023 Longevity
		\$38,108			\$38,584			\$39,124		
CHAIR - 1-3 FTE IN DEPARTMENT	CHR1/CHR1L	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152
CHAIR - 4-7 FTE IN DEPARTMENT	CHR2/CHR2L	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
CHAIR - 8-11 FTE IN DEPARTMENT	CHR3/CHR3L	0.070	\$2,668	\$2,934	0.070	\$2,701	\$2,971	0.070	\$2,739	\$3,013
CHAIR - 12-15 FTE IN DEPARTMENT	CHR4/CHR4L	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
CHAIR - 16+ FTE IN DEPARTMENT	CHR5/CHR5L	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
DRIVERS EDUCATION COORDINATOR	DRIVE/DRIVEL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
ASSISTANT ATHLETIC DIRECTOR	AAD	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
HIGH SCHOOL ACTIVITY TREASURER	SHAT/SHATL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
PBIS COACH										
HIGH SCHOOL	PBISHS		\$1,000			\$1,000			\$1,000	
JUNIOR HIGH	PBISJH		\$800			\$800			\$800	
ELEMENTARY 300+ ENROLLMENT	PBIS2 300+		\$600			\$600			\$600	
ELEMENTARY <300 ENROLLMENT	PBIS1 <300		\$400			\$400			\$400	
SPORTS - HIGH SCHOOL										
HEAD COACHES										
BASEBALL	SHBE/SHBEL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
BASKETBALL	SHBB/SHBBL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
BASS FISHING		0.025	\$953	\$1,048	0.025	\$965	\$1,061	0.025	\$978	\$1,076
CROSS COUNTRY	SHCC/SHCCL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
E-SPORTS		0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
FOOTBALL	SHFT/SHFTL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
GOLF	SHGF/SHGFL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
LACROSSE	SHLA/SHLAL	0.130	\$4,954	\$5,449	0.130	\$5,016	\$5,518	0.130	\$5,086	\$5,595
SOCCER	SHSO/SHSOL	0.130	\$4,954	\$5,449	0.130	\$5,016	\$5,518	0.130	\$5,086	\$5,595
SOFTBALL	SHSB/SHSBL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
SWIMMING	SHSW/SHSWL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
TENNIS	SHTN/SHTNL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
TRACK	SHTR/SHTRL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
VOLLEYBALL	SHVB/SHVBL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
WRESTLING	SHWR/SHWRL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
ASSISTANT COACHES										
BASEBALL	AVBE/AVBEL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
BASKETBALL	AVBB/AVBBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
CROSS COUNTRY	AVCC/AVCCL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
FOOTBALL	AVFT/AVFTL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
GOLF	AVGF/AVGFL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
LACROSSE	AVLA/AVLAL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SOCCER	AVSO/AVSOL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SOFTBALL	AVSB/AVSBL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SWIMMING	ASW/ASWL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
TENNIS	AVTN/AVTNL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
TRACK	AVTR/AVTRL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
VOLLEYBALL	AVVB/AVVBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
WRESTLING	AVWR/AVWRL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
SPORTS - JUNIOR HIGH										
7/8-BASEBALL	JHBE/JHBEL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
7-BASKETBALL	JHBB/JHBBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
8-BASKETBALL	JHBB/JHBBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-SOFTBALL	JHSB/JHSBL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
7-TRACK	JHTR/JHTRL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
8-TRACK	JHTR/JHTRL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
7-VOLLEYBALL	JHVB/JHVBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
8-VOLLEYBALL	JHVB/JHVBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-WRESTLING	JHWR/JHWRL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-CROSS COUNTRY	JHCC/JHCCL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
CHEERLEADERS / DANCE										
HIGH SCHOOL										
VARSITY FOOTBALL	CHFT/CHFTL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
COMPETITIVE CHEER	CHBB/CHBBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734

SCHEDULE B

Unit 5

SOPHOMORE	SOCH/SOCHL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
COMPETITIVE DANCE	DANHS	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734

JUNIOR HIGH

7/8 CHEERLEADER	JHC/JHCL	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152
DANCE	DANJH	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152

ADVISORS / SPONSORS

HIGH SCHOOL

TECHNICAL DIRECTOR	HSTD/HSTDL	0.100	\$3,811	\$4,192	0.100	\$3,858	\$4,244	0.100	\$3,912	\$4,304
HEAD SENIOR CLASS	HSCS/HSCSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
HEAD JUNIOR CLASS	HJCS/HJCSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
HEAD SOPHOMORE CLASS	SOCs/SOCSL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
HEAD FRESHMAN CLASS	HFCS/HFCSL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
FCCLA SPONSOR	FHA/FHAL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
NEWSPAPER	SHNS/SHNSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
STUDENT COUNCIL	SHSC/SHSCL	0.100	\$3,811	\$4,192	0.100	\$3,858	\$4,244	0.100	\$3,912	\$4,304
YEARBOOK	SHYB/SHYBL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
FBLA	SHYB/SHYBL	0.0125	\$476	\$524	0.0125	\$482	\$531	0.0125	\$489	\$538

JUNIOR HIGH

FCCLA SPONSOR	FHA/FHAL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
STUDENT SENATE	JHSS/JHSSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
YEARBOOK	JHYB/JHYB	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
SPIRIT CLUB	JHSC/JHSCL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ELEMENTARY

STUDENT COUNCIL	ELSC/ELSCL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
PATROL	ELPA/ELPAL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ACADEMIC - COACHES

HIGH SCHOOL

MOCK TRIAL	SHMT/SHMTL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
CHESS	SHCH/SHCHL	0.025	\$953	\$1,048	0.025	\$965	\$1,061	0.025	\$978	\$1,076
DRAMA	SHDR/SHDRL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
SCHOLASTIC BOWL	SCB/SCBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASST. SCHOLASTIC BOWL	SCBA/SCBAL	0.055	\$2,096	\$2,306	0.055	\$2,122	\$2,334	0.055	\$2,152	\$2,367
SPEECH	SHSP/SHSPL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASSISTANT SPEECH	SHAS/SHASL	0.055	\$2,096	\$2,306	0.055	\$2,122	\$2,334	0.055	\$2,152	\$2,367
MATH TEAM	SHMAT/SHMATL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873

JUNIOR HIGH

MATH	JHMA/JHMAL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
DRAMA	JHDR/JHDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
CHESS	JHCH/JHCHL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
SPEECH	JHSP/JHSPL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
YOUNG AUTHORS	JHYA/JHYAL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ELEMENTARY

CHESS	ELCH/ELCHL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
YOUNG AUTHORS-SGL/DBL	YA1/YA1L	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
YOUNG AUTHORS-TRI/QUAD	YA2/YA2L	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

MUSIC

HIGH SCHOOL

BAND	SHBA/SHBAL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
ASST. BAND	ASBA/ASBAL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
JAZZ BAND	SHJZ/SHJZL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
CHOIR	SHCR/SHCRL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
ORCHESTRA	SHOR/SHORL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
WINTER GUARD DIRECTOR	WGD/WGDL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
WINTER GUARD ASST. DIR.	WGAD/WGADL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
VOCAL ENSEMBLE DIRECTOR	SCDR/SCDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
MARCHING BAND DIRECTOR	MBDR/MBDRL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASSISTANT MARCHING BAND DIRECTOR	ASBDR/ASBDRL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
MUSICAL DIRECTOR	MUDR/MUDRL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
ASST. MUSICAL DIRECTOR	ASMU/ASMUL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
MUSICAL ACCOMPANIST	MUAC/MUACL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
MUSICAL ORCHESTRA DIR.	MUOR/MUORL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
COLOR GUARD (FLAGS)	COGU/COGUL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
DRUM LINE	DRUM/DRUML	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
MADRIGALS	SHMA/SHMAL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
WINTER DRUMLINE	WDRU/WDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291

SCHEDULE B
Unit 5

JUNIOR HIGH

BAND	JHBA/JHBAL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506
JAZZ BAND	JHJZ/JHJZL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
CHOIR	JHCR/JHCRL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506
ORCHESTRA	JHOR/JHORL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506

ELEMENTARY

SCHOOL CONCERTS		0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430

TECHNOLOGY

BUILDING TECHNOLOGY COACH	BTECH		\$1,000			\$1,000			\$1,000	
HIGH SCHOOL - Webmaster	WEBH/WEBHL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
HIGH SCHOOL IMC - Webmaster	WEBI/WEBIL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
MIDDLE SCHOOL - Webmaster	WEBM/WEBML	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
ELEMENTARY - Webmaster	WEBE/WEBL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

EXTRA DUTIES - PER SEMESTER

Extra Assignment: Non-Instructional*		\$1,100	\$1,100	\$1,100
*includes Noon Hour Supervision				
Extra Assignment: Instructional		\$1,600	\$1,600	\$1,600

ADDITIONAL EDUCATION ATTAINMENT

PhD, EdD	\$1,500	\$1,500	\$1,500
National Board Teacher Certification*	\$1,500	\$1,500	\$1,500
CCC*	\$1,500	\$1,500	\$1,500
LCSW*	\$1,500	\$1,500	\$1,500
Nationally Certified School Counselor*	\$1,500	\$1,500	\$1,500
Nationally Certified School Psychologist*	\$1,500	\$1,500	\$1,500
Nationally Certified School Nurse*	\$1,500	\$1,500	\$1,500

* for full-time employees only

An employee who has performed the same assignment for 5 cumulative years shall be additionally compensated in the amount of .10 times the current rate for the applicable Schedule B assignment. This does not include Extra Assignments or Additional Educational Attainment.

- Longevity in coaching would be gained by doing the same Schedule B indexed sport at any level for 5 years.
- Longevity in music would be gained by holding a position within the specific category at any level for 5 years.
- Longevity in any academic area would be gained by doing the same Schedule B activity at any level for 5 years.

When a bargaining unit member and non-bargaining unit member are equally qualified in all respects for a Schedule B position, the bargaining unit member will be hired.

Due to ROE on Thursday, October 15, 2020
 Due to ISBE on Monday, November 16, 2020
 SD/JA20

☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
 School Business Services Department
 100 North First Street, Springfield, Illinois 62777-0001
 217/785-8779

**Illinois School District/Joint Agreement
 Annual Financial Report ***
June 30, 2020

<u>School District/Joint Agreement Information</u> <i>(See instructions on inside of this page.)</i>		<u>Accounting Basis:</u>		<u>Certified Public Accountant Information</u>	
School District/Joint Agreement Number: 17-064-0050-26		☒ CASH ☐ ACCRUAL		Name of Auditing Firm: CliftonLarsonAllen LLP	
County Name: McLean				Name of Audit Manager: Hope Wheeler	
Name of School District/Joint Agreement: McLean County Unit School District No. 5				Address: 301 North Neil Street, Suite 205	
Address: 1809 West Hovey				City: Champaign	State: IL
City: Normal				Zip Code: 61820	
Email Address: weiklek@unit5.org				Phone Number: 217-373-3139	Fax Number: 217-355-9549
Zip Code: 61761-4339				IL License Number (9 digit): 066-004450	Expiration Date: 11/30/2021
				Email Address: hope.wheeler@claconnect.com	
<u>Annual Financial Report</u> Type of Auditor's Report Issued: ☐ Qualified ☐ Adverse ☐ Disclaimer ☒ Unqualified		<u>Single Audit Status:</u> ☒ YES ☐ NO Are Federal expenditures greater than \$750,000? ☒ YES ☐ NO Is all Single Audit Information completed and attached? ☐ YES ☒ NO Were any financial statement or federal award findings issued?		ISBE Use Only	
☐ Reviewed by District Superintendent/Administrator		☐ Reviewed by Township Treasurer (Cook County only) Name of Township: _____		☐ Reviewed by Regional Superintendent/Cook ISC	
District Superintendent/Administrator Name (Type or Print): Dr. Kristen Weikle		Township Treasurer Name (type or print)		Regional Superintendent/Cook ISC Name (Type or Print):	
Email Address: weiklek@unit5.org		Email Address:		Email Address:	
Telephone: 309-557-4000	Fax Number:	Telephone:	Fax Number:	Telephone:	Fax Number:
Signature & Date:		Signature & Date:		Signature & Date:	

* This form is based on 23 Illinois Administrative Code 100, Subtitle A, Chapter I, Subchapter C (Part 100).
ISBE Form SD50-35/JA50-60 (05/20-version1)

This form is based on 23 Illinois Administrative Code, Subtitle A, Chapter I, Subchapter C, Part 100.
 In some instances, use of open account codes (cells) may not be authorized by statute or administrative rule.
 Each school district or joint agreement is responsible for obtaining the concurring legal opinion and/or other supporting authorization/documentation, as necessary, to use the applicable account code (cell).

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INSTRUCTIONS/REQUIREMENTS: For School Districts/Joint Agreements

All School Districts/Joint Agreements must complete this form (Note: joint agreement supplementary/statistical schedules may not be applicable)

This form complies with Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

[23, Illinois Administrative Code 100, Subtitle A, Chapter I, Subchapter C \(Part 100\)](#)

- Round all amounts to the nearest dollar.** Do not enter cents. (Exception: 9 Month ADA on page 27, line 78)
- Any errors left unresolved by the Audit Checklist/Balancing Schedule must be explained in the itemization page.
- Before submitting AFR - **be sure to break all links in AFR** before submitting to ISBE. If links are not broken, amounts entered have changed when opening the AFR.
- Submit AFR Electronically**
 - The Annual Financial Reports (AFR) must be submitted directly through the Attachment Manager to the AFR Group by the Auditor (not from the school district) on before November 15 with the exception of Extension Approvals (Please see AFR Instructions for complete submission procedures). **Note: CD/Disk no longer accepted.**
[Attachment Manager Link](#)
 - AFR supporting documentation must be embedded as Microsoft Word (.doc), Word Perfect (*.wpd) or Adobe (*.pdf) and inserted within tab "Opinions & Notes". These documents include: The Audit, Management letter, Opinion letters, Compliance letters, Financial notes etc.... For embedding instructions see "Opinions & Notes" tab of this form.
Note: In Windows 7 and above, files can be saved in Adobe Acrobat (.pdf) and embedded even if you do not have the software. If you have problems embedding the files you may attach them as separate (.docx) in the Attachment Manager and ISBE will embedded them for you.*
- Submit Paper Copy of AFR with Signatures**
 - The auditor must send three paper copies of the AFR form (cover through page 8 at minimum) to the School District with the auditor signature.
Note: School Districts and Regional Superintendents may prefer a complete paper copy in lieu of an electronic file. Please comply with their requests as necessary.
 - Upon receipt, the School District retains one copy for their records, signs, and forwards the remaining two copies to the Regional Superintendent's office no later than October 15, annually.
 - Upon receipt, the Regional Superintendent's office retains one copy for their records, signs, and forwards the remaining paper copy to ISBE no later than November 15, annually.
 - If the 15th falls on a Saturday, the due date is the Friday before. If the 15th falls on a Sunday, the due date is the Monday after.
 - Yellow Book, CPE, and Peer Review requirements must be met if the Auditor issues an opinion stating "Governmental Auditing Standards" were utilized.
[Federal Single Audit 2 CFR 200.500](#)
- Requesting an Extension of Time** must be submitted in writing via email or letter to the Regional Office of Education (at the discretion of the ROE). Approval may be provided up to and no later than December 15 annually. After December 15, audits are considered late and out of compliance per Illinois School Code.
- Qualifications of Auditing Firm**
 - School District/Joint Agreement entities must verify the qualifications of the auditing firm by requesting the most current peer review report and the corresponding acceptance letter from the approved peer review program, for the current peer review period.
 - A school district/joint agreement who engages with an auditing firm who is not licensed and qualified will be required to complete a new audit by a qualified auditing firm at the school district's/joint agreement's expense.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
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JUNE 30, 2020

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INDEPENDENT AUDITORS' REPORT

Board of Education
McLean County Unit School District No. 5
Normal, Illinois

We have audited the modified cash basis financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of McLean County Unit School District No. 5 (the District), as of and for the year ended June 30, 2020, and have issued our report thereon dated October 9, 2020 which contained unmodified opinions on those financial statements. Our audit was performed for the purpose of forming opinions on the financial statements as a whole. The accompanying supplementary information on pages 5 through 26 and 34 of this regulatory-based Annual Financial Report is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

The supplementary information on pages 2 through 4, 27 through 33, 35 through 40, and the Audit Checklist of this regulatory-based Annual Financial Report have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Champaign, Illinois
October 9, 2020

AUDITOR'S QUESTIONNAIRE

INSTRUCTIONS: If your review and testing of State, Local, and Federal Programs revealed any of the following statements to be true, then check the box on the left and attach the appropriate findings/comments.

PART A - FINDINGS

- ☐ 1. One or more school board members, administrators, certified school business officials, or other qualifying district employees failed to file economic interested statements pursuant to the *Illinois Government Ethics Act*. [5 ILCS 420/4A-101]
- ☐ 2. One or more custodians of funds failed to comply with the bonding requirements pursuant to *Illinois School Code* [105 ILCS 5/8-2; 10-20.19; 19-6].
- ☐ 3. One or more contracts were executed or purchases made contrary to the provisions of the *Illinois School Code* [105 ILCS 5/10-20.21].
- ☐ 4. One or more violations of the Public Funds Deposit Act or the Public Funds Investment Act were noted [30 ILCS 225/1 et. seq. and 30 ILCS 235/1 et. seq.].
- ☐ 5. Restricted funds were commingled in the accounting records or used for other than the purpose for which they were restricted.
- ☐ 6. One or more short-term loans or short-term debt instruments were executed in non-conformity with the applicable authorizing statute or without statutory Authority.
- ☐ 7. One or more long-term loans or long-term debt instruments were executed in non-conformity with the applicable authorizing statute or without statutory Authority.
- ☐ 8. Corporate Personal Property Replacement Tax monies were deposited and/or used without first satisfying the lien imposed pursuant to the *Illinois State Revenue Sharing Act* [30 ILCS 115/12].
- ☐ 9. One or more interfund loans were made in non-conformity with the applicable authorizing statute or without statutory authorization per *Illinois School Code* [105 ILCS 5/10-22.33, 20-4 and 20-5].
- ☐ 10. One or more interfund loans were outstanding beyond the term provided by statute *Illinois School Code* [105 ILCS 5/10-22.33, 20-4, 20-5].
- ☐ 11. One or more permanent transfers were made in non-conformity with the applicable authorizing statute/regulation or without statutory/regulatory authorization per *Illinois School Code* [105 ILCS 5/17-2A].
- ☐ 12. Substantial, or systematic misclassification of budgetary items such as, but not limited to, revenues, receipts, expenditures, disbursements or expenses were observed.
- ☐ 13. The Chart of Accounts used to define and control budget and accounting records does not conform to the minimum requirements imposed by ISBE rules pursuant to *Illinois School Code* [105 ILCS 5/2-3.27; 2-3.28].
- ☐ 14. At least one of the following forms was filed with ISBE late: The FY19 AFR (ISBE FORM 50-35), FY19 Annual Statement of Affairs (ISBE Form 50-37) and FY20 Budget (ISBE FORM 50-36). Explain in the comments box below in pursuant to *Illinois School Code* [105 ILCS 5/3-15.1; 5/10-17; 5/17-1].

PART B - FINANCIAL DIFFICULTIES/CERTIFICATION Criteria pursuant to the Illinois School Code [105 ILCS 5/1A-8] .

- ☐ 15. The district has issued tax anticipation warrants or tax anticipation notes in anticipation of a second year's taxes when warrants or notes in anticipation of current year taxes are still outstanding, as authorized by *Illinois School Code* [105 ILCS 5/17-16 or 34-23 through 34-27].
- ☐ 16. The district has issued short-term debt against two future revenue sources, such as, but not limited to, tax anticipation warrants and General State Aid certificates or tax anticipation warrants and revenue anticipation notes.
- ☐ 17. The district has issued school or teacher orders for wages as permitted in *Illinois School Code* [105 ILCS 5/8-16, 32-7.2 and 34-76] or issued funding bonds for this purpose pursuant to *Illinois School Code* [105 ILCS 5/8-6; 32-7.2; 34-76; and 19-8].
- ☐ 18. The district has for two consecutive years shown an excess of expenditures/other uses over revenues/other sources and beginning fund balances on its annual financial report for the aggregate totals of the Educational, Operations & Maintenance, Transportation, and Working Cash Funds.

PART C - OTHER ISSUES

- ☐ 19. Student Activity Funds, Imprest Funds, or other funds maintained by the district were excluded from the audit.
- ☐ 20. Findings, other than those listed in Part A (above), were reported (e.g. student activity findings). These findings may be described extensively in the financial notes.
- ☐ 21. Federal Stimulus Funds were not maintained and expended in accordance with the American Recovery and Reinvestment Act (ARRA) of 2009. If checked, an explanation must be provided.
- ☐ 22. Check this box if the district is subject to the Property Tax Extension Limitation Law. Effective Date: _____ (Ex: 00/00/0000)
- ☐ 23. If the type of Auditor Report designated on the cover page is other than an unqualified opinion and is due to reason(s) other than solely Cash Basis Accounting, please check and explain the reason(s) in the box below.

PART D - EXPLANATION OF ACCOUNTING PRACTICES FOR LATE MANDATED CATEGORICAL PAYMENTS

(For School Districts who report on an Accrual/Modified Accrual Accounting Basis only)

School districts that report on the accrual/modified accrual basis of accounting must identify where late mandated categorical payments (Acct Codes 3100, 3120, 3500, 3510, 3950) are recorded. Depending on the accounting procedure these amounts will be used to adjust the Direct Receipts/Revenues in calculation 1 and 2 of the Financial Profile Score. In FY2020, identify those late payments recorded as Intergovernmental Receivables, Other Receivables, or Deferred Revenue & Other Current Liabilities or Direct Receipts/Revenue. Payments should only be listed once.

24. Enter the date that the district used to accrue mandated categorical payments

Date:

25. For the listed mandated categorical (Revenue Code (3100, 3120, 3500, 3510, 3950) that were vouchered prior to June 30th, but not released until after year end as reported in ISBE FRIS system, enter the amounts that were accrued in the chart below.

Account Name	3100	3120	3500	3510	3950	Total
Deferred Revenues (490)						
Mandated Categoricals Payments (3100, 3120, 3500, 3510, 3950)						\$-
Direct Receipts/Revenue						
Mandated Categoricals Payments (3100, 3120, 3500, 3510, 3950)						\$-
Total						\$-

- Revenue Code (3100-Sp Ed Private Facilities, 3120-Sp Ed Regular Orphanage Individual, 3500-Regular/Vocational Transportation, 3510-Sp Ed Transportation, 3950-Regular Orphans & Foster Children)

PART E - QUALIFICATIONS OF AUDITING FIRM

- School District/Joint Agreement entities must verify the qualifications of the auditing firm by requesting the most current peer review report and the corresponding acceptance letter from the approved peer review program for the current peer review.
- A school district/joint agreement who engages with an auditing firm who is not licensed and qualified will be required to complete a new audit by a qualified auditing firm at the school district's/joint agreement's expense.

Comments Applicable to the Auditor's Questionnaire:

CliftonLarsonAllen LLP

Name of Audit Firm (print)

The undersigned affirms that this audit was conducted by a qualified auditing firm and in accordance with the applicable standards [23 Illinois Administrative Code Part 100] and the scope of the audit conformed to the requirements of subsection (a) or (b) of 23 Illinois Administrative Code Part 100 Section 110, as applicable.

CliftonLarsonAllen LLP

Signature

10/09/2020

mm/dd/yyyy

Note: A PDF with signature is acceptable for this page. Enter the location on signature line e.g. PDF in Opinion Page with signature

	A	B	C	D	E	F	G	H	I	J	K	L	M																
1	FINANCIAL PROFILE INFORMATION																												
2																													
3	<i>Required to be completed for School Districts only.</i>																												
4																													
5	A. Tax Rates (Enter the tax rate - ex: .0150 for \$1.50)																												
6																													
7	Tax Year 2019 Equalized Assessed Valuation (EAV): 2,299,341,054																												
8																													
9	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Educational</td> <td style="text-align: center;">Operations & Maintenance</td> <td style="text-align: center;">Transportation</td> <td style="text-align: center;">Combined Total</td> <td style="text-align: center;">Working Cash</td> </tr> <tr> <td>Rate(s):</td> <td>0.027200</td> <td>0.005000</td> <td>0.002000</td> <td>0.034200</td> </tr> </table>													Educational	Operations & Maintenance	Transportation	Combined Total	Working Cash	Rate(s):	0.027200	0.005000	0.002000	0.034200						
Educational	Operations & Maintenance	Transportation	Combined Total	Working Cash																									
Rate(s):	0.027200	0.005000	0.002000	0.034200																									
10																													
11																													
12																													
13	B. Results of Operations *																												
14																													
15	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Receipts/Revenues</td> <td style="text-align: center;">Disbursements/Expenditures</td> <td style="text-align: center;">Excess/ (Deficiency)</td> <td style="text-align: center;">Fund Balance</td> </tr> <tr> <td>120,306,354</td> <td>134,072,971</td> <td>(13,766,617)</td> <td>54,089,353</td> </tr> </table>													Receipts/Revenues	Disbursements/Expenditures	Excess/ (Deficiency)	Fund Balance	120,306,354	134,072,971	(13,766,617)	54,089,353								
Receipts/Revenues	Disbursements/Expenditures	Excess/ (Deficiency)	Fund Balance																										
120,306,354	134,072,971	(13,766,617)	54,089,353																										
16																													
17	* The numbers shown are the sum of entries on Pages 7 & 8, lines 8, 17, 20, and 81 for the Educational, Operations & Maintenance, Transportation and Working Cash Funds.																												
18																													
19																													
20	C. Short-Term Debt **																												
21																													
22	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">CPPRT Notes</td> <td style="text-align: center;">TAWs</td> <td style="text-align: center;">TANs</td> <td style="text-align: center;">TO/EMP. Orders</td> <td style="text-align: center;">EBF/GSA Certificates</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>													CPPRT Notes	TAWs	TANs	TO/EMP. Orders	EBF/GSA Certificates	0	0	0	0	0						
CPPRT Notes	TAWs	TANs	TO/EMP. Orders	EBF/GSA Certificates																									
0	0	0	0	0																									
23																													
24	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Other</td> <td style="text-align: center;">Total</td> </tr> <tr> <td>0</td> <td>0</td> </tr> </table>													Other	Total	0	0												
Other	Total																												
0	0																												
25																													
26	** The numbers shown are the sum of entries on page 24.																												
27																													
28	D. Long-Term Debt																												
29	Check the applicable box for long-term debt allowance by type of district.																												
30																													
31	<table border="0" style="width: 100%;"> <tr> <td>☐</td> <td>a. 6.9% for elementary and high school districts,</td> <td>317,309,065</td> </tr> <tr> <td>☒</td> <td>b. 13.8% for unit districts.</td> <td></td> </tr> </table>													☐	a. 6.9% for elementary and high school districts,	317,309,065	☒	b. 13.8% for unit districts.											
☐	a. 6.9% for elementary and high school districts,	317,309,065																											
☒	b. 13.8% for unit districts.																												
32																													
33																													
34	Long-Term Debt Outstanding:																												
35																													
36	<table border="0" style="width: 100%;"> <tr> <td>c. Long-Term Debt (Principal only)</td> <td>Acct</td> <td></td> </tr> <tr> <td>Outstanding:.....</td> <td>511</td> <td>134,294,916</td> </tr> </table>													c. Long-Term Debt (Principal only)	Acct		Outstanding:.....	511	134,294,916										
c. Long-Term Debt (Principal only)	Acct																												
Outstanding:.....	511	134,294,916																											
37																													
38																													
39																													
40	E. Material Impact on Financial Position																												
41	If applicable, check any of the following items that may have a material impact on the entity's financial position during future reporting periods.																												
42	Attach sheets as needed explaining each item checked.																												
43																													
44	<table border="0" style="width: 100%;"> <tr> <td>☐</td> <td>Pending Litigation</td> </tr> <tr> <td>☐</td> <td>Material Decrease in EAV</td> </tr> <tr> <td>☐</td> <td>Material Increase/Decrease in Enrollment</td> </tr> <tr> <td>☐</td> <td>Adverse Arbitration Ruling</td> </tr> <tr> <td>☐</td> <td>Passage of Referendum</td> </tr> <tr> <td>☐</td> <td>Taxes Filed Under Protest</td> </tr> <tr> <td>☐</td> <td>Decisions By Local Board of Review or Illinois Property Tax Appeal Board (PTAB)</td> </tr> <tr> <td>☐</td> <td>Other Ongoing Concerns (Describe & Itemize)</td> </tr> </table>													☐	Pending Litigation	☐	Material Decrease in EAV	☐	Material Increase/Decrease in Enrollment	☐	Adverse Arbitration Ruling	☐	Passage of Referendum	☐	Taxes Filed Under Protest	☐	Decisions By Local Board of Review or Illinois Property Tax Appeal Board (PTAB)	☐	Other Ongoing Concerns (Describe & Itemize)
☐	Pending Litigation																												
☐	Material Decrease in EAV																												
☐	Material Increase/Decrease in Enrollment																												
☐	Adverse Arbitration Ruling																												
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ESTIMATED FINANCIAL PROFILE SUMMARY
 (Go to the following website for reference to the Financial Profile)
<https://www.isbe.net/Pages/School-District-Financial-Profile.aspx>

District Name:	McLean County Unit School District No. 5			
District Code:	17-064-0050-26			
County Name:	McLean			

1. Fund Balance to Revenue Ratio:		Total	Ratio	Score	
Total Sum of Fund Balance (P8, Cells C81, D81, F81 & I81)	Funds 10, 20, 40, 70 + (50 & 80 if negative)	53,860,505.00	0.452	Weight	4
Total Sum of Direct Revenues (P7, Cell C8, D8, F8 & I8)	Funds 10, 20, 40, & 70,	119,104,370.00		Value	1.40
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	(1,201,984.00)			
(Excluding C:D57, C:D61, C:D65, C:D69 and C:D73)					

2. Expenditures to Revenue Ratio:		Total	Ratio	Score	
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17, I17)	Funds 10, 20 & 40	134,072,971.00	1.126	Adjustment	2
Total Sum of Direct Revenues (P7, Cell C8, D8, F8, & I8)	Funds 10, 20, 40 & 70,	119,104,370.00		Weight	1
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	(1,201,984.00)			0.35
(Excluding C:D57, C:D61, C:D65, C:D69 and C:D73)			2.803	Value	1.05
Possible Adjustment:					

3. Days Cash on Hand:		Total	Days	Score	
Total Sum of Cash & Investments (P5, Cell C4, D4, F4, I4 & C5, D5, F5 & I5)	Funds 10, 20 40 & 70	53,855,411.00	144.60	Weight	3
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17 & I17)	Funds 10, 20, 40 divided by 360	372,424.92		Value	0.10
					0.30

4. Percent of Short-Term Borrowing Maximum Remaining:		Total	Percent	Score	
Tax Anticipation Warrants Borrowed (P24, Cell F6-7 & F11)	Funds 10, 20 & 40	0.00	100.00	Weight	4
EAV x 85% x Combined Tax Rates (P3, Cell J7 and J10)	(.85 x EAV) x Sum of Combined Tax Rates	66,841,844.44		Value	0.10
					0.40

5. Percent of Long-Term Debt Margin Remaining:		Total	Percent	Score	
Long-Term Debt Outstanding (P3, Cell H37)		134,294,916.00	57.67	Weight	3
Total Long-Term Debt Allowed (P3, Cell H31)		317,309,065.45		Value	0.10
					0.30

Total Profile Score: 3.45 *

Estimated 2021 Financial Profile Designation: REVIEW

* Total Profile Score may change based on data provided on the Financial Profile Information, page 3 and by the timing of mandated categorical payments. Final score will be calculated by ISBE.

BASIC FINANCIAL STATEMENTS
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
STATEMENT OF POSITION AS OF JUNE 30, 2020

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	ASSETS (Enter Whole Dollars)	Acct. #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	CURRENT ASSETS (100)										
4	Cash (Accounts 111 through 115) ¹		5,617,141	250,377	12,476,694	648,987	1,644,045		10,767,606		3,100,239
5	Investments	120							36,571,300		853,835
6	Taxes Receivable	130									
7	Interfund Receivables	140							228,848		
8	Intergovernmental Accounts Receivable	150									
9	Other Receivables	160	5,094								
10	Inventory	170									
11	Prepaid Items	180									
12	Other Current Assets (Describe & Itemize)	190									
13	Total Current Assets		5,622,235	250,377	12,476,694	648,987	1,644,045	0	47,567,754	0	3,954,074
14	CAPITAL ASSETS (200)										
15	Works of Art & Historical Treasures	210									
16	Land	220									
17	Building & Building Improvements	230									
18	Site Improvements & Infrastructure	240									
19	Capitalized Equipment	250									
20	Construction in Progress	260									
21	Amount Available in Debt Service Funds	340									
22	Amount to be Provided for Payment on Long-Term Debt	350									
23	Total Capital Assets										
24	CURRENT LIABILITIES (400)										
25	Interfund Payables	410								228,848	
26	Intergovernmental Accounts Payable	420									
27	Other Payables	430									
28	Contracts Payable	440									
29	Loans Payable	460									
30	Salaries & Benefits Payable	470									
31	Payroll Deductions & Withholdings	480									
32	Deferred Revenues & Other Current Liabilities	490									
33	Due to Activity Fund Organizations	493									
34	Total Current Liabilities		0	0	0	0	0	0	0	228,848	0
35	LONG-TERM LIABILITIES (500)										
36	Long-Term Debt Payable (General Obligation, Revenue, Other)	511									
37	Total Long-Term Liabilities										
38	Reserved Fund Balance	714									
39	Unreserved Fund Balance	730	5,622,235	250,377	12,476,694	648,987	1,644,045		47,567,754	(228,848)	3,954,074
40	Investment in General Fixed Assets										
41	Total Liabilities and Fund Balance		5,622,235	250,377	12,476,694	648,987	1,644,045	0	47,567,754	0	3,954,074

BASIC FINANCIAL STATEMENTS
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
STATEMENT OF POSITION AS OF JUNE 30, 2020

	A	B	L	M	N	
1	ASSETS (Enter Whole Dollars)	Acct. #	Agency Fund	Account Groups		
2				General Fixed Assets	General Long-Term Debt	
3				CURRENT ASSETS (100)		
4	Cash (Accounts 111 through 115) ¹		1,889,508			
5	Investments	120				
6	Taxes Receivable	130				
7	Interfund Receivables	140				
8	Intergovernmental Accounts Receivable	150				
9	Other Receivables	160				
10	Inventory	170				
11	Prepaid Items	180				
12	Other Current Assets (Describe & Itemize)	190				
13	Total Current Assets		1,889,508			
14	CAPITAL ASSETS (200)					
15	Works of Art & Historical Treasures	210				
16	Land	220		2,960,561		
17	Building & Building Improvements	230		130,682,018		
18	Site Improvements & Infrastructure	240		44,323,267		
19	Capitalized Equipment	250		11,853,805		
20	Construction in Progress	260		408,672		
21	Amount Available in Debt Service Funds	340			12,476,694	
22	Amount to be Provided for Payment on Long-Term Debt	350			121,818,222	
23	Total Capital Assets			190,228,323	134,294,916	
24	CURRENT LIABILITIES (400)					
25	Interfund Payables	410				
26	Intergovernmental Accounts Payable	420				
27	Other Payables	430				
28	Contracts Payable	440				
29	Loans Payable	460				
30	Salaries & Benefits Payable	470				
31	Payroll Deductions & Withholdings	480				
32	Deferred Revenues & Other Current Liabilities	490				
33	Due to Activity Fund Organizations	493				1,713,558
34	Total Current Liabilities					1,713,558
35	LONG-TERM LIABILITIES (500)					
36	Long-Term Debt Payable (General Obligation, Revenue, Other)	511			134,294,916	
37	Total Long-Term Liabilities				134,294,916	
38	Reserved Fund Balance	714	175,950			
39	Unreserved Fund Balance	730				
40	Investment in General Fixed Assets					190,228,323
41	Total Liabilities and Fund Balance		1,889,508	190,228,323	134,294,916	

BASIC FINANCIAL STATEMENT
STATEMENT OF REVENUES RECEIVED/REVENUES, EXPENDITURES/DISBURSED/EXPENDITURES, OTHER
SOURCES (USES) AND CHANGES IN FUND BALANCE
ALL FUNDS - FOR THE YEAR ENDING JUNE 30, 2020

	A	B	C	D	E	F	G	H	I	J	K
1	Description (Enter Whole Dollars)	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Services	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2											
3	RECEIPTS/REVENUES										
4	LOCAL SOURCES	1000	63,033,163	11,462,345	26,817,224	4,056,418	4,072,539	0	1,216,587	5,024,620	1,197,400
5	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
6	STATE SOURCES	3000	24,949,060	50,000	0	6,504,360	0	0	0	0	0
7	FEDERAL SOURCES	4000	9,034,421	0	0	0	0	0	0	0	0
8	Total Direct Receipts/Revenues		97,016,644	11,512,345	26,817,224	10,560,778	4,072,539	0	1,216,587	5,024,620	1,197,400
9	Receipts/Revenues for "On Behalf" Payments ²	3998	56,397,782								
10	Total Receipts/Revenues		153,414,426	11,512,345	26,817,224	10,560,778	4,072,539	0	1,216,587	5,024,620	1,197,400
11	DISBURSEMENTS/EXPENDITURES										
12	Instruction	1000	83,698,204				2,139,379				
13	Support Services	2000	26,433,171	11,943,221		10,261,853	2,342,124	0		5,709,571	5,731,846
14	Community Services	3000	623,807	0		0	62,361				
15	Payments to Other Districts & Governmental Units	4000	589,257	0	0	0	0	0		0	0
16	Debt Service	5000	37,396	0	31,320,257	486,062	0			0	0
17	Total Direct Disbursements/Expenditures		111,381,835	11,943,221	31,320,257	10,747,915	4,543,864	0		5,709,571	5,731,846
18	Disbursements/Expenditures for "On Behalf" Payments ²	4180	56,397,782	0	0	0	0	0		0	0
19	Total Disbursements/Expenditures		167,779,617	11,943,221	31,320,257	10,747,915	4,543,864	0		5,709,571	5,731,846
20	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures ³		(14,365,191)	(430,876)	(4,503,033)	(187,137)	(471,325)	0	1,216,587	(684,951)	(4,534,446)
21	OTHER SOURCES/USES OF FUNDS										
22	OTHER SOURCES OF FUNDS (7000)										
23	PERMANENT TRANSFER FROM VARIOUS FUNDS										
24	Abolishment of the Working Cash Fund ¹²	7110									
25	Abatement of the Working Cash Fund ¹²	7110	9,882,069								
26	Transfer of Working Cash Fund Interest	7120									
27	Transfer Among Funds	7130									
28	Transfer of Interest	7140									
29	Transfer from Capital Project Fund to O&M Fund	7150									
30	Transfer of Excess Fire Prevention & Safety Tax and Interest Proceeds to O&M Fund ⁴	7160									
31	Transfer to Excess Fire Prevention & Safety Bond and Interest Proceeds to Debt Service Fund ⁵	7170									
32	SALE OF BONDS (7200)										
33	Principal on Bonds Sold	7210							29,000,000		
34	Premium on Bonds Sold	7220									
35	Accrued Interest on Bonds Sold	7230									
36	Sale or Compensation for Fixed Assets ⁶	7300		750		1,300					
37	Transfer to Debt Service to Pay Principal on Capital Leases	7400			1,158,453						
38	Transfer to Debt Service to Pay Interest on Capital Leases	7500			43,531						
39	Transfer to Debt Service to Pay Principal on Revenue Bonds	7600			0						
40	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0						
41	Transfer to Capital Projects Fund	7800						0			
42	ISBE Loan Proceeds	7900									
43	Other Sources Not Classified Elsewhere	7990									
44	Total Other Sources of Funds		9,882,069	750	1,201,984	1,300	0	0	29,000,000	0	0
45	OTHER USES OF FUNDS (8000)				115						

BASIC FINANCIAL STATEMENT
STATEMENT OF REVENUES RECEIVED/REVENUES, EXPENDITURES/DISBURSED/EXPENDITURES, OTHER
SOURCES (USES) AND CHANGES IN FUND BALANCE
ALL FUNDS - FOR THE YEAR ENDING JUNE 30, 2020

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
46	PERMANENT TRANSFER TO VARIOUS OTHER FUNDS (8100)										
47	Abolishment or Abatement of the Working Cash Fund ¹²	8110							9,882,069		
48	Transfer of Working Cash Fund Interest ¹²	8120							0		
49	Transfer Among Funds	8130									
50	Transfer of Interest	8140									
51	Transfer from Capital Project Fund to O&M Fund	8150						0			
52	Transfer of Excess Fire Prevention & Safety Tax & Interest Proceeds to O&M Fund ⁴	8160									0
53	Transfer of Excess Fire Prevention & Safety Bond and Interest Proceeds to Debt Service Fund ⁵	8170									0
54	Taxes Pledged to Pay Principal on Capital Leases	8410	513,453	645,000							
55	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420									
56	Other Revenues Pledged to Pay Principal on Capital Leases	8430									
57	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440									
58	Taxes Pledged to Pay Interest on Capital Leases	8510	17,940	25,591							
59	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520									
60	Other Revenues Pledged to Pay Interest on Capital Leases	8530									
61	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540									
62	Taxes Pledged to Pay Principal on Revenue Bonds	8610									
63	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620									
64	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630									
65	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640									
66	Taxes Pledged to Pay Interest on Revenue Bonds	8710									
67	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720									
68	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730									
69	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740									
70	Taxes Transferred to Pay for Capital Projects	8810									
71	Grants/Reimbursements Pledged to Pay for Capital Projects	8820									
72	Other Revenues Pledged to Pay for Capital Projects	8830									
73	Fund Balance Transfers Pledged to Pay for Capital Projects	8840									
74	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910									
75	Other Uses Not Classified Elsewhere	8990							163,900		
76	Total Other Uses of Funds		531,393	670,591	0	0	0	0	10,045,969	0	0
77	Total Other Sources/Uses of Funds		9,350,676	(669,841)	1,201,984	1,300	0	0	18,954,031	0	0
78	Excess of Receipts/Revenues and Other Sources of Funds (Over/Under) Expenditures/Disbursements and Other Uses of Funds		(5,014,515)	(1,100,717)	(3,301,049)	(185,837)	(471,325)	0	20,170,618	(684,951)	(4,534,446)
79	Fund Balances - July 1, 2019		10,636,750	1,351,094	15,777,743	834,824	2,115,370	0	27,397,136	456,103	8,488,520
80	Other Changes in Fund Balances - Increases (Decreases) (Describe & Itemize)										
81	Fund Balances - June 30, 2020		5,622,235	250,377	12,476,694	648,987	1,644,045	0	47,567,754	(228,848)	3,954,074

**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies (1110-1120) ⁷		54,813,514	10,075,984	26,687,987	4,030,363	1,662,963		1,007,578	4,999,209	1,007,578
6	Leasing Purposes Levy ⁸	1130	372,804	634,774							
7	Special Education Purposes Levy	1140	806,049								
8	FICA/Medicare Only Purposes Levies	1150					2,211,702				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied By District		55,992,367	10,710,758	26,687,987	4,030,363	3,874,665	0	1,007,578	4,999,209	1,007,578
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	63,560	12,158	30,832	4,575	4,300		1,144	5,631	1,144
15	Payments from Local Housing Authorities	1220									
16	Corporate Personal Property Replacement Taxes ⁹	1230	1,797,172				179,915				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		1,860,732	12,158	30,832	4,575	184,215	0	1,144	5,631	1,144
19	TUITION	1300									
20	Regular - Tuition from Pupils or Parents (In State)	1311									
21	Regular - Tuition from Other Districts (In State)	1312									
22	Regular - Tuition from Other Sources (In State)	1313									
23	Regular - Tuition from Other Sources (Out of State)	1314									
24	Summer Sch - Tuition from Pupils or Parents (In State)	1321									
25	Summer Sch - Tuition from Other Districts (In State)	1322									
26	Summer Sch - Tuition from Other Sources (In State)	1323									
27	Summer Sch - Tuition from Other Sources (Out of State)	1324									
28	CTE - Tuition from Pupils or Parents (In State)	1331									
29	CTE - Tuition from Other Districts (In State)	1332									
30	CTE - Tuition from Other Sources (In State)	1333									
31	CTE - Tuition from Other Sources (Out of State)	1334									
32	Special Ed - Tuition from Pupils or Parents (In State)	1341									
33	Special Ed - Tuition from Other Districts (In State)	1342	170,996								
34	Special Ed - Tuition from Other Sources (In State)	1343									
35	Special Ed - Tuition from Other Sources (Out of State)	1344									
36	Adult - Tuition from Pupils or Parents (In State)	1351									
37	Adult - Tuition from Other Districts (In State)	1352									
38	Adult - Tuition from Other Sources (In State)	1353									
39	Adult - Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		170,996								
41	TRANSPORTATION FEES	1400									
42	Regular - Transp Fees from Pupils or Parents (In State)	1411									
43	Regular - Transp Fees from Other Districts (In State)	1412									
44	Regular - Transp Fees from Other Sources (In State)	1413									
45	Regular - Transp Fees from Co-curricular Activities (In State)	1415									
46	Regular Transp Fees from Other Sources (Out of State)	1416									
47	Summer Sch - Transp. Fees from Pupils or Parents (In State)	1421									
48	Summer Sch - Transp. Fees from Other Districts (In State)	1422									
49	Summer Sch - Transp. Fees from Other Sources (In State)	1423									
50	Summer Sch - Transp. Fees from Other Sources (Out of State)	1424									
51	CTE - Transp Fees from Pupils or Parents (In State)	1431									
52	CTE - Transp Fees from Other Districts (In State)	1432									
53	CTE - Transp Fees from Other Sources (In State)	1433									

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**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
54	CTE - Transp Fees from Other Sources (Out of State)	1434									
55	Special Ed - Transp Fees from Pupils or Parents (In State)	1441									
56	Special Ed - Transp Fees from Other Districts (In State)	1442									
57	Special Ed - Transp Fees from Other Sources (In State)	1443									
58	Special Ed - Transp Fees from Other Sources (Out of State)	1444									
59	Adult - Transp Fees from Pupils or Parents (In State)	1451									
60	Adult - Transp Fees from Other Districts (In State)	1452									
61	Adult - Transp Fees from Other Sources (In State)	1453									
62	Adult - Transp Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	58,197	10,177	98,405	15,112	13,659		207,865	7,877	188,678
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		58,197	10,177	98,405	15,112	13,659	0	207,865	7,877	188,678
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	2,381,973								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	20								
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690	68,085								
75	Total Food Service		2,450,078								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	118,055								
78	Admissions - Other (Describe & Itemize)	1719									
79	Fees	1720	677,269								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790									
82	Total District/School Activity Income		795,324	0							
83	TEXTBOOK INCOME	1800									
84	Rentals - Regular Textbooks	1811	1,057,678								
85	Rentals - Summer School Textbooks	1812									
86	Rentals - Adult/Continuing Education Textbooks	1813									
87	Rentals - Other (Describe & Itemize)	1819									
88	Sales - Regular Textbooks	1821	131								
89	Sales - Summer School Textbooks	1822									
90	Sales - Adult/Continuing Education Textbooks	1823									
91	Sales - Other (Describe & Itemize)	1829	394								
92	Other (Describe & Itemize)	1890									
93	Total Textbook Income		1,058,203								
94	OTHER REVENUE FROM LOCAL SOURCES	1900									
95	Rentals	1910		73,283							
96	Contributions and Donations from Private Sources	1920	354,862			150					
97	Impact Fees from Municipal or County Governments	1930									
98	Services Provided Other Districts	1940									
99	Refund of Prior Years' Expenditures	1950	70,745			1,800					
100	Payments of Surplus Moneys from TIF Districts	1960									
101	Drivers' Education Fees	1970	65,376								
102	Proceeds from Vendors' Contracts	1980	8,096								
103	School Facility Occupation Tax Proceeds	1983			118						
104	Payment from Other Districts	1991									
105	Sale of Vocational Projects	1992									

**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
106	Other Local Fees (Describe & Itemize)	1993	33,830	195,730							
107	Other Local Revenues (Describe & Itemize)	1999	114,357	460,239		4,418				11,903	
108	Total Other Revenue from Local Sources		647,266	729,252	0	6,368	0	0	0	11,903	0
109	Total Receipts/Revenues from Local Sources	1000	63,033,163	11,462,345	26,817,224	4,056,418	4,072,539	0	1,216,587	5,024,620	1,197,400
110	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
111	Flow-through Revenue from State Sources	2100									
112	Flow-through Revenue from Federal Sources	2200									
113	Other Flow-Through (Describe & Itemize)	2300									
114	Total Flow-Through Receipts/Revenues from One District to Another District	2000	0	0		0	0				
115	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
116	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
117	Evidence Based Funding Formula (Section 18-8.15)	3001	21,178,328								
118	General State Aid - Hold Harmless/Supplemental	3002									
119	Reorganization Incentives (Accounts 3005-3021)	3005									
120	General State Aid - Fast Growth District Grant	3030									
121	Other Unrestricted Grants-In-Aid from State Sources (Describe & Itemize)	3099									
122	Total Unrestricted Grants-In-Aid		21,178,328	0	0	0	0	0		0	0
123	RESTRICTED GRANTS-IN-AID (3100 - 3900)										
124	SPECIAL EDUCATION										
125	Special Education - Private Facility Tuition	3100	1,540,058								
126	Special Education - Funding for Children Requiring Sp ED Services	3105									
127	Special Education - Personnel	3110									
128	Special Education - Orphanage - Individual	3120	284,668								
129	Special Education - Orphanage - Summer Individual	3130									
130	Special Education - Summer School	3145									
131	Special Education - Other (Describe & Itemize)	3199									
132	Total Special Education		1,824,726	0		0					
133	CAREER AND TECHNICAL EDUCATION (CTE)										
134	CTE - Technical Education - Tech Prep	3200									
135	CTE - Secondary Program Improvement (CTEI)	3220									
136	CTE - WECEP	3225									
137	CTE - Agriculture Education	3235	25,180								
138	CTE - Instructor Practicum	3240									
139	CTE - Student Organizations	3270									
140	CTE - Other (Describe & Itemize)	3299									
141	Total Career and Technical Education		25,180	0			0				
142	BILINGUAL EDUCATION										
143	Bilingual Ed - Downstate - TPI and TBE	3305	235,939								
144	Bilingual Education Downstate - Transitional Bilingual Education	3310									
145	Total Bilingual Ed		235,939				0				

**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
146	State Free Lunch & Breakfast	3360	32,943								
147	School Breakfast Initiative	3365									
148	Driver Education	3370	38,169								
149	Adult Ed (from ICCB)	3410									
150	Adult Ed - Other (Describe & Itemize)	3499									
151	TRANSPORTATION										
152	Transportation - Regular and Vocational	3500				2,601,331					
153	Transportation - Special Education	3510				3,903,029					
154	Transportation - Other (Describe & Itemize)	3599									
155	Total Transportation		0	0		6,504,360	0				
156	Learning Improvement - Change Grants	3610									
157	Scientific Literacy	3660									
158	Truant Alternative/Optional Education	3695									
159	Early Childhood - Block Grant	3705	1,481,368								
160	Chicago General Education Block Grant	3766									
161	Chicago Educational Services Block Grant	3767									
162	School Safety & Educational Improvement Block Grant	3775									
163	Technology - Technology for Success	3780									
164	State Charter Schools	3815									
165	Extended Learning Opportunities - Summer Bridges	3825									
166	Infrastructure Improvements - Planning/Construction	3920									
167	School Infrastructure - Maintenance Projects	3925		50,000							
168	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	132,407								
169	Total Restricted Grants-In-Aid		3,770,732	50,000	0	6,504,360	0	0	0	0	0
170	Total Receipts from State Sources	3000	24,949,060	50,000	0	6,504,360	0	0	0	0	0
171	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
172	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4001-4009)										
173	Federal Impact Aid	4001									
174	Other Unrestricted Grants-In-Aid Received Directly from the Fed Govt (Describe & Itemize)	4009									
175	Total Unrestricted Grants-In-Aid Received Directly from the Federal Govt		0	0	0	0	0	0	0	0	0
176	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
177	Head Start	4045									
178	Construction (Impact Aid)	4050									
179	MAGNET	4060									
180	Other Restricted Grants-In-Aid Received Directly from the Federal Govt (Describe & Itemize)	4090									
181	Total Restricted Grants-In-Aid Received Directly from Federal Govt		0	0		0	0	0			0
182	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT THRU THE STATE (4100-4999)										
183	TITLE V										
184	Title V - Innovation and Flexibility Formula	4100									
185	Title V - District Projects	4105									

**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
186	Title V - Rural Education Initiative (REI)	4107									
187	Title V - Other (Describe & Itemize)	4199									
188	Total Title V		0	0		0	0				
189	FOOD SERVICE										
190	Breakfast Start-Up Expansion	4200									
191	National School Lunch Program	4210	1,480,452								
192	Special Milk Program	4215									
193	School Breakfast Program	4220	441,710								
194	Summer Food Service Program	4225	157,567								
195	Child Adult Care Food Program	4226									
196	Fresh Fruits & Vegetables	4240									
197	Food Service - Other (Describe & Itemize)	4299									
198	Total Food Service		2,079,729				0				
199	TITLE I										
200	Title I - Low Income	4300	1,789,300								
201	Title I - Low Income - Neglected, Private	4305	91,316								
202	Title I - Migrant Education	4340									
203	Title I - Other (Describe & Itemize)	4399	297,040								
204	Total Title I		2,177,656	0		0	0				
205	TITLE IV										
206	Title IV - Safe & Drug Free Schools - Formula	4400									
207	Title IV - 21st Century Comm Learning Centers	4421									
208	Title IV - Other (Describe & Itemize)	4499									
209	Total Title IV		0	0		0	0				
210	FEDERAL - SPECIAL EDUCATION										
211	Fed - Spec Education - Preschool Flow-Through	4600	64,690								
212	Fed - Spec Education - Preschool Discretionary	4605									
213	Fed - Spec Education - IDEA - Flow Through	4620	2,778,760								
214	Fed - Spec Education - IDEA - Room & Board	4625	762,026								
215	Fed - Spec Education - IDEA - Discretionary	4630									
216	Fed - Spec Education - IDEA - Other (Describe & Itemize)	4699									
217	Total Federal - Special Education		3,605,476	0		0	0				
218	CTE - PERKINS										
219	CTE - Perkins - Title III-E - Tech Prep	4770									
220	CTE - Other (Describe & Itemize)	4799									
221	Total CTE - Perkins		0	0			0				
222	Federal - Adult Education	4810									
223	ARRA - General State Aid - Education Stabilization	4850									
224	ARRA - Title I - Low Income	4851									
225	ARRA - Title I - Neglected, Private	4852									
226	ARRA - Title I - Delinquent, Private	4853									
227	ARRA - Title I - School Improvement (Part A)	4854									
228	ARRA - Title I - School Improvement (Section 1003g)	4855									
229	ARRA - IDEA - Part B - Preschool	4856									
230	ARRA - IDEA - Part B - Flow-Through	4857									
231	ARRA - Title IID - Technology-Formula	4860									
232	ARRA - Title IID - Technology-Competitive	4861									
233	ARRA - McKinney - Vento Homeless Education	4862									
234	ARRA - Child Nutrition Equipment Assistance	4863									
235	Impact Aid Formula Grants	4864			121						
236	Impact Aid Competitive Grants	4865									
237	Qualified Zone Academy Bond Tax Credits	4866									

**STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
238	Qualified School Construction Bond Credits	4867									
239	Build America Bond Tax Credits	4868									
240	Build America Bond Interest Reimbursement	4869									
241	ARRA - General State Aid - Other Govt Services Stabilization	4870									
242	Other ARRA Funds - II	4871									
243	Other ARRA Funds - III	4872									
244	Other ARRA Funds - IV	4873									
245	Other ARRA Funds - V	4874									
246	ARRA - Early Childhood	4875									
247	Other ARRA Funds VII	4876									
248	Other ARRA Funds VIII	4877									
249	Other ARRA Funds IX	4878									
250	Other ARRA Funds X	4879									
251	Other ARRA Funds Ed Job Fund Program	4880									
252	Total Stimulus Programs		0	0	0	0	0	0		0	0
253	Race to the Top Program	4901									
254	Race to the Top - Preschool Expansion Grant	4902	193,466								
255	Title III - Immigrant Education Program (IEP)	4905									
256	Title III - Language Inst Program - Limited Eng (LIPLEP)	4909	60,251								
257	McKinney Education for Homeless Children	4920									
258	Title II - Eisenhower Professional Development Formula	4930									
259	Title II - Teacher Quality	4932	358,418								
260	Federal Charter Schools	4960									
261	State Assessment Grants	4981									
262	Grant for State Assessments and Related Activities	4982									
263	Medicaid Matching Funds - Administrative Outreach	4991	183,210								
264	Medicaid Matching Funds - Fee-for-Service Program	4992	243,433								
265	Other Restricted Revenue from Federal Sources (Describe & Itemize)	4998	132,782								
266	Total Restricted Grants-In-Aid Received from the Federal Govt Thru the State		9,034,421	0	0	0	0	0		0	0
267	Total Receipts/Revenues from Federal Sources	4000	9,034,421	0	0	0	0	0	0	0	0
268	Total Direct Receipts/Revenues		97,016,644	11,512,345	26,817,224	10,560,778	4,072,539	0	1,216,587	5,024,620	1,197,400

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	Description (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
3	10 - EDUCATIONAL FUND (ED)											
4	INSTRUCTION (ED)	1000										
5	Regular Programs	1100	41,544,899	6,343,629	148,871	1,010,186	6,990	19,953	34,754		49,109,282	49,537,959
6	Tuition Payment to Charter Schools	1115			271,691						271,691	
7	Pre-K Programs	1125									0	
8	Special Education Programs (Functions 1200-1220)	1200	19,160,652	4,336,360	180,773	314,777		4,426,538	26,759		28,445,859	28,262,572
9	Special Education Programs Pre-K	1225	971,026	220,682	6,210	36,505					1,234,423	1,400,034
10	Remedial and Supplemental Programs K-12	1250	1,211,262	283,281	271	440,454					1,935,268	2,127,721
11	Remedial and Supplemental Programs Pre-K	1275									0	
12	Adult/Continuing Education Programs	1300									0	
13	CTE Programs	1400			155	6,086					6,241	26,271
14	Interscholastic Programs	1500	656,581	22,077	167,186	162,268	15,044	48,274			1,071,430	1,042,993
15	Summer School Programs	1600	153,618	13,572		1,256					168,446	130,700
16	Gifted Programs	1650									0	
17	Driver's Education Programs	1700	12,837	486							13,323	15,571
18	Bilingual Programs	1800	1,210,720	206,625		1,816					1,419,161	1,345,023
19	Truant Alternative & Optional Programs	1900						23,080			23,080	84,000
20	Pre-K Programs - Private Tuition	1910									0	
21	Regular K-12 Programs - Private Tuition	1911									0	
22	Special Education Programs K-12 - Private Tuition	1912									0	
23	Special Education Programs Pre-K - Tuition	1913									0	
24	Remedial/Supplemental Programs K-12 - Private Tuition	1914									0	
25	Remedial/Supplemental Programs Pre-K - Private Tuition	1915									0	
26	Adult/Continuing Education Programs - Private Tuition	1916									0	
27	CTE Programs - Private Tuition	1917									0	
28	Interscholastic Programs - Private Tuition	1918									0	
29	Summer School Programs - Private Tuition	1919									0	
30	Gifted Programs - Private Tuition	1920									0	
31	Bilingual Programs - Private Tuition	1921									0	
32	Truants Alternative/Optional Ed Progrms - Private Tuition	1922									0	
33	Total Instruction ¹⁰	1000	64,921,595	11,426,712	775,157	1,973,348	22,034	4,517,845	61,513	0	83,698,204	83,972,844
34	SUPPORT SERVICES (ED)	2000										
35	SUPPORT SERVICES - PUPILS											
36	Attendance & Social Work Services	2110	1,295,124	198,306	901						1,494,331	1,483,110
37	Guidance Services	2120	1,545,552	227,910	200,000						1,973,462	1,747,050
38	Health Services	2130	537,584	156,904	2,899	15,931			1,074		714,392	652,627
39	Psychological Services	2140	1,017,915	145,439	1,034						1,164,388	890,930
40	Speech Pathology & Audiology Services	2150	540,145	81,725							621,870	556,840
41	Other Support Services - Pupils (Describe & Itemize)	2190	3,628	39		540					4,207	15,318
42	Total Support Services - Pupils	2100	4,939,948	810,323	204,834	16,471	0	0	1,074	0	5,972,650	5,345,875
43	SUPPORT SERVICES - INSTRUCTIONAL STAFF											
44	Improvement of Instruction Services	2210	1,285,640	230,795	178,750	255,599		5,289			1,956,073	2,591,252
45	Educational Media Services	2220	1,164,829	164,280		57,821					1,386,930	1,477,861
46	Assessment & Testing	2230			167,489						167,489	180,000
47	Total Support Services - Instructional Staff	2200	2,450,469	395,075	346,239	313,420	0	5,289	0	0	3,510,492	4,249,113
48	SUPPORT SERVICES - GENERAL ADMINISTRATION											
49	Board of Education Services	2310			92,254	3,304		16,468			112,026	88,558
50	Executive Administration Services	2320	275,234	49,871	97,997	17,803		11,065	11,421		463,391	495,068
51	Special Area Administration Services	2330	246,335	45,545		54		140			292,074	295,597
52	Tort Immunity Services	2360 - 2370									0	
53	Total Support Services - General Administration	2300	521,569	95,416	190,251	21,161	0	27,673	11,421	0	867,491	879,223

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	Description (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
54	SUPPORT SERVICES - SCHOOL ADMINISTRATION											
55	Office of the Principal Services	2410	5,184,351	1,159,154	8,333			15,134			6,366,972	6,266,012
56	Other Support Services - School Admin (Describe & Itemize)	2490									0	
57	Total Support Services - School Administration	2400	5,184,351	1,159,154	8,333	0	0	15,134	0	0	6,366,972	6,266,012
58	SUPPORT SERVICES - BUSINESS											
59	Direction of Business Support Services	2510	131,559	22,320	16,168	11,518		7,218			188,783	190,999
60	Fiscal Services	2520	348,747	47,336	26,409	4,660		147,504			574,656	693,745
61	Operation & Maintenance of Plant Services	2540									0	6,995
62	Pupil Transportation Services	2550									0	
63	Food Services	2560	2,387,385	349,265	47,862	2,128,563	23,307	371	18,437		4,955,190	5,308,153
64	Internal Services	2570	62,656		266,910						329,566	348,220
65	Total Support Services - Business	2500	2,930,347	418,921	357,349	2,144,741	23,307	155,093	18,437	0	6,048,195	6,548,112
66	SUPPORT SERVICES - CENTRAL											
67	Direction of Central Support Services	2610									0	
68	Planning, Research, Development, & Evaluation Services	2620									0	
69	Information Services	2630	74,913	19,850	9,228	16,230		735			120,956	90,382
70	Staff Services	2640	253,079	48,268	112,259	42,283		10,549			466,438	473,387
71	Data Processing Services	2660	975,930	118,031	258,915	1,717,905		600	8,596		3,079,977	3,023,884
72	Total Support Services - Central	2600	1,303,922	186,149	380,402	1,776,418	0	11,884	8,596	0	3,667,371	3,587,653
73	Other Support Services (Describe & Itemize)	2900									0	500
74	Total Support Services	2000	17,330,606	3,065,038	1,487,408	4,272,211	23,307	215,073	39,528	0	26,433,171	26,876,488
75	COMMUNITY SERVICES (ED)	3000	433,725	88,325	84,146	17,611					623,807	703,224
76	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (ED)	4000										
77	PAYMENTS TO OTHER GOVT UNITS (IN-STATE)											
78	Payments for Regular Programs	4110									0	
79	Payments for Special Education Programs	4120									0	
80	Payments for Adult/Continuing Education Programs	4130									0	
81	Payments for CTE Programs	4140									0	
82	Payments for Community College Programs	4170									0	
83	Other Payments to In-State Govt. Units (Describe & Itemize)	4190			128,875						128,875	103,357
84	Total Payments to Other Govt Units (In-State)	4100			128,875			0			128,875	103,357
85	Payments for Regular Programs - Tuition	4210									0	
86	Payments for Special Education Programs - Tuition	4220									0	
87	Payments for Adult/Continuing Education Programs - Tuition	4230									0	
88	Payments for CTE Programs - Tuition	4240						459,172			459,172	260,000
89	Payments for Community College Programs - Tuition	4270									0	
90	Payments for Other Programs - Tuition	4280									0	
91	Other Payments to In-State Govt Units	4290									0	
92	Total Payments to Other Govt Units -Tuition (In State)	4200						459,172			459,172	260,000
93	Payments for Regular Programs - Transfers	4310									0	
94	Payments for Special Education Programs - Transfers	4320									0	
95	Payments for Adult/Continuing Ed Programs-Transfers	4330									0	
96	Payments for CTE Programs - Transfers	4340									0	
97	Payments for Community College Program - Transfers	4370									0	
98	Payments for Other Programs - Transfers	4380									0	
99	Other Payments to In-State Govt Units - Transfers	4390						1,210			1,210	5,000
100	Total Payments to Other Govt Units -Transfers (In-State)	4300			0			1,210			1,210	5,000
101	Payments to Other Govt Units (Out-of-State)	4400									0	0
102	Total Payments to Other Govt Units	4000			128,875			460,382			589,257	368,357
103	DEBT SERVICES (ED)	5000										
104	DEBT SERVICES - INTEREST ON SHORT-TERM DEBT											
105	Tax Anticipation Warrants	5110						37,396			37,396	75,000
106	Tax Anticipation Notes	5120									0	

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**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	Description (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
107	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
108	State Aid Anticipation Certificates	5140									0	
109	Other Interest on Short-Term Debt	5150									0	
110	Total Interest on Short-Term Debt	5100						37,396			37,396	75,000
111	Debt Services - Interest on Long-Term Debt	5200									0	
112	Total Debt Services	5000						37,396			37,396	75,000
113	PROVISIONS FOR CONTINGENCIES (ED)	6000										
114	Total Direct Disbursements/Expenditures		82,685,926	14,580,075	2,475,586	6,263,170	45,341	5,230,696	101,041	0	111,381,835	111,995,913
115	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(14,365,191)	
116												
117	20 - OPERATIONS & MAINTENANCE FUND (O&M)											
118	SUPPORT SERVICES (O&M)	2000										
119	SUPPORT SERVICES - PUPILS											
120	Other Support Services - Pupils (Func. 2190 Describe & Itemize)	2100				895					895	500
121	SUPPORT SERVICES - BUSINESS											
122	Direction of Business Support Services	2510									0	
123	Facilities Acquisition & Construction Services	2530			45,593						45,593	10,000
124	Operation & Maintenance of Plant Services	2540	5,828,161	1,028,572	1,178,086	3,366,566	453,289	1,151	40,908		11,896,733	11,858,198
125	Pupil Transportation Services	2550									0	
126	Food Services	2560									0	
127	Total Support Services - Business	2500	5,828,161	1,028,572	1,223,679	3,366,566	453,289	1,151	40,908	0	11,942,326	11,868,198
128	Other Support Services (Describe & Itemize)	2900									0	
129	Total Support Services	2000	5,828,161	1,028,572	1,223,679	3,367,461	453,289	1,151	40,908	0	11,943,221	11,868,698
130	COMMUNITY SERVICES (O&M)	3000									0	
131	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000										
132	PAYMENTS TO OTHER GOVT UNITS (IN-STATE)											
133	Payments for Regular Programs	4110									0	
134	Payments for Special Education Programs	4120									0	
135	Payments for CTE Programs	4140									0	
136	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	
137	Total Payments to Other Govt. Units (In-State)	4100			0			0			0	0
138	Payments to Other Govt. Units (Out of State)	4400									0	
139	Total Payments to Other Govt Units	4000			0			0			0	0
140	DEBT SERVICES (O&M)	5000										
141	DEBT SERVICES - INTEREST ON SHORT-TERM DEBT											
142	Tax Anticipation Warrants	5110									0	
143	Tax Anticipation Notes	5120									0	
144	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
145	State Aid Anticipation Certificates	5140									0	
146	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	
147	Total Debt Service - Interest on Short-Term Debt	5100						0			0	0
148	DEBT SERVICE - INTERST ON LONG-TERM DEBT	5200									0	
149	Total Debt Services	5000						0			0	0
150	PROVISIONS FOR CONTINGENCIES (O&M)	6000										
151	Total Direct Disbursements/Expenditures		5,828,161	1,028,572	1,223,679	3,367,461	453,289	1,151	40,908	0	11,943,221	11,868,698
152	Excess (Deficiency) of Receipts/Revenues/Over Disbursements/ Expenditures										(430,876)	
153												

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

1	A	B	C	D	E	F	G	H	I	J	K	L
2	Description (Enter Whole Dollars)	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total	Budget
154	30 - DEBT SERVICES (DS)											
155	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000										
156	PAYMENTS TO OTHER DIST & GOVT UNITS (In-State)											
157	Payments for Regular Programs	4110									0	
158	Payments for Special Education Programs	4120									0	
159	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0	
160	Total Payments to Other Districts & Govt Units (In-State)	4000						0			0	0
161	DEBT SERVICES (DS)	5000										
162	DEBT SERVICES - INTEREST ON SHORT-TERM DEBT											
163	Tax Anticipation Warrants	5110									0	
164	Tax Anticipation Notes	5120									0	
165	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
166	State Aid Anticipation Certificates	5140									0	
167	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	
168	Total Debt Services - Interest On Short-Term Debt	5100						0			0	0
169	DEBT SERVICES - INTEREST ON LONG-TERM DEBT	5200						4,311,925			4,311,925	4,963,670
	DEBT SERVICES - PAYMENTS OF PRINCIPAL ON LONG-TERM DEBT	5300										
170	(Lease/Purchase Principal Retired) ¹¹							27,003,453			27,003,453	26,490,000
171	DEBT SERVICES - OTHER (Describe & Itemize)	5400						4,879			4,879	5,000
172	Total Debt Services	5000			0			31,320,257			31,320,257	31,458,670
173	PROVISION FOR CONTINGENCIES (DS)	6000										
174	Total Disbursements/ Expenditures				0			31,320,257			31,320,257	31,458,670
175	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(4,503,033)	
176												
177	40 - TRANSPORTATION FUND (TR)											
178	SUPPORT SERVICES (TR)											
179	SUPPORT SERVICES - PUPILS											
180	Other Support Services - Pupils (Func. 2190 Describe & Itemize)	2100									0	
181	SUPPORT SERVICES - BUSINESS											
182	Pupil Transportation Services	2550	189,928	28,500	8,729,749	859,487	367,237	1,769	85,183		10,261,853	11,333,743
183	Other Support Services (Describe & Itemize)	2900									0	
184	Total Support Services	2000	189,928	28,500	8,729,749	859,487	367,237	1,769	85,183	0	10,261,853	11,333,743
185	COMMUNITY SERVICES (TR)	3000									0	
186	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000										
187	PAYMENTS TO OTHER GOVT UNITS (IN-STATE)											
188	Payments for Regular Programs	4110									0	
189	Payments for Special Education Programs	4120									0	
190	Payments for Adult/Continuing Education Programs	4130									0	
191	Payments for CTE Programs	4140									0	
192	Payments for Community College Programs	4170									0	
193	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	
194	Total Payments to Other Govt. Units (In-State)	4100			0			0			0	0
195	PAYMENTS TO OTHER GOVT UNITS (OUT-OF-STATE)	4400									0	
196	Total Payments to Other Govt Units	4000			0			0			0	0

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1	Description (Enter Whole Dollars)	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total	Budget
197	DEBT SERVICES (TR)	5000										
198	DEBT SERVICE - INTEREST ON SHORT-TERM DEBT											
199	Tax Anticipation Warrants	5110									0	
200	Tax Anticipation Notes	5120									0	
201	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
202	State Aid Anticipation Certificates	5140									0	
203	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	
204	Total Debt Services - Interest On Short-Term Debt	5100						0			0	0
205	DEBT SERVICES - INTEREST ON LONG-TERM DEBT	5200						58,287			58,287	
206	DEBT SERVICE - PAYMENTS OF PRINCIPAL ON LONG-TERM DEBT (Lease/Purchase Principal Retired) ¹¹	5300						427,775			427,775	
207	DEBT SERVICES - OTHER (Describe & Itemize)	5400									0	
208	Total Debt Services	5000						486,062			486,062	0
209	PROVISION FOR CONTINGENCIES (TR)	6000										
210	Total Disbursements/ Expenditures		189,928	28,500	8,729,749	859,487	367,237	487,831	85,183	0	10,747,915	11,333,743
211	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(187,137)	
212												
213	50 - MUNICIPAL RETIREMENT/SOCIAL SECURITY FUND (MR/SS)											
214	INSTRUCTION (MR/SS)	1000										
215	Regular Programs	1100		656,838							656,838	617,130
216	Pre-K Programs	1125									0	
217	Special Education Programs (Functions 1200-1220)	1200		1,349,459							1,349,459	1,271,806
218	Special Education Programs - Pre-K	1225		57,080							57,080	33,820
219	Remedial and Supplemental Programs - K-12	1250		16,986							16,986	14,423
220	Remedial and Supplemental Programs - Pre-K	1275									0	
221	Adult/Continuing Education Programs	1300									0	
222	CTE Programs	1400									0	65
223	Interscholastic Programs	1500		25,299							25,299	23,496
224	Summer School Programs	1600		14,115							14,115	11,833
225	Gifted Programs	1650									0	
226	Driver's Education Programs	1700		183							183	210
227	Bilingual Programs	1800		19,419							19,419	14,733
228	Truants' Alternative & Optional Programs	1900									0	
229	Total Instruction	1000		2,139,379							2,139,379	1,987,516
230	SUPPORT SERVICES (MR/SS)	2000										
231	SUPPORT SERVICES - PUPILS											
232	Attendance & Social Work Services	2110		18,269							18,269	12,974
233	Guidance Services	2120		35,516							35,516	40,353
234	Health Services	2130		64,549							64,549	61,087
235	Psychological Services	2140		15,413							15,413	11,271
236	Speech Pathology & Audiology Services	2150		7,561							7,561	6,499
237	Other Support Services - Pupils (Describe & Itemize)	2190		53							53	178
238	Total Support Services - Pupils	2100		141,361							141,361	132,362
239	SUPPORT SERVICES - INSTRUCTIONAL STAFF											
240	Improvement of Instruction Services	2210		36,705							36,705	39,634
241	Educational Media Services	2220		19,172							19,172	18,817
242	Assessment & Testing	2230									0	
243	Total Support Services - Instructional Staff	2200		55,877							55,877	58,451
244	SUPPORT SERVICES - GENERAL ADMINISTRATION											
245	Board of Education Services	2310		1,240							1,240	
246	Executive Administration Services	2320		19,542							19,542	15,454

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	Description (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
247	Service Area Administrative Services	2330		12,648							12,648	14,093
248	Claims Paid from Self Insurance Fund	2361									0	
249	Workers' Compensation or Workers' Occupation Disease Acts Pymts	2362									0	
250	Unemployment Insurance Pymts	2363									0	
251	Insurance Payments (Regular or Self-Insurance)	2364									0	
252	Risk Management and Claims Services Payments	2365									0	
253	Judgment and Settlements	2366									0	
254	Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction	2367		211							211	
255	Reciprocal Insurance Payments	2368									0	
256	Legal Services	2369		42,233							42,233	26,090
257	Total Support Services - General Administration	2300		75,874							75,874	55,637
258	SUPPORT SERVICES - SCHOOL ADMINISTRATION											
259	Office of the Principal Services	2410		350,513							350,513	330,525
260	Other Support Services - School Administration (Describe & Itemize)	2490									0	
261	Total Support Services - School Administration	2400		350,513							350,513	330,525
262	SUPPORT SERVICES - BUSINESS											
263	Direction of Business Support Services	2510		30,641							30,641	23,044
264	Fiscal Services	2520		65,568							65,568	58,865
265	Facilities Acquisition & Construction Services	2530									0	
266	Operation & Maintenance of Plant Services	2540		981,849							981,849	1,185,520
267	Pupil Transportation Services	2550		30,862							30,862	30,482
268	Food Services	2560		375,830							375,830	366,497
269	Internal Services	2570		10,617							10,617	10,945
270	Total Support Services - Business	2500		1,495,367							1,495,367	1,675,353
271	SUPPORT SERVICES - CENTRAL											
272	Direction of Central Support Services	2610									0	
273	Planning, Research, Development, & Evaluation Services	2620									0	
274	Information Services	2630		16,328							16,328	13,368
275	Staff Services	2640		51,518							51,518	36,646
276	Data Processing Services	2660		155,286							155,286	135,012
277	Total Support Services - Central	2600		223,132							223,132	185,026
278	Other Support Services (Describe & Itemize)	2900									0	
279	Total Support Services	2000		2,342,124							2,342,124	2,437,354
280	COMMUNITY SERVICES (MR/SS)	3000		62,361							62,361	39,201
281	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000										
282	Payments for Regular Programs	4110									0	
283	Payments for Special Education Programs	4120									0	
284	Payments for CTE Programs	4140									0	
285	Total Payments to Other Govt Units	4000		0							0	0
286	DEBT SERVICES (MR/SS)	5000										
287	DEBT SERVICE - INTEREST ON SHORT-TERM DEBT											
288	Tax Anticipation Warrants	5110									0	
289	Tax Anticipation Notes	5120									0	
290	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
291	State Aid Anticipation Certificates	5140									0	
292	Other (Describe & Itemize)	5150									0	
293	Total Debt Services - Interest	5000						0			0	0
294	PROVISION FOR CONTINGENCIES (MR/SS)	6000										
295	Total Disbursements/Expenditures			4,543,864				0			4,543,864	4,464,071
296	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(471,325)	
297												

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1	Description (Enter Whole Dollars)	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total	Budget
2												
298	60 - CAPITAL PROJECTS (CP)											
299	SUPPORT SERVICES (CP)	2000										
300	SUPPORT SERVICES - BUSINESS											
301	Facilities Acquisition and Construction Services	2530									0	
302	Other Support Services (Describe & Itemize)	2900									0	
303	Total Support Services	2000	0	0	0	0	0	0	0	0	0	0
304	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000										
305	PAYMENTS TO OTHER GOVT UNITS (In-State)											
306	Payments to Regular Programs (In-State)	4110									0	
307	Payments for Special Education Programs	4120									0	
308	Payments for CTE Programs	4140									0	
309	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	
310	Total Payments to Other Govt Units	4000			0			0			0	0
311	PROVISION FOR CONTINGENCIES (S&C/CI)	6000										
312	Total Disbursements/ Expenditures		0	0	0	0	0	0	0	0	0	0
313	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0	
314												
315	70 - WORKING CASH (WC)											
316												
317	80 - TORT FUND (TF)											
318	SUPPORT SERVICES - GENERAL ADMINISTRATION											
319	Claims Paid from Self Insurance Fund	2361									0	
320	Workers' Compensation or Workers' Occupation Disease Acts Pymts	2362		591,709							591,709	600,000
321	Unemployment Insurance Payments	2363									0	20,000
322	Insurance Payments (Regular or Self-Insurance)	2364									0	
323	Risk Management and Claims Services Payments	2365				7,875	5,152				13,027	93,000
324	Judgment and Settlements	2366			1,175						1,175	52,500
325	Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction	2367	2,433,526	336	1,127,149	102,514	158,720		45,410		3,867,655	3,634,898
326	Reciprocal Insurance Payments	2368									0	
327	Legal Services	2369	208,031	25,912	70,772	39,334		8,154			352,203	359,764
328	Property Insurance (Buildings & Grounds)	2371			883,802						883,802	849,338
329	Vehicle Insurance (Transportation)	2372									0	100,000
330	Total Support Services - General Administration	2000	2,641,557	617,957	2,082,898	149,723	163,872	8,154	45,410	0	5,709,571	5,709,500
331	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000										
332	Payments for Regular Programs	4110									0	
333	Payments for Special Education Programs	4120									0	
334	Total Payments to Other Dist & Govt Units	4000						0			0	0
335	DEBT SERVICES (TF)	5000										
336	DEBT SERVICES - INTEREST ON SHORT-TERM DEBT											
337	Tax Anticipation Warrants	5110									0	
338	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	
339	Other Interest or Short-Term Debt	5150									0	
340	Total Debt Services - Interest on Short-Term Debt	5000						0			0	0
341	PROVISIONS FOR CONTINGENCIES (TF)	6000										
342	Total Disbursements/Expenditures		2,641,557	617,957	2,082,898	149,723	163,872	8,154	45,410	0	5,709,571	5,709,500
343	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(684,951)	

**STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2020**

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	Description (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
345	90 - FIRE PREVENTION & SAFETY FUND (FP&S)											
346	SUPPORT SERVICES (FP&S)	2000										
347	SUPPORT SERVICES - BUSINESS											
348	Facilities Acquisition & Construction Services	2530			508,476						508,476	401,500
349	Operation & Maintenance of Plant Services	2540			30,612	3,667	5,189,091				5,223,370	5,112,000
350	Total Support Services - Business	2500	0	0	539,088	3,667	5,189,091	0	0	0	5,731,846	5,513,500
351	Other Support Services (Describe & Itemize)	2900									0	
352	Total Support Services	2000	0	0	539,088	3,667	5,189,091	0	0	0	5,731,846	5,513,500
353	PAYMENTS TO OTHER DIST & GOVT UNITS (FP&S)	4000										
354	Payments to Regular Programs	4110									0	
355	Payments to Special Education Programs	4120									0	
356	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	
357	Total Payments to Other Govt Units	4000						0			0	0
358	DEBT SERVICES (FP&S)	5000										
359	DEBT SERVICES- INTEREST ON SHORT-TERM DEBT											
360	Tax Anticipation Warrants	5110									0	
361	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	
362	Total Debt Service - Interest on Short-Term Debt	5100						0			0	0
363	DEBT SERVICES - INTEREST ON LONG-TERM DEBT	5200									0	
	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300									0	
364											0	
365	Total Debt Service	5000						0			0	0
366	PROVISION FOR CONTINGENCIES (FP&S)	6000										
367	Total Disbursements/Expenditures		0	0	539,088	3,667	5,189,091	0	0	0	5,731,846	5,513,500
368	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(4,534,446)	

	A	B	C	D	E	F
1	SCHEDULE OF AD VALOREM TAX RECEIPTS					
2	Description (Enter Whole Dollars)	Taxes Received 7-1-19 thru 6-30-20 (from 2018 Levy & Prior Levies) *	Taxes Received (from the 2019 Levy)	Taxes Received (from 2018 & Prior Levies)	Total Estimated Taxes (from the 2019 Levy)	Estimated Taxes Due (from the 2019 Levy)
3				(Column B - C)		(Column E - C)
4	Educational	54,813,514	25,916,132	28,897,382	61,370,928	35,454,796
5	Operations & Maintenance	10,075,984	4,763,995	5,311,989	11,281,421	6,517,426
6	Debt Services **	26,687,987	12,368,760	14,319,227	29,289,952	16,921,192
7	Transportation	4,030,363	1,905,598	2,124,765	4,512,568	2,606,970
8	Municipal Retirement	1,662,963	759,476	903,487	1,798,484	1,039,008
9	Capital Improvements	0		0		0
10	Working Cash	1,007,578	476,399	531,179	1,128,142	651,743
11	Tort Immunity	4,999,209	2,383,903	2,615,306	5,645,223	3,261,320
12	Fire Prevention & Safety	1,007,578	476,399	531,179	1,128,142	651,743
13	Leasing Levy	1,007,578	476,399	531,179	1,128,142	651,743
14	Special Education	806,049	381,120	424,929	902,514	521,394
15	Area Vocational Construction	0		0		0
16	Social Security/Medicare Only	2,211,702	1,118,110	1,093,592	2,647,750	1,529,640
17	Summer School	0		0		0
18	Other (Describe & Itemize)	0		0		0
19	Totals	108,310,505	51,026,291	57,284,214	120,833,266	69,806,975
20						
21	* The formulas in column B are unprotected to be overridden when reporting on a ACCRUAL basis.					
22	** All tax receipts for debt service payments on bonds must be recorded on line 6 (Debt Services).					

	A	B	C	D	E	F	G	H	I	J
1	SCHEDULE OF SHORT-TERM DEBT									
2	Description (Enter Whole Dollars)		Outstanding July 1, 2019	Beginning July 1, 2019	Issued July 1, 2019 thru June 30, 2020	Retired July 1, 2019 thru June 30, 2020	Outstanding Ending June 30, 2020			
3	CORPORATE PERSONAL PROPERTY REPLACEMENT TAX ANTICIPATION NOTES (CPPRT)									
4	Total CPPRT Notes						0			
5	TAX ANTICIPATION WARRANTS (TAW)									
6	Educational Fund				8,000,000	8,000,000	0			
7	Operations & Maintenance Fund						0			
8	Debt Services - Construction						0			
9	Debt Services - Working Cash						0			
10	Debt Services - Refunding Bonds						0			
11	Transportation Fund						0			
12	Municipal Retirement/Social Security Fund						0			
13	Fire Prevention & Safety Fund						0			
14	Other - (Describe & Itemize)						0			
15	Total TAWs		0		8,000,000	8,000,000	0			
16	TAX ANTICIPATION NOTES (TAN)									
17	Educational Fund						0			
18	Operations & Maintenance Fund						0			
19	Fire Prevention & Safety Fund						0			
20	Other - (Describe & Itemize)						0			
21	Total TANS		0	0	0	0	0			
22	TEACHERS'/EMPLOYEES' ORDERS (T/EO)									
23	Total T/EOs (Educational, Operations & Maintenance, & Transportation Funds)						0			
24	General State Aid/Evidence-Based Funding Anticipation Certificates									
25	Total (All Funds)						0			
26	OTHER SHORT-TERM BORROWING									
27	Total Other Short-Term Borrowing (Describe & Itemize)						0			
28										
29	SCHEDULE OF LONG-TERM DEBT									
30	Identification or Name of Issue	Date of Issue (mm/dd/yy)	Amount of Original Issue	Type of Issue *	Outstanding Beginning July 1, 2019	Issued July 1, 2019 thru June 30, 2020	Any differences (Described and Itemize)	Retired July 1, 2019 thru June 30, 2020	Outstanding Ending June 30, 2020	Amount to be Provided for Payment on Long- Term Debt
31	Refunding Bonds 2011	09/02/11	16,450,000	3	2,155,000			2,155,000	0	
32	Refunding Bonds 2012	11/01/12	50,645,000	3	1,200,000			595,000	605,000	0
33	Refunding Bonds 2014	12/30/14	2,010,000	3	2,010,000				2,010,000	0
34	General Obligation School Bonds, Series 2016	03/21/16	9,585,000	3&6	9,585,000				9,585,000	0
35	General Obligation School Bonds, Series 2017	02/01/17	3,500,000	6	2,150,000			705,000	1,445,000	1,168,306
36	Refunding Bonds 2017A	03/21/17	65,330,000	3	62,800,000				62,800,000	62,800,000
37	General Obligation School Bonds, Series 2017B	07/20/17	3,500,000	1	2,810,000			300,000	2,510,000	2,510,000
38	General Obligation School Bonds, Series 2018	03/01/18	8,930,000	4	8,865,000			25,000	8,840,000	8,840,000
39	General Obligation School Bonds, Series 2018A	11/01/18	20,545,000	3	20,545,000			14,270,000	6,275,000	6,275,000
40	General Obligation School Bonds, Series 2018B	11/01/18	16,085,000	1	16,085,000			7,795,000	8,290,000	8,290,000
41	General Obligation School Bonds, Series 2020	06/11/20	29,000,000	1		29,000,000			29,000,000	29,000,000
42	2009 Lease Certificates	03/10/09	3,195,000	7	380,000			380,000	0	
43	2012 Lease Certificates	09/13/12	2,300,000	7	835,000			265,000	570,000	570,000
44	Capital Leases	Various		8	3,306,144			941,228	2,364,916	2,364,916
45									0	
46									0	
47									0	
48									0	
49			231,075,000		132,726,144	29,000,000	0	27,431,228	134,294,916	121,818,222
50										
51	* Each type of debt issued must be identified separately with the amount:									
52	1. Working Cash Fund Bonds	4. Fire Prevent, Safety, Environmental and Energy Bonds				7. Other Lease Certificates				
53	2. Funding Bonds	5. Tort Judgment Bonds				8. Other Capital Leases				
54	3. Refunding Bonds	6. Building Bonds				9. Other				
55										

Schedule of Tort Immunity Expenditures

	A	B	C	D	E	F	G	H	I	J	K	
1	SCHEDULE OF RESTRICTED LOCAL TAX LEVIES AND SELECTED REVENUE SOURCES											
2	Description (Enter Whole Dollars)					Account No	Tort Immunity ^a	Special Education	Area Vocational Construction	School Facility Occupation Taxes ^b	Driver Education	
3	Cash Basis Fund Balance as of July 1, 2019											
4	RECEIPTS:											
5	Ad Valorem Taxes Received by District					10, 20, 40 or 50-1100		806,049				
6	Earnings on Investments					10, 20, 40, 50 or 60-1500						
7	Drivers' Education Fees					10-1970					65,376	
8	School Facility Occupation Tax Proceeds					30 or 60-1983						
9	Driver Education					10 or 20-3370					38,169	
10	Other Receipts (Describe & Itemize)					--						
11	Sale of Bonds					10, 20, 40 or 60-7200						
12	Total Receipts						0	806,049	0	0	103,545	
13	DISBURSEMENTS:											
14	Instruction					10 or 50-1000		806,049			103,545	
15	Facilities Acquisition & Construction Services					20 or 60-2530						
16	Tort Immunity Services					10, 20, 40-2360-2370						
17	DEBT SERVICE											
18	Debt Services - Interest on Long-Term Debt					30-5200						
19	Debt Services - Principal Payments on Long-Term Debt (Lease/Purchase Principal Retired)					30-5300						
20	Debt Services Other (Describe & Itemize)					30-5400						
21	Total Debt Services								0			
22	Other Disbursements (Describe & Itemize)					--						
23	Total Disbursements						0	806,049	0	0	103,545	
24	Ending Cash Basis Fund Balance as of June 30, 2020						0	0	0	0	0	
25	Reserved Fund Balance					714						
26	Unreserved Fund Balance					730	0	0	0	0	0	
28	SCHEDULE OF TORT IMMUNITY EXPENDITURES ^a											
29												
30	Yes ☐ No ☐ Has the entity established an insurance reserve pursuant to 745 ILCS 10/9-103?											
31	If yes, list in the aggregate the following:											
32						Total Claims Payments:						
32						Total Reserve Remaining:						
34	In the following categories, list all other Tort Immunity expenditures not included in line 30 above. Enter total dollar amount for each category.											
35	Expenditures:											
36	Workers' Compensation Act and/or Workers' Occupational Disease Act											
37	Unemployment Insurance Act											
38	Insurance (Regular or Self-Insurance)											
39	Risk Management and Claims Service											
40	Judgments/Settlements											
41	Educational, Inspectional, Supervisory Services Related to Loss Prevention and/or Reduction											
42	Reciprocal Insurance Payments (Insurance Code 72, 76, and 81)											
43	Legal Services											
44	Principal and Interest on Tort Bonds											
46	^a Schedules for Tort Immunity are to be completed only if expenditures have been reported in any fund other than the Tort Immunity Fund (80) during the fiscal year as a result of existing (restricted) fund balances in those other funds that are being spent down. Cell G6 above should include interest earnings only from these restricted tort immunity monies and only if reported in a fund other than Tort Immunity Fund (80).											
47												
48	^b 55 ILCS 5/5-1006.7											

	A	B	C	D	E	F	G	H	I	J	K	L
1	SCHEDULE OF CAPITAL OUTLAY AND DEPRECIATION											
2	Description of Assets (Enter Whole Dollars)	Acct #	Cost Beginning July 1, 2019	Add: Additions July 1, 2019 thru June 30, 2020	Less: Deletions July 1, 2019 thru June 30, 2020	Cost Ending June 30, 2020	Life In Years	Accumulated Depreciation Beginning July 1, 2019	Add: Depreciation Allowable July 1, 2019 thru June 30, 2020	Less: Depreciation Deletions July 1, 2019 thru June 30, 2020	Accumulated Depreciation Ending June 30, 2020	Ending Balance Undepreciated June 30, 2020
3	Works of Art & Historical Treasures	210				0	50				0	0
4	Land	220										
5	Non-Depreciable Land	221	2,960,561			2,960,561						2,960,561
6	Depreciable Land	222				0					0	0
7	Buildings	230										
8	Permanent Buildings	231	220,589,038	64,000		220,653,038	50	85,787,589	4,282,755		90,070,344	130,582,694
9	Temporary Buildings	232		102,688		102,688	20		3,364		3,364	99,324
10	Improvements Other than Buildings (Infrastructure)	240	75,650,440	5,132,124		80,782,564	20	34,123,572	2,335,725		36,459,297	44,323,267
11	Capitalized Equipment	250					10					
12	10 Yr Schedule	251	27,854,670	496,823		28,351,493		18,055,279	1,116,548		19,171,827	9,179,666
13	5 Yr Schedule	252	17,357,430	52,864	52,000	17,358,294		13,680,934	1,050,021	46,800	14,684,155	2,674,139
14	3 Yr Schedule	253	126,493			126,493		126,493			126,493	0
15	Construction in Progress	260	38,341	1,680,134	1,309,803	408,672						408,672
16	Total Capital Assets	200	344,576,973	7,528,633	1,361,803	350,743,803	10	151,773,867	8,788,413	46,800	160,515,480	190,228,323
17	Non-Capitalized Equipment	700				272,542			27,254			
18	Allowable Depreciation							8,815,667				

	A	B	C	D	E	F
1	ESTIMATED OPERATING EXPENSE PER PUPIL (OEPP)/PER CAPITA TUITION CHARGE (PCTC) COMPUTATIONS (2019 - 2020)					
2	This schedule is completed for school districts only.					
4	Fund	Sheet, Row	ACCOUNT NO - TITLE	Amount		
6	OPERATING EXPENSE PER PUPIL					
7	EXPENDITURES:					
8	ED	Expenditures 15-22, L114	Total Expenditures	\$	111,381,835	
9	O&M	Expenditures 15-22, L151	Total Expenditures		11,943,221	
10	DS	Expenditures 15-22, L174	Total Expenditures		31,320,257	
11	TR	Expenditures 15-22, L210	Total Expenditures		10,747,915	
12	MR/SS	Expenditures 15-22, L295	Total Expenditures		4,543,864	
13	TORT	Expenditures 15-22, L342	Total Expenditures		5,709,571	
14					Total Expenditures	\$ 175,646,663
16	LESS RECEIPTS/REVENUES OR DISBURSEMENTS/EXPENDITURES NOT APPLICABLE TO THE REGULAR K-12 PROGRAM:					
18	TR	Revenues 9-14, L43, Col F	1412 Regular - Transp Fees from Other Districts (In State)	\$	0	
19	TR	Revenues 9-14, L47, Col F	1421 Summer Sch - Transp. Fees from Pupils or Parents (In State)		0	
20	TR	Revenues 9-14, L48, Col F	1422 Summer Sch - Transp. Fees from Other Districts (In State)		0	
21	TR	Revenues 9-14, L49, Col F	1423 Summer Sch - Transp. Fees from Other Sources (In State)		0	
22	TR	Revenues 9-14, L50 Col F	1424 Summer Sch - Transp. Fees from Other Sources (Out of State)		0	
23	TR	Revenues 9-14, L52, Col F	1432 CTE - Transp Fees from Other Districts (In State)		0	
24	TR	Revenues 9-14, L56, Col F	1442 Special Ed - Transp Fees from Other Districts (In State)		0	
25	TR	Revenues 9-14, L59, Col F	1451 Adult - Transp Fees from Pupils or Parents (In State)		0	
26	TR	Revenues 9-14, L60, Col F	1452 Adult - Transp Fees from Other Districts (In State)		0	
27	TR	Revenues 9-14, L61, Col F	1453 Adult - Transp Fees from Other Sources (In State)		0	
28	TR	Revenues 9-14, L62, Col F	1454 Adult - Transp Fees from Other Sources (Out of State)		0	
29	O&M-TR	Revenues 9-14, L149, Col D & F	3410 Adult Ed (from ICCB)		0	
30	O&M-TR	Revenues 9-14, L150, Col D & F	3499 Adult Ed - Other (Describe & Itemize)		0	
31	O&M-TR	Revenues 9-14, L211, Col D,F	4600 Fed - Spec Education - Preschool Flow-Through		0	
32	O&M-TR	Revenues 9-14, L212, Col D,F	4605 Fed - Spec Education - Preschool Discretionary		0	
33	O&M	Revenues 9-14, L222, Col D	4810 Federal - Adult Education		0	
34	ED	Expenditures 15-22, L7, Col K - (G+I)	1125 Pre-K Programs		0	
35	ED	Expenditures 15-22, L9, Col K - (G+I)	1225 Special Education Programs Pre-K		1,234,423	
36	ED	Expenditures 15-22, L11, Col K - (G+I)	1275 Remedial and Supplemental Programs Pre-K		0	
37	ED	Expenditures 15-22, L12, Col K - (G+I)	1300 Adult/Continuing Education Programs		0	
38	ED	Expenditures 15-22, L15, Col K - (G+I)	1600 Summer School Programs		168,446	
39	ED	Expenditures 15-22, L20, Col K	1910 Pre-K Programs - Private Tuition		0	
40	ED	Expenditures 15-22, L21, Col K	1911 Regular K-12 Programs - Private Tuition		0	
41	ED	Expenditures 15-22, L22, Col K	1912 Special Education Programs K-12 - Private Tuition		0	
42	ED	Expenditures 15-22, L23, Col K	1913 Special Education Programs Pre-K - Tuition		0	
43	ED	Expenditures 15-22, L24, Col K	1914 Remedial/Supplemental Programs K-12 - Private Tuition		0	
44	ED	Expenditures 15-22, L25, Col K	1915 Remedial/Supplemental Programs Pre-K - Private Tuition		0	
45	ED	Expenditures 15-22, L26, Col K	1916 Adult/Continuing Education Programs - Private Tuition		0	
46	ED	Expenditures 15-22, L27, Col K	1917 CTE Programs - Private Tuition		0	
47	ED	Expenditures 15-22, L28, Col K	1918 Interscholastic Programs - Private Tuition		0	
48	ED	Expenditures 15-22, L29, Col K	1919 Summer School Programs - Private Tuition		0	
49	ED	Expenditures 15-22, L30, Col K	1920 Gifted Programs - Private Tuition		0	
50	ED	Expenditures 15-22, L31, Col K	1921 Bilingual Programs - Private Tuition		0	
51	ED	Expenditures 15-22, L32, Col K	1922 Truants Alternative/Optional Ed Progrms - Private Tuition		0	
52	ED	Expenditures 15-22, L75, Col K - (G+I)	3000 Community Services		623,807	
53	ED	Expenditures 15-22, L102, Col K	4000 Total Payments to Other Govt Units		589,257	
54	ED	Expenditures 15-22, L114, Col G	- Capital Outlay		45,341	
55	ED	Expenditures 15-22, L114, Col I	- Non-Capitalized Equipment		101,041	
56	O&M	Expenditures 15-22, L130, Col K - (G+I)	3000 Community Services		0	
57	O&M	Expenditures 15-22, L139, Col K	4000 Total Payments to Other Govt Units		0	
58	O&M	Expenditures 15-22, L151, Col G	- Capital Outlay		453,289	
59	O&M	Expenditures 15-22, L151, Col I	- Non-Capitalized Equipment		40,908	
60	DS	Expenditures 15-22, L160, Col K	4000 Payments to Other Dist & Govt Units		0	
61	DS	Expenditures 15-22, L170, Col K	5300 Debt Service - Payments of Principal on Long-Term Debt		27,003,453	
62	TR	Expenditures 15-22, L185, Col K - (G+I)	3000 Community Services		0	
63	TR	Expenditures 15-22, L196, Col K	4000 Total Payments to Other Govt Units		0	
64	TR	Expenditures 15-22, L206, Col K	5300 Debt Service - Payments of Principal on Long-Term Debt		427,775	
65	TR	Expenditures 15-22, L210, Col G	- Capital Outlay		367,237	
66	TR	Expenditures 15-22, L210, Col I	- Non-Capitalized Equipment		85,183	
67	MR/SS	Expenditures 15-22, L216, Col K	1125 Pre-K Programs		0	
68	MR/SS	Expenditures 15-22, L218, Col K	1225 Special Education Programs - Pre-K		57,080	
69	MR/SS	Expenditures 15-22, L220, Col K	1275 Remedial and Supplemental Programs - Pre-K		0	
70	MR/SS	Expenditures 15-22, L221, Col K	1300 Adult/Continuing Education Programs		0	
71	MR/SS	Expenditures 15-22, L224, Col K	1600 Summer School Programs		14,115	
72	MR/SS	Expenditures 15-22, L280, Col K	3000 Community Services		62,361	
73	MR/SS	Expenditures 15-22, L285, Col K	4000 Total Payments to Other Govt Units		0	
74	Tort	Expenditures 15-22, L334, Col K	4000 Total Payments to Other Govt Units		0	
75	Tort	Expenditures 15-22, L342, Col G	- Capital Outlay		163,872	
76	Tort	Expenditures 15-22, L342, Col I	- Non-Capitalized Equipment		45,410	
77	Total Deductions for OEPP Computation (Sum of Lines 18 - 76)				\$	31,482,998
78	Total Operating Expenses Regular K-12 (Line 14 minus Line 77)					144,163,665
79	9 Month ADA from Average Daily Attendance - Student Information System (SIS) in IWAS-preliminary ADA 2019-2020					11,695.00
80	Estimated OEPP (Line 78 divided by Line 79)				\$	12,326.95
81						

	A	B	C	D	E	F
1	ESTIMATED OPERATING EXPENSE PER PUPIL (OEPP)/PER CAPITA TUITION CHARGE (PCTC) COMPUTATIONS (2019 - 2020)					
2	This schedule is completed for school districts only.					
4	Fund	Sheet, Row	ACCOUNT NO - TITLE	Amount		
82	PER CAPITA TUITION CHARGE					
84	LESS OFFSETTING RECEIPTS/REVENUES:					
85	TR	Revenues 9-14, L42, Col F	1411 Regular -Transp Fees from Pupils or Parents (In State)	\$		0
86	TR	Revenues 9-14, L44, Col F	1413 Regular - Transp Fees from Other Sources (In State)			0
87	TR	Revenues 9-14, L45, Col F	1415 Regular - Transp Fees from Co-curricular Activities (In State)			0
88	TR	Revenues 9-14, L46, Col F	1416 Regular Transp Fees from Other Sources (Out of State)			0
89	TR	Revenues 9-14, L51, Col F	1431 CTE - Transp Fees from Pupils or Parents (In State)			0
90	TR	Revenues 9-14, L53, Col F	1433 CTE - Transp Fees from Other Sources (In State)			0
91	TR	Revenues 9-14, L54, Col F	1434 CTE - Transp Fees from Other Sources (Out of State)			0
92	TR	Revenues 9-14, L55, Col F	1441 Special Ed - Transp Fees from Pupils or Parents (In State)			0
93	TR	Revenues 9-14, L57, Col F	1443 Special Ed - Transp Fees from Other Sources (In State)			0
94	TR	Revenues 9-14, L58, Col F	1444 Special Ed - Transp Fees from Other Sources (Out of State)			0
95	ED	Revenues 9-14, L75, Col C	1600 Total Food Service			2,450,078
96	ED-O&M	Revenues 9-14, L82, Col C,D	1700 Total District/School Activity Income			795,324
97	ED	Revenues 9-14, L84, Col C	1811 Rentals - Regular Textbooks			1,057,678
98	ED	Revenues 9-14, L87, Col C	1819 Rentals - Other (Describe & Itemize)			0
99	ED	Revenues 9-14, L88, Col C	1821 Sales - Regular Textbooks			131
100	ED	Revenues 9-14, L91, Col C	1829 Sales - Other (Describe & Itemize)			394
101	ED	Revenues 9-14, L92, Col C	1890 Other (Describe & Itemize)			0
102	ED-O&M	Revenues 9-14, L95, Col C,D	1910 Rentals			73,283
103	ED-O&M-TR	Revenues 9-14, L98, Col C,D,F	1940 Services Provided Other Districts			0
104	ED-O&M-DS-TR-MR/SS	Revenues 9-14, L104, Col C,D,E,F,G	1991 Payment from Other Districts			0
105	ED	Revenues 9-14, L106, Col C	1993 Other Local Fees (Describe & Itemize)			33,830
106	ED-O&M-TR	Revenues 9-14, L132, Col C,D,F	3100 Total Special Education			1,824,726
107	ED-O&M-MR/SS	Revenues 9-14, L141, Col C,D,G	3200 Total Career and Technical Education			25,180
108	ED-MR/SS	Revenues 9-14, L145, Col C,G	3300 Total Bilingual Ed			235,939
109	ED	Revenues 9-14, L146, Col C	3360 State Free Lunch & Breakfast			32,943
110	ED-O&M-MR/SS	Revenues 9-14, L147, Col C,D,G	3365 School Breakfast Initiative			0
111	ED-O&M	Revenues 9-14, L148,Col C,D	3370 Driver Education			38,169
112	ED-O&M-TR-MR/SS	Revenues 9-14, L155, Col C,D,F,G	3500 Total Transportation			6,504,360
113	ED	Revenues 9-14, L156, Col C	3610 Learning Improvement - Change Grants			0
114	ED-O&M-TR-MR/SS	Revenues 9-14, L157, Col C,D,F,G	3660 Scientific Literacy			0
115	ED-TR-MR/SS	Revenues 9-14, L158, Col C,F,G	3695 Truant Alternative/Optional Education			0
116	ED-O&M-TR-MR/SS	Revenues 9-14, L160, Col C,D,F,G	3766 Chicago General Education Block Grant			0
117	ED-O&M-TR-MR/SS	Revenues 9-14, L161, Col C,D,F,G	3767 Chicago Educational Services Block Grant			0
118	ED-O&M-DS-TR-MR/SS	Revenues 9-14, L162, Col C,D,E,F,G	3775 School Safety & Educational Improvement Block Grant			0
119	ED-O&M-DS-TR-MR/SS	Revenues 9-14, L163, Col C,D,E,F,G	3780 Technology - Technology for Success			0
120	ED-TR	Revenues 9-14, L164, Col C,F	3815 State Charter Schools			0
121	O&M	Revenues 9-14, L167, Col D	3925 School Infrastructure - Maintenance Projects			50,000
122	ED-O&M-DS-TR-MR/SS-Tort	Revenues 9-14, L168, Col C-G,J	3999 Other Restricted Revenue from State Sources			132,407
123	ED	Revenues 9-14, L177, Col C	4045 Head Start (Subtract)			0
124	ED-O&M-TR-MR/SS	Revenues 9-14, L181, Col C,D,F,G	- Total Restricted Grants-In-Aid Received Directly from Federal Govt			0
125	ED-O&M-TR-MR/SS	Revenues 9-14, L188, Col C,D,F,G	4100 Total Title V			0
126	ED-MR/SS	Revenues 9-14, L198, Col C,G	4200 Total Food Service			2,079,729
127	ED-O&M-TR-MR/SS	Revenues 9-14, L204, Col C,D,F,G	4300 Total Title I			2,177,656
128	ED-O&M-TR-MR/SS	Revenues 9-14, L209, Col C,D,F,G	4400 Total Title IV			0
129	ED-O&M-TR-MR/SS	Revenues 9-14, L213, Col C,D,F,G	4620 Fed - Spec Education - IDEA - Flow Through			2,778,760
130	ED-O&M-TR-MR/SS	Revenues 9-14, L214, Col C,D,F,G	4625 Fed - Spec Education - IDEA - Room & Board			762,026
131	ED-O&M-TR-MR/SS	Revenues 9-14, L215, Col C,D,F,G	4630 Fed - Spec Education - IDEA - Discretionary			0
132	ED-O&M-TR-MR/SS	Revenues 9-14, L216, Col C,D,F,G	4699 Fed - Spec Education - IDEA - Other (Describe & Itemize)			0
133	ED-O&M-MR/SS	Revenues 9-14, L221, Col C,D,G	4700 Total CTE - Perkins			0
158	ED-O&M-DS-TR-MR/SS-Tort	Revenue Adjustments (C224 thru J251)	4800 Total ARRA Program Adjustments			0
159	ED	Revenues 9-14, L253, Col C	4901 Race to the Top			0
160	ED-O&M-DS-TR-MR/SS-Tort	Revenues 9-14, L254, Col C-G,J	4902 Race to the Top-Preschool Expansion Grant			193,466
161	ED-TR-MR/SS	Revenues 9-14, L255, Col C,F,G	4905 Title III - Immigrant Education Program (IEP)			0
162	ED-TR-MR/SS	Revenues 9-14, L256, Col C,F,G	4909 Title III - Language Inst Program - Limited Eng (LIPLEP)			60,251
163	ED-O&M-TR-MR/SS	Revenues 9-14, L257, Col C,D,F,G	4920 McKinney Education for Homeless Children			0
164	ED-O&M-TR-MR/SS	Revenues 9-14, L258, Col C,D,F,G	4930 Title II - Eisenhower Professional Development Formula			0
165	ED-O&M-TR-MR/SS	Revenues 9-14, L259, Col C,D,F,G	4932 Title II - Teacher Quality			358,418
166	ED-O&M-TR-MR/SS	Revenues 9-14, L260, Col C,D,F,G	4960 Federal Charter Schools			0
167	ED-O&M-TR-MR/SS	Revenues 9-14, L261, Col C,D,F,G	4981 State Assessment Grants			0
168	ED-O&M-TR-MR/SS	Revenues 9-14, L262, Col C,D,F,G	4982 Grant for State Assessments and Related Activities			0
169	ED-O&M-TR-MR/SS	Revenues 9-14, L263, Col C,D,F,G	4991 Medicaid Matching Funds - Administrative Outreach			183,210
170	ED-O&M-TR-MR/SS	Revenues 9-14, L264, Col C,D,F,G	4992 Medicaid Matching Funds - Fee-for-Service Program			243,433
171	ED-O&M-TR-MR/SS	Revenues 9-14, L265, Col C,D,F,G	4998 Other Restricted Revenue from Federal Sources (Describe & Itemize)			132,782
172	ED-TR-MR/SS	Revenues (Part of EBF Payment)	3100 Special Education Contributions from EBF Funds **			4,480,052
173	ED-MR/SS	Revenues (Part of EBF Payment)	3300 English Learning (Bilingual) Contributions from EBF Funds ***			235,938
175	Total Deductions for PCTC Computation Line 85 through Line 173				\$	26,940,163
176	Net Operating Expense for Tuition Computation (Line 78 minus Line 175)					117,223,502
177	Total Depreciation Allowance (from page 26, Line 18, Col I)					8,815,667
178	Total Allowance for PCTC Computation (Line 176 plus Line 177)					126,039,169
179	9 Month ADA from Average Daily Attendance - Student Information System (SIS) in IWAS-preliminary ADA 2019-2020					11,695.00
180	Total Estimated PCTC (Line 178 divided by Line 179) *				\$	10,777.18
181						
182	* The total OEPP/PCTC may change based on the data provided. The final amounts will be calculated by ISBE					
183	** Go to the link below: Under Reports, select FY 2020 Special Education Funding Allocation Calculation Details. Open Excel file and use the amount in column X for the selected district.					
184	*** Follow the same instructions as above except under Reports, select FY 2020 English Learner Education Funding Allocation Calculation Details, and use column V for the selected district.					
185						
186	Evidence Based Funding Link: https://www.isbe.net/Pages/ebfdistribution.aspx					

Illinois State Board of Education
School Business Services Department

Current Year Payment on Contracts For Indirect Cost Rate Computation

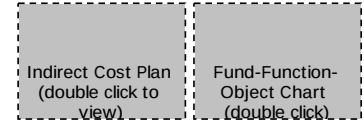
Instructions:

This schedule is to calculate the amount allowed on contracts obligated by the school district for the Indirect Cost Rate calculation. The greatest amount allowed in the indirect cost calculation is \$25,000 for each contract. The contracts should be only for purchase services and not for salary contracts. **Please refer to the embedded attachment "Indirect Cost Plan" that explains which contracts should be entered on this schedule. Found under "Sub-agreement for Services" starting on page 12.**

Please only include applicable contracts with Fund-Function-Objects found on the embedded attachment - "Fund-Function-Object Chart."

*Do not include contracts for Capital Outlay (500) or Non-Capitalized Equipment (700) on this form, they are excluded from the Indirect Cost Rate calculation.

1. In column (A) enter the **name** of the **Fund-Function-Object** of the account where the payment was made on each contract in the current year.
2. In column (B) enter the **number** of the **Fund-Function-Object** of the account where the payment was made on each contract for the current year. Do not enter hyphens. Ex) Enter as 101000600
3. In Column (C) enter the **name of the Company** that is listed on the contract.
4. In column (D) enter the **total amount paid** in the AFR for the contract. The amount must be less than or equal to the amount reported in the AFR's "Expenditures 15-22" tab.
5. Column (E) and (F) are calculated automatically based on the information provided in Columns (A through D).
6. The amount in column (E) is the amount allowed on each contract in the Indirect Cost Rate calculation. The amount in column (F) is the amount that will be deducted from the base in the indirect cost rate (page 30) for Program Year 2022.



Fund-Function-Object Name Where the Expenditure was Recorded (Column A)	Fund- Function- Object Number (Column B)	Contracted Company Name (Column C)	Current Year Amount Paid on Contract (Column D)	Contract Amount Applied to the Indirect Cost Rate Base (Column E)	Contract Amount deducted from the Indirect Cost Rate Base (Column F)
Enter as shown here: ED-Instruction-Other	10-1000-600	Company Name	500,000	25,000	475,000
None				0	0
				0	0
				0	0
				0	0
				0	0
				0	0
				0	0
				0	0
				0	0
				0	0
Total			0	0	0

ESTIMATED INDIRECT COST DATA

	A	B	C	D	E	F	G	H
1	ESTIMATED INDIRECT COST RATE DATA							
2	SECTION I							
3	Financial Data To Assist Indirect Cost Rate Determination							
4	<i>(Source document for the computation of the Indirect Cost Rate is found in the "Expenditures 15-22" tab.)</i>							
5	ALL OBJECTS EXCLUDE CAPITAL OUTLAY. With the exception of line 11, enter the disbursements/expenditures included within the following functions charged directly to and reimbursed from federal grant programs. Also, include all amounts paid to or for other employees within each function that work with specific federal grant programs in the same capacity as those charged to and reimbursed from the same federal grant programs. For example, if a district received funding for a Title I clerk, all other salaries for Title I clerks performing like duties in that function must be included. Include any benefits and/or purchased services paid on or to persons whose salaries are classified as direct costs in the function listed.							
6	Support Services - Direct Costs (1-2000) and (5-2000)							
7	Direction of Business Support Services (1-2510) and (5-2510)							
8	Fiscal Services (1-2520) and (5-2520)							
9	Operation and Maintenance of Plant Services (1, 2, and 5-2540)							
10	Food Services (1-2560) <i>Must be less than (P16, Col E-F, L63)</i>			6,447				
11	Value of Commodities Received for Fiscal Year 2020 (Include the value of commodities when determining if a Single Audit is required).			291,114				
12	Internal Services (1-2570) and (5-2570)							
13	Staff Services (1-2640) and (5-2640)							
14	Data Processing Services (1-2660) and (5-2660)							
15	SECTION II							
16	Estimated Indirect Cost Rate for Federal Programs							
17				Restricted Program		Unrestricted Program		
18		Function		Indirect Costs	Direct Costs	Indirect Costs	Direct Costs	
19	Instruction	1000			85,754,036		85,754,036	
20	Support Services:							
21	Pupil	2100			6,113,832		6,113,832	
22	Instructional Staff	2200			3,566,369		3,566,369	
23	General Admin.	2300			6,432,233		6,432,233	
24	School Admin	2400			6,717,485		6,717,485	
25	Business:							
26	Direction of Business Spt. Srv.	2510	219,424	0	219,424	0		
27	Fiscal Services	2520	640,224	0	640,224	0		
28	Oper. & Maint. Plant Services	2540		12,384,385	12,384,385			
29	Pupil Transportation	2550		9,840,295		9,840,295		
30	Food Services	2560		5,282,829		5,282,829		
31	Internal Services	2570	340,183	0	340,183	0		
32	Central:							
33	Direction of Central Spt. Srv.	2610		0		0		
34	Plan, Rsrch, Dvlp, Eval. Srv.	2620		0		0		
35	Information Services	2630		137,284		137,284		
36	Staff Services	2640	517,956	0	517,956	0		
37	Data Processing Services	2660	3,226,667	0	3,226,667	0		
38	Other:	2900		0		0		
39	Community Services	3000		686,168		686,168		
40	Contracts Paid in CY over the allowed amount for ICR calculation (from page 29)			0		0		
41	Total			4,944,454	136,914,916	17,328,839	124,530,531	
42				Restricted Rate		Unrestricted Rate		
43				Total Indirect Costs:	4,944,454	Total Indirect Costs:	17,328,839	
44				Total Direct Costs:	136,914,916	Total Direct Costs:	124,530,531	
45	138			= 3.61%		= 13.92%		
46								

	A	B	C	D	E	F	G	H	I	J	K
1	REPORT ON SHARED SERVICES OR OUTSOURCING School Code, Section 17-1.1 (Public Act 97-0357) Fiscal Year Ending June 30, 2020										
2											
3											
5	Complete the following for attempts to improve fiscal efficiency through shared services or outsourcing in the prior, current and next fiscal years.										
6	McLean County Unit School District 17-064-0050-26										
7											
8	<i>Check box if this schedule is not applicable.....</i> ☐	Prior Fiscal Year	Current Fiscal Year	Next Fiscal Year	Name of the Local Education Agency (LEA) Participating in the Joint Agreement, Cooperative or Shared Service.						
9	Indicate with an (X) If Deficit Reduction Plan Is Required in the Budget →										
10	Service or Function (<i>Check all that apply</i>)			Barriers to Implementation	(Limit text to 200 characters, for additional space use line 33 and 38)						
11	Curriculum Planning										
12	Custodial Services										
13	Educational Shared Programs										
14	Employee Benefits										
15	Energy Purchasing										
16	Food Services										
17	Grant Writing										
18	Grounds Maintenance Services										
19	Insurance										
20	Investment Pools										
21	Legal Services										
22	Maintenance Services										
23	Personnel Recruitment										
24	Professional Development										
25	Shared Personnel										
26	Special Education Cooperatives										
27	STEM (science, technology, engineering and math) Program Offerings										
28	Supply & Equipment Purchasing										
29	Technology Services										
30	Transportation										
31	Vocational Education Cooperatives	X	X		McLean-DeWitt Regional Vocational System (see below)						
32	All Other Joint/Cooperative Agreements										
33	Other										
34											
35	Additional space for Column (D) - Barriers to Implementation:										
36											
37											
38											
40	Additional space for Column (E) - Name of LEA :										
41	Bloomington High School, Blue Ridge High School, Clinton High School, Heyworth High School, LeRoy High School, Lexington High School, Normal Community High School, Normal Community West High School,										
42	Olympia High School, Ridgeview High School, Tri-Valley High School, University High School										
43											

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Department (N-330)
100 North First Street
Springfield, IL 62777-0001

LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
(Section 17-1.5 of the School Code)

School District Name: McLean County Unit School District No. 5
RCDT Number: 17-064-0050-26

Description	Funct. No.	Actual Expenditures, Fiscal Year 2020				Budgeted Expenditures, Fiscal Year 2021			
		(10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund *	Total	(10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1. Executive Administration Services	2320	463,391		176,496	639,887	474,610		182,027	656,637
2. Special Area Administration Services	2330	292,074		0	292,074	302,131			302,131
3. Other Support Services - School Administration	2490	0		0	0				0
4. Direction of Business Support Services	2510	188,783	0	22,358	211,141	193,845		23,028	216,873
5. Internal Services	2570	329,566		0	329,566	325,294			325,294
6. Direction of Central Support Services	2610	0		0	0				0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		1,273,814	0	198,854	1,472,668	1,295,880	0	205,055	1,500,935
9. Percent Increase (Decrease) for FY2021 (Budgeted) over FY2020 (Actual)									2%

* For FY 2020 Tort Fund Expenditures, first complete the Limitation of Administrative Costs - Crosswalk of FY 2020 Tort Fund Expenditures, located below on lines 43-70

CERTIFICATION

I certify that the amounts shown above as Actual Expenditures, Fiscal Year 2020, agree with the amounts on the district's Annual Financial Report for Fiscal Year 2020.
I also certify that the amounts shown above as Budgeted Expenditures, Fiscal Year 2021, agree with the amounts on the budget adopted by the Board of Education.

Signature of Superintendent

Date

Contact Name (for questions)

Contact Telephone Number

If line 9 is greater than 5% please check one box below.

- ☐ The District is ranked by ISBE in the lowest 25th percentile of like districts in administrative expenditures per student (4th quartile) and will waive the limitation by board action, subsequent to a public hearing.
- ☐ The district is unable to waive the limitation by board action and will be requesting a waiver from the General Assembly pursuant to the procedures in Chapter 105 ILCS 5/2-3.25g. Waiver applications must be postmarked by August 15, 2020 to ensure inclusion in the Fall 2020 report or postmarked by
- ☐ The district will amend their budget to become in compliance with the limitation.

Limitation of Administrative Costs - Crosswalk of FY 2020 Tort Fund Expenditures

The 23 Illinois Administrative Code, Part 100 Requirements for Accounting, Budgeting, Financial Reporting and Auditing, was amended effective with the beginning of FY 2021.

To assist districts with the crosswalk of its Limitation of Administrative Costs Worksheet (LAC) within the school district's FY 2021 budget, please complete the crosswalk of FY 2020 Tort Fund expenditures that would have been reflected within one of the Limitation of Administrative Costs functions if the amended rules were effective beginning with FY 2020.

If a school district has FY 2020 Tort Fund expenditures, a Limitation of Administrative Costs – Tort Fund Crosswalk must be completed and must be submitted in conjunction with the FY 2021 Limitation of Administrative Costs Worksheet.

School District Name: McLean County Unit School District No. 5
RCDT Number: 17-064-0050-26

			How Expenditures would have been reported had FY 2021 Amended Rules been implemented for FY 2020							
FY 2020 Tort Fund Expenditures	FY 2020 Function	FY 2020 Total Expenditure	Function 2320	Function 2330	Function 2490	Function 2510	Function 2570	Function 2610	Other Function Outside of the LAC Functions	Total (Must agree with Expenditures in column E)
Claims Paid from Self Insurance Fund	2361	0								0
Workers' Compensation or Worker's Occupation Disease Acts Pymts	2362	591,709							591,709	591,709
Unemployment Insurance Payments	2363	0								0
Insurance Payments (Regular or Self-Insurance)	2364	0								0
Risk Management and Claims Services Payments	2365	13,027							13,027	13,027
Judgment and Settlements	2366	1,175							1,175	1,175
Educational, Inspectional, Supervisory Services Related to Loss Prevention or Reduction	2367	3,867,655	10,282			22,358			3,835,015	3,867,655
Reciprocal Insurance Payments	2368	0								0
Legal Services	2369	352,203	166,214						185,989	352,203
Property Insurance (Buildings & Grounds)	2371	883,802							883,802	883,802
Vehicle Insurance (Transportation)	2372	0								0
Totals		5,709,571	176,496	0	0	22,358	0	0	5,510,717	5,709,571

Please email finance1@isbe.net or call 217-785-8779 with any questions.

This page is provided for detailed itemizations as requested within the body of the report.
Type Below.

1. Page 8 - Working Cash Fund, Line 75 - Bond Service Costs \$163,900
2. Page 10 - Educational Fund, Line 74 - Other Food Service - Food Sales to Outside Groups \$68,085
3. Page 10 - Educational Fund, Line 91 - Sales - Other \$394
4. Page 11 - Line 106 - Other Local Fees
Educational Fund - Music Fees \$33,830
Operations and Maintenance Fund - Custodial Fees \$195,730
5. Page 11 - Line 107 - Other Local Revenues
Educational Fund - USAC - E-Rate \$114,357
Operations and Maintenance Fund - Energy Rebates \$460,239
Transportation Fund - Miscellaneous Transportation Fees \$4,418
Tort Fund - Background Checks \$11,903
6. Page 12 - Line 168 - Other Restricted Revenue from State Sources
Educational Fund - \$116,504 Orphanage Tuition and \$15,903 for Other State Programs
7. Page 13 - Educational Fund - Line 203 - Title I - Other \$297,040
8. Page 14 - Educational Fund - Line 265 - Other Restricted Revenue from Federal Sources: \$57,833 STEP Grant, \$30,024 SEED Grant, and \$44,925 SIR Grant.
9. Page 15 - Line 41 - Other Support Services - Pupils - Positive Behavioral Intervention Strategy \$4,207
10. Page 16 - Line 83 - Other Payments to In-State Government Units - Title I Juvenile Delinquency \$128,875
11. Page 17 - Line 120 - Other Support Services - Pupils - Parking Stickers \$895
12. Page 18 - Line 171 - Fees \$4,879
13. Page 19 - Line 237 - Other Support Services - Pupils - FICA/Medicare \$53
14. Page 24 - Schedule of Long-Term Debt
Long term debt issues:
Audit check error line 69 is due to capital lease payments of \$427,775 made out of Transportation Fund (40)
15. Page 29 - Contracts Paid in Current Year
Tab is not completed due to District not utilizing the indirect cost rate

Reference Pages.

- ¹ Do not enter negative numbers. Reports with negative numbers will be returned for correction.
- ² GASB Statement No. 24; Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On Behalf of" Payments should only be reflected on this page.
- ³ Equals Line 8 minus Line 17
- ⁴ May require notification to the county clerk to abate an equal amount from taxes next extended. Refer to Section 17-2.11 for the applicable provisions and other "limited" transfer authority to O&M through June 30, 2013
- ⁵ Requires notification to the county clerk to abate an equal amount from taxes next extended. See Section 10-22.14
- ⁶ Use of proceeds from the sale of school sites buildings, or other real estate is limited. See Sections 5-22 and 10-22.8 of the School Code.
- ⁷ Include revenue accounts 1110 through 1115, 1117, 1118 & 1120. Include taxes for bonds sold that are in addition to those identified separately.
- ⁸ Educational Fund (10) - Computer Technology only.
- ⁹ Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- ¹⁰ Include only tuition payments made to private facilities. See Function 4200 or 4400 for public facility disbursements/expenditures.
- ¹¹ Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund—e.g. alternate revenue bonds(Describe & Itemize).
- ¹² Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

[Please insert files above]

Instructions to insert word doc or pdf files:

Choose: Insert - Select: Object - Select Create from File tab - Select Browse - Select file that you want to embed - Check Display as icon - Select OK.

Note: If you have trouble inserting pdf files, submit as a separate attachments and they will be inserted for you.

	A	B	C	D	E	F
1	DEFICIT ANNUAL FINANCIAL REPORT (AFR) SUMMARY INFORMATION Provisions per Illinois School Code, Section 17-1 (105 ILCS 5/17-1)					
2	<i>Instructions: If the Annual Financial Report (AFR) reflects that a Deficit Reduction Plan is required as calculated below, then the school district is to complete the Deficit Reduction Plan in the annual budget and submit the plan to Illinois State Board of Education (ISBE) within 30 days after accepting the audit report. This may require the FY2021 annual budget to be amended to include a Deficit Reduction Plan and narrative.</i>					
3	The "Deficit Reduction Plan" is developed using ISBE guidelines and is included in the School District Budget Form 50-36, beginning with page 20. A plan is required when the operating funds listed below result in direct revenues (cell F6) being less than direct expenditures (cell f7) by an amount equal to or greater than one-third (1/3) of the ending fund balance (cell f9). That is, if the ending fund balance is less than three times the deficit spending, the district must adopt and submit an original budget/amended budget with ISBE that provides a "deficit reduction plan" to balance the shortfall within the next three years.					
4	- If the FY2021 school district budget already requires a Deficit Reduction Plan, and one was submitted, an updated (amended) budget is not required.					
5	- If the Annual Financial Report requires a deficit reduction plan even though the FY2021 budget does not, a completed deficit reduction plan is still required.					
6	DEFICIT AFR SUMMARY INFORMATION - Operating Funds Only <i>(All AFR pages must be completed to generate the following calculation)</i>					
7	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
8	Direct Revenues	97,016,644	11,512,345	10,560,778	1,216,587	120,306,354
9	Direct Expenditures	111,381,835	11,943,221	10,747,915		134,072,971
10	Difference	(14,365,191)	(430,876)	(187,137)	1,216,587	(13,766,617)
11	Fund Balance - June 30, 2019	5,622,235	250,377	648,987	47,567,754	54,089,353
12	Unbalanced - however, a deficit reduction plan is not required at this time.					
13						
14						
15						

Audit Checklist

All entries must balance within the individual fund statements and schedules as instructed below. Any error messages left unresolved below, will be returned to the auditor for correction.

1. The auditor's Opinion and Notes to the Financial Statements and the Corrective Action Plan(s) on LEA letterhead are embedded in the "Opinion-Notes 35" tab.
2. Student Activity Funds, Convenience Accounts, and other agency funds are included, if applicable.
3. All audit questions on page 2 are answered appropriately by checking all that apply. This page must also be certified with the signature of the CPA firm. Comments and explanations are included for all checked items at the bottom of page 2.
4. All **Other** accounts and functions labeled "(describe & itemize)" are properly noted on the "Itemization 33" tab.
5. In all funds, Function No. 2900 does not include Worker's Compensation or Unemployment Insurance.
6. Tuition paid to another school district or to a joint agreement (in state) is coded to Function 4200, and Other Objects (600).
7. Business Manager/Bookkeeper Costs are charged to the proper Function (No. 2510/2520).
8. If district is subject to PTELL on tab "Aud Quest 2", line 21 be sure to check the box and enter the effective date.
9. All entries were entered to the nearest whole dollar amount.

Balancing Schedule

Check this Section for Error Messages

The following assures that various entries are in balance. Any out of balance condition is followed by an error message in **RED** and must be resolved before submitting to ISBE. One or more errors detected may cause this AFR to be returned for corrections and resubmission. If impossible for entries to balance, please explain on the itemization page.

Description:	Error Message
1. Cover Page: The Accounting Basis must be Cash or Accrual.	
2. The Single Audit related documents must be completed and attached.	
What Basis of Accounting is used?	CASH
Accounting for late payments (Audit Questionnaire Section D)	OK
Are Federal Expenditures greater than \$750,000?	OK
Is all Single Audit information completed and enclosed?	OK
Is Budget Deficit Reduction Plan Required?	Deficit reduction plan is not required.
3. Page 3: Financial Information must be completed.	
Section A: Tax rates are not entered in the following format: [1.50 should be .0150]. Please enter with the correct decimal point.	OK
Section D: Check a or b that agrees with the school district type.	OK
4. Page 5: Cells C4:L4 Acct 111-115 - Cash Balances cannot be negative.	
Fund (10) ED: Cash balances cannot be negative.	OK
Fund (20) O&M: Cash balances cannot be negative.	OK
Fund (30) DS: Cash balances cannot be negative.	OK
Fund (40) TR: Cash balances cannot be negative.	OK
Fund (50) MR/SS: Cash balances cannot be negative.	OK
Fund (60) CP: Cash balances cannot be negative.	OK
Fund (70) WC: Cash balances cannot be negative.	OK
Fund (80) Tort: Cash balances cannot be negative.	OK
Fund (90) FP&S: Cash balances cannot be negative.	OK
5. Page 5 & 6: Total Current & Capital Assets must = Total Liabilities & Fund Balance.	
Fund 10, Cell C13 must = Cell C41.	OK
Fund 20, Cell D13 must = Cell D41.	OK
Fund 30, Cell E13 must = Cell E41.	OK
Fund 40, Cell F13 must = Cell F41.	OK
Fund 50, Cell G13 must = Cell G41.	OK
Fund 60, Cell H13 must = Cell H41.	OK
Fund 70, Cell I13 must = Cell I41.	OK
Fund 80, Cell J13 must = Cell J41.	OK
Fund 90, Cell K13 must = Cell K41.	OK
Agency Fund, Cell L13 must = Cell L41.	OK
General Fixed Assets, Cell M23 must = Cell M41.	OK
General Long-Term Debt, Cell N23 must = Cell N41.	OK
6. Page 5: Sum of Reserved & Unreserved Fund Balance must = Page 8, Ending Fund Balance.	
Fund 10, Cells C38+C39 must = Cell C81.	OK
Fund 20, Cells D38+D39 must = Cell D81.	OK
Fund 30, Cells E38+E39 must = Cell E81.	OK
Fund 40, Cells F38+F39 must = Cell F81.	OK
Fund 50, Cells G38+G39 must = Cell G81.	OK
Fund 60, Cells H38+H39 must = Cell H81.	OK
Fund 70, Cells I38+I39 must = Cell I81.	OK
Fund 80, Cells J38+J39 must = Cell J81.	OK
Fund 90, Cells K38+K39 must = Cell K81.	OK
8. Page 24: Schedule of Long-Term Debt must = Pages 5, 8 & 18: Basic Financial Statements.	
Note: Explain any unreconcilable differences in the Itemization sheet.	
Total Long-Term Debt Issued (P24, Cell F49) must = Principal on Long-Term Debt Sold (P8, Cells C33:K33).	OK
Total Long-Term Debt (Principal) Retired (P18, Cells H170) must = Debt Service - Long-Term Debt (Principal) Retired (P24, Cells H49).	ERROR!
9. Page 7 & 8: Other Sources of Funds (L24:L42) must = Other Uses of Funds (P8, L46:L59).	
Acct 7130 - Transfer Among Funds, Cells C27:K27 must = Acct 8130 Transfer Among Funds, Cells C49:K49	OK
Acct 7140 - Transfer of Interest, Cells C28:K28 must = Acct 8140 Transfer of Interest, Cells C50:K50.	OK
Acct 7900 - ISBE Loan Proceeds (Cells C42:K42) must = Acct 8910 - Transfers to Debt Service Fund to Pay Principal on ISBE Loans (Cells C74:K74)	OK
10. Restricted Tax Levies Page 25, Line 25 must = Reserved Fund Balance, Pages 5 & 6, Line 38.	
Reserved Fund Balance, Page 5, Cells C38:H38 must be => Reserve Fund Balance Cell G25:K25.	OK
Unreserved Fund Balance, Page 5, Cells C39:H39 must be > 0	OK
11. Page 5: "On behalf" payments to the Educational Fund	
Fund (10) ED: Account 3998, cell C9 must be entered or Explain why this is zero on Itemization sheet.	OK
12. Page 27: The 9 Month ADA must be entered on Line 78.	OK
13. Page 27: The Special Education Contributions from EBF Funds (line 171) must be entered.	OK
14. Page 27: The English Learning (Bilingual) Contributions from EBF Funds (line 172) must be entered.	OK
15. Page 29: Contracts Paid in Current Year (CY) MUST be completed. Please return to page 29 and add all current year contracts.	PLEASE ENTER CONTRACTS PAID IN CURRENT YEAR. IF NONE, STATE NO CONTRACTS ON PAGE 29.
16. Page 31: SHARED OUTSOURCED SERVICES, Completed.	OK
17. Page 32: LIMITATION OF ADMINISTRATIVE COST, Budget Information must be completed and submitted to ISBE.	OK

ANNUAL FEDERAL FINANCIAL COMPLIANCE REPORT (COVER SHEET)
DISTRICT/JOINT AGREEMENT
Year Ending June 30, 2020

DISTRICT/JOINT AGREEMENT NAME McLean County Unit School District No. 5	RCDT NUMBER 17-064-0050-26	CPA FIRM 9-DIGIT STATE REGISTRATION NUMBER 066-004450	
ADMINISTRATIVE AGENT IF JOINT AGREEMENT (as applicable) Dr. Kristen Weikle		NAME AND ADDRESS OF AUDIT FIRM CliftonLarsonAllen LLP 301 North Neil Street, Suite 205 Champaign	
ADDRESS OF AUDITED ENTITY (Street and/or P.O. Box, City, State, Zip Code) 1809 West Hovey Normal 61761-4339		E-MAIL ADDRESS: hope.wheeler@claconnect.com	
		NAME OF AUDIT SUPERVISOR Hope Wheeler	
		CPA FIRM TELEPHONE NUMBER 217-373-3139	FAX NUMBER 217-355-9549

THE FOLLOWING INFORMATION MUST BE INCLUDED IN THE SINGLE AUDIT REPORT:

- ☒ A copy of the CPA firm's most recent peer review report and acceptance letter has been submitted to ISBE (either with the audit or under separate cover).
- ☒ Financial Statements including footnotes (Title 2 CFR §200.510 (a))
- ☒ Schedule of Expenditures of Federal Awards including footnotes (Title 2 CFR §200.510 (b))
- ☒ Independent Auditor's Report on the Financial Statements (Title 2 CFR §200.515 (a))
- ☒ Independent Auditor's Report on Internal Control Over Financial Reporting and Compliance Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* (Title 2 CFR §200.515 (b))
- ☒ Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by Uniform Guidance (Title 2 CFR §200.515 (c))
- ☒ Schedule of Findings and Questioned Costs (Title 2 CFR §200.515 (d))
- ☒ Summary Schedule of Prior Audit Findings (Title 2 CFR §200.511 (b))
- ☒ Corrective Action Plan on LEA letterhead (Title 2 CFR §200.511 (c))

THE FOLLOWING INFORMATION IS HIGHLY RECOMMENDED TO BE INCLUDED:

- ☐ A Copy of the Federal Data Collection Form (Title 2 CFR §200.512 (b))
- ☐ A Copy of each Management Letter

McLean County Unit School District No. 5
17-064-0050-26
SINGLE AUDIT INFORMATION CHECKLIST

The following checklist is **OPTIONAL**; it is not a required form for completion of Single Audit information. The purpose of the checklist is to assist in determining if appropriate information has been correctly completed within the Annual Financial Report (AFR). This is not a complete listing of all Single Audit requirements, but highlights some of the more common errors found during ISBE reviews.

GENERAL INFORMATION

- ☐ 1. **Signed** and **dated** copies of audit opinion letters have been included with audit package submitted to ISBE.
- ☐ 2. All opinion letters use the **most current audit language and formatting** as mandated in SAS 115/SAS 117 and other pronouncements.
- ☐ 3. **ALL** Single Audit forms within the AFR Excel workbook have been completed, where appropriate.
- For those forms that are not applicable, "N/A" or similar language has been indicated.
- ☐ 4. **ALL** Federal revenues reported in FRIS Report 0053 (Summary of Payments) are accounted for in the Schedule of Expenditures of Federal Awards (SEFA).
- ☐ 5. Federal revenues reported on the AFR reconcile to Federal revenues reported on the SEFA.
- Verify or reconcile on reconciliation worksheet.
- ☐ 6. The total value of non-cash **COMMODITIES** has been included within the AFR on the **INDIRECT COSTS** page (ICR Computation 29) on Line 11. It **should not** be included in the Statement of Revenues Received (REVENUES 9-14) within the AFR Accounts 4210 - 4299.
Those accounts are specific cash programs, not non-cash assistance such as **COMMODITIES**.
- ☐ 7. Complete audit package (Data Collection Form, audit reports, etc.) has been submitted electronically to the Federal Audit Clearinghouse <https://harvester.census.gov/facweb/Default.aspx>

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

- ☐ 8. All prior year's projects are included and reconciled to final FRIS report amounts.
- Including receipt/revenue and expenditure/disbursement amounts.
- ☐ 9. All current year's projects are included and reconciled to most recent FRIS report filed.
- Including receipt/revenue and expenditure/disbursement amounts.
- ☐ 10. Differences in reported spending amounts on the SEFA and the final FRIS reports should be detailed and/or documented in a finding.
- discrepancies should be reported as Questioned Costs.
- ☐ 11. The total amount provided to subrecipients from each Federal program is included.
- ☐ 12. Prior-year and Current-year Child Nutrition Programs (CNP) are included on the SEFA (with prior-year program showing total cash received):
Project year runs from October 1 to September 30, so projects will cross fiscal years;
This means that audited year revenues will include funds from both the prior year and current year projects.
- ☐ 13. Each CNP project should be reported on a separate line (one line per project year per program).
- ☐ 14. Total CNP Revenue amounts are consistent with grant amounts awarded by ISBE for each program by project year.
- ☐ 15. Total CNP Expenditure amounts are consistent with grant amounts awarded by ISBE for each program by project year.
- ☐ 16. Exceptions should result in a finding with Questioned Costs.
- ☐ 17. The total value of non-cash **COMMODITIES** has been reported on the SEFA (CFDA 10.555).
- The value is determined from the following, **with each item on a separate line**:
☐ * **Non-Cash Commodities**: Monthly Commodities Bulletin for April (From the Illinois Commodities System accessed through ISBE web site)
Total commodities = A PAL Allocated + B PAL Allocated + Processing Deductions + Total Bonus Allocated
[Verify Non-Cash Commodities amount on ISBE web site: https://www.isbe.net/Pages/School-Nutrition-Programs-Food-Distribution.aspx](https://www.isbe.net/Pages/School-Nutrition-Programs-Food-Distribution.aspx)
☐ * **Non-Cash Commodities**: Commodities information for non-cash items received through **Other Food Services**
Districts should track separately through year; no specific report available from ISBE
Verify Non-Cash Commodities amount through Other Food Services on ISBE web site:
<https://www.isbe.net/Pages/School-Nutrition-Programs-Food-Distribution.aspx>
☐ * **Department of Defense Fresh Fruits and Vegetables** (District should track through year)
- **The two commodity programs should be reported on separate lines on the SEFA.**
Verify Non-Cash Commodities amount through DoD Fresh Fruits and Vegetables on ISBE web site:
<https://www.isbe.net/Pages/School-Nutrition-Programs-Food-Distribution.aspx>
☐ * Amounts verified for **Fresh Fruits and Vegetables** cash grant program (ISBE code 4240)
CFDA number: 10.582
- ☐ 18. **TOTALS** have been calculated for Federal revenue and expenditure amounts (Column totals).
- ☐ 19. Obligations and Encumbrances are included where appropriate.
- ☐ 20. **FINAL STATUS** amounts are calculated, where appropriate.
- ☐ 21. Medicaid Fee-for-Service funds, E-Rate reimbursements and Build America Bond interest subsidies have **not** been included on the SEFA.
- ☐ 22. **All** programs tested (not just Type A programs) are indicated by either an * or (M) on the SEFA.
- ☐ 23. **NOTES TO THE SEFA** within the AFR Excel workbook (SEFA NOTES) have been completed.
Including, but not limited to:
☐ 24. Basis of Accounting
☐ 25. Name of Entity
☐ 26. Type of Financial Statements
☐ 27. Subrecipient information (**Mark "N/A" if not applicable**)
☐ * ARRA funds are listed separately from "regular" Federal awards

SUMMARY OF AUDITOR'S RESULTS/FINDINGS/CORRECTIVE ACTION PLAN

- ☐ 28. Audit opinions expressed in opinion letters **match** opinions reported in Summary.
- ☐ 29. **All** Summary of Auditor Results questions have been answered.
- ☐ 30. All tested programs **and** amounts are listed.
- ☐ 31. Correct testing threshold has been entered. (Title 2 CFR §200.518)

Findings have been filled out completely and correctly (if none, mark "N/A").

- ☐ 32. Financial Statement and/or Federal Award Findings information has been completely filled out for each finding, with finding numbers in correct format.
- ☐ 33. Finding completed for **each Significant Deficiency** and for **each Material Weakness** noted in opinion letters.
- ☐ 34. Separate finding for each Federal program (i.e., don't report same finding for multiple programs on one sheet).
- ☐ 35. Separate finding sheet for each finding on programs (e.g., excess interest earned and unallowable expenditures are two findings and should be reported separately, even if both are on same program).
- ☐ 36. Questioned Costs have been calculated where there are questioned costs.
- ☐ 37. Questioned Costs are separated by project year **and** by program (and sub-project, if necessary).
- ☐ 38. Questioned Costs have been calculated for Interest Earned on **Excess Cash on Hand**.
- Should be based on actual amount of interest earned
- Questioned Cost amounts are broken out between programs if multiple programs are listed on the finding
- ☐ 39. **A CORRECTIVE ACTION PLAN, on the LEA's letterhead** has been completed for each finding.
- Including Finding number, action plan details, projected date of completion, name and title of contact person

McLean County Unit School District No. 5
17-064-0050-26

RECONCILIATION OF FEDERAL REVENUES
Year Ending June 30, 2020
Annual Financial Report to Schedule of Expenditures of Federal Awards

TOTAL FEDERAL REVENUE IN AFR

Account Summary 7-8, Line 7	Account 4000	\$ 9,034,421
Flow-through Federal Revenues		
Revenues 9-14, Line 112	Account 2200	-
Value of Commodities		
ICR Computation 30, Line 11		291,114
Less: Medicaid Fee-for-Service Program		
Revenues 9-14, Line 264	Account 4992	(243,433)
AFR TOTAL FEDERAL REVENUES:		\$ 9,082,102

ADJUSTMENTS TO AFR FEDERAL REVENUE AMOUNTS:

Reason for Adjustment:

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-----	-----
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ADJUSTED AFR FEDERAL REVENUES	\$ 9,082,102

Total Current Year Federal Revenues Reported on SEFA:		
Federal Revenues	Column D	\$ 9,082,102

Adjustments to SEFA Federal Revenues:

Reason for Adjustment:

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ADJUSTED SEFA FEDERAL REVENUE:	\$ 9,082,102

DIFFERENCE:	\$ -

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ending June 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title and Major Program Designation	CFDA Number ² (A)	ISBE Project # (1st 8 digits) or Contract # ³ (B)	Receipts/Revenues		Year 7/1/18-6/30/19 (E)	Expenditure/Disbursements ⁴			Obligations/ Encumb. (G)	Final Status (E)+(F)+(G) (H)	Budget (I)
			Year 7/1/18-6/30/19 (C)	Year 7/1/19-6/30/20 (D)		Year 7/1/18-6/30/19 Pass through to Subrecipients	Year 7/1/19-6/30/20 (F)	Year 7/1/19-6/30/20 Pass through to Subrecipients			
U.S. Department of Agriculture											
Passed through Illinois State Board of Education (ISBE)											
National School Lunch Program	10.555	19-4210-00	1,143,406	497,155	1,143,406	0	497,155	0	0	1,640,561	N/A
		20-4210-00	0	983,297	0	0	983,297	0	0	983,297	N/A
				1,480,452			1,480,452				
School Breakfast Program	10.553	19-4220-00	322,096	148,725	322,096	0	148,725	0	0	470,821	N/A
		20-4220-00	0	292,985	0	0	292,985	0	0	292,985	N/A
				441,710			441,710				
Summer Food Service Program	10.559	20-4220-00	0	157,567	0	0	157,567	0	0	157,567	N/A
Food Commodities	10.555	N/A	0	207,295	0	0	207,295	0	0	207,295	N/A
Dept of Defense Fresh Fruits and Vegetables	10.555	N/A	0	83,819	0	0	83,819	0	0	83,819	N/A
Total Nutrition Cluster				2,370,843			2,370,843				
Total U.S. Department of Agriculture				2,370,843			2,370,843				

- (M) Program was audited as a major program as defined by §200.518.

*Include the total amount provided to subrecipients from each Federal program. §200.510 (b)(4).

The accompanying notes are an integral part of this schedule.

¹ To meet state or other requirements, auditees may decide to include certain nonfederal awards (for example, state awards) in this schedule. If such nonfederal data are presented, they should be segregated and clearly designated as nonfederal. The title of the schedule should also be modified to indicate that nonfederal awards are included.

² When the CFDA number is not available, the auditee should indicate that the CFDA number is not available and include in the schedule the program's name and, if applicable, other identifying number.

³ When awards are received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity must be included in the schedule. §200.510 (b)(2)

⁴ The Uniform Guidance requires that the value of federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end be included in the schedule and suggests to include the amounts in the SEFA notes.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ending June 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title and Major Program Designation	CFDA Number ² (A)	ISBE Project # (1st 8 digits) or Contract # ³ (B)	Receipts/Revenues		Expenditure/Disbursements ⁴				Obligations/ Encumb. (G)	Final Status (E)+(F)+(G) (H)	Budget (I)
			Year 7/1/18-6/30/19 (C)	Year 7/1/19-6/30/20 (D)	Year 7/1/18-6/30/19 (E)	Year 7/1/18-6/30/19 Pass through to Subrecipients	Year 7/1/19-6/30/20 (F)	Year 7/1/19-6/30/20 Pass through to Subrecipients			
U.S. Department of Education											
Passed through Illinois State Board of Education (ISBE)											
Title I - Low Income	84.010	19-4300-00	814,472	759,905	1,340,494	0	233,883	0	0	1,574,377	1,826,832
		20-4300-00	0	1,029,395	0	0	1,581,993	0	250,092	1,832,085	2,229,282
				1,789,300			1,815,876				
Title I - Low Income - Delinquent Private	84.010	19-4306-00	6,434	66,617	65,739	0	7,312	0	0	73,051	79,177
		20-4306-00	0	24,699	0	0	40,070	0	20,887	60,957	60,957
				91,316			47,382				
Title I - School Improvement & Accountability	84.010	19-4331-00	0	275,430	89,928	0	185,502	0	0	275,430	275,430
		20-4331-00	0	21,610	0	0	57,168	0	30,685	87,853	142,337
				297,040			242,670				
Total 84.010				2,177,656			2,105,928				
Federal Special Educ - IDEA-Room and Board (M)	84.027	19-4625-00	575,269	288,505	575,269	0	288,505	0	0	863,774	N/A
		20-4625-00	0	473,521	0	0	473,521	0	0	473,521	N/A
				762,026			762,026				

- (M) Program was audited as a major program as defined by §200.518.

***Include the total amount provided to subrecipients from each Federal program. §200.510 (b)(4).**

The accompanying notes are an integral part of this schedule.

¹ To meet state or other requirements, auditees may decide to include certain nonfederal awards (for example, state awards) in this schedule. If such nonfederal data are presented, they should be segregated and clearly designated as nonfederal. The title of the schedule should also be modified to indicate that nonfederal awards are included.

² When the CFDA number is not available, the auditee should indicate that the CFDA number is not available and include in the schedule the program's name and, if applicable, other identifying number.

³ When awards are received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity must be included in the schedule. §200.510 (b)(2)

⁴ The Uniform Guidance requires that the value of federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end be included in the schedule and suggests to include the amounts in the SEFA notes.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ending June 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title and Major Program Designation	CFDA Number ² (A)	ISBE Project # (1st 8 digits) or Contract # ³ (B)	Receipts/Revenues		Expenditure/Disbursements ⁴				Obligations/ Encumb. (G)	Final Status (E)+(F)+(G) (H)	Budget (I)
			Year 7/1/18-6/30/19 (C)	Year 7/1/19-6/30/20 (D)	Year 7/1/18-6/30/19 (E)	Year 7/1/18-6/30/19 Pass through to Subrecipients	Year 7/1/19-6/30/20 (F)	Year 7/1/19-6/30/20 Pass through to Subrecipients			
U.S. Department of Education											
Passed through Illinois State Board of Education (ISBE)											
IDEA Part B Flow Through (M)	84.027	19-4620-00	1,790,111	883,234	2,375,301	0	298,044	0	0	2,673,345	2,678,385
		20-4620-00	0	1,895,526	0	0	2,523,313	0	155,501	2,678,814	2,698,271
				2,778,760			2,821,357				
IDEA Part B Pre-School Flow Through (M)	84.173	19-4600-00	43,118	24,217	66,797	0	538	0	0	67,335	67,335
		20-4600-00	0	40,473	0	0	59,624	0	6,566	66,190	66,190
				64,690			60,162				
Total IDEA Cluster				3,605,476			3,643,545				
Title III - Lang Inst Prog-Limited Eng LIPLEP	84.365	19-4909-00	43,470	18,408	58,909	0	2,969	0	0	61,878	94,239
		20-4909-00	0	41,843	0	0	58,056	0	7,655	65,711	69,100
				60,251			61,025				
Title II - Teacher Quality	84.367	19-4932-00	236,827	163,360	357,291	0	42,896	0	0	400,187	503,658
		20-4932-00	0	195,058	0	0	279,459	0	37,314	316,773	619,684
				358,418			322,355				
Preschool Expansion Grant	84.419	19-4902-PE	198,825	193,466	345,425	0	46,866	0	0	392,291	392,640
Total passed through Illinois State Board of Education				6,395,267			6,179,719				

- (M) Program was audited as a major program as defined by §200.518.

***Include the total amount provided to subrecipients from each Federal program. §200.510 (b)(4).**

The accompanying notes are an integral part of this schedule.

¹ To meet state or other requirements, auditees may decide to include certain nonfederal awards (for example, state awards) in this schedule. If such nonfederal data are presented, they should be segregated and clearly designated as nonfederal. The title of the schedule should also be modified to indicate that nonfederal awards are included.

² When the CFDA number is not available, the auditee should indicate that the CFDA number is not available and include in the schedule the program's name and, if applicable, other identifying number.

³ When awards are received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity must be included in the schedule. §200.510 (b)(2)

⁴ The Uniform Guidance requires that the value of federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end be included in the schedule and suggests to include the amounts in the SEFA notes.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ending June 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title and Major Program Designation	CFDA Number ² (A)	ISBE Project # (1st 8 digits) or Contract # ³ (B)	Receipts/Revenues		Year 7/1/18-6/30/19 (E)	Expenditure/Disbursements ⁴		Year 7/1/19-6/30/20 Pass through to Subrecipients	Obligations/ Encumb. (G)	Final Status (E)+(F)+(G) (H)	Budget (I)
			Year 7/1/18-6/30/19 (C)	Year 7/1/19-6/30/20 (D)		Year 7/1/18-6/30/19 Pass through to Subrecipients	Year 7/1/19-6/30/20 (F)				
U.S. Department of Education											
Passed through DuPage Regional Office of Education											
Education Innovation and Research	84.411C	2019	9,249	0	9,249	0	0	0	0	9,249	N/A
		2020	0	44,925	0	0	44,925	0	0	44,925	N/A
				44,925			44,925				
Passed through Illinois State University											
Supporting Effective Educator Development	84.423A	2019	26,283	0	26,283	0	0	0	0	26,283	N/A
		2020	0	30,024	0	0	30,024	0	0	30,024	N/A
				30,024			30,024				
Passed through Illinois Department of Human Services											
Secondary Transition Experience Program	84.126	46CXF00040	48,596	0	48,596	0	0	0	0	48,596	N/A
		46CYF00040	0	57,833	0	0	57,833	0	0	57,833	N/A
				57,833			57,833				
Total US Department of Education				6,528,049			6,312,501				

• **(M)** Program was audited as a major program as defined by §200.518.

***Include the total amount provided to subrecipients from each Federal program. §200.510 (b)(4).**

The accompanying notes are an integral part of this schedule.

¹ To meet state or other requirements, auditees may decide to include certain nonfederal awards (for example, state awards) in this schedule. If such nonfederal data are presented, they should be segregated and clearly designated as nonfederal. The title of the schedule should also be modified to indicate that nonfederal awards are included.

² When the CFDA number is not available, the auditee should indicate that the CFDA number is not available and include in the schedule the program's name and, if applicable, other identifying number.

³ When awards are received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity must be included in the schedule. §200.510 (b)(2)

⁴ The Uniform Guidance requires that the value of federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end be included in the schedule and suggests to include the amounts in the SEFA notes.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ending June 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title and Major Program Designation	CFDA Number ² (A)	ISBE Project # (1st 8 digits) or Contract # ³ (B)	Receipts/Revenues		Year 7/1/18-6/30/19 (E)	Expenditure/Disbursements ⁴		Year 7/1/19-6/30/20 Pass through to Subrecipients	Obligations/ Encumb. (G)	Final Status (E)+(F)+(G) (H)	Budget (I)
			Year 7/1/18-6/30/19 (C)	Year 7/1/19-6/30/20 (D)		Year 7/1/18-6/30/19 Pass through to Subrecipients	Year 7/1/19-6/30/20 (F)				
U.S. National Science Foundation											
Passed through Illinois State University											
Genetic Mechanisms	47.074	1615326	6,000	0	6,000	0	0	0	0	6,000	N/A
U.S. Department of Health and Human Services											
Passed through Illinois Department of Healthcare and Family Services											
Medicaid Administrative Outreach	93.778	2019	211,166	0	211,166	0	0	0	0	211,166	N/A
		2020	0	183,210	0	0	183,210	0	0	183,210	N/A
				183,210			183,210				
Total Medicaid Cluster				183,210			183,210				
Total Expenditure of Federal Awards				9,082,102			8,866,554				

- (M) Program was audited as a major program as defined by §200.518.

***Include the total amount provided to subrecipients from each Federal program. §200.510 (b)(4).**

The accompanying notes are an integral part of this schedule.

¹ To meet state or other requirements, auditees may decide to include certain nonfederal awards (for example, state awards) in this schedule. If such nonfederal data are presented, they should be segregated and clearly designated as nonfederal. The title of the schedule should also be modified to indicate that nonfederal awards are included.

² When the CFDA number is not available, the auditee should indicate that the CFDA number is not available and include in the schedule the program's name and, if applicable, other identifying number.

³ When awards are received as a subrecipient, the name of the pass-through entity and identifying number assigned by the pass-through entity must be included in the schedule. §200.510 (b)(2)

⁴ The Uniform Guidance requires that the value of federal awards expended in the form of non-cash assistance, the amount of insurance in effect during the year, and loans or loan guarantees outstanding at year end be included in the schedule and suggests to include the amounts in the SEFA notes.

McLean County Unit School District No. 5

17-064-0050-26

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (SEFA)

Year Ending June 30, 2020

Note 1: Basis of Presentation⁵

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of McLean County Unit District No. 5 (District) and is presented on the Cash Basis of Accounting. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Note 2: Indirect Facilities & Administration costs⁶

Auditee elected to use 10% de minimis cost rate? X YES NO

Note 3: Subrecipients

Of the federal expenditures presented in the schedule, the District provided federal awards to subrecipients as follows:

Program Title/Subrecipient Name	Federal CFDA Number	Amount Provided to Subrecipient
None		

Note 4: Non-Cash Assistance

The following amounts were expended in the form of non-cash assistance by the District and should be included in the Schedule of Expenditures of Federal Awards:

NON-CASH COMMODITIES (CFDA 10.555)**:	<u>\$207,295</u>	
OTHER NON-CASH ASSISTANCE - DEPT. OF DEFENSE FRUITS & VEGETABLES	<u>\$83,819</u>	Total Non-Cash \$291,114

Note 5: Other Information

Insurance coverage in effect paid with Federal funds during the fiscal year:

Property	<u>\$0</u>
Auto	<u>\$0</u>
General Liability	<u>\$0</u>
Workers Compensation	<u>\$0</u>

Loans/Loan Guarantees Outstanding at June 30:	<u>\$0</u>

District had Federal grants requiring matching expenditures	<u>No</u>
	(Yes/No)

** The amount reported here should match the value reported for non-cash Commodities on the Indirect Cost Rate Computation page.

⁵ This note is included to meet the Uniform Guidance requirement that the schedule include notes that describe the significant accounting policies used in preparing the schedule. (§200.510 (b)(6))

⁶ The Uniform Guidance requires the Schedule of Expenditures of Federal Awards to note whether or not the auditee elected to use the 10% de minimis cost rate as covered in §200.414 Indirect (F&A) costs. §200.510 (b)(6)

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ending June 30, 2020

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified
(Unmodified, Qualified, Adverse, Disclaimer)

INTERNAL CONTROL OVER FINANCIAL REPORTING:

- Material weakness(es) identified? YES X None Reported
- Significant Deficiency(s) identified that are not considered to be material weakness(es)? YES X None Reported
- Noncompliance material to the financial statements noted? YES X NO

FEDERAL AWARDS

INTERNAL CONTROL OVER MAJOR PROGRAMS:

- Material weakness(es) identified? YES X None Reported
- Significant Deficiency(s) identified that are not considered to be material weakness(es)? YES X None Reported

Type of auditor's report issued on compliance for major programs: Unmodified
(Unmodified, Qualified, Adverse, Disclaimer⁷)

Any audit findings disclosed that are required to be reported in accordance with §200.516 (a)? YES X NO

IDENTIFICATION OF MAJOR PROGRAMS:⁸

CFDA NUMBER(S) ⁹	NAME OF FEDERAL PROGRAM or CLUSTER ¹⁰	AMOUNT OF FEDERAL PROGRAM
84.027/84.173	IDEA Cluster	3,643,545
	Total Amount Tested as Major	\$3,643,545

Total Federal Expenditures for 7/1/19-6/30/20

\$8,866,554

% tested as Major

41.09%

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.00

Auditee qualified as low-risk auditee? YES X NO

⁷ If the audit report for one or more major programs is other than unmodified, indicate the type of report issued for each program.
Example: "Unmodified for all major programs except for [name of program], which was modified and [name of program], which was a disclaimer."

⁸ Major programs should generally be reported in the same order as they appear on the SEFA.

⁹ When the CFDA number is not available, include other identifying number, if applicable.

¹⁰ The name of the federal program or cluster should be the same as that listed in the SEFA. For clusters, auditors are only required to list the name of the cluster.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ending June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

1. FINDING NUMBER:¹¹ **2020- None** 2. THIS FINDING IS: ☐ New ☐ Repeat from Prior Year?
Year originally reported? _____

3. Criteria or specific requirement

4. Condition

5. Context¹²

6. Effect

7. Cause

8. Recommendation

9. Management's response¹³

¹¹ A suggested format for assigning reference numbers is to use the digits of the fiscal year being audited followed by a numeric sequence of findings. For example, findings identified and reported in the audit of fiscal year 2018 would be assigned a reference number of 2018-001, 2018-002, etc. The sheet is formatted so that only the number need be entered (1, 2, etc.).

¹² Provide sufficient information for judging the prevalence and consequences of the finding, such as relation to universe of costs and/or number of items examined and quantification of audit findings in dollars.

¹³ See §200.521 *Management decision* for additional guidance on reporting management's response.

McLean County Unit School District No. 5
17-064-0050-26
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ending June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

1. FINDING NUMBER:¹⁴ **2020- None** 2. THIS FINDING IS: ☐ New ☐ Repeat from Prior year?
Year originally reported? _____

3. Federal Program Name and Year: _____

4. Project No.: _____ 5. CFDA No.: _____

6. Passed Through: _____

7. Federal Agency: _____

8. Criteria or specific requirement (including statutory, regulatory, or other citation)

9. Condition¹⁵

10. Questioned Costs¹⁶

11. Context¹⁷

12. Effect

13. Cause

14. Recommendation

15. Management's response¹⁸

¹⁴ See footnote 11.

¹⁵ Include facts that support the deficiency identified on the audit finding (§200.516 (b)(3)).

¹⁶ Identify questioned costs as required by §200.516 (a)(3 - 4).

¹⁷ See footnote 12.

¹⁸ To the extent practical, indicate when management does not agree with the finding, questioned cost, or both.

McLean County Unit School District No. 5
17-064-0050-26
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS¹⁹
Year Ending June 30, 2020

[If there are no prior year audit findings, please submit schedule and indicate **NONE**]

<u>Finding Number</u>	<u>Condition</u>	<u>Current Status</u> ²⁰
2019-001	During our testing of payroll expenditures, we noted an instance in which costs claimed for reimbursement exceeded the costs actually incurred by the District.	Corrective action was taken

When possible, all prior findings should be on the same page

¹⁹ Explanation of this schedule - §200.511 (b)

²⁰ Current Status should include one of the following:

- A statement that corrective action was taken
- A description of any partial or planned corrective action
- An explanation if the corrective action taken was significantly different from that previously reported or in the management decision received from the pass-through entity.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Education
McLean County Unit School District No. 5
Normal, Illinois

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the modified cash basis financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of McLean County Unit School District No. 5, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise McLean County Unit School District No. 5's basic financial statements, and have issued our report thereon dated October 9, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered McLean County Unit School District No. 5's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of McLean County Unit School District No. 5's internal control. Accordingly, we do not express an opinion on the effectiveness of McLean County Unit School District No. 5's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether McLean County Unit School District No. 5's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Champaign, Illinois
October 9, 2020



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM, REPORT ON INTERNAL CONTROL OVER COMPLIANCE, AND
REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
REQUIRED BY THE UNIFORM GUIDANCE**

Board of Education
McLean County Unit School District No. 5
Normal, Illinois

Report on Compliance for Each Major Federal Program

We have audited McLean County Unit School District No. 5's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of McLean County Unit School District No. 5's major federal programs for the year ended June 30, 2020. McLean County Unit School District No. 5's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of McLean County Unit School District No. 5's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about McLean County Unit School District No. 5's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of McLean County Unit School District No. 5's compliance.

Opinion on Each Major Federal Program

In our opinion, McLean County Unit School District No. 5 complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of McLean County Unit School District No. 5 is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered McLean County Unit School District No. 5's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of McLean County Unit School District No. 5's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the modified cash basis financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of McLean County Unit School District No. 5 as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise McLean County Unit School District No. 5's basic financial statements. We issued our report thereon dated October 9, 2020, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



CliftonLarsonAllen LLP

Champaign, Illinois
October 9, 2020

**MCLEAN COUNTY UNIT SCHOOL
DISTRICT NO. 5**

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2020



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AUDIT, TAX, AND
CONSULTING**

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
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YEAR ENDED JUNE 30, 2020**

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INDEPENDENT AUDITORS' REPORT

Board of Education
McLean County Unit School District No. 5
Normal, Illinois

Report on the Financial Statements

We have audited the accompanying modified cash basis financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of McLean County Unit School District No. 5 (the District), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the entity's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting described in Note 1; this includes determining the modified cash basis of accounting is an acceptable basis for the preparation of the basic financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position – modified cash basis of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2020, and the respective changes in financial position – modified cash basis thereof for the year then ended in accordance with the modified cash basis of accounting described in Note 1.

Emphasis of Matter

Basis of Accounting

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The management's discussion and analysis and supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The supplementary information (combining, individual fund financial schedules and consolidated year-end financial report) listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining, individual fund financial statements, and supplementary information schedules listed in the table of contents are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Management's discussion and analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 9, 2020, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Champaign, Illinois
October 9, 2020

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2020
(UNAUDITED)

This analysis of McLean County Unit School District No. 5 (the District) provides a review of the District's financial activities for the year ended June 30, 2020 and should be read in conjunction with the audited financial statements.

Financial Highlights

Key financial highlights for the year ended June 30, 2020 are as follows:

- The government's total assets were \$264,748,754 on June 30, 2020.
- The assets of the District exceeded its liabilities at the close of the fiscal year by \$130,453,838 (*net position*).
- Total net position increased by \$1,406,778, primarily due to an increase in operating grants and contributions.
- Cash and cash equivalents and investments increased \$5,549,988.
- Support from the state as measured by Evidence Based Funding increased by \$458,338.
- The District reported combined ending fund balances of \$71,935,318 in the fund statements. Approximately 73.97% of this total amount is available for spending at the District's discretion (unassigned fund balance).
- Unassigned fund balance for the Educational Account was \$5,622,235 or 3.35% of total expenditures (including on-behalf).
- The District's debt load increased by \$1,568,772 (1.18%) in fiscal year 2020.

Using these Financial Statements

These audited financial statements consist of several different types of statements as well as notes to those statements. The statements are presented so as to report on the District as an entire entity as well as providing a detailed look at specific financial activities in major funds.

The Statement of Net Position and Statement of Activities (modified cash basis) provide information about the activities of the whole District. Governmental fund financial statements provide the next level of detail by presenting the District's most significant funds as well as all other nonmajor funds in a combining statement. For the District, the General Fund, which combines the Educational Account, the Operations and Maintenance Account, the Tort Immunity Account, and the Working Cash Account, is by far the most significant fund.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2020
(UNAUDITED)

Reporting the District as a Whole – Statement of Net Position and the Statement of Activities

The Statement of Net Position and the Statement of Activities (modified cash basis) report combined District activities. These statements include all District funds net position and the change in net position. The change in net position is important in determining whether the financial position of the District has improved or diminished over the past year. For the year ended June 30, 2020, the net position of the District increased by \$1,406,778 from the previous year.

Statement of Net Position – Modified Cash Basis (in Millions)
As of June 30, 2020
With Comparatives as of June 30, 2019

	2020	2019
ASSETS		
Current and Other Assets	\$ 74.52	\$ 68.97
Capital Assets, Net	190.23	192.80
	<u>\$ 264.75</u>	<u>\$ 261.77</u>
LIABILITIES		
Long-Term Liabilities	\$ 107.19	\$ 105.29
Other Liabilities	27.11	27.43
	<u>\$ 134.30</u>	<u>\$ 132.72</u>
NET POSITION		
Net Investment in Capital Assets	\$ 84.93	\$ 70.08
Restricted	18.72	27.67
Unrestricted	26.80	31.30
	<u>\$ 130.45</u>	<u>\$ 129.05</u>

Total net position for the District consists of current and other assets and capital assets, net of depreciation, less total liabilities. Current assets as of June 30, 2020 were \$74.52 million and net capital assets were \$190.23 million.

As of June 30, 2020, the District had \$27.11 million of current liabilities and \$107.19 million of long-term debt. The long-term debt consists of debt issued for construction and refunding purposes, capital leases and lease certificates as detailed in Notes 4 and 5 of the notes to the financial statements.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2020
(UNAUDITED)

Reporting the District as a Whole – Statement of Net Position and the Statement of Activities (Continued)

The change in net position can also be shown from the change in revenues less expenses as shown in the Statement of Activities summarized below.

Statement of Activities – Modified Cash Basis (in Millions)
Year Ended June 30, 2020
With Comparatives for Year Ended June 30, 2019

	<u>2020</u>	<u>2019</u>
REVENUES		
Program Revenues:		
Charges for Services	\$ 5.43	\$ 6.82
Operating Grants and Contributions	75.33	63.63
Capital Grants and Contributions	-	0.21
General Revenues:		
General Property Taxes	81.72	89.36
Property Taxes Levied for Debt	26.72	26.01
Replacement Taxes	1.98	1.81
Evidence Based Funding	21.18	20.72
Federal Aid – Medicaid	0.43	0.41
Unrestricted Investment Income	0.61	0.63
Miscellaneous	0.44	0.53
Total Revenues	<u>213.84</u>	<u>210.13</u>
EXPENSES		
Instruction	110.81	98.50
Instruction – Special Education	30.93	28.60
Support Services – Student Based	17.09	16.36
Support Services – Nonstudent Based	41.12	40.41
Other	1.29	0.96
Interest and Fees on Debt	4.58	4.91
Depreciation	6.62	6.42
Total Expenses	<u>212.44</u>	<u>196.16</u>
CHANGE IN NET POSITION	1.40	13.97
Net Position – Beginning	<u>129.05</u>	<u>115.08</u>
NET POSITION – ENDING	<u><u>\$ 130.45</u></u>	<u><u>\$ 129.05</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2020
(UNAUDITED)

Reporting the District as a Whole – Statement of Net Position and the Statement of Activities (Continued)

Program revenues include charges for specific school services, such as activity fees, textbook rentals, food services, and technology fees. Operating grants and contributions consist of state and federal grants such as Medicaid, Title I, National School Lunch Program, Special Education, and Transportation grants. Evidence Based Funding is not included in operating grants.

Reporting the District's Most Significant Funds

The fund financial statements, including the Statement of Assets and Liabilities Arising from Cash Transactions and the Statement of Revenue Collected, Expenditures Paid, and Changes in Fund Balances, provide detailed information about the District's major funds. The District uses many funds to account for financial transactions. The major fund is the General Fund, which combines the Educational Account, the Operations and Maintenance Account, the Tort Immunity Account, and the Working Cash Account. All activity directly related to educating children, such as the cost of teachers, support personnel and administrators, textbooks, supplies and services are accounted for in the Educational Account. The activities involved in operating and maintaining the District's property and buildings are accounted for in the Operations and Maintenance Account. The Tort Immunity Account includes the resources to fund the costs related to certain liability and workers' compensation risk management. The Working Cash Account is the District's savings account and there are no operating expenditures that are accounted for in this fund. Approximately 78% of all expenditures occur in the General Fund.

General Fund revenues increased from 2019 levels by \$4,319,840 or 2.59%. The increase was primarily due to an increase in payments from the state of Illinois to pay the state portion of the teacher's retirement classified as "on-behalf payments" and make up mandated categorical payments.

General Fund expenses increased by \$14,545,099 or 8.50% largely due to an increase in the number of "on-behalf payments" by the state of Illinois for teacher's retirement and instructional and related benefits expense increase.

The other major Governmental funds include activity related to the Transportation Fund, the Debt Services Fund, and the Fire Prevention and Safety Fund.

Governmental Activities Capital Assets, Net

At June 30, 2020, the District had \$190,228,323 invested in capital assets, which includes land, land improvements, buildings and improvements, and equipment, net of accumulated depreciation. This amount represents a net decrease (including additions, deductions, and depreciation) of \$2,574,783 or 1.34% from last year. See Note 3 to the financial statements for further information.

Long-Term Debt

The District had \$134,294,916 in debt outstanding as of June 30, 2020, with \$27,105,990 due within one year. See Note 4 to the financial statements for further information.

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2020
(UNAUDITED)**

Budgetary Highlights

In September 2019, the board of education adopted a General Fund budget for the fiscal year 2020 (amended later in 2020) that reflected total revenues of \$121,814,966 and total expenditures of \$129,674,111. Actual General Fund revenues for fiscal year 2020, including the on-behalf payments that the state of Illinois contributes to the Teachers Retirement System, were \$171,167,978 and expenditures were \$185,596,309. The on-behalf payments were not included in the original or final 2020 budget.

Current Issues and Concerns

State funding for the Educational Account under the evidenced based formula has grown slightly however a very large gap remains to be adequately funded. The COVID Pandemic has also put additional pressure on revenues and expenses. The District's FY2021 Educational Account budget contains a structural deficit of approximately \$13 million. The District plans to balance the Educational Account for FY2021 and FY2022 by abating the necessary funds from the Working Cash Account. The District will need to discuss a long-term solution prior to the 2022-2023 budget.

Requests for Information

This financial report is designed to provide citizens, taxpayers, parents, students, creditors and investors with a general overview of the District's finances and to show the District's accountability for the money it receives. Additional details can be requested at the following address:

1809 W Hovey Avenue
Normal, IL
61761

Or visit our website at: www.unit5.org.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
STATEMENT OF NET POSITION – MODIFIED CASH BASIS
JUNE 30, 2020

	Governmental Activities
ASSETS	
Cash and Cash Equivalents	\$ 37,090,202
Investments	37,425,135
Other Assets	5,094
Capital Assets, Net of Accumulated Depreciation	<u>190,228,323</u>
Total Assets	264,748,754
CURRENT LIABILITIES	
Bonds and Lease Certificates Payable, Due Within One Year	26,260,000
Capital Leases Payable, Due Within One Year	<u>845,990</u>
Total Current Liabilities	27,105,990
LONG-TERM LIABILITIES	
Bonds and Lease Certificates Payable, Noncurrent	105,670,000
Capital Leases Payable, Noncurrent	<u>1,518,926</u>
Total Long-Term Liabilities	<u>107,188,926</u>
Total Liabilities	134,294,916
NET POSITION	
Net Investment in Capital Assets	84,933,407
Restricted for Transportation	648,987
Restricted for Employees' Retirement System	1,644,045
Restricted for Debt Service	12,476,694
Restricted for Fire Prevention and Safety	3,954,074
Unrestricted	<u>26,796,631</u>
Total Net Position	<u><u>\$ 130,453,838</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
STATEMENT OF ACTIVITIES – MODIFIED CASH BASIS
YEAR ENDED JUNE 30, 2020

		Program Revenues		Net (Expense)
		Charges for Services	Operating Grants and Contributions	Revenue and Changes in Net Position
	Expenses			
FUNCTIONS/PROGRAMS				
Governmental Activities:				
Instruction – Regular Programs	\$ 49,724,891	\$ 1,920,574	\$ 3,725,300	\$ (44,079,017)
Instruction – Special Education	30,925,823	170,996	5,430,202	(25,324,625)
Instruction – Other	61,085,938	65,376	56,697,070	(4,323,492)
Support Services – Student Based	17,084,693	2,568,133	9,154,648	(5,361,912)
Support Services – Nonstudent Based	41,123,609	703,503	-	(40,420,106)
Community Services	686,168	-	323,432	(362,736)
Nonprogrammed Charges	589,257	-	-	(589,257)
Debt Service:				
Interest and Fees on Debt	4,576,387	-	-	(4,576,387)
Depreciation – Unallocated	6,621,844	-	-	(6,621,844)
Total Governmental Activities	<u>\$ 212,418,610</u>	<u>\$ 5,428,582</u>	<u>\$ 75,330,652</u>	(131,659,376)
GENERAL REVENUES				
Taxes:				
Property Taxes, Levied for General Purposes				81,715,030
Property Taxes, Levied for Debt Service				26,718,819
Personal Property Replacement Tax				1,977,087
Evidence Based Funding				21,178,328
Federal Aid – Medicaid				426,643
Unrestricted Investment Earnings				607,388
Miscellaneous				442,859
Total General Revenues				<u>133,066,154</u>
CHANGE IN NET POSITION				1,406,778
Net Position – Beginning of Year				<u>129,047,060</u>
NET POSITION – END OF YEAR				<u>\$ 130,453,838</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
GOVERNMENTAL FUNDS
JUNE 30, 2020

	General Fund	Debt Services Fund	Transportation Fund	Fire Prevention and Safety Fund	Nonmajor Governmental Fund-Municipal Retirement	Total Governmental Funds
ASSETS						
Cash and Cash Equivalents	\$ 16,635,124	\$ 12,476,694	\$ 648,987	\$ 3,100,239	\$ 1,644,045	\$ 34,505,089
Investments	36,571,300	-	-	853,835	-	37,425,135
Interfund Receivable	228,848	-	-	-	-	228,848
Other Assets	5,094	-	-	-	-	5,094
Total Assets	<u>\$ 53,440,366</u>	<u>\$ 12,476,694</u>	<u>\$ 648,987</u>	<u>\$ 3,954,074</u>	<u>\$ 1,644,045</u>	<u>\$ 72,164,166</u>
LIABILITIES AND FUND BALANCES						
LIABILITIES						
Interfund Payables	\$ 228,848	\$ -	\$ -	\$ -	\$ -	\$ 228,848
FUND BALANCES						
Restricted for Transportation	-	-	648,987	-	-	648,987
Restricted for Employees' Retirement System	-	-	-	-	1,644,045	1,644,045
Restricted for Debt Service	-	12,476,694	-	-	-	12,476,694
Restricted for Fire Prevention and Safety	-	-	-	3,954,074	-	3,954,074
Unassigned	53,211,518	-	-	-	-	53,211,518
Total Fund Balances	<u>53,211,518</u>	<u>12,476,694</u>	<u>648,987</u>	<u>3,954,074</u>	<u>1,644,045</u>	<u>71,935,318</u>
Total Liabilities and Fund Balances	<u>\$ 53,440,366</u>	<u>\$ 12,476,694</u>	<u>\$ 648,987</u>	<u>\$ 3,954,074</u>	<u>\$ 1,644,045</u>	<u>\$ 72,164,166</u>

See accompanying Notes to Financial Statements.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
RECONCILIATION OF THE GOVERNMENTAL FUNDS
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
TO THE STATEMENT OF NET POSITION – MODIFIED CASH BASIS
JUNE 30, 2020

Total Fund Balances – Governmental Funds	\$ 71,935,318

Amounts reported for governmental activities in the
Statement of Net Position are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets and related accumulated depreciation is:

Cost of Capital Assets	\$ 350,743,803	
Accumulated Depreciation	<u>(160,515,480)</u>	190,228,323

Long-term liabilities arising from cash transactions are not due and payable in the current period and therefore are not reported as liabilities in the funds. The total of long-term liabilities is:

Bonds and Lease Certificates Payable	(131,930,000)	
Capital Leases Payable	<u>(2,364,916)</u>	(134,294,916)

An internal service fund is used by the District to charge the costs of employee health costs and workers' compensation costs. The assets and liabilities of the internal service fund are included in governmental activities in the Statement of Net Position.

2,585,113

Total Net Position – Governmental Activities	<u><u>\$ 130,453,838</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
STATEMENT OF REVENUES COLLECTED, EXPENDITURES PAID,
AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2020

	General Fund	Debt Services Fund	Transportation Fund	Fire Prevention and Safety Fund	Nonmajor Governmental Fund-Municipal Retirement	Total Governmental Funds
REVENUE COLLECTED						
Local Sources:						
Property Taxes and Payments in Lieu of Taxes	\$ 72,792,405	\$ 26,718,819	\$ 4,034,938	\$ 1,008,722	\$ 3,878,965	\$ 108,433,849
Personal Property Replacement Taxes	1,797,172	-	-	-	179,915	1,977,087
Tuition	170,996	-	-	-	-	170,996
Earnings on Investments	284,116	98,405	15,112	188,678	13,659	599,970
Food Services	2,450,078	-	-	-	-	2,450,078
District/School Activity Income	795,324	-	-	-	-	795,324
Textbook Rentals	1,058,203	-	-	-	-	1,058,203
Contributions from Private Sources	354,862	-	-	-	-	354,862
Refund of Prior Years' Expenditures	70,745	-	-	-	-	70,745
Driver's Education Fees	65,376	-	-	-	-	65,376
Proceeds from Vendors' Contracts	8,096	-	-	-	-	8,096
Other Local Sources	889,342	-	6,368	-	-	895,710
State Sources	81,396,842	-	6,504,360	-	-	87,901,202
Federal Sources	9,034,421	-	-	-	-	9,034,421
Total Revenue Collected	171,167,978	26,817,224	10,560,778	1,197,400	4,072,539	213,815,919
EXPENDITURES PAID						
Instruction – Regular Programs	49,102,292	-	-	-	789,830	49,892,122
Instruction – Special Education	29,680,282	-	-	-	1,349,549	31,029,831
Instruction – Other	61,291,378	-	-	-	-	61,291,378
Support Services – Student Based	14,415,025	-	-	-	548,053	14,963,078
Support Services – Nonstudent Based	29,030,470	-	9,894,616	542,755	1,794,071	41,261,912
Community Services	623,807	-	-	-	62,361	686,168
Nonprogrammed Charges	589,257	-	-	-	-	589,257
Capital Outlay	662,502	-	367,237	5,189,091	-	6,218,830
Debt Service:						
Principal Retirement	-	27,003,453	427,775	-	-	27,431,228
Interest	37,396	4,311,925	58,287	-	-	4,407,608
Other	163,900	4,879	-	-	-	168,779
Total Expenditures Paid	185,596,309	31,320,257	10,747,915	5,731,846	4,543,864	237,940,191
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)						
	(14,428,331)	(4,503,033)	(187,137)	(4,534,446)	(471,325)	(24,124,272)
OTHER FINANCING SOURCES (USES)						
Proceeds from Bond Issuance	29,000,000	-	-	-	-	29,000,000
Proceeds from Sale of Capital Assets	750	-	1,300	-	-	2,050
Transfers In	-	1,201,984	-	-	-	1,201,984
Transfers Out	(1,201,984)	-	-	-	-	(1,201,984)
Total Other Financing Sources (Uses)	27,798,766	1,201,984	1,300	-	-	29,002,050
NET CHANGE IN FUND BALANCE	13,370,435	(3,301,049)	(185,837)	(4,534,446)	(471,325)	4,877,778
Fund Balance – Beginning of Year	39,841,083	15,777,743	834,824	8,488,520	2,115,370	67,057,540
FUND BALANCE – END OF YEAR	<u>\$ 53,211,518</u>	<u>\$ 12,476,694</u>	<u>\$ 648,987</u>	<u>\$ 3,954,074</u>	<u>\$ 1,644,045</u>	<u>\$ 71,935,318</u>

See accompanying Notes to Financial Statements.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
RECONCILIATION OF THE GOVERNMENTAL FUNDS
STATEMENT OF REVENUE COLLECTED, EXPENDITURES PAID, AND CHANGES
IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES – MODIFIED CASH BASIS
YEAR ENDED JUNE 30, 2020

Total Net Change in Fund Balances — Governmental Funds \$ 4,877,778

Amounts reported for governmental activities in the
Statement of Activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. Below are the depreciation expense and capital outlays for the year:

Capital Outlay	\$ 6,218,830	
Depreciation Expense	<u>(8,788,413)</u>	(2,569,583)

The net effect of various miscellaneous transactions involving capital assets is to decrease net position:

Loss on Sale of Capital Assets	(5,200)

Bond, lease certificates, and capital lease proceeds provide current financial resources to governmental funds, but issuing debt increases long-term liabilities in the Statement of Net Position. Repayment of bond, lease certificates, and capital lease principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position. This amount is the net effect of these differences in the treatment of long-term debt and related items:

Debt Issued or Incurred:		
Bond Issuance	(29,000,000)	
Principal Repayments:		
Principal Retirement	<u>27,431,228</u>	(1,568,772)

The net change in net position of the internal service fund is reported in governmental activities.	<u>672,555</u>

Change in Net Position of Governmental Activities	<u><u>\$ 1,406,778</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
 PROPRIETARY FUNDS – INTERNAL SERVICE FUNDS
 STATEMENT OF ASSETS AND LIABILITIES
 ARISING FROM CASH TRANSACTIONS
 JUNE 30, 2020**

ASSETS	
Cash	<u>\$ 2,585,113</u>
LIABILITIES	
	\$ -
NET POSITION	
Unrestricted	<u>2,585,113</u>
Total Liabilities and Net Position	<u>\$ 2,585,113</u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
 PROPRIETARY FUNDS – INTERNAL SERVICE FUNDS
 STATEMENT OF REVENUE RECEIVED, EXPENSES DISBURSED, AND
 CHANGES IN NET POSITION – MODIFIED CASH BASIS
 YEAR ENDED JUNE 30, 2020**

OPERATING REVENUE RECEIVED

District Contributions	\$ 11,825,752
Employee Contributions	3,139,055
Retiree Contributions	518,671
Cobra Contributions	<u>12,810</u>
Total Operating Revenue Received	15,496,288

OPERATING EXPENSES DISBURSED

Claims	13,483,331
Administrative Expenses	<u>1,347,820</u>
Total Operating Expenses Disbursed	<u>14,831,151</u>

OPERATING INCOME

665,137

NONOPERATING REVENUES RECEIVED

Interest	<u>7,418</u>

CHANGE IN NET POSITION

672,555

Net Position – Beginning of Year

1,912,558

NET POSITION – END OF YEAR

\$ 2,585,113

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
STATEMENT OF FIDUCIARY NET POSITION – MODIFIED CASH BASIS
JUNE 30, 2020

	Flexible Benefit Plan Trust Fund	Agency Fund - All Student Activity Funds	Total
ASSETS			
Cash	<u>\$ 175,950</u>	<u>\$ 1,713,558</u>	<u>\$ 1,889,508</u>
LIABILITIES			
Due to Organizations – Student Activity Funds	\$ -	<u>\$ 1,713,558</u>	\$ 1,713,558
NET POSITION			
Held in Trust for Benefits	<u>175,950</u>		<u>175,950</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 175,950</u>		<u>\$ 1,889,508</u>

See accompanying Notes to Financial Statements.

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
FIDUCIARY FUND
FLEXIBLE BENEFIT PLAN TRUST FUND
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION – MODIFIED CASH BASIS
YEAR ENDED JUNE 30, 2020**

ADDITIONS

Employee Contributions	\$ 649,011

DEDUCTIONS

Health Insurance Premiums and Medical Expenditures	508,824
Dependent Care Payments	146,720
Total Deductions	655,544

CHANGE IN NET POSITION

(6,533)

Net Position – Beginning of Year

182,483

NET POSITION – END OF YEAR

\$ 175,950

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

McLean County Unit School District No. 5 (the District) is a school district serving students in Normal, Illinois and the surrounding area. Revenues are substantially generated as a result of taxes assessed and allocated to the District and grants received from other state and federal governmental agencies. The District's revenues are, therefore, primarily dependent upon the availability of funds at the state and federal level and the economy within its territorial boundaries. Industry within the territorial area is primarily retail and agricultural.

The following is a summary of the more significant accounting policies which the District applies:

Financial Reporting Entity

In evaluating how to define the government, for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit in the reporting entity was made by applying the criteria set forth in the Codification of Government Accounting and Financial Reporting Standards, Section 2100. The financial reporting entity consists of (a) the primary government, McLean County Unit School District No. 5, which has a separately elected governing body, is legally separate and fiscally independent of other state and local governments, (b) organizations for which the primary government is financially accountable, and (c) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

There are no component units of the District nor is the District dependent on any other entity.

Government-Wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment is offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function or segment. Program revenues include 1) charges to students, employees, and others who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment.

Taxes and other items not properly included among program revenues are reported instead as general revenues.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the modified cash basis of accounting as are the fiduciary fund financial statements. Capital assets and long-term debt are recognized on an economic resources measurement focus. An additional modification to cash basis is the recognition of the TRS and THIS payments (described in Note 12) the state of Illinois makes on behalf of the District. Revenues are recorded when the cash is received and expenses are recorded when they are paid.

Governmental fund financial statements are reported using the modified cash basis of accounting. Revenues are recognized when the cash is received. Expenditures are recorded when they are paid.

The District reports the following major governmental funds:

General Fund – The Educational, Operations and Maintenance, Working Cash, and Tort Accounts comprise the general operating fund. It is used to account for all financial resources except those required to be accounted for in other funds.

The Educational Account includes the regular operations of the District. All receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this account. This account is used for regular operations, including educational costs, textbook costs, the food service department, and certain other special programs, including many federal and state programs.

The Operations and Maintenance Account includes the cost of maintaining, improving, or repairing school buildings and property.

The Working Cash Account is used to account for financial resources held by the District which may be temporarily loaned to other funds.

The Tort Account is used to account for resources to fund, and costs related to, tort immunity and tort judgment purposes.

Debt Services Fund – The Debt Services Fund is used to account for the accumulation of resources for payment of long-term bonded debt principal, capital leases, interest, and related costs. This is a debt service fund type.

Transportation Fund – The Transportation Fund pays for the costs of transportation of pupils. This is a special revenue fund.

Fire Prevention and Safety Fund – The Fire Prevention and Safety Fund is used to account for fire prevention and life safety bond proceeds and the restricted tax levy. This is a capital projects fund.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

Additionally, the District reports the following fund types:

Internal Service Funds – These funds are used to account for self-insured employee health plan and the workman’s compensation plan.

Fiduciary – These funds are used to account for assets held by the District in a trustee capacity or as an agent for individuals, private organizations, other governments, or other funds.

The Flexible Benefit Plan Trust Fund is used to account for the plan maintained on behalf of employees.

Agency Funds – Student Activity Funds – The Student Activity Funds are custodial in nature (assets equal liabilities), do not involve the measurement of the results of operations.

Budgets and Budgetary Accounting

The District follows these procedures in establishing the budgetary data reflected in the financial statements:

1. Prior to July 1, a tentative operating budget is submitted to the board of education for the fiscal year commencing on July 1. The tentative operating budget includes proposed expenditures and the means of financing them.
2. Public hearings are conducted at a public meeting to obtain taxpayer comments, at least 30 days prior to final action by the board of education.
3. Prior to October 1, the budget is legally adopted through passage of a resolution. Prior to the last Tuesday in December, a tax levy ordinance is filed with the County Clerk to obtain tax revenues.
4. The board of education is authorized to transfer up to 10% of the total budget between departments within any fund. Any revisions that alter the total expenditures of any fund must be amended by the same procedure as provided for the original budget. The legal level of control is the fund level.
5. All appropriations lapse at the end of each fiscal year.

Common Cash Account

Separate bank accounts are not maintained for all District funds. Instead, various funds maintain their cash balances in a common checking account. Accounting records are maintained to show the portion of the common cash balance attributable to each participating fund.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Deposits and Investments

According to the District's investment policy, the District is allowed to invest in securities as authorized by the Illinois Compiled Statutes, which include obligations of the U.S. Treasury and its agencies; interest-bearing savings; certificates of deposit or time deposits; commercial paper; money market mutual funds; short-term discount obligations of the Federal National Mortgage Association; dividend-bearing share accounts of a credit union; Public Treasurer's Investment Pool; Illinois School District Liquid Asset Fund Plus and repurchase agreements.

Property Taxes

Property taxes attach as an enforceable lien on property as of January 1. The District must file its tax levy ordinance by the last Tuesday in December of each year. The District's property tax is levied each year on all taxable real property located in the District. Property taxes are payable in two installments in approximately June and September at the County Collector's office. Sale of taxes on any uncollected amounts is prior to November 30 or shortly thereafter by the County Collector's office. Final distribution to all taxing bodies is usually made prior to November 30 by the County Collector's office. Taxes, as other revenues of the District, are recognized on the cash basis of accounting and are, therefore, recognized as received.

Land, Buildings, and Equipment

Capital assets, which include land, land improvements, buildings and improvements, and equipment, have been acquired for general governmental purposes. Assets purchased are recorded as expenditures in the individual funds and capitalized at cost (or estimated historical cost if actual historical cost is not available) in the statement of net position. Donated capital assets are valued at their estimated acquisition value on the date donated.

All buildings, improvements, and equipment are depreciated using the straight-line method over the following estimated useful lives:

Improvements Other Than Building	20 Years
Buildings and Improvement	20 to 50 Years
Equipment	3 to 10 Years

Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position.

In the fund financial statements, governmental funds recognize bond premiums and discounts during the current period. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures. The face amount of debt issued is reported as other financing sources at the date received. Payments on debt principal are recorded as an expenditure.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

Net position represents the difference between assets plus deferred outflows of resources and liabilities plus deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net investment in capital assets excludes unspent debt proceeds. Net position is reported as restricted when there are limitations imposed on its use through enabling legislation or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments.

The District first applied restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available.

Use of Estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenditures/expenses, gains, losses, and other changes in fund balance during the reporting period. Actual results could differ from those estimates.

NOTE 2 DEPOSITS AND INVESTMENTS

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that, in the event of a bank failure, the District's deposits may not be returned to it. The District's investment policy requires that all amounts deposited or invested with financial institutions in excess of any insurance limit be collateralized in accordance with the Public Fund Investment Act 30 ILCS2351.

The market value of the pledged securities should equal or exceed the portion of the deposit requiring collateralization.

As of June 30, 2020, none of the District's bank balances of \$24,260,702 was exposed to custodial credit risk.

The carrying amount of these deposits, excluding petty cash of \$646, was \$22,329,210 as of June 30, 2020.

Investments

At June 30, 2020, the District had the following investments (which include cash equivalents) and maturities:

Investment Type

Sweep Accounts – Repurchase Agreement	\$ 24,382,222
Illinois School District Liquid Asset Fund	29,692,767

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 2 DEPOSITS AND INVESTMENTS (CONTINUED)

Custodial Credit Risk – Investments

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of the investments or collateral securities that are in the possession of an outside party. Regarding the District's investments in the sweep accounts, all of the underlying securities are held by the financial institution, not in the name of the District.

The District's investments are in the Illinois School District Liquid Asset Fund Plus – Liquid Class, and Max Class. The Liquid Class and Max Class were rated AAAM by Standard & Poor's Ratings. This is an external government investment pool and the assets are valued at amortized cost. All the investments have less than one year to maturity. There is no minimum investment. They are subject to a penalty if shares are redeemed within 14 days after purchase. Shares may be redeemed on any Illinois banking day.

The following is a reconciliation between the information presented above and cash and investments as presented on the financial statements:

Carrying Amount of (See Above):

Petty Cash	\$ 646
Deposits	22,329,210
Investments	54,074,989
Total	<u>\$ 76,404,845</u>
Cash and Cash Equivalents	\$ 37,090,202
Investments	37,425,135
Total on Statement of Net Position	<u>74,515,337</u>
Cash – Fiduciary Funds	1,889,508
Total	<u>\$ 76,404,845</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 3 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020 was as follows:

Depreciation expense of \$2,166,569 was charged to support services – student based, while \$6,621,844 was unallocated.

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities:				
Capital Assets not Being Depreciated:				
Land	\$ 2,960,561	\$ -	\$ -	\$ 2,960,561
Construction in Progress	38,341	1,680,134	1,309,803	408,672
Total Capital Assets not Being Depreciated	2,998,902	1,680,134	1,309,803	3,369,233
Capital Assets Being Depreciated:				
Improvements Other Than Buildings	17,190,505	786,646	-	17,977,151
Buildings	220,589,038	64,000	-	220,653,038
Building Improvements	58,459,935	4,345,478	-	62,805,413
Temporary Buildings	-	102,688	-	102,688
Equipment:				
10 – Year	27,854,670	496,823	-	28,351,493
5 – Year	17,357,430	52,864	52,000	17,358,294
3 – Year	126,493	-	-	126,493
Total Capital Assets Being Depreciated	341,578,071	5,848,499	52,000	347,374,570
Total Capital Assets	344,576,973	7,528,633	1,361,803	350,743,803
Less Accumulated Depreciation for:				
Improvements Other Than Buildings	12,647,916	615,738	-	13,263,654
Buildings	85,787,589	4,282,755	-	90,070,344
Building Improvements	21,475,656	1,719,987	-	23,195,643
Temporary Buildings	-	3,364	-	3,364
Equipment:				
10 – Year	18,055,279	1,116,548	-	19,171,827
5 – Year	13,680,934	1,050,021	46,800	14,684,155
3 – Year	126,493	-	-	126,493
Total Accumulated Depreciation	151,773,867	8,788,413	46,800	160,515,480
Governmental Activities				
Capital Assets, Net	<u>\$ 192,803,106</u>	<u>\$ (1,259,780)</u>	<u>\$ 1,315,003</u>	<u>\$ 190,228,323</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 4 LONG-TERM DEBT

The following is a summary of long-term debt activity of the District for the year ended June 30, 2020:

<u>Description</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deductions</u>	<u>Ending Balance</u>	<u>Due in Less Than One Year</u>
General Obligation Bonds:					
2011 Refunding Bonds	\$ 2,155,000	\$ -	\$ 2,155,000	\$ -	\$ -
2012 Refunding School Bonds	1,200,000	-	595,000	605,000	605,000
2014 School Bond Series	2,010,000	-	-	2,010,000	2,010,000
2016 School Bond Series	9,585,000	-	-	9,585,000	-
2017 School Bond Series	2,150,000	-	705,000	1,445,000	715,000
2017A Refunding School Bonds	62,800,000	-	-	62,800,000	7,280,000
2017B School Bond Series	2,810,000	-	300,000	2,510,000	810,000
2018 School Bond Series	8,865,000	-	25,000	8,840,000	-
2018A Refunding School Bonds	20,545,000	-	14,270,000	6,275,000	6,275,000
2018B School Bond Series	16,085,000	-	7,795,000	8,290,000	8,290,000
2020 School Bond Series	-	29,000,000	-	29,000,000	-
Total General Obligation Bonds	128,205,000	29,000,000	25,845,000	131,360,000	25,985,000
Lease Certificates:					
2009 Lease Certificates	380,000	-	380,000	-	-
2012 Lease Certificates	835,000	-	265,000	570,000	275,000
Total Lease Certificates	1,215,000	-	645,000	570,000	275,000
Total Long-Term Debt	<u>\$ 129,420,000</u>	<u>\$ 29,000,000</u>	<u>\$ 26,490,000</u>	<u>\$ 131,930,000</u>	<u>\$ 26,260,000</u>

Bonded Indebtedness

Current requirements for principal and interest expenditures are payable solely from future revenues of the Debt Services Fund which consists principally of property taxes collected by the District and interest earnings.

The General Obligation Refunding School Bonds, Series 2011 are dated September 2, 2011, with principal due annually on December 1 commencing on December 1, 2011. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining bonds of 3.40%. Original issue of \$16,450,000. Final payment due December 2019.

The General Obligation Refunding School Bonds, Series 2012, are dated November 1, 2012, with principal due annually on December 1, commencing on December 1, 2012. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining bonds of 1.81%. Original issue of \$50,645,000. Final payment due December 1, 2020.

The General Obligation School Bonds, Series 2014, are dated December 30, 2014, with all principal due in one payment on December 1, 2020. Interest is due semi-annually on June 1 and December 1, through December 1, 2020, with an interest rate on the remaining bonds of 1.95%. Original issue of \$2,010,000.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 4 LONG-TERM DEBT (CONTINUED)

Bonded Indebtedness (Continued)

The General Obligation School Bonds, Series 2016, are dated March 21, 2016, with all principal due in one payment on December 1, 2024. Interest is due semi-annually on June 1 and December 1, through December 1, 2024, with an interest rate on the remaining bonds of 3%. Original issue of \$9,585,000. Bond was issued with a \$410,334 premium.

The General Obligation School Bonds, Series 2017, are dated February 1, 2017, with principal due annually on December 1, commencing on December 1, 2017. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining bonds of 1.76%. Original issue of \$3,500,000. Final payment due December 1, 2021.

The General Obligation Refunding School Bonds, Series 2017A, are dated March 21, 2017, with principal due annually on December 1, commencing on December 1, 2017. No payment is due on December 1, 2019. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining bonds ranging between 2% and 4%. Original issue of \$65,330,000. Bond was issued with a \$6,604,136 premium. Final payment due December 1, 2023.

The General Obligation School Bonds, Series 2017B, are dated July 20, 2017, with principal due annually on December 1, commencing on December 1, 2018. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining payments ranging between 1.19% and 1.69%. Original issue of \$3,500,000. Final payment due December 1, 2022.

The General Obligation School Bonds, Series 2018, are dated March 1, 2018, with principal payments due December 1, 2018, 2019, 2025 and 2026, commencing on December 1, 2018. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining payments ranging between 2.00% and 5.00%. Original issue of \$8,930,000. Final payment due December 1, 2026.

The General Obligation Refunding School Bonds, Series 2018A, are dated November 1, 2018, with principal payments due December 1, 2019 and 2020, commencing on December 1, 2019. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining payments ranging between 2.04% and 2.21%. Original issue of \$20,545,000. Final payment due December 1, 2020. The refunding was undertaken to reduce total future debt service payments.

The General Obligation School Bonds, Series 2018B, are dated November 1, 2018, with principal payments due December 1, 2019 and 2020, commencing on December 1, 2019. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining payments ranging between 2.74% and 2.89%. Original issue of \$16,085,000. Final payment due December 1, 2020.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 4 LONG-TERM DEBT (CONTINUED)

Bonded Indebtedness (Continued)

The General Obligation School Bonds, Series 2020, are dated June 11, 2020, with principal payments due December 1, 2021 and 2022, commencing on December 1, 2021. Interest is due semi-annually on June 1 and December 1, with an interest rate on the remaining payments ranging between 1% and 2%. Original issue of \$29,000,000. Final payment due December 1, 2022.

Lease Certificates

Lease certificate obligations are typically paid by the Educational and Operations and Maintenance Accounts via transfer to the Debt Services Fund.

The original issue of \$3,195,000 of lease certificates dated March 10, 2009, provides for serial retirement of principal on December 1 and interest payable on December 1 and June 1 of each year at 2.00% - 4.00%. Final payment due in 2019.

The original issue of \$2,300,000 of lease certificates dated September 13, 2012, provides for serial retirement of principal on December 1 and interest payable on December 1 and June 1 of each year at 0.90% - 2.75%. Final payment due in 2021.

The annual debt service requirements of general obligation bonds and lease certificates are as follows:

Year Ending June 30,	Bonds		Lease Certificates		Total	Total
	Principal	Interest	Principal	Interest	Principal	Interest
2021	\$ 25,985,000	\$ 3,639,481	\$ 275,000	\$ 11,619	\$ 26,260,000	\$ 3,651,100
2022	32,980,000	2,841,940	295,000	4,056	33,275,000	2,845,996
2023	34,200,000	1,947,152	-	-	34,200,000	1,947,152
2024	19,770,000	1,091,400	-	-	19,770,000	1,091,400
2025	9,585,000	552,225	-	-	9,585,000	552,225
2026-2027	8,840,000	338,425	-	-	8,840,000	338,425
Total	<u>\$ 131,360,000</u>	<u>\$ 10,410,623</u>	<u>\$ 570,000</u>	<u>\$ 15,675</u>	<u>\$ 131,930,000</u>	<u>\$ 10,426,298</u>

Capital Lease Payable

Changes in capital lease payable for the year ended June 30, 2020 are summarized as follows:

Beginning Balance	\$ 3,306,144
Additions	-
Payments	<u>(941,228)</u>
Ending Balance	2,364,916
Less Current Portion	<u>(845,990)</u>
Long-Term Portion	<u>\$ 1,518,926</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 4 LONG-TERM DEBT (CONTINUED)

Capital Lease Payable (Continued)

The District has an outstanding agreement to lease phone system equipment under a capital lease arrangement. Annual payments are \$44,802, including interest at 3.63%, commencing June 8, 2016. Payments are due annually through September 2020.

The District has an outstanding agreement to lease elementary science resources under a capital lease arrangement. Quarterly payments are \$24,376, including interest at 2.570%, commencing March 8, 2017. Payments were due quarterly through April 2020.

The District has an outstanding agreement to lease technology equipment under a capital lease arrangement. Annual payments are \$161,952, including interest at 3.130%, commencing on June 26, 2018. Payments are due annually through July 2021.

The District has an outstanding agreement to lease buses under a capital lease arrangement. Annual payments are \$486,061, including interest at 1.00% - 3.00%, commencing on July 15, 2018. Payments are due annually through July 2022.

The District has an outstanding agreement to lease technology equipment under a capital lease arrangement. Annual payments are \$227,262, including interest at 1.00% - 3.00%, commencing on July 15, 2019. Payments are due annually through July 2022.

Equipment under the capital leases has a cost of \$3,298,761 and accumulated depreciation of \$1,129,980 as of June 30, 2020.

Following is a schedule of the future minimum lease payments and the present value of future minimum lease payments under the capital lease at June 30, 2020:

<u>Year Ending June,</u>	<u>Amount</u>
2021	\$ 920,329
2022	875,147
2023	712,918
Thereafter	2,508,394
Less: Amount Representing Interest	(143,478)
Present Value of Net Minimum Lease Payments	<u><u>\$ 2,364,916</u></u>

Legal Debt Limit

Section 5/19-1 of the Illinois School Code limits the amount of qualifying debt of the District to 13.8% of the latest equalized assessed value.

The estimated legal debt margin of the District at June 30, 2020, was calculated as follows:

Legal Debt Limit	\$ 317,309,065
Less Qualifying Debt	(134,294,916)
Legal Debt Margin	<u><u>\$ 183,014,149</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 5 SHORT-TERM FINANCING

During the fiscal year ended June, 30, 2020, the District authorized the issuance of \$8,000,000 in Tax Anticipation Warrants to fund expenses in anticipation of collection of real estate taxes. At June 30, 2020, \$-0- of that amount was outstanding.

NOTE 6 INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

As of June 30, 2020, the Tort Fund owed the Working Cash Fund \$228,848 for funds borrowed in order to maintain a positive cash balance.

The District transferred \$1,201,984 from the General Fund to the Debt Services Fund to make debt payments.

NOTE 7 PROPERTY TAXES

Property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on or before the last Tuesday in December annually. Applicable current year (2019 and 2018 levies) tax rates are as follows (per \$100 of assessed valuation):

	2019 Levy	2018 Levy	Maximum
Educational	2.72000	2.72000	2.72000
Operations and Maintenance	1.29815	1.34782	0.50000
Debt Services	0.50000	0.50000	None
Transportation	0.07971	0.08504	0.20000
Municipal Retirement	0.20000	0.20000	None
Social Security	0.05000	0.05000	None
Tort Immunity	0.05000	0.05000	None
Special Education	0.04000	0.04000	0.04000
Working Cash	0.25020	0.24617	0.05000
Fire Prevention and Safety	0.11735	0.10294	0.05000
Leasing	0.05000	0.05000	0.05000
Total	5.35541	5.39197	

NOTE 8 FUND BALANCE REPORTING

According to Government Accounting Standards, fund balances are to be classified into five major classifications; Nonspendable Fund Balance, Restricted Fund Balance, Committed Fund Balance, Assigned Fund Balance, and Unassigned Fund Balance. Below are definitions of how these balances are reported.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 8 FUND BALANCE REPORTING (CONTINUED)

Nonspendable Fund Balance

The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The “not in spendable form” criterion includes items that are not expected to be converted to cash, for example inventories and prepaid amounts. Due to the cash basis nature of the District all such items are expensed at the time of purchase, so there is nothing to report for this classification.

Restricted Fund Balance

The restricted fund balance classification refers to amounts that are subject to outside restrictions, not controlled by the entity, such as restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments, or imposed by law through constitutional provisions or enabling legislation. Special Revenue Funds are, by definition, restricted for those specified purposes. The District has several revenue sources received within different funds that also fall into these categories:

Special Education

Cash receipts and the related cash disbursements of this restricted tax levy are accounted for in the General Fund. Expenditures disbursed exceeded revenue received for this purpose, resulting in no restricted fund balance.

State Grants

Proceeds from state grants and the related expenditures have been included in the General and Transportation Funds. At June 30, 2020, expenditures disbursed exceeded revenue received from state grants, resulting in no restricted balances related to state grants.

Federal Grants

Proceeds from federal grants and the related expenditures have been included in the General Fund. At June 30, 2020, expenditures disbursed exceeded revenue received from federal grants, resulting in no restricted balances.

Committed Fund Balance

A committed fund balance classification refers to amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government’s highest level of decision-making authority (the School Board). Those committed amounts cannot be used for any other purpose unless the government removes or changes the specified use by taking the same type of formal action it employed to previously commit those amounts. There were no committed fund balances as of June 30, 2020.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 8 FUND BALANCE REPORTING (CONTINUED)

Assigned Fund Balance

The assigned fund balance classification refers to amounts that are constrained by the government's intent to be used for a specific purpose, but are neither restricted nor committed. Intent may be expressed by (a) the School Board itself or (b) the finance committee or by the Superintendent when the School Board has delegated the authority to assign amounts to be used for specific purposes. There were no assigned fund balances as of June 30, 2020.

Unassigned Fund Balance

The unassigned fund balance classification is the residual classification for amounts in the General Fund for amounts that have not been restricted, committed, or assigned to specific purposes within the General Fund.

Expenditures of Fund Balance

Unless specifically identified, expenditures act to reduce restricted balances first, then committed balances, next assigned balances, and finally act to reduce unassigned balances. Expenditures for a specifically identified purpose will act to reduce the specific classification of fund balance that is identified.

NOTE 9 OTHER INDIVIDUAL FUND DISCLOSURES

Generally accepted accounting principles require disclosure of certain information concerning individual funds including:

Excess of Expenditures Over Budget in Individual Funds

<u>Fund</u>	<u>Expenditures</u>		<u>Excess Actual Over Budget</u>
	<u>Budget</u>	<u>Actual</u>	
General Fund	\$ 129,674,111	\$ 185,596,309	\$ 55,922,198
Fire Prevention and Safety Fund	5,513,500	5,731,846	218,346
Municipal Retirement Fund	4,464,071	4,543,864	79,793

The General Fund expenditures include \$56,397,782 in on-behalf payments by TRS for teachers' retirement that was not included in the budget.

Deficit Fund Balances of Individual Funds

No funds had a deficit fund balance at June 30, 2020, however, the Tort Account (within the General Fund) had a deficit fund balance of (\$228,848).

Individual Fund Interfund Balances

This information is disclosed in Note 6.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 10 SELF-INSURANCE PLANS

Unemployment Coverage

All employees of the District are covered under the state of Illinois Unemployment Insurance Act. The District elected to be self-insured, and therefore, is liable to the state for any payments made to an unemployed worker claiming benefits.

Medical Coverage

The District is self-insured for medical coverage, which is provided to school personnel. Blue Cross/Blue Shield administers claims for a fixed fee per enrolled employee. The District is responsible for the payment of claims up to annual levels of \$200,000 per employee. The point of attachment for aggregate stop-loss coverage under the plan is \$12,930,181. The District purchases commercial insurance for all other risks of loss. Settled claims have not exceeded this commercial coverage in the past three fiscal years.

At the beginning of each fiscal year, the District determines the amount of funds needed to operate the plan. This estimated total cost is used to develop standard unit charges for employees and for dependents covered under the plan.

The District has established a separate Self-Insurance Internal Service Fund to account for the operation of this self-insurance plan. District contributions to the fund are made on the basis of 100% of the charges for employee coverage. Through payroll deductions, the employees are responsible for payment of the entire charges related to coverage of their dependents.

Claims paid were approximately \$13,029,000 for the fiscal year ended June 30, 2020. Claims paid for years ended June 30, 2019 and 2018 were approximately \$11,430,000 and \$11,148,000, respectively.

Workman's Compensation Coverage

The District established a self-insured plan for workman's compensation claims for District employees. The District accounts for the plan in the Workman's Compensation Self-Insurance Internal Service Fund. Cannon Cochran Management Services, Inc. administers the claims paying process. The District mitigates its risk by purchasing an insurance policy for specific and aggregate excess workers' compensation and employer's liability indemnity. The policy has a specific limit per each accident of \$1,000,000, a specific limit per each employee for disease of \$1,000,000, and an aggregate limit of \$1,000,000. District contributions to the fund are made on the basis of 100% of the charges incurred under the stop-loss limits.

Claims paid were approximately \$454,000 for the fiscal year ended June 30, 2020. Claims paid for years ended June 30, 2019 and 2018 were approximately \$589,000 and \$362,000, respectively.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 11 CONTINGENCIES

The District has received funding from state and federal grants in the current and prior years that are subject to audits by the granting agencies. The School Board believes any adjustments that may arise from these audits will be insignificant to District operations.

There are lawsuits pending against the District for various reasons. The outcome and eventual liability of the District, if any, in these cases are not known at this time. However, based upon past experiences, management believes that insurance coverage and tort immunity funds are sufficient to cover any potential claims.

NOTE 12 RETIREMENT COMMITMENTS

Teachers' Retirement System of the State of Illinois

Plan Description - The District participates in the Teachers' Retirement System of the state of Illinois (TRS). TRS is a cost-sharing multiple-employer defined benefit pension plan that was created by the Illinois legislature for the benefit of Illinois public school teachers employed outside the City of Chicago. TRS members include all active nonannuitants who are employed by a TRS-covered employer to provide services for which teacher licensure is required. The Illinois Pension Code outlines the benefit provisions of TRS, and amendments to the plan can be made only by legislative action with the Governor's approval. The TRS Board of Trustees is responsible for the system's administration.

TRS issues a publicly available financial report that can be obtained at <https://www.trsil.org/financial/cafrs/fy2018>; by writing to TRS at 2815 W. Washington, P.O. Box 19253, Springfield, IL, 62794; or by calling (888) 678-3675, option 2.

Benefits Provided - The active member contribution rate for the year ended June 30, 2020, was 9.0% of creditable earnings. These contributions, which may be paid on behalf of employees by the employer, are submitted to TRS by the employer.

On-Behalf Contributions to TRS - The state of Illinois makes employer pension contributions on behalf of the employer. For the year ended June 30, 2020, state of Illinois contributions recognized by the employer were based on the state's proportionate share of the collective net pension liability associated with the employer, and the employer recognized revenue and expenditures of \$55,507,256 in pension contributions that the state of Illinois paid directly to TRS.

The District makes other types of employer contributions directly to TRS.

- **2.2 Formula Contributions.** Employers contribute 0.58% of total creditable earnings for the 2.2 formula change. This rate is specified by statute. Contributions for the year ended June 30, 2020 were \$416,386.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 12 RETIREMENT COMMITMENTS (CONTINUED)

Teachers' Retirement System of the State of Illinois (Continued)

- **Federal and Special Trust Fund Contributions.** When TRS members are paid from federal and special trust funds administered by the employer, there is a statutory requirement for the employer to pay an employer pension contribution from those funds. Under Public Act 100-0340, the federal and special trust fund contribution rate is the total employer normal cost beginning with the year ended June 30, 2020.

Previously, employer contributions for employees paid from federal and special trust funds were at the same rate as the state contribution rate to TRS and were much higher.

For the year ended June 30, 2020, the employer pension contribution was 10.66% of salaries paid from federal and special trust funds. For the year ended June 30, 2020, salaries totaling \$1,680,552 were paid from federal and special trust funds that required employer contributions of \$179,210.

- **Salary Increases Over Six% and Excess Sick Leave.** If an employer grants salary increases over 6% and those salaries are used to calculate a retiree's final average salary, the employer makes a contribution to TRS. Additionally, beginning with the year ended June 30, 2020, employers will make a similar contribution for salary increases over 3% if members are not exempted by current collective bargaining agreements or contracts.

For the year ended June 30, 2020, the employer paid \$15,349 to TRS for employer contributions due on salary increases in excess of 6% and \$-0- on salary increases in excess of 3%.

If an employer grants sick leave days in excess of the normal annual allotment and those days are used as TRS service credit, the employer makes a contribution to TRS. The contribution is based on the number of excess sick leave days used as service credit, the highest salary reported by the granting employer during the four-year sick leave review period, and the TRS total normal cost rate.

For the year ended June 30, 2020, the employer paid \$-0- to TRS for sick leave days granted in excess of the normal annual allotment.

Further Information on TRS

TRS financial information, an explanation of TRS benefits, and descriptions of member, employer, and state funding requirements can be found in the TRS *Comprehensive Annual Financial Report* for the year ended June 30, 2019. The report for the year ended June 30, 2020 is expected to be available in late 2020.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 12 RETIREMENT COMMITMENTS (CONTINUED)

Further Information on TRS (Continued)

THIS Fund Employer Contributions

The District participates in the Teacher Health Insurance Security (THIS) Fund, a cost-sharing, multiple-employer defined benefit postemployment healthcare plan that was established by the Illinois legislature for the benefit of Illinois public school teachers employed outside the city of Chicago. The THIS Fund provides medical, prescription, and behavioral health benefits, but it does not provide vision, dental, or life insurance benefits to annuitants of the Teachers' Retirement System (TRS). Annuitants not enrolled in Medicare may participate in the state-administered participating provider option plan or choose from several managed care options. Annuitants who are enrolled in Medicare Parts A and B may be eligible to enroll in Medicare Advantage plans.

The State Employees Group Insurance Act of 1971 (5 ILCS 375) outlines the benefit provisions of THIS Fund and amendments to the plan can be made only by legislative action with the Governor's approval. The plan is administered by the Illinois Department of Central Management Services (CMS) with the cooperation of TRS. Section 6.6 of the State Employees Group Insurance Act of 1971 requires all active contributors to TRS who are not employees of the State make a contribution to the THIS Fund.

The percentage of District required contributions in the future will not exceed 105% of the percentage of salary actually required to be paid in the previous fiscal year.

- **On Behalf Contributions to THIS Fund**

The state of Illinois makes employer retiree health insurance contributions on behalf of the employer. State contributions are intended to match contributions to the THIS Fund from active members which were 1.24% of pay during the year ended June 30, 2020. State of Illinois contributions were \$890,526, and the employer recognized revenue and expenditures of this amount during the year.

- **Employer Contributions to THIS Fund**

The employer also makes contributions to the THIS Fund. The employer THIS Fund contribution was 0.92% during the year ended June 30, 2020. For the year ended June 30, 2020, the employer paid \$660,713 to the THIS Fund, which was 100% of the required contribution.

Further Information on THIS Fund

The publicly available financial report of the THIS Fund may be found on the website of the Illinois Auditor General: <http://www.auditor.illinois.gov/Audit-Reports/ABC-List.asp>. The current reports are listed under "Central Management Services." Prior reports are available under "Healthcare and Family Services."

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 12 RETIREMENT COMMITMENTS (CONTINUED)

Illinois Municipal Retirement Fund

Plan Description

The District's defined benefit pension plan for regular employees provides retirement and disability benefits, postretirement increases, and death benefits to plan members and beneficiaries. The District plan is affiliated with the Illinois Municipal Retirement Fund (IMRF), an agent multiple-employer plan. Benefit provisions are established by statute and may only be changed by the General Assembly of the state of Illinois. IMRF issues a publicly available financial report that includes financial statements and other supplementary information. The report may be obtained on-line at www.imrf.org.

Funding Policy

As set by statute, the District's regular plan members are required to contribute 4.50% of their annual covered salary. The statute requires employers to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. The employer annual required contribution rate for calendar year 2019 was 8.96%. The employer also contributes for disability benefits, death benefits, and supplemental retirement benefits, all of which are pooled at the IMRF level. Contribution rates for disability and death benefits are set by the IMRF board of trustees, while the supplemental retirement benefits rate is set by statute.

Contributions Made

The District contributed \$2,015,126 for fiscal year 2020. The amounts contributed for fiscal years 2019 and 2018 were \$1,867,528 and \$1,885,223, respectively.

The required contribution for 2019 was determined as part of the December 31, 2017, actuarial valuation using the entry age normal actuarial cost method. The actuarial assumptions at December 31, 2017, included (a) 7.50% investment rate of return (net of administrative and direct investment expenses), (b) projected salary increases of 3.50% per year, attributable to inflation, (c) additional projected salary increases ranging from 0.4% to 10.0% per year depending on age and service, attributable to seniority/merit, and (d) post-retirement benefit increases of 3% annually.

Other Retirement Incentives

For the duration of the current employment agreement, qualifying teachers of the District who have completed ten years or more of creditable service with the school district, who is eligible to retire under the Illinois Teacher's Retirement System (TRS), and whose retirement will not result in a penalty to the District, shall be eligible for a retirement incentive:

If the board is given an irrevocable notice of retirement by May 1st prior to the school year he/she is first eligible to retire under the above criteria, the board shall pay a 6% retirement incentive for each remaining year of service.

As of June 30, 2020, the District was obligated for \$335,201 under this retirement incentive.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 13 OTHER POSTEMPLOYMENT BENEFITS

The District offers certain postemployment benefits as follows:

Plan Description

In addition to providing the pension benefits described in Note 12, the District provides postemployment health care benefits (OPEB) for retired employees through a single employer defined benefit plan (Retiree Healthcare Program). The benefits, benefit levels, employee contributions and employer contributions are governed by the District and can be amended by the District through its personnel manual and union contracts. The plan is not accounted for as a trust fund, as an irrevocable trust has not been established to account for the plan. The plan does not issue a separate report.

Funding Policy

The District is not required to and currently does not advance fund the cost of benefits that will become due and payable in the future. Active employees do not contribute to the plan until retirement.

Contributions Made

The District contributed \$541,840 for fiscal year ending June 30, 2020. The amounts contributed for fiscal years ending June 30, 2019 and 2018 were \$550,118 and \$485,938, respectively.

NOTE 14 COMMITMENTS AND SUBSEQUENT EVENTS

As of June 30, 2020, the District had the following construction commitments:

KJHS HVAC Renovation & Geothermal	\$ 2,515,708
NCWHS Kitchen & North Music Room Reroof	53,138
KJHS Track Resurface	30,008
PJHS Reroof	593,500
ERRC Reroof	144,230
Prairieland ES Chiller & Related Equipment	132,000
NCWHS & Pepper Ridge Parking Lot Resurfacing	159,375
Glenn ES Teacher Workroom Remodel & Addition	206,700
PJHS FACS Room 155 Remodel	80,600
Total	<u><u>\$ 3,915,259</u></u>

Operating Leases

The District has entered into the following operating lease agreements:

<u>Lessor</u>	<u>Items Leased</u>
Mail Finance	Postage Machine
Santander Leasing Inc.	Buses
JMO Modular LLC	Portable Classroom Building

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 14 COMMITMENTS AND SUBSEQUENT EVENTS (CONTINUED)

Operating Leases (Continued)

The future rental payments due on the above leases are as follows:

<u>Year Ending June 30:</u>	<u>Amount</u>
2021	\$ 28,616
2022	59,856
2023	33,420
2024	81,560
Total	<u>\$ 203,452</u>

Subsequent Events

Subsequent to year-end, the District entered into a lease agreement for technology equipment with American Capital Financial Services, Inc. The lease agreement calls for payments of principal and interest of \$1,462,537 in fiscal years 2021-2024.

During the first quarter of calendar year 2020, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. The COVID-19 pandemic is having significant effects on global markets, supply chains, businesses, and communities. Specific to the District, COVID-19 may impact various parts of its 2020 operations and financial results including, but not limited to, costs for emergency preparedness and shortages of personnel. Management believes the District is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events occurred near year-end and are still developing subsequently.

NOTE 15 JOINT AGREEMENTS

The District is a member of the McLean-DeWitt Regional Vocational System, along with other area school districts. The District's pupils benefit from the programs administered under this joint agreement, and the District benefits from jointly administered grants and programming. Financial information for the McLean-DeWitt Regional Vocational System can be located at 300 East Monroe St., Bloomington, IL 61702.

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 16 TAX ABATEMENTS

The District enters into property tax abatement agreements with local businesses under the Illinois Statute. Pursuant to Illinois Statute 35 ILCS 200/18-165, any taxing district, upon a majority vote of its governing authority, may, after the determination of the assessed valuation of its property, order the clerk of the county to abate any portion of its taxes on commercial or industrial property.

The District had a tax abatement agreement with one entity as of June 30, 2020:

<u>Purpose</u>	<u>Percentage of Taxes Abated During the Fiscal Year</u>	<u>Amount of Taxes Abated During the Fiscal Year</u>
Industrial	50%	\$ 42,888

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
CONSOLIDATED YEAR-END FINANCIAL REPORT
JUNE 30, 2020

CSFA Number	Program Name	State Expenditures	Federal Expenditures	Other Expenditures	Total
478-00-0251	Medical Assistance Program	\$ -	\$ 183,210	\$ -	\$ 183,210
586-14-0869	Preschool Expansion Grant	-	46,866	-	46,866
586-18-0406	School Breakfast Program	-	441,710	-	441,710
586-18-0407	National School Lunch Program	-	1,480,452	-	1,480,452
586-18-0428	Title III - Immigrant Education Programs - Lang Inst Prog-Limited End LIPLEP	-	61,025	-	61,025
586-18-0868	Early Childhood Block Grant - Preschool for All Children Ages 3 to 5 Years	1,115,368	-	-	1,115,368
586-18-2222	Early Childhood Block Grant - Preschool for All Expansion	366,000	-	-	366,000
586-18-1015	Agricultural Education - Incentive Funding Grants (IFG) - Secondary	11,417	-	-	11,417
586-00-1581	Agricultural Education - Three Circles Grant (SAE & FFA)	13,763	-	-	13,763
586-44-0414	Title I - Low Income	-	1,815,876	-	1,815,876
586-44-0416	Title I - Low Income - Neglected/Delinquent	-	47,382	-	47,382
586-44-1082	Title I - School Improvement and Accountability	-	242,670	-	242,670
586-47-0430	Title II - Teacher Quality	-	322,355	-	322,355
586-57-0420	IDEA Preschool Flow Through	-	60,162	-	60,162
586-64-0417	IDEA Flow Through	-	2,821,357	-	2,821,357
	Other Grant Programs and Activities	-	1,052,375	-	1,052,375
	All Other Costs Not Allocated	<u>29,996,872</u>	<u>-</u>	<u>172,339,750</u>	<u>202,336,622</u>
	Total	<u><u>\$ 31,503,420</u></u>	<u><u>\$ 8,575,440</u></u>	<u><u>\$ 172,339,750</u></u>	<u><u>\$ 212,418,610</u></u>

Note: Expenditures are presented in accordance with the Grant Accountability and Transparency Act (30 ICLS 708).

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCES – BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Property Taxes and Payments in Lieu of Taxes	\$ 79,849,070	\$ 79,849,070	\$ 72,792,405
Personal Property Replacement Taxes	1,657,648	1,657,648	1,797,172
Tuition	85,000	85,000	170,996
Earnings on Investments	328,000	328,000	284,116
Food Services	3,088,223	3,088,223	2,450,078
District/School Activity Income	877,703	877,703	795,324
Textbook Rentals	1,100,500	1,100,500	1,058,203
Other Local Sources	1,354,000	1,201,282	1,388,421
State Sources	24,067,931	24,220,013	81,396,842
Federal Sources	8,382,070	9,407,527	9,034,421
Total Revenue Collected	<u>120,790,145</u>	<u>121,814,966</u>	<u>171,167,978</u>
EXPENDITURES PAID			
Instruction – Regular Programs	51,024,929	49,537,959	49,102,292
Instruction – Special Education	27,910,887	29,662,606	29,680,282
Instruction – Other	4,230,271	4,763,679	61,291,378
Support Services – Student Based	14,003,125	14,734,536	14,415,025
Support Services – Nonstudent Based	29,059,918	29,047,700	29,030,470
Community Services	488,119	703,224	623,807
Nonprogrammed Charges	631,102	368,357	589,257
Capital Outlay	1,137,654	681,050	662,502
Debt Service:			
Interest on Short-Term Debt	75,000	75,000	37,396
Bond Issuance Costs	-	100,000	163,900
Total Expenditures Paid	<u>128,561,005</u>	<u>129,674,111</u>	<u>185,596,309</u>
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	(7,770,860)	(7,859,145)	(14,428,331)
OTHER FINANCING SOURCES (USES)			
Proceeds from Bond Issuance	-	29,000,000	29,000,000
Proceeds from Sale of Capital Assets	-	-	750
Transfers In	10,000,000	10,000,000	-
Transfers Out	(10,783,336)	(11,194,422)	(1,201,984)
Total Other Financing Sources (Uses)	<u>(783,336)</u>	<u>27,805,578</u>	<u>27,798,766</u>
NET CHANGE IN FUND BALANCE	<u>\$ (8,554,196)</u>	<u>\$ 19,946,433</u>	13,370,435
Fund Balance – Beginning of Year			<u>39,841,083</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 53,211,518</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
GENERAL FUND
COMBINING SCHEDULE OF ASSETS AND LIABILITIES
ARISING FROM CASH TRANSACTIONS
JUNE 30, 2020

	<u>Educational</u>	<u>Operations and Maintenance</u>	<u>Tort</u>	<u>Working Cash</u>	<u>Total</u>
ASSETS					
Cash and Cash Equivalents	\$ 5,617,141	\$ 250,377	\$ -	\$ 10,767,606	\$ 16,635,124
Investments	-	-	-	36,571,300	36,571,300
Interfund Receivable	-	-	-	228,848	228,848
Other Assets	5,094	-	-	-	5,094
	<u>5,094</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,094</u>
Total Assets	<u>\$ 5,622,235</u>	<u>\$ 250,377</u>	<u>\$ -</u>	<u>\$ 47,567,754</u>	<u>\$ 53,440,366</u>
LIABILITIES AND FUND BALANCE					
LIABILITIES					
Interfund Payables	\$ -	\$ -	\$ 228,848	\$ -	\$ 228,848
FUND BALANCE					
Unassigned	5,622,235	250,377	(228,848)	47,567,754	53,211,518
Total Fund Balance	<u>5,622,235</u>	<u>250,377</u>	<u>(228,848)</u>	<u>47,567,754</u>	<u>53,211,518</u>
Total Liabilities and Fund Balance	<u>\$ 5,622,235</u>	<u>\$ 250,377</u>	<u>\$ -</u>	<u>\$ 47,567,754</u>	<u>\$ 53,440,366</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
GENERAL FUND
COMBINING SCHEDULE OF REVENUE COLLECTED, EXPENDITURES
PAID, AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2020

	Educational	Operations and Maintenance	Tort	Working Cash	Total
REVENUE COLLECTED					
Local Sources:					
Property Taxes and Payments in Lieu of Taxes	\$ 56,055,927	\$ 10,722,916	\$ 5,004,840	\$ 1,008,722	\$ 72,792,405
Personal Property Replacement Taxes	1,797,172	-	-	-	1,797,172
Tuition	170,996	-	-	-	170,996
Earnings on Investments	58,197	10,177	7,877	207,865	284,116
Food Services	2,450,078	-	-	-	2,450,078
District/School Activity Income	795,324	-	-	-	795,324
Textbook Rentals	1,058,203	-	-	-	1,058,203
Contributions from Private Sources	354,862	-	-	-	354,862
Refund of Prior Years' Expenditures	70,745	-	-	-	70,745
Driver's Education Fees	65,376	-	-	-	65,376
Proceeds from Vendors' Contracts	8,096	-	-	-	8,096
Other Local Sources	148,187	729,252	11,903	-	889,342
Total Local Sources	63,033,163	11,462,345	5,024,620	1,216,587	80,736,715
State Sources	81,346,842	50,000	-	-	81,396,842
Federal Sources	9,034,421	-	-	-	9,034,421
Total Revenue Collected	153,414,426	11,512,345	5,024,620	1,216,587	171,167,978
EXPENDITURES PAID					
Current:					
Instruction	140,073,952	-	-	-	140,073,952
Support Services	26,409,864	11,489,932	5,545,699	-	43,445,495
Community Services	623,807	-	-	-	623,807
Nonprogrammed Charges	589,257	-	-	-	589,257
Capital Outlay	45,341	453,289	163,872	-	662,502
Debt Service:					
Interest on Debt	37,396	-	-	-	37,396
Bond Issuance Costs	-	-	-	163,900	163,900
Total Expenditures Paid	167,779,617	11,943,221	5,709,571	163,900	185,596,309
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	(14,365,191)	(430,876)	(684,951)	1,052,687	(14,428,331)

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
GENERAL FUND
COMBINING SCHEDULE OF REVENUE COLLECTED, EXPENDITURES
PAID, AND CHANGES IN FUND BALANCE (CONTINUED)
YEAR ENDED JUNE 30, 2020**

	Educational	Operations and Maintenance	Tort	Working Cash	Total
OTHER FINANCING SOURCES (USES)					
Proceeds from Bond Issuance	\$ -	\$ -	\$ -	\$ 29,000,000	\$ 29,000,000
Proceeds from Sale of Capital Assets	-	750	-	-	750
Transfers Out	(531,393)	(670,591)	-	-	(1,201,984)
Transfers from (to) Other General Fund Accounts	9,882,069	-	-	(9,882,069)	-
Total Other Financing Sources (Uses)	<u>9,350,676</u>	<u>(669,841)</u>	<u>-</u>	<u>19,117,931</u>	<u>27,798,766</u>
NET CHANGE IN FUND BALANCE	(5,014,515)	(1,100,717)	(684,951)	20,170,618	13,370,435
Fund Balance – Beginning of Year	<u>10,636,750</u>	<u>1,351,094</u>	<u>456,103</u>	<u>27,397,136</u>	<u>39,841,083</u>
FUND BALANCE (DEFICIT) – END OF YEAR	<u>\$ 5,622,235</u>	<u>\$ 250,377</u>	<u>\$ (228,848)</u>	<u>\$ 47,567,754</u>	<u>\$ 53,211,518</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 61,476,439	\$ 61,476,439	\$ 56,055,927
Personal Property Replacement Taxes	1,657,648	1,657,648	1,797,172
Tuition	85,000	85,000	170,996
Earnings on Investments	80,000	80,000	58,197
Food Services	3,088,223	3,088,223	2,450,078
District/School Activity Income	877,703	877,703	795,324
Textbook Rentals	1,100,500	1,100,500	1,058,203
Contributions from Private Sources	259,000	306,282	354,862
Refund of Prior Years' Expenditures	15,000	15,000	70,745
Drivers' Education Fees	85,000	85,000	65,376
Proceeds from Vendors' Contracts	20,000	20,000	8,096
Other Local Sources	110,000	110,000	148,187
Total Local Sources	68,854,513	68,901,795	63,033,163
State Sources:			
Unrestricted Grants-in-Aid:			
Evidence Based Funding	20,943,684	20,943,684	21,178,328
Restricted Grants-in-Aid:			
Special Education	1,455,000	1,455,000	1,824,726
Career and Technical Education:			
Agriculture Education	11,101	19,178	25,180
Bilingual Education:			
Downstate – T.P.I. and T.B.E.	230,182	230,182	235,939
State Free Lunch and Breakfast	39,000	39,000	32,943
Driver Education	63,918	63,918	38,169
Early Childhood – Block Grant	1,132,000	1,426,005	1,481,368
Other State Funds	43,046	43,046	132,407
On-Behalf Payments for Teachers' Retirement	-	-	56,397,782
Total State Sources	23,917,931	24,220,013	81,346,842

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
REVENUE COLLECTED (CONTINUED)			
Federal Sources:			
Restricted Grants-in-Aid Received Directly from the Federal Government through the State:			
Food Service	\$ 2,015,000	\$ 2,015,000	\$ 2,079,729
Title I:			
Low Income	1,766,632	2,209,561	1,789,300
Low Income – Neglected, Private	-	60,957	91,316
Low Income – Other	25,000	130,337	297,040
Federal – Special Education:			
IDEA – Preschool Flow Through	58,079	58,079	64,690
IDEA – Flow Through	2,672,248	2,672,248	2,778,760
IDEA – Room and Board	575,269	575,269	762,026
Race to the Top Program – Preschool Expansion Grant	335,200	335,200	193,466
Title III – Immigrant Education Program	5,000	-	-
Title III – Language Inst Program	64,800	65,143	60,251
Title II – Teacher Quality	384,842	619,684	358,418
Medicaid Matching:			
Administrative Outreach	415,000	415,000	183,210
Fee-for-Service Program	-	251,049	243,433
Other Federal Sources	65,000	-	132,782
Total Federal Sources	<u>8,382,070</u>	<u>9,407,527</u>	<u>9,034,421</u>
 Total Revenue Collected	 101,154,514	 102,529,335	 153,414,426
EXPENDITURES PAID			
Current:			
Instruction:			
Regular Programs:			
Salaries	42,874,085	41,393,304	41,544,899
Employee Benefits	6,839,668	6,528,120	6,343,629
Purchased Services	161,380	171,865	148,871
Supplies and Materials	1,097,261	1,072,129	1,010,186
Other Objects	25,975	346,475	19,961
Noncapitalized Equipment	26,560	26,066	34,746
Total Regular Programs	<u>51,024,929</u>	<u>49,537,959</u>	<u>49,102,292</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Tuition Payment to Charter Schools:			
Purchased Services	\$ -	\$ -	\$ 271,691
Special Education:			
Salaries	18,872,380	20,254,526	20,131,678
Employee Benefits	4,061,453	4,433,042	4,557,042
Purchased Services	158,063	164,613	186,983
Supplies and Materials	224,584	216,018	351,282
Other Objects	4,576,907	4,576,907	4,426,538
Noncapitalized Equipment	17,500	17,500	26,759
Total Special Education	27,910,887	29,662,606	29,680,282
Remedial and Supplemental Programs K-12:			
Salaries	1,291,840	1,047,350	1,211,262
Employee Benefits	296,714	379,085	283,281
Purchased Services	-	-	271
Supplies and Materials	253,441	701,286	440,454
Total Remedial and Supplemental Programs K-12	1,841,995	2,127,721	1,935,268
CTE Programs:			
Salaries	4,000	11,198	-
Employee Benefits	-	423	-
Purchased Services	-	150	155
Supplies and Materials	17,000	13,200	6,086
Noncapitalized Equipment	-	1,300	-
Total CTE Programs	21,000	26,271	6,241
Interscholastic Programs:			
Salaries	607,092	617,824	656,581
Employee Benefits	24,276	24,276	22,077
Purchased Services	163,115	176,338	167,186
Supplies and Materials	139,810	164,743	162,268
Other Objects	54,200	51,212	48,274
Total Interscholastic Programs	988,493	1,034,393	1,056,386

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Summer School:			
Salaries	\$ 124,000	\$ 124,000	\$ 153,618
Employee Benefits	6,700	6,700	13,572
Supplies and Materials	-	-	1,256
Total Summer School	<u>130,700</u>	<u>130,700</u>	<u>168,446</u>
 Driver's Education Programs:			
Salaries	15,000	15,000	12,837
Employee Benefits	571	571	486
Total Driver's Education Programs	<u>15,571</u>	<u>15,571</u>	<u>13,323</u>
 Bilingual Programs:			
Salaries	966,698	1,175,698	1,210,720
Employee Benefits	156,125	157,325	206,625
Supplies and Materials	25,689	12,000	1,816
Total Bilingual Programs	<u>1,148,512</u>	<u>1,345,023</u>	<u>1,419,161</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Truants' Alternative Programs:			
Other Objects	\$ 84,000	\$ 84,000	\$ 23,080
On-Behalf Payments for Teachers' Retirement	-	-	56,397,782
Total Instruction	83,166,087	83,964,244	140,073,952
Support Services:			
Attendance and Social Work Services:			
Salaries	931,883	1,295,883	1,295,124
Employee Benefits	139,727	139,727	198,306
Purchased Services	47,500	47,500	901
Total Attendance and Social Work Services	1,119,110	1,483,110	1,494,331
Guidance Services:			
Salaries	1,526,467	1,526,467	1,545,552
Employee Benefits	220,583	220,583	227,910
Purchased services	-	-	200,000
Total Guidance Services	1,747,050	1,747,050	1,973,462
Health Services:			
Salaries	492,899	492,899	537,584
Employee Benefits	138,978	138,978	156,904
Purchased Services	6,750	6,750	2,899
Supplies and Materials	11,500	11,500	15,931
Other Objects	500	500	-
Noncapitalized Equipment	2,000	2,000	1,074
Total Health Services	652,627	652,627	714,392

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Psychological Services:			
Salaries	\$ 776,684	\$ 776,684	\$ 1,017,915
Employee Benefits	112,246	112,246	145,439
Purchased Services	2,000	2,000	1,034
Total Psychological Services	<u>890,930</u>	<u>890,930</u>	<u>1,164,388</u>
Speech Pathology and Audiology Services:			
Salaries	480,475	480,475	540,145
Employee Benefits	76,365	76,365	81,725
Total Speech Pathology and Audiology Services	<u>556,840</u>	<u>556,840</u>	<u>621,870</u>
Other Pupil Support Services:			
Salaries	12,246	12,246	3,628
Employee Benefits	172	172	39
Purchased Services	2,900	2,900	-
Supplies and Materials	-	-	540
Total Other Pupil Support Services	<u>15,318</u>	<u>15,318</u>	<u>4,207</u>
Support Services – Instructional:			
Improvement of Instruction Services:			
Salaries	1,511,630	1,697,209	1,285,640
Employee Benefits	274,239	277,305	230,795
Purchased Services	195,350	279,045	178,750
Supplies and Materials	197,072	325,143	255,599
Other Objects	10,550	10,550	5,289
Noncapitalized Equipment	2,000	2,000	-
Total Improvement of Instruction Services	<u>2,190,841</u>	<u>2,591,252</u>	<u>1,956,073</u>
Educational Media Services:			
Salaries	1,242,538	1,242,538	1,164,829
Employee Benefits	174,934	174,934	164,280
Supplies and Materials	60,389	60,389	57,821
Total Educational Media Services	<u>1,477,861</u>	<u>1,477,861</u>	<u>1,386,930</u>
Assessment and Testing:			
Purchased Services	200,000	180,000	167,489

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Support Services – General Administration:			
Board of Education Services:			
Purchased Services	\$ 65,795	\$ 65,795	\$ 92,254
Supplies and Materials	6,180	6,180	3,304
Other Objects	16,583	16,583	16,468
Total Board of Education Services	88,558	88,558	112,026
Executive Administration Services:			
Salaries	272,800	272,800	275,234
Employee Benefits	52,268	52,268	49,871
Purchased Services	129,000	129,000	97,997
Supplies and Materials	27,000	27,000	17,803
Other Objects	12,000	12,000	11,065
Noncapitalized Equipment	2,000	2,000	11,421
Total Executive Administration Services	495,068	495,068	463,391
Special Area Administrative Services:			
Salaries	207,387	248,340	246,335
Employee Benefits	39,270	42,510	45,545
Supplies and Materials	2,241	2,241	54
Other Objects	-	-	140
Noncapitalized Equipment	2,506	2,506	-
Total Special Area Administrative Services	251,404	295,597	292,074
Support Services – School Administration:			
Office of the Principal Services:			
Salaries	5,122,744	5,122,744	5,184,351
Employee Benefits	1,114,268	1,114,268	1,159,154
Purchased Services	12,000	12,000	8,333
Other Objects	17,000	17,000	15,134
Total Office of the Principal Services	6,266,012	6,266,012	6,366,972

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Support Services – Business:			
Direction of Business Support Services:			
Salaries	\$ 114,453	\$ 114,453	\$ 131,559
Employee Benefits	22,596	22,596	22,320
Purchased Services	43,950	43,950	16,168
Supplies and Materials	4,000	4,000	11,518
Other Objects	6,000	6,000	7,218
Total Direction of Business Support Services	190,999	190,999	188,783
Fiscal Services:			
Salaries	329,507	329,507	348,747
Employee Benefits	49,288	49,288	47,336
Purchased Services	86,250	86,250	26,409
Supplies and Materials	128,700	53,700	4,660
Other Objects	175,000	175,000	147,504
Total Fiscal Services	768,745	693,745	574,656
Operations and Maintenance of Plant Services:			
Supplies and Materials	2,000	-	-
Food Services:			
Salaries	2,140,454	2,140,454	2,387,385
Employee Benefits	327,148	327,148	349,265
Purchased Services	92,318	92,318	47,862
Supplies and Materials	2,457,628	2,444,628	2,128,563
Other Objects	5,000	5,000	371
Noncapitalized Equipment	130,000	130,000	18,437
Total Food Services	5,152,548	5,139,548	4,931,883
Internal Services:			
Salaries	58,220	58,220	62,656
Purchased Services	300,000	275,000	266,910
Supplies and Materials	15,000	15,000	-
Total Internal Services	373,220	348,220	329,566

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Support Services – Central:			
Information Services:			
Salaries	\$ 72,590	\$ 72,590	\$ 74,913
Employee Benefits	7,289	7,289	19,850
Purchased Services	3,600	3,600	9,228
Supplies and Materials	5,918	6,403	16,230
Other Objects	500	500	735
Total Information Services	<u>89,897</u>	<u>90,382</u>	<u>120,956</u>
Staff Services:			
Salaries	361,878	361,878	253,079
Employee Benefits	60,509	60,509	48,268
Purchased Services	21,000	21,000	112,259
Supplies and Materials	29,000	29,000	42,283
Other Objects	1,000	1,000	10,549
Total Staff Services	<u>473,387</u>	<u>473,387</u>	<u>466,438</u>
Data Processing Services:			
Salaries	929,534	929,534	975,930
Employee Benefits	117,251	117,251	118,031
Purchased Services	335,525	335,525	258,915
Supplies and Materials	1,370,970	1,440,574	1,717,905
Other Objects	1,000	1,000	600
Noncapitalized Equipment	-	175,000	8,596
Total Data Processing Services	<u>2,754,280</u>	<u>2,998,884</u>	<u>3,079,977</u>
Other Support Services:			
Supplies and Materials	-	500	-
Total Support Services	<u>25,756,695</u>	<u>26,675,888</u>	<u>26,409,864</u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
EXPENDITURES PAID (CONTINUED)			
Community Services:			
Salaries	\$ 340,351	\$ 481,432	\$ 433,725
Employee Benefits	61,305	92,504	88,325
Purchased Services	70,280	90,303	84,146
Supplies and Materials	16,183	38,985	17,611
Total Community Services	488,119	703,224	623,807
Payments to Other Districts and Governments:			
Other Payments to In-State Governmental Units:			
Purchased Services	46,102	103,357	128,875
Payments for CTE Programs – Tuition:			
Other Objects	580,000	260,000	459,172
Other Payments to In-State Government			
Units – Transfers:			
Other Objects	5,000	5,000	1,210
Total Intergovernmental	631,102	368,357	589,257
Capital Outlay:			
Instruction:			
Regular Programs	-	-	6,990
Interscholastic Programs	8,600	8,600	15,044
Support Services:			
Operation & Maintenance of Plant Services	6,995	6,995	-
Food Services	168,605	168,605	23,307
Data Processing Services	631,604	25,000	-
Total Capital Outlay	815,804	209,200	45,341
Debt Service:			
Debt Service – Interest on Short-Term Debt:			
Other Objects	75,000	75,000	37,396
Total Expenditures Paid	110,932,807	111,995,913	167,779,617

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
EDUCATIONAL ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL (CONTINUED)
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	\$ (9,778,293)	\$ (9,466,578)	\$ (14,365,191)
OTHER FINANCING SOURCES (USES)			
Transfers In	10,000,000	10,000,000	9,882,069
Transfers Out	(117,931)	(531,393)	(531,393)
Total Other Financing Sources (Uses)	<u>9,882,069</u>	<u>9,468,607</u>	<u>9,350,676</u>
NET CHANGE IN FUND BALANCE	<u>\$ 103,776</u>	<u>\$ 2,029</u>	(5,014,515)
Fund Balance – Beginning of Year			<u>10,636,750</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 5,622,235</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
OPERATIONS AND MAINTENANCE ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 11,763,728	\$ 11,763,728	\$ 10,722,916
Earnings on Investments	15,000	15,000	10,177
Proceeds from Vendors' Contracts	125,000	-	-
Other Local Sources	740,000	665,000	729,252
Total Local Sources	<u>12,643,728</u>	<u>12,443,728</u>	<u>11,462,345</u>
State Sources:			
Restricted Grants-in-Aid:			
School Infrastructure - Maintenance Projects	-	-	50,000
Other State Funds	150,000	-	-
Total State Sources	<u>150,000</u>	<u>-</u>	<u>50,000</u>
Total Revenue Collected	<u>12,793,728</u>	<u>12,443,728</u>	<u>11,512,345</u>
EXPENDITURES PAID			
Support Services:			
Support Services – Pupils			
Other Support Services:			
Supplies and Materials	500	500	895
Support Services – Business:			
Facilities Acquisition and Construction Services:			
Purchased Services	10,000	10,000	45,593
Operation and Maintenance of Plant Services:			
Salaries	5,898,492	5,898,492	5,828,161
Employee Benefits	1,107,565	1,107,565	1,028,572
Purchased Services	1,111,991	1,111,991	1,178,086
Supplies and Materials	3,740,127	3,340,127	3,366,566
Other Objects	3,173	3,173	1,152
Noncapitalized Equipment	35,000	35,000	40,907
	<u>11,906,848</u>	<u>11,506,848</u>	<u>11,489,932</u>
Capital Outlay:			
Operation and Maintenance of Plant Services	211,850	361,850	453,289
Total Expenditures Paid	<u>12,118,698</u>	<u>11,868,698</u>	<u>11,943,221</u>
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	675,030	575,030	(430,876)
OTHER FINANCING SOURCES (USES)			
Proceeds from Sale of Capital Assets	-	-	750
Transfers Out	(665,405)	(663,029)	(670,591)
Total Other Financing Sources (Uses)	<u>(665,405)</u>	<u>(663,029)</u>	<u>(669,841)</u>
NET CHANGE IN FUND BALANCE	<u>\$ 9,625</u>	<u>\$ (87,999)</u>	(1,100,717)
Fund Balance – Beginning of Year			<u>1,351,094</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 250,377</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
TORT ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 5,501,500	\$ 5,501,500	\$ 5,004,840
Earnings on Investments	8,000	8,000	7,877
Other Local Revenues	-	-	11,903
Total Revenue Collected	<u>5,509,500</u>	<u>5,509,500</u>	<u>5,024,620</u>
EXPENDITURES PAID			
Support Services – General:			
Workers' Compensation:			
Employee Benefits	600,000	600,000	591,709
Unemployment Insurance Payments:			
Employee Benefits	20,000	20,000	-
Risk Management and Claims Services Payments:			
Salaries	68,000	68,000	-
Purchased Services	25,000	25,000	-
Supplies and Materials	-	-	7,875
Judgment and Settlements:			
Purchased Services	2,500	2,500	1,175
Other Objects	50,000	50,000	-
Educational, Inspectional, Supervisory Services			
Related to Loss Prevention or Reduction:			
Salaries	2,459,818	2,459,818	2,433,526
Employee Benefits	-	-	336
Purchased Services	841,580	1,041,580	1,127,149
Supplies and Materials	20,000	20,000	102,514
Other Objects	1,000	1,000	-
Noncapitalized Equipment	2,500	2,500	45,410
Legal Service:			
Salaries	138,633	138,633	208,031
Employee Benefits	51,131	51,131	25,912
Purchased Services	147,000	147,000	70,772
Supplies and Materials	22,500	22,500	39,334
Other Objects	500	500	8,154
Property Insurance (Buildings and Grounds):			
Purchased Services	849,338	849,338	883,802
Vehicle Insurance (Transportation):			
Purchased Services	100,000	100,000	-
	<u>5,399,500</u>	<u>5,599,500</u>	<u>5,545,699</u>
Capital Outlay:			
Risk Management and Claims Services Payments	-	-	5,152
Educational, Inspectional, Supervisory Related to Loss Prevention or Reduction	110,000	110,000	158,720
Total Expenditures Paid	<u>5,509,500</u>	<u>5,709,500</u>	<u>5,709,571</u>
NET CHANGE IN FUND BALANCE	<u>\$ -</u>	<u>\$ (200,000)</u>	(684,951)
Fund Balance – Beginning of Year			<u>456,103</u>
FUND BALANCE (DEFICIT) – END OF YEAR			<u><u>\$ (228,848)</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
WORKING CASH ACCOUNT
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Property Taxes and Payments in Lieu of Taxes	\$ 1,107,403	\$ 1,107,403	\$ 1,008,722
Earnings on Investments	<u>225,000</u>	<u>225,000</u>	<u>207,865</u>
Total Revenue Collected	<u>1,332,403</u>	<u>1,332,403</u>	<u>1,216,587</u>
EXPENDITURES PAID			
Bond Issuance Costs	<u>-</u>	<u>100,000</u>	<u>163,900</u>
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	1,332,403	1,232,403	1,052,687
OTHER FINANCING SOURCES (USES)			
Proceeds from Bond Issuance	-	29,000,000	29,000,000
Transfer Out	<u>(10,000,000)</u>	<u>(10,000,000)</u>	<u>(9,882,069)</u>
Total Other Financing Sources (Uses)	<u>(10,000,000)</u>	<u>19,000,000</u>	<u>19,117,931</u>
NET CHANGE IN FUND BALANCE	<u>\$ (8,667,597)</u>	<u>\$ 20,232,403</u>	20,170,618
Fund Balance – Beginning of Year			<u>27,397,136</u>
FUND BALANCE – END OF YEAR			<u>\$ 47,567,754</u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
TRANSPORTATION FUND
SCHEDULE OF ASSETS AND LIABILITIES
ARISING FROM CASH TRANSACTIONS
JUNE 30, 2020**

ASSETS

Cash and Cash Equivalents	<u>\$ 648,987</u>

LIABILITIES AND FUND BALANCE

LIABILITIES	\$ -

FUND BALANCE	
Restricted for Transportation	<u>648,987</u>
Total Liabilities and Fund Balance	<u>\$ 648,987</u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
TRANSPORTATION FUND
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 4,424,813	\$ 4,424,813	\$ 4,034,938
Earnings on Investments	10,000	10,000	15,112
Other Local Sources	25,000	25,000	6,368
Total Local Sources	4,459,813	4,459,813	4,056,418
State Sources:			
Transportation Aid	6,658,530	6,658,530	6,504,360
Early Childhood - Block Grant	-	97,631	-
Total State Sources	6,658,530	6,756,161	6,504,360
Federal Sources:			
Title I - Other	-	12,000	-
Race to the Top – Preschool Expansion Grant	50,000	50,000	-
Total Revenue Collected	11,168,343	11,277,974	10,560,778
EXPENDITURES PAID			
Support Services:			
Support Services – Business:			
Pupil Transportation Service:			
Salaries	174,900	174,900	189,928
Employee Benefits	27,600	27,600	28,500
Purchased Services	9,898,479	10,008,110	8,729,749
Supplies and Materials	1,102,133	1,102,133	859,487
Other Objects	1,000	1,000	1,766
Noncapitalized Equipment	20,000	20,000	85,186
	11,224,112	11,333,743	9,894,616
Capital Outlay:			
Pupil Transportation Service	-	-	367,237
Debt Service:			
Payments of Principal on Long-Term Debt	-	-	427,775
Interest on Long-Term Debt	-	-	58,287
Total Expenditures Paid	11,224,112	11,333,743	10,747,915
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES	(55,769)	(55,769)	(187,137)
OTHER FINANCING SOURCES			
Proceeds from Sale of Capital Assets	-	-	1,300
NET CHANGE IN FUND BALANCE	<u>\$ (55,769)</u>	<u>\$ (55,769)</u>	(185,837)
Fund Balance – Beginning of Year			834,824
FUND BALANCE – END OF YEAR			<u>\$ 648,987</u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MUNICIPAL RETIREMENT FUND
SCHEDULE OF ASSETS AND LIABILITIES
ARISING FROM CASH TRANSACTIONS
JUNE 30, 2020**

ASSETS

Cash and Cash Equivalents	<u>\$ 1,644,045</u>

LIABILITIES AND FUND BALANCE

LIABILITIES	\$ -

FUND BALANCE

Restricted for Employees' Retirement System	<u>1,644,045</u>

Total Liabilities and Fund Balance	<u><u>\$ 1,644,045</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
MUNICIPAL RETIREMENT FUND
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 4,383,974	\$ 4,383,974	\$ 3,878,965
Personal Property Replacement Taxes	167,786	167,786	179,915
Earnings on Investments	16,000	16,000	13,659
Total Local Sources	4,567,760	4,567,760	4,072,539
State Sources:			
Early Childhood - Block Grant	-	10,847	-
Federal Sources:			
Title I - Low Income	15,000	19,721	-
Race to the Top – Preschool Expansion Grant	4,000	4,000	-
Title III - Language Inst Program - Limited English	5,000	3,957	-
Total Federal Sources	24,000	27,678	-
Total Revenue Collected	4,591,760	4,606,285	4,072,539
EXPENDITURES PAID			
Current:			
Instruction:			
Employer's Share of Retirement System, FICA and Medicare	1,977,056	1,987,516	2,139,379
Support Services:			
Employer's Share of Retirement System, FICA and Medicare	2,437,354	2,437,354	2,342,124
Community Services:			
Employer's Share of Retirement System, FICA and Medicare	27,209	39,201	62,361
Total Expenditures Paid	4,441,619	4,464,071	4,543,864
NET CHANGE IN FUND BALANCE	<u>\$ 150,141</u>	<u>\$ 142,214</u>	(471,325)
Fund Balance – Beginning of Year			<u>2,115,370</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 1,644,045</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
DEBT SERVICES FUND
SCHEDULE OF ASSETS AND LIABILITIES
ARISING FROM CASH TRANSACTIONS
JUNE 30, 2020**

ASSETS

Cash and Cash Equivalents	<u>\$ 12,476,694</u>

LIABILITIES AND FUND BALANCE

LIABILITIES	\$ -

FUND BALANCE

Restricted for Debt Service	<u>12,476,694</u>

Total Liabilities and Fund Balance	<u><u>\$ 12,476,694</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
DEBT SERVICES FUND
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 30,062,189	\$ 30,062,189	\$ 26,718,819
Earnings on Investments	85,000	85,000	98,405
Total Revenue Collected	<u>30,147,189</u>	<u>30,147,189</u>	<u>26,817,224</u>
EXPENDITURES PAID			
Payments of Principal on Long-Term Debt	26,490,000	26,490,000	27,003,453
Interest on Long-Term Debt	4,963,670	4,963,670	4,311,925
Other – Other Objects	5,000	5,000	4,879
Total Expenditures Paid	<u>31,458,670</u>	<u>31,458,670</u>	<u>31,320,257</u>
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES	(1,311,481)	(1,311,481)	(4,503,033)
OTHER FINANCING SOURCES			
Transfers In	<u>1,229,699</u>	<u>1,194,421</u>	<u>1,201,984</u>
NET CHANGE IN FUND BALANCE	<u><u>\$ (81,782)</u></u>	<u><u>\$ (117,060)</u></u>	(3,301,049)
Fund Balance – Beginning of Year			<u>15,777,743</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 12,476,694</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
FIRE PREVENTION AND SAFETY FUND
SCHEDULE OF ASSETS AND LIABILITIES
ARISING FROM CASH TRANSACTIONS
JUNE 30, 2020**

ASSETS

Cash and Cash Equivalents	\$ 3,100,239
Investments	<u>853,835</u>
Total Assets	<u><u>\$ 3,954,074</u></u>

LIABILITIES AND FUND BALANCE

LIABILITIES	\$ -
FUND BALANCE	
Restricted for Fire Prevention and Safety	<u>3,954,074</u>
Total Liabilities and Fund Balance	<u><u>\$ 3,954,074</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
FIRE PREVENTION AND SAFETY FUND
SCHEDULE OF REVENUE COLLECTED, EXPENDITURES PAID, AND
CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2020**

	Original Budget	Final Budget	Actual
REVENUE COLLECTED			
Local Sources:			
Property Taxes and Payments in Lieu of Taxes	\$ 1,179,601	\$ 1,179,601	\$ 1,008,722
Earnings on Investments	75,000	75,000	188,678
Total Revenue Collected	<u>1,254,601</u>	<u>1,254,601</u>	<u>1,197,400</u>
EXPENDITURES PAID			
Support Services:			
Facilities Acquisition and Construction Services:			
Purchased Services	401,500	401,500	508,476
Operation and Maintenance of Plant Services:			
Purchased Services	25,000	25,000	30,612
Supplies and Materials	-	-	3,667
	<u>426,500</u>	<u>426,500</u>	<u>542,755</u>
Capital Outlay:			
Operation and Maintenance of Plant Services	5,087,000	5,087,000	5,189,091
Total Expenditures Paid	<u>5,513,500</u>	<u>5,513,500</u>	<u>5,731,846</u>
NET CHANGE IN FUND BALANCE	<u><u>\$ (4,258,899)</u></u>	<u><u>\$ (4,258,899)</u></u>	(4,534,446)
Fund Balance – Beginning of Year			<u>8,488,520</u>
FUND BALANCE – END OF YEAR			<u><u>\$ 3,954,074</u></u>

**MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
PROPRIETARY FUNDS – INTERNAL SERVICE FUNDS
COMBINING SCHEDULE OF REVENUE COLLECTED,
EXPENSES PAID, AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2020**

	Self-Funded Insurance	Self-Funded Workers' Compensation Insurance	Total
OPERATING REVENUE RECEIVED			
District Contributions	\$ 11,385,349	\$ 440,403	\$ 11,825,752
Employee Contributions	3,139,055	-	3,139,055
Retiree Contributions	518,671	-	518,671
Cobra Contributions	12,810	-	12,810
Total Operating Revenue Received	<u>15,055,885</u>	<u>440,403</u>	<u>15,496,288</u>
OPERATING EXPENSES DISBURSED			
Claims	13,029,477	453,854	13,483,331
Administrative Expenses	1,347,820	-	1,347,820
Total Operating Expenses Disbursed	<u>14,377,297</u>	<u>453,854</u>	<u>14,831,151</u>
OPERATING INCOME (LOSS)	678,588	(13,451)	665,137
NONOPERATING REVENUES RECEIVED			
Interest	<u>7,418</u>	<u>-</u>	<u>7,418</u>
CHANGE IN NET POSITION	686,006	(13,451)	672,555
Net Position – Beginning of Year	<u>1,861,461</u>	<u>51,097</u>	<u>1,912,558</u>
NET POSITION – END OF YEAR	<u><u>\$ 2,547,467</u></u>	<u><u>\$ 37,646</u></u>	<u><u>\$ 2,585,113</u></u>

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
AGENCY FUND – ACTIVITY FUNDS
SCHEDULE OF CHANGES IN ASSETS AND LIABILITIES –
MODIFIED CASH BASIS
YEAR ENDED JUNE 30, 2020

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
ASSETS				
Cash and Cash Equivalents	<u>\$ 1,672,515</u>	<u>\$ 2,338,388</u>	<u>\$ 2,297,345</u>	<u>\$ 1,713,558</u>
LIABILITIES				
Due to Activity Fund Organizations	<u>\$ 1,672,515</u>	<u>\$ 2,338,388</u>	<u>\$ 2,297,345</u>	<u>\$ 1,713,558</u>



Board of Education
McLean County Unit School District No. 5
Normal, Illinois

We have audited the modified cash basis financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of McLean County Unit School District No. 5 as of and for the year ended June 30, 2020, and have issued our report thereon dated October 9, 2020. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by McLean County Unit School District No. 5 are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during 2020.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

The attached schedule summarizes all misstatements (material and immaterial) detected as a result of audit procedures that were corrected by management.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated October 9, 2020.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other information in documents containing audited financial statements

With respect to the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 9, 2020.

With respect to the combining schedules and other fund financial information (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with the cash basis of accounting, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated October 9, 2020.

Management's Discussion and Analysis was prepared for the purpose of additional analysis and is not a required part of the financial statements. Such information was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we did not express an opinion or provide any assurance on it.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

* * *

This communication is intended solely for the information and use of the Board of Education and management of McLean County Unit School District No. 5 and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "CliftonLarsonAllen LLP". The signature is written in a cursive, flowing style.

CliftonLarsonAllen LLP

Champaign, Illinois
October 9, 2020

MCLEAN COUNTY UNIT SCHOOL DISTRICT 5
Reclassification Entries
30-Jun-20

	<u>Account #</u>	<u>Debit</u>	<u>Credit</u>	<u>W/P</u>	<u>Posted</u>
1	10.4.000.4991.0000.0000.499101	\$ 243,433.34		4011.00	X
	10.4.000.4992.0000.0000.499201		\$ 243,433.34	↓	X
	To reclassify the fee-for-service portion of Medicaid receipts				
2	10.4.000.4998.0000.0000.499803	\$ 15,652.32		4014.00	X
	10.4.000.3999.0000.0000.399901		\$ 15,652.32	↓	X
	To reclassify STEP Grant state portion to state revenue account				
3	80.1.000.1120.0000.0000.000000	\$ 228,845.97		6000.05	X
	80.1.000.1124.0000.0000.000000	\$ 2.00			X
	70.1.000.1120.0000.0000.000000		\$ 228,847.97		X
	70.1.000.1410.0000.0000.000000	\$ 228,847.97			X
	80.2.000.4110.0000.0000.000000		\$ 228,847.97	↓	X
	To reclassify negative cash in Tort Fund---Financial Statement only entry				
4	10.4.1614 (various locations)	\$ 2,381,973.00		AFR	X
	10.4.1611 (various locations)		\$ 2,381,973.00	AFR	X
	To reclassify sales to pupils-other to sales to pupils-lunch				
5	80.5.000.2367.5300.0000.000000	\$ 34,854.00		AFR	X
	80.5.000.2369.5300.0000.000000		\$ 34,854.00	AFR	X
	To correct the function of certain tort expenses, out of legal services				
		\$ 3,133,608.60	\$ 3,133,608.60	CHECK	

Provided to the District 9/25/20 for review

NEGOTIATED CONTRACT

between



Board of Education

Community Unit School District No. 5
McLean and Woodford Counties, Illinois

and



Unit Five Education Association

Illinois Education Association/National Education Association

LANGUAGE & COMPENSATION

for

2020-2021
2021-2022
2022-2023

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SCHEDULES

Schedule A

Salary Schedules for 2020-2021, 2021-2022, 2022-2023

Schedule B

Extra Duties for 2020-2023

ARTICLE I: RECOGNITION

1.1

The Board of Education hereinafter referred to as the “Board” of Community Unit School District No. 5, McLean and Woodford Counties, Illinois, hereinafter referred to as the "District" recognizes the Unit Five Education Association-IEA/NEA, hereinafter referred to as the "Association," as the exclusive bargaining representative for all regularly employed personnel required to have a professional educator license, except District administrators, building administrators, and all other supervisors, managerial employees, and confidential employees as defined under the Illinois Educational Labor Relations Act.

1.2

The Board will adhere to any subsequent determination by the Illinois Educational Labor Relations Board (IELRB) concerning any of the above-named individuals.

ARTICLE II: NEGOTIATIONS PROCEDURES

2.1

Negotiations on successor agreements shall begin no later than April 1, unless the Parties agree to an alternate date. Meetings shall be held as necessary at times and places agreed to by the Parties.

2.2

The Parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter-proposals in the course of negotiations, and reach tentative agreements which shall be presented respectively to the Association and then to the Board for ratification.

2.3

Each party to negotiations shall select its negotiating representatives provided that the Board shall not select a member of the bargaining unit, as herein defined, and the Association shall not select a Board employee excluded from the bargaining unit.

2.4

Should either party declare impasse under the provisions of an applicable statute, the Parties shall jointly request the Federal Mediation and Conciliation Service to provide the services of a mediator. Should FMCS be unavailable, the Parties shall mutually agree upon a replacement. In the event that the Parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified. The costs of mediation shall be shared equally by the Association and the Board.

ARTICLE III: MANAGEMENT RIGHTS/NO STRIKE/ WAIVER OF ADDITIONAL BARGAINING

3.1

The Association recognizes that the Board has responsibilities and authority to manage and direct, in behalf of the public, all the operations and activities of the school district to the full extent authorized by law and shall be limited only by the provisions of this Agreement.

3.2

Recognizing that adequate means are made available by the agreement for the resolution of bargaining unit members' grievances and/or complaints and that other procedures are provided by statute and judicial law for such resolution, neither the Association nor any bargaining unit member covered by this Agreement will instigate, promote, sponsor, engage in any strikes, concerted stoppage of work, or any other intentional interruptions of educational duties for the duration of this Agreement. It is understood and agreed that any bargaining unit member who violates this provision of the agreement shall be subject to disciplinary action by the Board up to and including dismissal.

3.3

The Parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law or by specific agreement of the Parties, and that the understandings and agreement arrived at by the Parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association, for the life of the agreement, each voluntarily and unqualifiedly waives any right which might otherwise exist under law, practice, or custom to negotiate concerning any matter during the term of this Agreement, and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter referred to or covered in this Agreement or with respect to any subject or matter not specifically referred to or covered in this Agreement, except only for mandatory subjects of bargaining which were clearly not within the knowledge or contemplation of either or both of the Parties at the time that they negotiated or signed this Agreement, including the impact of any new legislation. This provision shall not be interpreted as prohibiting the Parties from meeting to discuss issues of mutual concern during the term of this Agreement. The Parties shall attempt to resolve issues through collaboration.

ARTICLE IV: GRIEVANCE

4.1 Definition

4.1.1

The grievance shall mean a written complaint by a member of the bargaining unit or the Association that there has been a violation, misinterpretation, or misapplication of any provision(s) of this Agreement. The provision(s) grieved shall be so designated.

4.1.2 Time Limits

All time limits consist of school days except when a grievance is submitted fewer than ten (10) days before the close of the current school term. Then time limits shall consist of all weekdays. Timelines may be extended by mutual consent. Upon the absence of a supervisor, a response may be made by a designee.

4.2 Procedures

The Parties acknowledge that a bargaining unit member and the employer may resolve problems through free and informal communications. However, a grievance shall be processed as follows:

4.2.1 Step I

The grievant may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within ten (10) days after receipt of the grievance. The Association's representative, the grievant, and the immediately involved supervisor shall be present for the meeting. Within five (5) days of the meeting, the grievant and the Association shall be provided with the supervisor's written response, including the reasons for the decision.

4.2.2 Step II

If the grievance is not resolved at Step I, then the Association may refer the grievance to the superintendent or the superintendent's official designee within fifteen (15) days after receipt of the Step I answer. The superintendent shall arrange with the Association representative for a meeting to take place within fifteen (15) days of the superintendent's receipt of the appeal. Within ten (10) days of the meeting, the Association shall be provided with the superintendent's written response, including the reasons for the decision.

4.2.3 Step III

If the Association is not satisfied with the disposition of the grievance at Step II, the Association may submit the grievance to final and binding arbitration. If a demand for arbitration is not filed with the employer within thirty (30) days of the date of the Step II answer, then the grievance shall be deemed withdrawn.

If within fifteen (15) days of the filing of the demand with the employer the Parties cannot agree on an arbitrator, the demand shall be submitted to the American Arbitration Association which shall act as the administrator of the proceedings.

Arbitration proceedings shall be conducted by an arbitrator to be selected by the two (2) Parties from a roster of arbitrators provided by the American Arbitration Association. Within seven (7) days after the Association requests binding arbitration, the two Parties will request the American Arbitration Association to provide a panel of seven (7) arbitrators. The Association shall strike the first name and then each of the two Parties will alternately strike one name at a time from the panel until only one name shall remain. The remaining name shall be the arbitrator.

The decision of the arbitrator shall be final and binding on the Parties. The arbitrator, in the opinion given, shall not amend, modify, nullify, ignore, or add to the provisions of the agreement.

4.3 Time Limits

A grievance must be filed within ninety (90) days of the occurrence of the event which gave rise to the grievance. The number of days indicated at each step in the procedure shall be considered as the maximum allowable to the Parties and every effort shall be made to resolve the grievance as rapidly as possible.

4.4 Representation

The grievant and the Association have the right to representation in the grievance procedure. The grievant shall be present at all grievance discussions unless the Board, Association, and the grievant mutually agree that the grievant's presence is not desirable or necessary. When the presence of the grievant at a grievance hearing is required by either party, illness or incapacity of the grievant shall be grounds for any necessary extension of grievance procedure time limits.

4.5 Constraints

Any investigation, or other handling or processing of any grievance by the grievant or the Association shall, if possible, be conducted during non-student contact time.

4.6 By-Pass

By mutual agreement, any step of the grievance procedure may be by-passed.

4.7 Class Grievance

Class grievances involving more than one bargaining unit member or more than one supervisor and grievances involving an administrator above the building level may be initially filed by the Association at Step II.

4.8 No Reprisals Clause

No reprisals shall be taken by the employer against any bargaining unit member because of the bargaining unit member's participation in a grievance.

4.9 Grievance Withdrawal

A grievance may be withdrawn at any level without establishing precedent.

4.10 Costs

The fees and the expenses of the arbitrator shall be shared equally by the Parties.

4.11 Court Reporter

If only one party requests the presence of a court reporter, that party shall bear the cost of the reporter. If the arbitrator requests the presence of a court reporter, both Parties shall share the cost of the court reporter.

4.12 Postponement

If only one party requests the postponement of an arbitration hearing, that party shall bear any per diem fee assessed by the arbitrator.

4.13 Settlement

By mutual agreement, a grievance may be settled at any step without establishing precedent.

4.14 Released Time

During any arbitration hearing, the individual grievant shall be released from regular assignment without loss of pay, and Association representative(s), not to exceed two, may appear at the arbitration hearing, providing the Association shall reimburse the district the cost of the substitute. Other staff members may volunteer to cover the classes of the Association representative, and this, if allowed, will result in no reimbursement.

4.15 No Written Response

If no written response has been rendered within the time limits indicated by a step, then a grievance shall pass to the next step.

4.16 Records

All records related to a grievance shall be filed separately from the personnel files of the bargaining unit members. This does not preclude, however, the right of the Board to utilize said records in any future discipline or discharge proceedings against any bargaining unit member.

4.17 AAA Rules

At the request of both Parties, the Expedited Arbitration Rules of the American Arbitration Association shall be used instead of the Voluntary Labor Arbitration Rules.

ARTICLE V: BARGAINING UNIT MEMBER AND ASSOCIATION RIGHTS

5.1 Bargaining Unit Member Discipline and Complaints Against Bargaining Unit Members

5.1.1

Any complaint or series of complaints deemed by the Board to justify disciplinary action which might result in placement of materials in a bargaining unit member's personnel file shall be brought to the attention of the bargaining unit member as soon as possible. The Parties agree that it is most desirable to have complaints against a bargaining unit member directed to the individual(s) involved in an attempt to resolve disputes at the most immediate level. Complaints, like other concerns, will be processed according to "Procedure for Resolving Concerns" (see Appendices A and B).

5.1.2

When deemed appropriate by the building principal or designated supervisor or requested in writing by the bargaining unit member, an attempt will be made to schedule a conference between the complaining party and the bargaining unit member involved. Any of the Parties may have a representative of their choosing at the conference.

5.1.3

Any form of discipline shall be for just cause and progressive discipline shall be followed. However, notwithstanding the foregoing, in all cases the Board may impose discipline commensurate with the misconduct. No written reprimand will be placed in the bargaining unit member's permanent file without the bargaining unit member's knowledge.

5.2 Non-Discrimination

Neither the Board nor the Association shall discriminate against any bargaining unit member on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, sexual orientation, or 'unlawful discrimination' as defined by the Illinois Human Rights Act. Nothing in this section shall prohibit the District from using marital status as a factor in determining eligibility for participation in bargaining unit member benefit programs.

5.3 Right of Representative

When a bargaining unit member is required to appear before the administration or the Board concerning a disciplinary conference in which a written reprimand will be issued or a conference in which a suspension with or without pay or dismissal will occur, the bargaining unit member shall be entitled to have an Association representative present, if one is requested.

Prior to such a conference, the administration or Board will inform the bargaining unit member, in writing, that a conference will be held concerning a written reprimand, suspension with or without pay, or a dismissal.

It shall be the responsibility of the bargaining unit member to obtain a representative.

5.4 Official Personnel File

The superintendent or other designated official shall maintain the bargaining unit member's official personnel file. Except as provided in Section 4.16, material contained in the official personnel file can be utilized in the suspension or discharge of a bargaining unit member. This section is inapplicable to action taken pursuant to Section 24-11 of the Illinois School Code.

No formal evaluation material and no letter of reprimand or letter of complaint shall be placed in the personnel file unless the bargaining unit member has an opportunity to read such material. The bargaining unit member shall be requested to acknowledge in writing that the material has been read by affixing their signature. If the bargaining unit member refuses to acknowledge the material being read, the material may nevertheless be placed in the file if the bargaining unit member has had the opportunity to read the material.

The bargaining unit member shall have the right to respond to any material contained in the personnel file, and the response shall become a part of the file.

The bargaining unit member shall have the right to review the contents of the personnel file within two (2) working days and shall have the right to have a representative of the Association accompany the review. Privileged information, as defined by law, shall be specifically exempted from such a review.

The bargaining unit member may request and receive one (1) copy of any material contained in the personnel file except privileged information. The expense of the copy will be borne by the bargaining unit member.

5.5 Right to Organize

The Board agrees that it will not discriminate against any member of the bargaining unit with respect to hours, wages, terms or conditions of employment by reason of the member's membership in any professional organization, participation in negotiations, or participation in any grievance.

5.6 Dues Deductions

The Board shall deduct from each bargaining unit member's pay the current dues of the Association, in the amount certified by the Association and in accordance with the terms of the bargaining unit member's written authorization provided to the Board by the Association. Upon receiving written notice of the authorization, the Board shall commence dues deductions as soon as practicable, but in no case later than 30 days after receiving notice from the Association. All dues deducted by the Board shall be transmitted to the Association no later than 10 days after they are deducted. Bargaining member requests to authorize, revoke, cancel, or change authorizations for payroll deductions shall be directed to the Association rather than to the Board. Deductions shall remain in effect until the Board receives notice that a bargaining unit member has revoked his or her authorization in accordance with the terms of the authorization or as otherwise provided in this section. The Association shall be responsible for initially processing and notifying the Board of proper requests or providing proper requests to the Board. If the requests are not provided to the Board, the Board shall rely on information provided by the Association regarding whether deductions for the Association were properly authorized, revoked, canceled, or changed, and the Association shall indemnify the Board for any damages and reasonable costs incurred for any claims made by bargaining unit members for deductions made in good faith reliance on that information or deductions made in good faith by reason of the failure of the Association to transmit appropriate information.

1. Deductions shall remain in effect until the Board receives notice that a bargaining unit member has revoked his or her authorization in writing in accordance with the terms of the authorization; or
2. the individual is no longer employed by the Board in a bargaining unit position; or
3. the bargaining unit member is placed on leave pursuant to any of the following sections: 10.1.5, 10.1.6, 10.2.2, 10.2.3, 10.2.4 or 10.3.

5.7 Meetings, Notices, and General Information

- (a) The Association is allowed the use of school buildings for meetings, provided that such use shall be restricted to reasonable times and shall not interfere with or interrupt normal school

operations. For general Association membership meetings, whenever possible, prior notice shall be given the superintendent or designee a minimum of three (3) working days in advance of the meeting. Said notification shall be given on a Building Usage form.

- (b) The Association shall have the right to use bargaining unit member mailboxes and regular mail distribution facilities, including the District's electronic mail system, for communication with bargaining unit members.
- (c) The Association shall have the right to post official notices of its activities on a bulletin board designated by the principal. The principal shall have the right to direct removal of any item, but removal shall not occur until after a meeting between the principal and an Association representative has been held.
- (d) The Association shall have the right to reasonable use of office equipment and will be responsible for reimbursing the Board for all materials and supplies used in the operation of this equipment.

5.8 Parent-Teacher Conference for Own Children

A bargaining unit member with a child or children attending Unit Five schools shall, if the scheduling allows, have the opportunity to meet with the child's or children's teacher on the designated conference day during the member's assigned lunch period.

Should conferences be scheduled outside the regular workday in any given year, bargaining unit members with a child or children attending Unit Five schools shall, in consultation with their Administrator, have the opportunity within a reasonable time after said conferences (e.g. within 1 week) to waive their flex time or to be absent during all or part of their scheduled preparation time in order to meet with the child's or children's teacher(s) for a conference.

5.9 AIDS Notification

If the administration is aware of a student who has AIDS, they will notify the appropriate bargaining unit members on a "need to know" basis.

5.10 Curriculum Development

Each bargaining unit member will continue to be encouraged to provide input through the committee process into curriculum development.

5.11 Board Policies

Board policies, administrative procedures, and exhibits are available on the District's website. Proposed revisions are attached to the Board's agenda as they are brought to the Board for first reading.

5.12 Opening Day Remarks

If an opening day institute is held, the president of the Association or designee shall be granted a reasonable amount of speaking time for the purpose of welcoming the staff.

5.13 Meeting with the Superintendent

Each month during the regular school term, an informal meeting will be held with the superintendent and/or designee(s) and various members of the leadership council. This meeting will be for the purpose of discussing

current bargaining unit member or administrative concerns. If deemed appropriate or necessary by the Association and superintendent, more than one informal meeting may be held during the month.

5.14 Meeting with Principals

Association leadership is invited to attend the principals meeting held at the start of each school year to share its views on contractual issues.

5.15 Clinical Hours

Bargaining unit members may use their scheduled planning time to complete professional clinical hours to fulfill the requirements of their educational programs. In completing these hours:

1. internal or external substitutes may not be employed to complete these hours;
2. grade level, team or department planning times may not be used to complete these hours;
3. no travel time beyond the scheduled planning time will be allowed to complete these hours at another school site.

5.16 Use of Video Cameras in Unit 5 Facilities

The purpose of surveillance equipment is to secure the buildings. The purpose of the equipment is not to evaluate the performance of employees or to monitor their behavior or conduct.

Surveillance shall only occur in common areas including, among others, hallways, parking lots, grounds, cafeterias, IMCs, and gymnasiums. Surveillance equipment will not be utilized to observe employee performance or otherwise be accessed as documentation in the employee evaluation process.

Data from the surveillance equipment may be reviewed by the District's personnel in connection with investigations of suspected criminal conduct, student misconduct or security violations or incidents. Access to data involving District personnel will be limited to appropriate administrative personnel and police liaison officers. Such review will take place in the office of one of the Parties listed above. If the review of data inadvertently reveals alleged incidents of employee misconduct, the following process will be followed:

1. The Employee and the Association will be notified if the District intends to investigate the alleged employee misconduct incident. Such notification shall be in writing.
2. The Association representative or the Employee's representative may review the data depicting the alleged employee misconduct.
3. The employee has the right to be represented in all investigatory meetings regarding alleged misconduct unless the employee declines representation.
4. Any discipline that may be imposed against the employee as a result of the misconduct investigation shall be in accordance with the applicable provisions of this Agreement.

Data from surveillance equipment may be stored for not more than thirty (30) calendar days unless there is cause to believe that such data would document a criminal or security incident or relate to possible civil litigation.

At the time surveillance equipment is activated in each school building, all employees at that school shall be informed in writing, of the use of the surveillance equipment. All new employees will be notified in writing, of the use of the surveillance equipment as part of new employee orientation.

ARTICLE VI: EMPLOYMENT CONDITIONS

6.1 School Calendar

No less than thirty (30) days prior to the adoption of the school calendar by the Board, the Board shall accept input from the Association. The Superintendent and/or designee(s) will invite the Association to submit its views and comments on the proposed calendar for the next year prior to preparing the calendar and will consider such views and comments in formulating the recommendations for the employer's decisions, including such items as: the starting date for the next school year; the starting, ending, and length of winter break and spring break.

For the duration of the contract the Board will waive no more than two (2) holidays per school year.

The official school calendar shall consist of one hundred eighty-five (185) days (including five (5) emergency days) or the number prescribed in the Illinois School Code.

6.1.1 School Improvement Days

The Parties agree to set aside no less than two full days per year to be used as a School Improvement Days, which days shall be designated in the school calendar. This Agreement is contingent upon the Illinois State Board of Education granting approval for the use of school days for this purpose.

The Parties further agree to designate time during Institute days for professional educator activities.

6.1.2 Regular 180-Day Work-year

The regular 180-day work-year shall be defined by the official school calendar, adopted annually by the Board of Education.

Should the District determine there is work to be completed by bargaining unit members outside of the regular 180-day work-year, such work will be posted in accordance with the provisions of this Agreement. Bargaining unit members who voluntarily accept such Assignments will be compensated according to the appropriate and applicable Pay Rates outlined in this Agreement.

It is understood that events such as "Open Houses", "Back to School Nights" and similar events should be scheduled within the regular 180-day work-year. However, should the District decide to conduct such events outside the regular 180-day work-year, the work will be posted and interested, qualified bargaining unit members may apply. Those selected to perform such work will be paid at Pay Rate 6 (Contract Extension) as such work would be an extension of their regular duties.

6.1.3 Parent-Teacher Conferences

If conferences are scheduled by the Board at times other than a period of eight (8) consecutive hours or less between 8:00 a.m. and 5:00 p.m., the date will be determined by the Association.

The Parties recognize that most parents and guardians have regular access to student information. Bargaining unit members are expected to initiate communication regularly with parents/guardians regarding individual student performance and progress, especially parents/guardians of students who are underperforming. Bargaining unit members are also expected to be regularly available to meet with parents/guardians. Therefore, it is not expected that a conference is necessarily held for every student on the designated conference days or that each conference occur for a certain length of time. However, the bargaining unit member shall attempt to hold a conference on designated conference days for each underperforming student or when requested by a parent/guardian. Conference days are intended to support the continued communication efforts that should occur throughout the year. The Parties will

continue to work collaboratively to explore the most effective avenues for conferences and communication.

6.2 Work Day

The regular work day for each bargaining unit member shall be eight (8) clock hours or sixty (60) minutes longer than the pupil day, whichever is shorter. If the District would choose a student schedule that extends the pupil day, flex time may be reduced proportionally. In addition, each bargaining unit member recognizes that professional responsibilities extend beyond the classroom and beyond the regular work day. These responsibilities may include the following: participation in student and parent conferences; providing students with guidance, counseling, and tutorial assistance; attendance and participation in departmental, building, and intra-system meetings as scheduled; assistance in the development of curriculum; supervision of students and student activities.

Each bargaining unit member shall have the right to select a schedule which provides that the member shall be present at least twenty (20) minutes before the opening session with the balance of the time spent after the close of the student day or shall be present at least twenty (20) minutes after the close of the student day with the balance of the time spent before the opening session.

A bargaining unit member may deviate from the selected schedule of flex time specified above upon prior notification to the principal. If building-based or district-wide meetings are held prior to the start or after the end of the regular school day, a bargaining unit member may choose to waive the above specified flex time only at the earliest opportunity to do so, for example, on the same day or the following day. This waiver of flex time is not intended to be a minute-to-minute trade-off for time spent at these meetings and may not be banked for later use by the bargaining unit member.

If conditions necessitate adding a zero hour or a ninth hour to the secondary school day, a bargaining unit member who has assigned professional responsibilities during one of these class hours will not be required to be present in the building for longer than eight (8) consecutive clock hours.

6.2.1 Extended Work Day

Occasionally, a bargaining unit member may be assigned a schedule that includes more than one of the three levels (Elementary, Junior High/Middle School and High School) and, as a result, be present in a building for longer than the 8 hour Work Day. This should occur on a limited basis and be appropriate to the needs of the students. When such an assignment becomes necessary:

1. The individual bargaining unit member assigned such a schedule, the Association and the Administration/Board must all agree to the Assignment.
2. The schedule will not be for longer than one school year and will be reviewed on an annual basis if necessary.
3. That impacted bargaining unit member will not be required to select a flex-time schedule.
4. The impacted bargaining unit member will not be assigned a supervisory duty.

6.3 Reduction in Force

Dismissal of a bargaining unit member because of a decision of the Board to decrease the number of bargaining unit members employed by the Board or to discontinue some particular type of teaching service shall be in accordance with Section 24-12 of the Illinois School Code.

Any bargaining unit member, who was removed or dismissed as a result of a decision of the Board to decrease the number of bargaining unit members employed by the Board or to discontinue some type of teaching service, and who has recall rights as outlined in Section 24-12 of the Illinois School Code, shall be tendered a position that becomes vacant for a period of two (2) calendar years from June 1 of the year action was taken, provided such a member is legally qualified to hold such a position.

Any such tender will be mailed by certified mail to the bargaining unit member's last known address. The member has a continuing duty to provide the Board with an address(es) where such member may be reached during the applicable recall period. The bargaining unit member must also notify the Board in writing within fourteen (14) calendar days of receipt of certified mailing or seventeen (17) calendar days of date of certified mailing, whichever occurs first, of the acceptance of any vacant position offered to the member during the recall period. Failure to notify the Board of acceptance shall constitute a rejection of the offer of employment. If a bargaining unit member rejects an offer of a vacant position, the member shall be deemed to have waived recall rights and will no longer be eligible for any vacant position that becomes available within the recall period.

6.3.1 Joint RIF Committee

The Joint RIF Committee will meet annually to address issues related to placement in RIF groupings. The Committee shall include equal representation from the Parties, with representatives selected by each. The Committee shall meet by December 1 of each school year and must reach agreement on any changes in the criteria for inclusion in a grouping on or before February 1 of a school year for the agreement to apply for that school year.

6.4 Preparation Time

6.4.1 High School Staff

Bargaining unit member assignments from grades 9 through 12 will consist of five (5) classroom assignments and one (1) supportive non-instructional assignment not to exceed thirty (30) minutes per day. It is understood that supervisory duties will be in addition to the above. High school building chairs and high school webmasters shall not be assigned duties or supportive non-instructional assignments.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.2 Middle School Staff

Bargaining unit member assignments from grades 6 through 8 will consist of five (5) graded class assignments and one non-graded tutorial/supervisory duty, or six (6) graded class assignments.

If the need arises for an assignment that deviates from such a standard assignment, the position will be posted. If there are no applicants for the position, the filling of that position will be considered an involuntary transfer.

A non-graded tutorial or a supervisory responsibility will be considered prior to a 6th graded class assignment. The necessity of the 6th graded class assignment will be determined by the building principal in consultation with the building chair. When necessary, a 6th graded class assignment will be offered based on seniority, moving from most to least senior in the specific department, in a specific building. If any more than two (2) members within a subject area have a 6th graded assignment, a new staff member will be hired.

All efforts will be made to ensure reasonable class sizes will be maintained at the middle schools. Additional staff and/or paraprofessionals will be considered as needed.

Non-graded Tutorial Time at the Middle School is team-driven and is defined/intended for direct assistance and/or interventions by a certified bargaining unit member with a smaller group of students according to the established guidelines.

Supervisory responsibilities during the student day at the Middle School may include assignments to monitor student behavior during use of the IMC, ACE and/or lunch.

All periods will be approximately the same length of time.

Middle school building chairs and middle school webmasters shall not be assigned a supervisory duty or a supportive non-instructional assignment.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.2.1 Middle School Advisory

One day per week, bargaining unit members will have an advisory period the length of a full class period. Advisory is defined/intended for direct instruction around social-emotional learning (e.g. creating and fostering connections between educators and students, behavioral health). The role of the bargaining unit member during advisory is to facilitate activities that are in alignment with this stated purpose.

Advisory may not be used as part of a bargaining unit member's performance evaluation unless requested by the bargaining unit member. Professional development and plans necessary to conduct activities will be provided to bargaining unit members by the District.

6.4.3 Elementary Staff

An elementary level bargaining unit member shall be scheduled to receive a minimum of two hundred seventy-five (275) minutes of planning time per normal work week. A normal work week shall consist of five (5) consecutive workdays. Every attempt will be made to provide each elementary bargaining unit member with at least fifty-five (55) minutes of planning time per normal work day. A normal work day is specified in Section 6.2. The Administration agrees to identify, bring forward, and explain reason(s) to the Association president for any instances where planning time is scheduled in increments of less than fifteen (15) minutes.

Each bargaining unit member will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.4 Early Learning Staff

An early learning level bargaining unit member shall be scheduled to receive a minimum of two hundred seventy-five (275) minutes of planning time per normal work week. A normal work week shall consist of five (5) consecutive workdays. A normal work day is specified in Section 6.2, provided that "pupil day" shall be interpreted for early learning staff to mean both AM and PM sessions combined.

Each bargaining unit member will have a duty-free lunch equal to elementary staff.

6.4.5 Traveling Staff

Bargaining unit members who travel between buildings will have planning time, instructional time (inclusive of travel) and a duty-free lunch equivalent to bargaining unit members at their home base school.

Area bargaining unit members will have a duty-free lunch equal to that of the students and not less than thirty (30) minutes.

6.4.6 Standardized Testing During Preparation Time

Bargaining unit members will not be expected to deliver, proctor or supervise standardized tests during their preparation time. If a bargaining unit member is directed to deliver, proctor or supervise a standardized test during his or her regularly scheduled preparation time, or volunteers to accept such assignment, he or she will be compensated for any net loss of preparation time occurring the day(s) the testing takes place at the per diem rate, Contract Extension - Pay Rate 6.

6.4.7 Meetings During Preparation Time

The Parties mutually recognize the value and importance of preparation time and the impact meetings during a bargaining unit member's preparation time may have on the bargaining unit member's work day. Building administrators will make every effort to limit, where possible, the number of meetings that occur during an individual bargaining unit member's preparation time and to continue to find ways to protect that time for its intended purpose.

6.4.8 Extra Assignment

For purposes of this Agreement, an 'extra assignment' is an assignment voluntarily accepted by a bargaining unit member in addition to their standard assignment as defined in Section 6.4.1, 6.4.2, 6.4.3, 6.4.4 or 6.4.5, as applicable, and which results in a loss of bargaining unit member planning time (e.g. 6th classroom assignment for a high school teacher; 7th graded class assignment for a middle school teacher; additional graded class assignment for an elementary area teacher). Any extra assignment of 100 minutes or less per week will be paid at half the instructional or non-instructional rate, as applicable, and as set forth in Schedule B.

6.5 Coaching Schedule

Every reasonable effort will be made to schedule extra-curricular activities in such a way that it is not necessary to have a coach released early from their regular work day. In particular, the administration will encourage the starting time for extracurricular duties and the scheduling of bargaining unit members' instructional day to be such as to make it possible for all bargaining unit members to fill extracurricular, especially coaching, assignments.

6.6 Vacancies and Transfers

6.6.1 Definitions

6.6.1.1 Vacancy Definition

"Vacancy" for purposes of this Section means an open position resulting from a resignation, retirement, termination, or transfer from a previously existing position or an open position resulting from a newly created bargaining unit position.

6.6.1.2 Voluntary Transfer Definition

“Voluntary Transfer” for purposes of this Section means a change from one position to another requested and received by a bargaining unit member.

6.6.1.3 Involuntary Transfer Definition

“Involuntary Transfer” for purposes of this Section means a change from one position to another which is not requested by a bargaining unit member. This category includes those persons who are displaced when positions or programs are eliminated.

6.6.1.3.1

Involuntary transfers include reassignment within a building (e.g. from 4th grade to 3rd grade or from one Department to another) as well as between buildings (e.g. from Fairview to Oakdale).

6.6.1.3.2

Reassignments within a Department at the secondary level (e.g. world geography to American history) are not considered involuntary transfers.

6.6.1.3.3

For bargaining unit members assigned to more than one building, such as those assigned in art, music, physical education, library/media services, speech pathology, foreign language, Title I, FACS, industrial technology, business, nurses, and certain special education designation, involuntary transfers include a reassignment to another home base. In the event it becomes necessary to transfer such a bargaining unit member involuntarily, such transfers shall be made on the basis of seniority.

6.6.1.4 Seniority Definition

“Seniority” for purposes of this Section means the total years of continuous service to the District in a position requiring teacher certification. Seniority shall be reflected in the list published by the District annually.

Application of seniority in cases of involuntary transfer is limited to the grade level or department being reduced or reorganized. For example, if the need arises to reduce one third grade teacher from a building and no volunteers are available, then the third grade teacher having the least seniority shall be involuntarily transferred.

6.6.2 Procedures

6.6.2.1 Posting of Vacancies

Vacancies occurring during the school year may be temporarily filled to avoid undue disruption of the educational program. The procedures in this section will be followed for filling vacancies for a subsequent school year.

A notice setting forth information that accurately describes the vacancy shall be published to the staff in the following manner:

1. Delivery of a copy of the notice to the Association president or designee.
2. Posting of the notice in a central location in the District office.
3. During the school year, posting of the notice on a designated bulletin board in each school building.
4. Posting of the notice on the District Intranet site.

Except in cases of emergency, the vacancy will not be filled until seven (7) calendar days have elapsed since delivery and posting of the notice as set forth above has occurred. Where specific training, experience, and other qualifications are a prerequisite for anyone to fill the vacancy, such requirement shall be set forth in the notice.

Reassignments within a school building may occur prior to posting a vacancy. The Association president or designee is concurrently given written notice of any such reassignment. Consequently, a retirement, resignation, addition at a grade level or mid-year staffing could result in a notice of vacancy that differs from the original opening within the building.

When a bargaining unit member with interest in a particular potential vacancy provides the superintendent or designee in writing prior to the last bargaining unit member attendance day of the school year with contact information, such as e-mail address, street address and phone number, the Administration shall notify the bargaining unit member of any vacancy occurring during the summer in which the bargaining unit member has expressed an interest. A bargaining unit member so notified shall be responsible to contact the Administration within seven (7) calendar days following a good faith effort to give the bargaining unit member notice, should the bargaining unit member elect to apply for the vacancy.

If the District offers a summer school program, notice of all vacancies for the summer school program shall be published in the manner provided for herein and shall not be filled until seven (7) calendar days have elapsed. Compensation shall be in accordance with the Agreement.

When Schedule B vacancies occur, the following procedures will be followed:

1. Principals shall post all Schedule B vacancies for his/her building on a designated bulletin board in the principal's school building for seven (7) calendar days. In the event no qualified bargaining unit member submits an application during the seven (7) calendar days, a District-wide posting, consistent with the procedure set forth in Section 6.6.2.1 and Section 9.8.7 shall occur for an additional seven (7) calendar days.
2. The Association president or designee shall be given a copy of all Schedule B vacancies as soon as posting occurs within a building. All bargaining unit member's written applications shall be acknowledged in writing by the appropriate administrator.
3. Principals shall annually post Schedule B positions which are currently filled by non-bargaining unit members on a designated bulletin board in the principal's school building for seven (7) calendar days before the end of the school year.
4. Vacancies occurring during the school year may be temporarily filled to avoid undue disruption of the educational program.

5. Preference shall be given to a bargaining unit member over a non-bargaining unit member when both are equally qualified.

In order to afford elementary bargaining unit members the opportunity to perform extra tasks such as ticket-taking, such semester or seasonal jobs will first be posted for certified staff within a building and if not filled, will then be posted on the District website for all certified staff before such work is offered to non-certified staff or persons not employed by the school district.

6.6.2.2 Voluntary Transfers

A bargaining unit member requesting a transfer within seven (7) calendar days of the publishing of a notice for a specific vacancy shall be granted an interview. No assignment of a new bargaining unit member to a specific position in the District will be made until all pending requests for transfer to that position have been given due consideration. Notification to bargaining unit members who are granted or denied a transfer will be made in writing as soon as a determination is made. A bargaining unit member desiring a transfer to a position for which there is at the time no vacancy, shall notify the superintendent or designee of the transfer request in writing. Such a request will be placed on a "Transfer Request List" until the bargaining unit member receives a transfer or September 1 of each year, at which time the list will be purged. A copy of the "Transfer Request List" shall be provided to the president of the Association or designee quarterly.

6.6.2.3 Involuntary Transfers

When involuntary transfers are necessary for any reason, the following process will be used:

1. Affected bargaining unit members will be notified of the need for involuntary transfer and offered the opportunity to accept the transfer. If more people are willing to accept the transfer than needed, the most senior person willing to accept the transfer will be transferred.
2. If an insufficient number of bargaining unit members are willing to accept the necessary transfers, the least senior will be involuntarily transferred.
3. At every building, each bargaining unit member to be involuntarily transferred, will be given the option of choosing an opening in his/her own building (if one is available) or of being placed on the district-wide "involuntary transfer list". When more than one person in the building is being transferred, the most senior will be given the opportunity to choose first, then the next, and so on.
4. All bargaining unit members on the district-wide "involuntary transfer list" will choose from any available positions in the district immediately following the building-based displacements, in order of seniority.
5. Once all involuntarily transferred bargaining unit members have selected positions, internal reassignments may occur within a building and/or department.
6. Any remaining vacancies will be posted for voluntary transfers and additional hires.

6.6.3 Transferring Programs

6.6.3.1

When total programs are placed in a different building with no change in total staff within the program, all bargaining unit members within that program shall be transferred to the new building with the program (e.g. EMD from NCHS to NCWHS). If need for additional staff is anticipated, the above procedure shall occur first, and the additional position opening shall be deemed a vacancy.

6.6.3.2

When programs are split between two schools and no need for additional staff is anticipated, bargaining unit members within the program may agree as to which school they will be located. In the absence of an agreement, seniority will prevail. If the need for additional staff is anticipated, the above procedure shall occur first and the additional position opening shall be deemed a vacancy.

6.7 Seniority

6.7.1 Seniority Tie Breakers

6.7.1.1

If seniority is equal between two (2) or more bargaining unit members, then total bargaining unit service in the District, whether or not continuous, shall be determinative.

6.7.1.2

If the years of total bargaining unit service in the District are equal, then total public school teaching or professional educator service outside of the District shall be determinative.

6.7.1.3

If total public school teaching or professional educator service outside of the District is equal, the decision of the superintendent and the Association president shall be determinative.

6.7.2 Seniority Application

6.7.2.1

Board approved leaves shall not affect seniority within the District.

6.7.2.2

Part-time bargaining unit members shall accumulate seniority without achieving tenure.

6.8 Working Environment

6.8.1

The Board shall comply with all applicable local, state, and federal laws and regulations pertaining to a safe and healthy working environment.

6.8.2

In the event that a bargaining unit member becomes aware of a potentially unsafe or hazardous condition, the bargaining unit member shall report this situation, in writing, to the immediate supervisor and the Association president. Within a reasonable period of time, the supervisor will notify the Association president and the building Association representatives what action, if any, has been taken to address the situation.

Under the collective bargaining agreement, the District commits to complying with all local, state and federal laws and regulations pertaining to a safe and healthy working environment. The Parties desire that any unsafe or hazardous condition be remedied in a reasonable manner and in a timely fashion. In the event that a condition which the Association concludes is unsafe or hazardous is not timely remedied at the building level, the Association shall bring the matter to the superintendent. Within a reasonable period of time, the Superintendent will notify the Association president what action, if any, has been taken to address the situation. The Association's suggested response to possible unsafe or hazardous conditions shall be welcomed at all levels. Responses to possible unsafe or hazardous conditions may initially involve testing and analysis by engineers and other appropriate professionals. The administration shall work to maintain the adequacy of air exchange within buildings.

This article shall not be subject to the grievance/arbitration provision of the collective bargaining agreement.

6.9 Student Enrollment and Class Size

The maintenance of a reasonable class size is a priority which reflects the philosophy of McLean County Unit District No. 5. The Board of Education and the administration will continue to monitor student enrollment, room availability, class make-up, bargaining unit member input, and administrator recommendation in determining whether to address an identified need by adding a section or by adding a teaching assistant.

Every attempt will be made to communicate with staff and parents to maintain an educational level that will ensure the continuation of the quality of education our staff and parents expect.

6.10 Least Restrictive Environment

While the Parties acknowledge that Least Restrictive Environment (LRE) is federally mandated, they also recognize the extent to which any individual student with disabilities should participate in regular education programs must be appropriate to that student's unique needs as determined by the Individual Education Program (IEP).

Bargaining unit members shall use the District Concern Resolution Form to process unresolved concerns relating to LRE matters.

6.11 Subcontracting Work Traditionally Performed by Bargaining Unit Members

The Association recognizes there are times when the District is required to provide certain services as part of its obligation to educate students in the District but is unable to find a qualified bargaining unit member who is willing or able to provide such services. The Board of Education recognizes the Association's interest in having services provided by bargaining unit members instead of third parties.

Should a vacancy in a bargaining unit position exist, whether resulting from a resignation, retirement, termination, or transfer or due to the creation of a new position, and there is a need for the District to contract with a third party (individuals or agencies outside the bargaining unit) to provide services for the District traditionally performed by bargaining unit members, the follow process should be used:

1. The District shall post the vacant position in accordance with Section 6.6.

2. If the District is unable to fill the position, whether due to the lack of qualified applicants or interest in the vacancy or for some other reason, the District shall communicate such information to the Association.
3. The Association shall have seven (7) calendar days (or less depending on the time constraints imposed upon the District in a particular case in which the District shall also communicate such time constraints to the Association) after receipt of such communication in which to suggest alternative means for the District to fill the vacancy or provide the services needed.
4. If the District has not received any suggestions from the Association during such time period, or is not able to reach a good faith agreement with the Association on an alternative means to fill the vacancy or provide the services, the District shall have the right to contract with a third party to provide the services or re-assign a bargaining unit member to provide such services, following the Involuntary Transfer process in Section 6.6.
5. The District shall repost the vacancy, according to the provisions of the Negotiated Contract, for the next semester and follow the same procedures specified herein as necessary.

ARTICLE VII: EVALUATION

7.1 Purpose

The purpose of evaluation is to improve the quality of instruction.

7.2 Evaluator Qualifications

Any individual who participates in the observation and evaluation of a bargaining unit member's professional educator performance must be pre-qualified and trained in accordance with the pre-qualification and training provisions of the Performance Evaluation Reform Act (PERA).

7.3 Evaluation Plan

All evaluations shall be conducted in accordance with the District's evaluation plan utilizing the agreed upon evaluation instrument (currently the Danielson Framework for Teaching). The evaluation plan will be posted on the District website and copies kept at the Administrative offices.

7.4 Orientation

Within the first fifteen (15) school days of each school term, the building principal or designated administrator shall orient all bargaining unit members under that administrator's supervision as to the evaluation procedures.

The bargaining unit member's evaluation cycle shall not begin or continue for tenured bargaining unit members already in their evaluation cycle until such orientation has been completed.

Such orientation shall include the evaluation procedures, standards expected, and evaluation instruments to be used.

At the time of the orientation each term, each bargaining unit member shall be advised as to who shall observe and evaluate the bargaining unit member's professional performance for that school term.

7.5 Planning of the Evaluation Cycle

Following the orientation and within twenty (20) school days of the start of the school term, the evaluator shall meet with each non-tenured bargaining unit member, and each tenured bargaining unit member within the first school term of the two-term evaluation cycle, he/she will be evaluating to plan the evaluation cycle.

At this meeting the evaluator and bargaining unit member shall plan the evaluation cycle and determine the week(s) formal observation(s) will occur during that school year.

7.6 Frequency of Observations

Each non-tenured bargaining unit member shall have a minimum of three (3) observations (at least two (2) formal) for each school term. For non-tenured bargaining unit members, there must be at least one formal observation each semester.

Each tenured bargaining unit member shall have a minimum of two (2) observations (at least one (1) formal) during the two-term evaluation cycle. For tenured bargaining unit members, there must be a minimum of one observation each term of the evaluation cycle.

7.7 Evidence

The collection of evidence is a collaborative process between the evaluator and bargaining unit member. The Parties acknowledge that neither the evaluator nor the bargaining unit member is solely responsible for the collection of evidence and both shall submit evidence.

The evaluator must share the evidence collected at each observation with the bargaining unit member in any observation post-conference. In addition, provided there is sufficient evidence collected at the observation to provide a formative rating, the evaluator must share the associated performance rating with the bargaining unit member in any observation post-conference.

The evidence must link to the instructional framework included in the evaluation plan, and the complete record of evidence must include evidence for each part of the instructional framework.

All observations which form the basis for the evaluation shall be reduced to writing by the evaluator on the Form A in accordance with the Evaluation Plan.

Standardized test results may not be used for the purpose of bargaining unit member evaluation.

7.8 Formal Observation

Pre-Observation

At least five school days in advance of the scheduled week, the evaluator will notify the bargaining unit member of the date and time of the formal observation and will work with the bargaining unit member to schedule the dates and times for the pre-observation and post-observation conferences.

At least one school day in advance of the pre-observation conference, the bargaining unit member shall submit to the evaluator the Form A and may include other evidence of instructional planning for the lesson to be observed during the formal observation. At the conference, the evaluator and the bargaining unit member shall discuss the lesson to be formally observed and any areas the bargaining unit member should focus during the observation.

Observation

Each formal observation of the bargaining unit member shall last for a minimum of 40 continuous minutes.

The evaluator will document the observation of professional performance using Form A.

Post-Observation

A Post-Observation conference shall be held within five (5) school days after each formal observation.

To this conference, the bargaining unit member will bring a completed Form D and the evaluator will bring a draft of Form A to guide their discussion.

The bargaining unit member and evaluator will discuss the bargaining unit member's strengths, weaknesses, and suggestions for improvement and the reasons for identifying the areas as such.

Within five (5) school days of the Post-Observation conference, the evaluator will provide a completed Form A.

If the evaluator determines that the data and evidence collected to date may result in the bargaining unit member receiving either a "Needs Improvement" or "Unsatisfactory" Summative Performance Evaluation Rating, the evaluator shall notify the bargaining unit member of that determination.

7.9 Informal Observation

Informal observations may or may not be announced in advance to the bargaining unit member. Each informal observation of the bargaining unit member shall last for a minimum of 15 continuous minutes. There must be a cumulative total of 40 minutes of informal observation to qualify as a component of the Evaluation Plan.

Following each informal observation and within five (5) school days, the evaluator will record evidence of the informal observation on the appropriate form and provide the bargaining unit member with a copy of the completed Form A.

A post-conference meeting will be held within five (5) school days to discuss the informal observation should either the bargaining unit member or evaluator request it in writing.

7.10 Video Recording

In addition to or in lieu of a direct (in classroom) formal or informal observation, the bargaining unit member and evaluator may agree to the submission of a videotaped recorded lesson or class period by the bargaining unit member to the evaluator to be used as part of the bargaining unit member's evaluation.

7.11 Evaluation Cycle

See attached Evaluation Cycles.

7.12 Mid-Cycle Conference

For tenured bargaining unit members, a Mid-Cycle conference shall be held within the first twenty-five (25) school days of the second school term of the evaluation cycle in which the bargaining unit member and evaluator meet to discuss progress using Form B to guide discussion.

For non-tenured bargaining unit members a Mid-Cycle conference shall be held in December in which the bargaining unit member and evaluator meet to discuss progress using Form B to guide discussion.

At this meeting, the evaluator will provide the bargaining unit member a formative rating for each component, unless the evaluator determines there is insufficient evidence to provide a definite formative rating (i.e. if there is some evidence that supports one rating, but other evidence that suggests another rating) in which case the evaluator will inform the bargaining unit member of the evidence that relates to each rating.

Information shared during this meeting may be used to determine the performance evaluation rating and should allow for a bargaining unit member to assess his or her progress and adjust instruction as needed.

7.13 Changes to the Evaluation Cycle

Once dates have been established for the pre-observation conference, observations, and post-observation conference, the evaluator shall notify the bargaining unit member of any change in dates and/or times as soon as possible and the bargaining unit member and the evaluator shall confirm, in writing, the revised date(s) and/or time(s).

7.14 Evaluation Completion Date

Evaluations of non-tenured bargaining unit members must be completed no later than 60 calendar days prior to the end of the school term including the written summary report and recommendations as to continued employment.

Tenured bargaining unit members' evaluations must be completed no later than 45 calendar days prior to the end of the school term including the written summary report.

7.15 Summative Conference

At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the bargaining unit member to discuss the overall rating of each domain based upon evidence of professional practice as consistent with the instructional framework included in the evaluation plan.

The evaluator will present the bargaining unit member with a Summative Evaluation Performance Rating in accordance with the published evaluation plan using Form A.

7.16 Deadlines

Either party may request an extension of a deadline provided in this Article VII for unusual circumstances. Any extension agreed to will be reduced to writing.

7.17 Response and Review

The bargaining unit member shall have the right to attach, at any time, comments to any formal evaluation or other materials placed in the member's personnel file, exclusive of privileged material.

Within ten (10) school days following the Summative Conference, the bargaining unit member may request in writing that the evaluation be reviewed jointly by the Superintendent of Schools or designee and the president of the Association or designee.

The review request shall include the specific reasons for the review and a copy of the written evaluation summary.

The Parties will conduct a review of the evaluation within 30 school days of the request and the employee and evaluator will be advised in writing regarding the outcome of the review.

7.18 Peer Coach

A Peer Coach will be assigned to assist any tenured bargaining unit member who receives a Summative Rating of "Needs Improvement."

To qualify as a Peer Coach, the bargaining unit member must have received at minimum of 4 consecutive "Excellent" Summative Ratings on their own evaluations and must have completed the Evaluator Training and Certification process.

The role of the Peer Coach is to assist with the implementation of the Professional Development Plan developed by the evaluator and the bargaining unit member under evaluation.

Assuming the Peer Coach will work an average of one (1) additional hour per week he or she will be paid a stipend equal to 36 hours at Pay Rate 4 (9.8.4 and 9.8.8).

The position of Peer Coach will be posted per the negotiated contract.

7.19 Evaluation Committee

A committee consisting of the following members is to be selected by the Board and the Association respectively:

- Superintendent or designee, Co-Chair
- Director of Special Education
- Three (3) Administrators selected by the Superintendent
- Director of Elementary Education
- Director of Secondary Education
- One (1) Elementary Administrator
- One (1) Junior High/Middle School Administrator
- One (1) High School Administrator
- Association President of the Unit Five Education Association (UFEA) or designee, Co-Chair
- One (1) Elementary Bargaining Unit Member
- One (1) Junior High/Middle School Bargaining Unit Member
- One (1) High School Bargaining Unit Member
- One (1) Special Education Bargaining Unit Member
- One (1) Area Bargaining Unit Member
- One (1) Type 73 Bargaining Unit Member

The committee will meet no less than four (4) times per school year, scheduling half-day meetings. It is the intention of the Parties that the committee shall make recommendations annually to the Association and to the Board regarding the process to be used for evaluation of the bargaining unit members.

It is further understood that, if necessary, any recommended change to the evaluation process adopted by the Board would be agreed to in a letter of understanding during the period covered by the existing contract.

The District Evaluation Committee composed of administrators and bargaining unit members shall annually review the evaluation instrument and make recommendations to the administration of any changes in the District evaluation instrument.

Additionally, the committee will:

- Review and determine the tool (computer program) to be used for evaluation.
- Review the current plan and the SLO process exploring ways that both might be streamlined and made more meaningful, if possible.
- Develop a plan for communication and/or implementation of any changes, if changes are determined to be needed and recommended.
- Strive to make decisions through consensus and if consensus is not reached, continue meeting or decide on a different method for making decisions. It is mutually understood that if no decisions are reached, the status quo remains in effect.

7.20 School Code

The Parties acknowledge that this procedure set forth in this article pertains to the evaluation of classroom/professional educator performance.

Nothing herein shall be construed as prohibiting or limiting the normal day-to-day observation and evaluation of a bargaining unit member's general performance as a District employee, nor shall it hinder or limit the right of the Board to terminate the employment of a bargaining unit member under the applicable provisions of the Illinois School Code.

ARTICLE VIII: BARGAINING UNIT MEMBER TERMINATION

8.1

As per the Illinois School Code and Illinois Compiled Statutes.

ARTICLE IX: COMPENSATION AND FRINGE BENEFITS

9.1 Salary Schedule

The salary schedule shall be set forth in Schedule A, which is attached hereto and incorporated into this Agreement.

9.1.1 Mid-Year Contract Revisions

A bargaining unit member who earns credit which allows a mid-year horizontal move on the salary schedule shall be placed on the same vertical step as indicated on the most recent bargaining agreement and shall be paid on that step for the balance of the semester.

9.2 Payroll Installments

Each bargaining unit member shall be paid by direct deposit. Payments will be made on the basis of twenty-four (24) equal payments (September-August) Special payroll will be included on the regular 30th of the month payment, and clearly indicated on the statement rather than paid by special payroll check.

9.3 Pay Days

The paydays shall be the fifteenth (15th) and the thirtieth (30th) of the month.

Newly hired bargaining unit members will receive a \$1,000 advance payment on August 30th. The advance will be recouped from the bargaining unit member through a salary reduction by the Board in equal installments over the following eight (8) pay periods beginning September 15th. The Association acknowledges the advance is for the benefit of newly hired bargaining unit members under Section 9 under the Wage Payment and Collection Act.

9.4 Retirement

9.4.1 Retirement Incentive

For the duration of this Agreement only, any bargaining unit member who has completed ten (10) years or more of creditable service with the school district, who is eligible to retire under the Illinois Teacher's Retirement System (TRS), and whose retirement will not result in a penalty to Unit Five, shall be eligible for a retirement incentive.

If a bargaining unit member gives the Board an irrevocable notice of retirement by May 1st prior to the school year he/she is first eligible to retire under the above criteria, the Board shall pay the bargaining unit member a six percent (6%) retirement incentive, inclusive of any other increase in compensation, for each of his/her remaining years of service, up to a total of three (3) years. For purposes of this Section, unused, uncompensated sick leave at retirement shall not be considered in determining when a bargaining unit member is first eligible to retire.

Any voluntary decrease in assignments from the previous year will cause a decrease below the 6% incentive based on the prior year's schedule figures.

Upon occurrence of a life-changing event: e.g. death of spouse, divorce, grave illness of a child, etc., the prospective retiree may petition the Board to be release from his/her retirement resignation.

This retirement incentive shall not be available to any bargaining unit member whose retirement would give rise to an ERO penalty or any other penalty to the Board. In the event a bargaining unit member's

contractual salary, independent of a retirement incentive, would be more than a six percent (6%) increase, the bargaining unit member will receive the contractual salary and no retirement incentive.

9.4.2 Grant of Additional Sick Leave Days

The Parties recognize that there may be circumstances under which a lump sum grant of additional sick leave days in order to qualify a bargaining unit member for additional credited service recognizable by TRS may be in the best interests of not only the bargaining unit member but also the District. Consequently, the Association and the administration shall identify those bargaining unit members qualified to retire under the early retirement option who might upon a grant of lump sum sick leave achieve sufficient years of credited service to avoid an early retirement option penalty. The Parties shall then analyze whether or not the payment required of the District by reason of making a grant of additional sick leave days beyond the normal annual allocation would exceed the penalty to be incurred by the District by reason of a bargaining unit member taking advantage of the early retirement option. Should TRS confirm that the ERO penalty would exceed the additional payment required of the District by reason of the grant of sick leave, the District shall grant such additional days of sick leave as would qualify the bargaining unit member for retirement without the imposition of an ERO penalty upon either the bargaining unit member or the District.

9.5 Certified Nurses

A certified school nurse employed directly by Unit Five shall be placed on the salary schedule and will be accorded existing rights given by the Illinois School Code.

9.6 Health Insurance

The Board shall contribute an amount to the Insurance Fund for each individual bargaining unit member toward their insurance benefits. This allowance shall be reduced pro rata for any bargaining unit member who is employed less than full time. The Association shall be allowed an opportunity at the new hire paperwork sessions to discuss with bargaining unit members the matter of waiver of individual health insurance coverage. The form to be used by a bargaining unit member to waive health insurance plan coverage shall be jointly agreed to by the Parties. The District and the Insurance Committee will continue to make an effort which will allow bargaining unit members access to alternative benefits.

The Board shall pay the following amounts toward individual premium cost per month for each bargaining unit member:

- For the insurance year July 1, 2020 through June 30, 2021, \$625.
- For the insurance year July 1, 2021 through June 30 2022, \$655.
- For the insurance year July 1, 2022 through June 20, 2023, \$690.

It is the intent of the Parties that the full monthly individual premium cost during the term of this Agreement will be covered by Board contributions, utilizing the contributions outlined above and a small portion of previous Board contributions currently in the fund reserves. The amount the Board shall contribute in the future shall be determined through collective negotiations.

Moneys paid into the Insurance Fund shall first be used to offset the cost of individual coverage for plan participants. Any surplus contribution the Board makes shall be added to the Insurance Fund reserve. In no event shall the Board's contribution relieve bargaining unit members of responsibility for dependent coverage.

An Insurance Committee will be formed and will be co-chaired by the Association President and a central office Administrator. The Committee will consist of the two co-chairs and:

- (7) UFEA bargaining unit members appointed by the Association
- (2) UFSPA bargaining unit members appointed by UFSPA
- (2) Administrators
- additional employee representing other employee groups
- retiree; the retiree shall be chosen by the retirees participating in the plan, pursuant to an election administered by the Administration

All committee members shall be currently enrolled in the Unit 5 health insurance plan. The co-chairs of the committee will be responsible for scheduling meetings and preparing written information for the meetings.

The committee will meet as necessary, but at least quarterly. The committee will:

- Provide regular and timely communication with participants
- Monitor the Insurance Fund and the reserve balance so as to maintain a healthy fund balance of between 3 and 6 months of claims costs
- Recommend changes (reduction or enhancements) to the benefit structure based on industry standards, actuarial data, plan performance, claims history, the status of the Insurance Fund balance and other applicable data
- Consult with experts as needed and periodically participate with the District in rebidding of the Insurance plan
- Have access to all information and data needed to carry out their responsibilities, including master policies, benefit documents, claim procedures and experience, etc.
- Consider all options which are in the best interests of the plan, taking into account, without limitation, benefit designs and options, cost savings, cost containment options, managed care, preventative and wellness programs and the like
- Consider modifications of the benefits currently in effect, selection of insurance and stop-loss reinsurance carriers, selection of third party administrators, selection of managed care networks and brokers, management of accumulated reserves, selection of the funding mechanism for coverage (i.e. fully funded conventional, self-funded, etc.), establishment of premium levels for single and dependant coverage
- Educate plan participants concerning the Insurance Plan and the options and alternatives available to each participant

The Insurance Committee shall have authority to establish the benefit level, within the parameters set forth above. The Parties agree that any other change recommended by the Insurance Committee is subject to approval by the Parties.

9.6.1 Term Life Insurance

The Board shall provide individual premium cost per month per bargaining unit member to cover the cost of a term life insurance policy that is equal to the bargaining unit member's annual base salary, rounded up to the nearest \$1,000, but no less than \$50,000.

9.7 Travel Pay and Time Allowance

9.7.1

All bargaining unit members shall be reimbursed for travel expense at the current Internal Revenue Service rate for all approved mileage necessary to perform their assigned duties.

9.7.2

All bargaining unit members required to travel between buildings during the regular work day shall be allowed adequate time to relocate and travel safely. Bargaining unit members will be allowed at least the amount of time indicated on the Travel Time and Mileage chart in Appendix E to travel from one building to another. The Superintendent or designee and the Association president or designee shall, at the beginning of each school year, review the time demands for travel. A bargaining unit member may request a review of his/her schedule by the Superintendent or designee and Association president or designee during the first fifteen (15) school days of each semester or after any schedule change. Adjustments will be made for special assignments. Such travel time shall not be counted as either duty-free lunch or planning time.

9.8. Supplemental Pay Rates

Extra duties that appear on Schedule B will be added to the bargaining unit member's salary and shall be paid in equal installments each pay period. See Section 6.6.2.1 for posting requirements for Schedule B vacancies. Extra duties that appear in Section 9.8, Supplemental Pay Rates, shall be paid after completion of the assignment as a part of special payroll. Bargaining unit members will be notified, preferably in writing, about opportunities for extra duty assignments shown below. Written notification is not required for Contract Extension Duties, Pay Rate 6.

9.8.1 Supervision – Pay Rate 1

A bargaining unit member who voluntarily accepts an hourly assignment regarding the supervision of students attending events sponsored by the district which occur outside of the regular work day shall be compensated at the hourly rate listed below as Pay Rate 1. Examples of such work are event chaperone, pep bus monitor, and after-school intramural program supervisor.

9.8.2 In-Service Participation – Pay Rate 2

A bargaining unit member who participates in a district-sponsored in-service offered through the Professional Development Academy shall receive Board credit on the salary schedule based on one-half (1/2) hour of credit for each six (6) hours of in-service participation. In lieu of such salary schedule credit, a bargaining unit member may choose to be compensated at the stipend rate listed below as Pay Rate 2. At the time of enrollment for a particular in-service opportunity, a bargaining unit member shall designate the method of compensation to be awarded on a form provided by the district.

In-service may at times be provided using a “blended learning environment” model, utilizing face to face, virtual guided, and/or self-directed professional development delivery methods. This model will allow employees to complete professional development through the use of the bargaining unit member's contractually required flex time with no additional compensation to the employee. In the event sessions require time that takes place outside the regular work day, said employees will receive credit on the salary schedule or be compensated at the stipend rate listed below as Pay Rate 2.

9.8.3 Internal Substitution – Pay Rate 3

A bargaining unit member who is requested by the administration to substitute for another certified bargaining unit member due to a lack of a regular substitute being hired and accepts such duty shall be compensated at the rate listed below as Pay Rate 3.

9.8.4 Curriculum Work/Supplemental Instruction – Pay Rate 4

A bargaining unit member who voluntarily accepts an hourly assignment to produce curriculum related materials which benefit the district or to provide supplemental instruction to students outside of the regular workday, such as driver's education, shall be compensated at the rate listed below as Pay Rate 4. It is understood that for each one-hour of instruction there will be twenty (20) minutes of paid plan time.

9.8.5 Clubs – Pay Rate 5

A bargaining unit member who accepts a leadership role as a sponsor of a club approved by Administration shall be compensated at the rate listed below as Pay Rate 5.

9.8.6 Contract Extension – Pay Rate 6

A bargaining unit member who voluntarily accepts an extended assignment requiring work to be performed beyond the regular 180-day work-year shall be compensated at the rate listed below as Pay Rate 6. It is understood that such work is determined to be necessary to the district and is essentially either an extension of the bargaining unit member's regular duties or is, by its nature, work that requires the application of unique skills and expertise which must be performed by the bargaining unit member accepting the additional work opportunity.

Notwithstanding any other provisions herein, the District reserves the right to determine how many days beyond the regular 180-day work year shall be required. Bargaining Unit members shall be advised of the number of extended work days to be available following the end of the school year no later than December 1st of that school year and the number extended work days to be available prior to the beginning of the next school year no later than May 1st of the preceding school year.

If a bargaining unit member is advised that no additional workdays will be available to accomplish work that is determined to be necessary by the District, they may choose to work with their Administrator to select a flexible work schedule that will allow for work to be completed before and/or after the regular 180-day work year, while not extending the bargaining unit member's work year beyond 180 days.

Assignment	Additional Days	Notes
High School Counselors	7 days each *	
Middle School Counselors	5 days each *	
Agriculture Teachers	Up to 40 days District-wide	
Industrial Technology Teachers	Up to 5 days each	to clean and repair machinery
Inter-Agency Cooperative Education (I.C.E)	15 days each	to ensure proper placement of students and to conduct follow-up interviews with employers at the end of the school year
Special Education Cooperative Learning Teachers	10 days each	to ensure proper placement of special education student in work positions and to conduct follow-up interviews with employers at the end of the school year
High School Activities Directors	5 days each	to establish and close down accounts for the school year
Psychologists/Social Workers	10 days each *	
High School Media Specialists	10 days per high school *	

Middle School Media Specialists	2 days per middle school	
Elementary School Media Specialists		Provided substitutes for 3 days in each building to complete year-end IMC duties
ISBE Licensed School Nurses	4 days prior to school year each*	
Assistive Technology Specialists	Up to 20 days each (10 days prior to and 10 days after the school year)	In lieu of compensation, may select a flex-schedule on a day/days agreed to at least 48 hours in advance with supervisor and equal to all time spent at each meeting

** Each year, these bargaining unit members shall work with their building administration to establish the number of days each would like to work. Bargaining unit members should submit to their administrator, in writing, the number of their approved days they would like to work. During this process, If it is determined that a bargaining unit members prefers not to work any additional time, the days which would be allotted to that bargaining unit member shall be divided among those who wish to work.*

9.8.7 Principal's Temporary Substitute - Pay Rate 7

On occasions when a principal must be out of the building, the duties of a principal may be undertaken temporarily by bargaining unit members. A stipend of fifty (50) dollars per half day and one hundred (100) dollars per full day will be paid to the bargaining unit member to reflect the extra time and responsibility necessary to carry out these temporary duties. The position of 'Principal's Temporary Substitute' will be posted in each building at the beginning of the school year so that all interested bargaining unit members may apply. When the need arises, Principal's Temporary Substitutes will be selected from the pool of applicants. Preference will be given to bargaining unit members with a Professional Educator License with an administrative endorsement or individuals working on that endorsement.

9.8.8 Professional Development Instruction or Training – Pay Rate 8

A bargaining unit member who delivers training or instruction to other staff outside of the school day will be compensated at the rate listed below as Pay Rate 8. If the preparation for the training is part of their normal work day, the bargaining unit member will be paid only for the actual instruction time. If the preparation is not part of their normal work day, the bargaining unit member will be paid for the instruction time and for two hours of preparation time for each one hour of instruction. It is understood bargaining unit members providing such training and instruction may be expected to complete paperwork and other related responsibilities when providing such training and instruction, such as:

- provide instruction to the participants for the full number of hours indicated
- make sure participants sign in each time they arrive at a class
- provide paperwork and sign-in sheets as necessary to the Unit Office
- distribute evaluation forms to participants during the last 15 minutes of the class or training
- complete all necessary paperwork and return them to the district office within

Training or instruction may at times be provided using a "blended learning environment" model, utilizing face to face, virtual guided, and/or self-directed delivery methods often using technology. This model allows employees to complete professional development through the use of the bargaining unit member's contractually required flex time with no additional compensation to the employee who participates in the training or instruction. In the event the administration approves in advance the creation or delivery of the training, instruction or professional development outside the regular work day, those employees creating or delivering the training or instruction will be compensated at the rate listed below as Pay Rate 8 for the number of hours approved by the administration.

9.8.9 Supplemental Pay Rates

The following rates shall be applicable for the term of the agreement. Multipliers are calculated on the “base” pay, or Lane 1, Step 1 of Schedule A.

PAY RATE	PURPOSE	AMOUNT
Pay Rate 1	Supervision	.0006 of base per hour
Pay Rate 2	Professional Development	.00065 of base per hour
Pay Rate 3	Internal Substitution	.0006 of base per period at the Middle School and High School and .0003 of the base per 25 minute increment at the Elementary School
Pay Rate 4	Curriculum Work/Supplemental Instruction	.0009 of base per hour
Pay Rate 5	Clubs	.0053 of base per club per year
Pay Rate 6	Contract Extension	Per Diem (1/180 th of Schedule A Salary)
Pay Rate 7	Principal Designee	.0030 of base per day
Pay Rate 8	Professional Development Instruction/Training	.00075 of base per day

9.8.10 Release of Supplemental Assignment

The Parties acknowledge that Schedule B assignments are at-will. However, without changing said at-will employment status, the Board agrees the Schedule B form developed by the Schedule B Committee and attached hereto as Appendix F will be used by the building administration. If a bargaining unit member wishes to be relieved of a Schedule B assignment, said member shall make a written request. Upon receipt of said request, the building administrator shall begin the posting process as outlined in Section 6.6.2.1 within seven (7) days.

Members on Sabbatical for Recipients of Distinguished Educational Award will also be on leave from their Schedule B assignment and will be returned to the same Schedule B assignment that was held by the member prior to the leave, provided that position still exists.

9.9 Pro-rated Benefits

Benefits for each part-time bargaining unit member employed after June 30, 1984, or who becomes less than half-time after June 30, 1984, shall be on a pro-rated basis.

9.10 Benefits

The Parties agree that any benefits relating to wages, hours, or conditions of employment as set forth in the agreement which are enlarged as the result of enactment of statutes by the General Assembly of Illinois shall be incorporated into this Agreement, provided, however, that in a similar manner the Board shall receive the benefit in any agreement if any benefits as provided in this Agreement are diminished by the enactment of statutes by the General Assembly of Illinois. This provision applies to those benefits which have been mandated by the General Assembly of Illinois, and nothing herein shall require the Parties to incorporate any benefits which have been made optional by statute.

ARTICLE X: LEAVES

10.1 Paid Leaves

10.1.1 Sick Leave

Each bargaining unit member shall be granted twelve (12) sick leave days per year which shall entitle the member to be absent for reasons as defined below without loss of pay. Each bargaining unit member who has completed at least ten (10) years of consecutive full-time employment with the District shall receive two (2) additional sick leave days per year, for a total of fourteen (14) sick leave days per year, which shall entitle the member to be absent for reasons as defined below without loss of pay. Unused sick leave days shall accumulate and may be used for appropriate causes as needed up to the accumulated amount. Sick leave shall be prorated for part-time bargaining unit members.

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. The immediate family for the purpose of this article shall include parents, legal guardians, children, spouse, partner in a civil union, brothers, sisters, grandparents, great grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships..

The Board may require a physician's certificate as proof of illness or fitness to resume duties after any absence. If the Board does require a physician's certificate or a certificate from a spiritual healer as the basis for pay during a leave of less than three (3) days, the Board shall pay from district funds the expenses incurred by the bargaining unit member in obtaining the required certificate.

The Board or appropriate administrator shall furnish each bargaining unit member, within thirty (30) days of the commencement of school, a written statement setting forth the total sick leave credit.

10.1.1a Sick Leave Bank

Once per school year each member of the bargaining unit may voluntarily transfer one (1) day of accumulated sick leave to a Sick Leave Bank. Bargaining unit members who begin employment after the start of the school year have up to ten (10) working days to voluntarily transfer one (1) day of their sick leave allowance to the Sick Leave Bank. Sick Leave Bank allowance will be prorated (using established practice of pro-ration-allowance (30) / days in school year (180) x working days) to reflect the number of days of Sick Leave Bank a late starting bargaining unit member may use in that school year.

Any bargaining unit member who contributes to the Sick Leave Bank, who exhausts his/her accumulated sick leave, and who is absent for more than three (3) consecutive work days with his/her own illness or disability may apply for the use of days from this Sick Leave Bank. Any bargaining unit member meeting the above criteria who has submitted an irrevocable letter of retirement and who has received Board approval for retirement may access the sick leave bank prior to exhausting his/her own sick leave. Use of these days must be during the year the bargaining unit member contributes to the bank.

A Sick Leave Bank request will be forwarded to the president of the Association who will approve or deny the request and then forward the request to the administration for approval. Such request must be accompanied by a doctor's verification. If the request for use of days from

the Sick Leave Bank is approved, the day(s) granted will be applied retroactively to include the three (3) days preceding the request.

Members of the bargaining unit will be allowed to use up to thirty (30) days from the Sick Leave Bank at any one time. After a member has exhausted the thirty (30) days, in cases of catastrophic illness, the bargaining unit member may request up to thirty (30) more days. A member must give a reason for the additional request of sick bank days and provide an updated physician's note, and additional days will be approved or denied by a committee consisting of the Superintendent or designee and the Association president or designee.

If there are any unused days in this Sick Leave Bank at the end of the school year, they will be carried over into the next school year.

The Sick Leave Bank database will be maintained cooperatively between the parties. The information will be shared between the Parties and the official copy will be housed at the district office.

10.1.1b Use of Sick Leave for Adoption

A bargaining unit member who is in the formal process of adopting a child may use his/her own accumulated sick leave when he/she is participating in agency-required pre-adoption proceedings. The bargaining unit member will be required to provide a letter from the adoption agency that verifies the required activity. A bargaining unit member who is an adoptive parent shall be entitled to use up to 30 days of their own accumulated sick leave to care for their child within the first 12 months of the adoption. After 30 days, the member may be asked to provide a letter from a physician verifying the need for the parent to be off work for additional days to care for the child. The bargaining unit member will not be allowed to use medical leave or sick leave bank for either of these purposes.

10.1.1c Procedure for Use of Sick Leave for Less than One-Half the Normal Scheduled Workday

Bargaining unit members should make arrangements outside the normal scheduled workday for medical appointments whenever possible. Covering an assignment during such absence may be difficult in some situations, and in some cases it may be necessary to employ an external substitute. Since external substitutes are usually employed for a half-day minimum, it may be necessary for a bargaining unit member to take a one-half (1/2) day of sick leave for such absence. Sick leave or absences for medical appointments of less than one-half (1/2) the normal scheduled workday shall be handled as follows:

- The building principal or designee may grant permission for a bargaining unit member to leave the building for a period of time which is less than one-half (1/2) the normal scheduled workday, but in increments of no less than fifteen (15) minutes, for sick leave or medical appointments as described in 10.1.1.
- Such time away from the building must be recorded by the bargaining unit member.

10.1.1d Unused Sick Leave Per School Year

Bargaining unit members who use less than one full day of sick leave in any given school year shall be given the option of having one (1) additional day added to their accumulated sick leave or receiving a stipend of \$100.

10.1.2 Personal Leave

Each bargaining unit member shall be granted two (2) days annually for personal leave. Such days may be granted as either full or half-days. Unused personal leave will be added to a bargaining unit member's accumulated personal leave and/or sick leave at the end of each school year. Bargaining unit members may not accumulate a total of more than four (4) personal days.

Personal leave days may not be taken the first five (5) or last five (5) days of the school year, the day before or after an extended break (Thanksgiving, Winter and Spring), or on parent/teacher conference days. A forty-eight (48) hour advance written notice should be given to the building principal when taking a personal leave day except in emergency situations. No reason other than "personal" is to be given when taking a personal leave day.

In the months of April, May and June, no more than three (3) bargaining unit members or five percent (5%) of the homebased staff per building, whichever is greater, may be absent on any given day (including restrictions above) due to personal leave.

It is understood that the prohibitions and conditions of personal leave use do not apply in instances of personal leave day requests for religious purposes. Leave without pay may be granted by the building administrator. Unless circumstances warrant, leave without pay should not be requested immediately prior to or immediately following a holiday or vacation. A bargaining unit member granted a leave without pay shall have his/her pay reduced at a per diem rate based on the number of days paid in the current contract year. See the appropriate Board Policy for further clarification.

An exception to the "black-out" days set forth above may be granted by a decision of the Superintendent (or designee) in consultation with the Association President (or designee). Exceptions will be granted on rare occasions based upon the following guidelines:

1. the request must be submitted in writing to the Director of Human Resources at least ten (10) calendar days before the date the bargaining unit member wants to use a personal day
2. the written request must set forth the reason the exception
3. the request must be for a significant once-in-life time event for which the bargaining unit member has no control over the scheduling
4. no request will be approved for vacation, travel or recreational purposes
5. the request shall be approved or denied at the discretion of the Superintendent (or designee) in consultation with the Association President (or designee). The decision shall be final and will not be subject to the Grievance process outlined in this Agreement.

10.1.3 Professional Leave

A bargaining unit member may request professional leave day(s) for professional development activities. The member shall request professional leave in writing at least one (1) week prior to the day of the requested absence. The superintendent or designee will approve or deny such requests.

10.1.4 Association Leave

The Association president shall be released from all normal duties relative to their bargaining unit position, and Schedule B duties as per the by-laws of the Association. Other designees of the Association

president may be released for an aggregate total of forty (40) days. The Association shall reimburse the District for the cost of substitutes for the designees.

In the case of the Association president, however, the Association shall reimburse the District the actual cost of replacement, not to exceed the amount found at Step 5 of that lane of the salary schedule appropriate for the replacement. The Association will make two payments to the District to cover the cost of the president's salary – one payment for half the amount on October 15 and a second payment for the remainder on May 1.

Following service as president, the bargaining unit member shall be reinstated to the same position and duties, including Schedule B assignments, as held before being released from duties, providing that the position(s) continues to be authorized.

10.1.5 Leave for Additional Education

A maximum of two (2) bargaining unit members per year may be allowed a leave under the following conditions:

- The member has been actively employed by the District for seven (7) consecutive years in a full-time capacity.
- A leave will consist of twelve (12) months, and a member granted such leave will be entitled to one-half pay based on the salary of the nine (9) month bargaining unit member during the year of the leave. This is to be one-half (1/2) of the bargaining unit member's base salary and does not include any special increments.
- To qualify for a leave, a bargaining unit member must have earned a Master's Degree on personal time and effort or must have earned the approximate equivalent of an advanced certificate.
- Health insurance and major medical benefits may be purchased by the bargaining unit member during the leave at the group rate.
- A member granted a year's leave of absence must return and work for two (2) additional years in the District or refund the leave pay to the Board.
- A member granted a leave will return to the District in a vacancy available at that time and at the salary listed in the salary schedule.
- A bargaining unit member will remain an employee of the District and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.1.6 Sabbatical for Recipients of Distinguished Educational Award

Any bargaining unit member who is the recipient of a Golden Apple Award or such other educational award which in the judgment of the Superintendent is of similar distinction may as an alternative to the "Leave for Additional Education" provided in section 10.1.5 of the Negotiated Contract be allowed a leave to pursue additional educational opportunities afforded to the member as part of the award, subject to the following conditions:

- The leave will consist of one (1) semester, during which time the member will continue to receive his or her base salary, not including any special increments, to be paid consistent with the member's election to receive his or her annual compensation in either twenty (20) equal payments (September-June) or twenty-four (24) equal payments (September-August).
- To qualify for the leave, the additional educational opportunities afforded to the member must be part of the award.
- Health insurance and major medical benefits will be provided to the member during the leave

- After the leave, the member must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- After the leave, the member will be returned to the same position that was held by the member prior to the leave, provided that position still exists. If the position held by the member prior to the leave no longer exists after the leave (e.g. a grade level section has been cut), the Board will make every effort to return the member to a position similar to the position held by the member prior to the leave.
- A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.1.7 Bereavement Leave

A bereavement leave will be granted which would allow a bargaining unit member to be absent for up to three days to deal with funeral matters of the immediate family as defined in 10.1.1. These days will not be charged against the bargaining unit member's sick leave allotment.

10.1.8 Emergency Leave

Members of the bargaining unit may request up to fifteen (15) days of emergency leave to accommodate extreme situations even if personal leave has not been exhausted and other leaves do not apply. A member must give a reason for the request, and such leave will be approved or denied by a committee consisting of the Superintendent or designee, principal of the building from which the request was made, and the president of the Association or designee.

10.2 Unpaid Leaves

Short descriptions of leaves may be found on the Leave Summary (see Appendix C). This summary shall not be grieved and is included in this Agreement strictly for informational purposes. Unpaid leaves of absence shall not exceed two (2) years for any one (1) bargaining unit member.

At the expiration of the leave period the Board will make every effort to offer the member the same or similar position as that which was held prior to the leave of absence. A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

10.2.1 Medical Leave

Each full-time bargaining unit member shall be entitled to ten (10) days medical leave annually.

Members employed for more than the regular nine (9) months of school shall be entitled to extra days of medical leave based upon one (1) day for every additional month or major fraction thereof.

Unused days of medical leave shall accumulate up to a maximum of one hundred twenty (120) days usable in any one (1) year for nine (9) month members and a proportionate increase for extended contracts.

Medical leave may only be used for personal illness and is not granted for any other reason.

Medical leave may only be used at such time as accumulated sick leave has been exhausted.

The Board may require a doctor's certificate as proof of illness or fitness to resume duties after any absence.

During a leave for personal illness in any bargaining unit member's contract year, the medical leave days the member would otherwise be entitled to for that year will not be affected.

During the period of time a bargaining unit member is utilizing medical leave benefits, the Board will maintain the health insurance coverage for said member, if allowable by the insurer.

Medical leave is terminated on the last day of each bargaining unit member's contract year, and such termination shall not affect the accumulated total of medical leave.

A bargaining unit member will remain an employee of the school district while on this leave..

10.2.2 Leave for Personal Illness

The decision to grant a leave for personal illness for any length of time shall only be made by the Board.

A request for a leave for personal illness should be made of the Board prior to such time as accumulated medical leave has expired and the request should be accompanied by a doctor's certificate as proof of disability.

The beginning date of a leave for personal illness is the first working day the bargaining unit member is absent for illness, after all sick and medical leave days are exhausted.

When granted a personal illness leave, the Board will maintain the health insurance coverage for said bargaining unit member through the month following the date of the beginning of such leave and/or according to provisions set forth in the Family and Medical Leave Act of 1993. Coverage beyond the Board's contribution will be an option of the bargaining unit member by remitting the premium on a monthly basis; however, the last day of coverage will not be extended beyond the last day the bargaining unit member is considered employed by the Board, unless the bargaining unit member is eligible for coverage as a retiree.

Leave for personal illness will be terminated on the last day of each bargaining unit member's contract year. Such termination shall not affect the accumulated total of medical leave.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.3 Family Hardship Leave

The Board may grant a bargaining unit member a leave of absence without pay for a specified period of time with a two (2) school year maximum. In no instance shall this leave be granted unless the Board determines that a suitable replacement can be hired.

A bargaining unit member shall not be eligible for sick leave pay during the period of a family hardship leave, nor will a member be eligible for hardship leave if the member has applied for or used sick leave, medical leave, and/or personal illness leave in reference to the reason that hardship leave is being requested.

All benefits available to a bargaining unit member shall be suspended during a family hardship leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993. The member may maintain membership in the group health insurance program during the leave by

remitting in advance payments of all premiums due. These payments shall be made to the Business Office.

A bargaining unit member will retain tenure status during a family hardship leave of absence. A non-tenure bargaining unit member who is granted a family hardship leave will be considered as having continuous employment interrupted and, therefore, shall continue in a probationary status until the requirements outlined in the Contractual Continued Service section of the Illinois School Code are met.

A bargaining unit member granted a family hardship leave of absence shall be required to notify the secretary of the Board in writing stating whether or not said bargaining unit member requests to return to his/her position. For bargaining unit members on a leave during the second semester, the request to return must be received by the secretary of the Board on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate that person's further employment in Unit Five school district.

At the expiration of the leave period the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position. A bargaining unit member must work at least ninety (90) school days in one school year or one semester, whichever is less, to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.4 Parental Leave

The Board may grant a bargaining unit member a parental leave without pay for a specified period of time with a two (2) school year maximum.

All benefits available to a member shall be suspended during a parental leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993, and the member shall not advance on the salary schedule for the year(s) in which the leave is taken. The bargaining unit member may maintain membership in the group health insurance program during the leave by remitting in advance payments of all premiums due. These payments shall be made to the Business Office.

A bargaining unit member granted a parental leave of absence shall be required to notify the secretary of the Board in writing stating whether or not said bargaining unit member requests to return to his/her position. For bargaining unit members on a leave during the second semester, the request to return must be received by the secretary of the Board on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate that person's further employment in Unit Five school district.

A bargaining unit member will retain tenure status during a parental leave of absence. A non-tenure bargaining unit member who is granted a parental leave will be considered as having continuous employment interrupted and, therefore, shall continue in a probationary status until the requirements outlined in the Contractual Continued Service section of the Illinois School Code are met.

At the expiration of the leave period the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect

reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position. A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.2.5 Planned Extended Leave

The Board may grant a bargaining unit member a leave of absence for a specified period of time with a two (2) school year maximum.

Requests for leaves must be made in writing at least thirty (30) calendar days before the leave would begin. Leaves will not be granted to allow employment in another school district. A specific reason for the leave must be given. Tenured status shall not be impaired by virtue of the leave. A bargaining unit member will not receive experience credit for the year of the leave. Tuition waivers may be granted to a bargaining unit member on such a leave. Health insurance and major medical benefits (if allowable by the insurer) may be purchased by the member during the leave at the group rate.

Upon completion of the leave, the bargaining unit member shall be placed in an available position which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave.

A tenured bargaining unit member granted a planned extended leave of absence will be required to notify the secretary of the Board in writing stating whether or not said tenured bargaining unit member requests to return to his/her position for the next school term. This request must be received on or before February 1. Failure of the bargaining unit member to make proper notification by February 1 will terminate further employment in Unit Five school district.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

10.3 Military Leave

The District will comply with the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), the Illinois Service Member Employment and Reemployment Rights Act ("ISERRA"), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time.

A bargaining unit member who is a "service member" as defined in ISERRA, is entitled to military leave while performing "active service".

During such leaves, the bargaining unit member's seniority, tenure track, and other benefits shall continue to accrue. A bargaining unit member who is absent on military leave shall, minimally, for the period of military leave, be credited with the average of the performance ratings or evaluations received for the 3 years immediately before the absence for military leave. Additionally, the rating shall not be less than the rating that he or she received for the rated period immediately prior to his or her absence on military leave.

During periods of military leave for annual training, the bargaining unit member shall continue to receive full compensation (i.e. concurrent compensation) for up to 30 days per calendar year.

During periods of military leave for active service, public employees shall receive differential compensation subject to the following:

1. Differential compensation for voluntary active service is limited to 60 work days in a calendar year.
2. Differential compensation shall not be paid for active service without pay.
3. Bargaining unit members who have exhausted concurrent compensation for annual training in a calendar year shall receive differential compensation when authorized in the same calendar year.

At the expiration of the leave period, the bargaining unit member shall be placed in an available position for which the member is qualified to fill, except in case of reduction in force of staff that could affect reemployment of staff on leave. Should the Board determine not to place the member in the same or similar position held prior to the leave of absence, the Administration shall notify the Association President and discuss the considerations for not placing the member in the same or similar position.

A bargaining unit member will remain an employee of the school district and may remain a member of the Association by submitting dues directly to the Association while on this leave.

ARTICLE XI: EFFECT OF AGREEMENT

11.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding between the Parties. The terms and conditions may be modified only through the written mutual consent of the Parties.

11.2 Individual Contracts

The terms and conditions of this Agreement shall be reflected in individual contracts or employment agreements.

11.3 Savings Clause

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

11.4 Duplication of Agreement

Within thirty (30) calendar days after ratification by both Parties, the Board shall make available a clean copy of the Agreement and post the Agreement to the District website.

The building principal and the building Association representative shall distribute the contract at a faculty meeting.

11.5 Term of the Agreement

Following ratification of this Agreement by the members of the Association and final approval by the Board, this Agreement shall be effective the first day of the 2020-2021 school year and shall continue in effect until the last day prior to the first day of student attendance of the 2023-2024 school year.

ACCEPTANCE OF AGREEMENT

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized representatives on this _____ day of _____, 2020.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

By: _____
Secretary

By: _____
Secretary

LETTER OF UNDERSTANDING

C.A.R.E.S (Collaborative Action and Resources for Educational Success)

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) agree to review the Collaborative Action and Resources for Educational Success (CARES) program during each school year. The purpose of the review will be:

- To establish, based on annual figures, the number of case managers required at each building
- To arrive at an equitable means of payment for case managers based on case load and building size; currently the payment is based on the following: \$160 per case with the total divided equally among the case managers
- To establish procedures, consistent across the District, for reporting cases

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Administrative Outreach Billing and Direct Service Claiming

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that monies from Medicaid Matching Dollars will be generated annually and dispersed to the District. The Parties further recognize the role of District bargaining unit members, including speech & language pathologists, psychologists and social workers, in securing these funds through providing services and completing record for use by a third-party administrator. In as much as the Parties pledge to expend these funds in a manner that will have the greatest impact on educational quality, the following is agreed:

1. A committee shall be established with regular member terms of one (1) year and shall meet at least quarterly.
2. The committee shall provide input regarding the use of the Administrative Outreach Billing and Direct Service funds and expend those funds accordingly.
3. The committee composition shall be two (2) administrators (directors of special education or designee[s]) and four (4) UFEA-appointed representatives with at least one (1) individual being a psychologist and one (1) individual being a social worker, and (2) individuals being a speech and language pathologist. The committee shall also include an occupational therapist or a physical therapist from the unorganized professional staff.
4. The committee may establish goals for use of the money.
5. In making its recommendations to the District, the committee shall use shared knowledge including, but not limited to, a historical perspective of the amount of money obtained and a review of quarterly accounting and records regarding how those monies have been used in the past, information on how monies may be legally allocated, etc.
6. The District will share with the UFEA President, at least quarterly, information related to how monies have been allocated and used.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Schedule B

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that Schedule B positions may need to be adjusted and re-evaluated for a variety of reasons, especially in multi-year contracts. A committee shall be established to address these needs. The committee will meet at least once per year, but may meet more often as needed. The committee shall not engage in collective bargaining but rather consensus building. The recommendations, if any, reported by this committee will be provided to both the Board and UFEA.

The purpose of the committee will be:

- To develop a form to be used for the collection of data to consider new positions.
- To collect data to use to evaluate existing positions and pay rates.
- To develop minimal expectations/requirements for schedule B positions.
- To consider student safety issues in regards to Schedule B positions.
- To explore professional development opportunities for schedule B employees.

The committee will be co-chaired by the Superintendent or Designee and UFEA president. It will also consist of the following members, who will serve terms of two years.

- Middle School Athletic Director
- High School Athletic Director
- 3 principals (elementary, middle and high school)
- 5 UFEA members to be appointed by the UFEA president which will represent elementary, middle, and high school positions as well as all of the different areas of schedule B, such as music, activities and sports.

Any new positions, job descriptions, and stipends brought to the committee for approval will require consensus of the Schedule B committee and approval by the Board and Association. The position, or changes, may commence at the mutually agreed upon date.

The Parties acknowledge that the Board retains the rights to eliminate positions or to add positions subject to the Board’s duty to bargain in good faith the compensation for any new position. Should the Board determine that financial circumstances warrant a reduction in Schedule B expenditure, the committee shall have the opportunity to recommend the allocation of the limited Schedule B resources.

When a bargaining unit member and a non-bargaining unit member are equally qualified in all respects for a Schedule B position, the bargaining unit member will be hired.

The committee will work with the evaluation committee to develop an evaluation instrument for Schedule B positions.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Professional Learning Communities

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the need to provide bargaining unit members with opportunities for professional collaboration and with time to complete important work such as analyzing and using data in instruction and assessment. Therefore, the Parties agree to the following:

Definition:

A PLC is a group of professionals engaged in action research focused on improving student outcomes.

Administration agrees not to use PLC time to:

- Distribute information about district initiatives or programs, etc.
- Assign book studies.
- Create tasks to be completed prior to, or following, scheduled PLC meetings.
- Hold faculty meetings.

For Building PLC groups Administration and UFEA will collaborate to establish:

- Teams
- Timelines
- Goals and projected outcomes

The District PLC Committee will consist of the following members:

- Superintendent or Designee, Co-Chair
- President of Unit Five Education Association or Designee, Co-Chair
- Six (6) Administrators to be appointed by the Board
- Six (6) UFEA Bargaining Members appointed by the Association

The District PLC Committee will:

- Develop training as needed
- Review the process at least annually
- Consider the interests of the District and of bargaining unit members and, with the goal of making PLC time as effective as possible, will explore alternative scheduling options. While the committee may explore a number of scheduling options, they will specifically look at options which would move PLC time to the end of the day, with early dismissal, allowing for them to occur less often but for longer periods of time. They should consider any impact such a change would have and will present the results of their discussions, including any recommendations, to the Board and UFEA so that any changes could be approved, integrated by the Calendar Committee, and communicated in plenty of time to stakeholders.

Calendar and Schedule:

- All schools except early learning programs will start an hour late up to twelve (12) Wednesdays during the school year. Due to the half day schedule for early learning programs, it is not possible to have PLC time during late starts and still count a.m. student attendance on those days. Accordingly, PLC time for

early learning programs shall be held in the afternoon after the p.m. session from 2:15-3:30 p.m. on late start days. Late start days will be specifically identified and communicated to bargaining members and the public as soon as possible, but no later than the first day of school.

- Buses will follow the late-start schedule, dropping off students to the school an hour later than their normally scheduled day.
- Bargaining unit members will flex their time on late-start days and be at school for a full one and one half hours prior to student attendance.
- The one and one half hours on late-start days will be used for District-wide implementation of professional development in the form of Professional Learning Communities.
- Schedules at the Elementary, Middle and High Schools will be adjusted accordingly to make the late-starts possible:
 - At the High School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Middle School level, classes will begin one hour later than usual and be shortened to accommodate the late start.
 - At the Elementary level, classes will begin one hour later than usual and Building Principals will make every effort when constructing Area Schedules to minimize the impact on individual bargaining unit member plan time and to maximize student access to area classes and instruction. Unless the District would be required to hire an additional employee to teach an area class due to a scheduling conflict of the area teacher, area classes other than P.E. will not be scheduled during the first hour on Wednesdays.
- Consideration will be given to consistency in scheduling between buildings and levels, as well as the schedules of bargaining unit members who travel between buildings and the potential impact on instruction and time.
- In addition to the late-start days, there may be time allotted for Professional Learning Community activities on each of the 5 district-wide school improvement days.
- The Parties agree to use information gathered through Professional Learning Community late-starts as a basis to discuss improving scheduling.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Leave Replacements for Extended Absences

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that a bargaining unit member who is suffering from a debilitating illness may not be able to fulfill their professional educator responsibilities for one year or longer. The Parties further recognize that it is in the best interest of the students to employ a leave replacement in these situations rather than a long-term substitute. Therefore, the Parties agree to the following:

1. The District may hire a leave replacement regardless of the bargaining unit member’s leave status.
2. In the event the bargaining unit member is able to return to their responsibilities prior to the end of the school year, the leave replacement will co-teach or fulfill the duties of the position cooperatively with the bargaining unit member for the remainder of the school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Induction and Mentoring Program

The Unit Five Education Association and the Board recognize the research associated with recruiting and retaining bargaining unit members. This research indicates the most effective strategy includes induction and mentoring programs for new bargaining unit members. Therefore, the District agrees to maintain an induction and mentoring program for bargaining unit members through the 2022-2023 school year to include:

1. The requirements in Article 21A of the School Code and its implementing regulations (23 Ill. Adm. Code 65.10 et seq.).
2. An established criterion for the selection of mentors providing all qualified bargaining unit members equal access to the application program.
3. All mentors must meet the following criteria:
 - a. Mentors must have two years of professional educator experience in the District.
 - b. A minimum of two overall ratings of excellent or proficient evaluations.
 - c. Completion of the District Mentoring Professional Development class or its equivalent.
 - d. Participation in District level professional development activities.
 - e. Participation in District activities and/or committees; i.e. curriculum committees.
4. An application process for mentors.
5. A selection process that is fair and equitable.
6. A method for matching mentors and mentees that is conducive to meeting and to providing content, building, area and/or grade level support.
7. Mentor Requirements:
 - a. Payment for mentors at a rate of \$510.00 per mentee.
 - b. Mentors will only be assigned one mentee per year unless approved by the Mentoring and Induction Committee.
 - c. Payment shall be contingent upon completion of fifteen (15) hours of contact time between the mentor and mentee.
 - d. New bargaining unit members and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, professional practice visitations and evaluation of the mentoring program.
 - e. Two professional practice visitations to be completed during the first year of the mentee contract.
 - f. Participation in Orientation meetings in August.
 - g. Completion of professional practice visitation feedback forms to provide basis for mentor/mentee debrief.
 - h. Completion and submission of payment form and evaluation to appropriate director.
8. Mentee Requirements:
 - a. Participation in Orientation meetings in August.
 - b. New bargaining unit members and their mentors will be provided the mentoring expectations and guidebook that include monthly meetings, professional practice visitations and evaluation of the mentoring program.
 - c. New bargaining unit members will be compensated for the optional district new educator meetings per the contractual rate for professional development (pay rate 2).

This agreement is in no way meant to eliminate or reduce the Board of Education's opportunities to apply for grants related to induction and mentoring or its participation in partnerships that would enhance the district's induction and mentoring program.

**BOARD OF EDUCATION OF COMMUNITY
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LETTER OF UNDERSTANDING

Special Education Workload Plan

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”), in cooperation with the Unit Five Education Association-IEA/NEA (“UFEA”) agree to the following “workload plan” as mandated in 23 Illinois Administrative Code (IAC) 226.735.

This plan shall encompass the following professionals:

1. Special Education Teachers
2. Speech & Language Pathologists
3. School Psychologists
4. School Social Workers
5. Occupational Therapists
6. Physical Therapists

The plan shall be based on an analysis and ongoing development of the activities for which the special education professionals are responsible and shall encompass, but need not be limited to:

1. Individualized instruction;
2. Consultative services and other collaboration among staff members;
3. Attendance at IEP meetings and other staff conferences; and
4. Paperwork and reporting

Current workload responsibilities include, but are not limited to, parent communication, scheduling IEP meetings, and completion of paperwork for all respective IEP meetings and reports. The plan shall comply with all applicable local, state and federal rules and regulations.

List of understandings:

1. A workload/caseload committee shall meet at least quarterly (or until data is obtained to establish information needed to recommend language for a future Letter of Understanding dealing with workload/caseload definitions and requirements) to further specify activities and documents used to clarify the ongoing development and monitoring of this plan. This committee will collect data through a time study in order to assist with analysis of workload responsibilities. UFEA representatives will be appointed by the UFEA President. Notes of meetings will be provided to UFEA president and district representative.
2. The plan will be governed by the definitions of the terms that are a part of this document and those the group determines necessary; as well as applicable collective bargaining agreements.
3. The plan takes into account the individual needs of the students with disabilities in the District and how the special services staff can most appropriately meet those needs.

4. The District will collect monthly caseload reports for analysis of workload and impact.
5. The plan will be reviewed annually by the workload/caseload committee.
6. When a special services staff member feels overloaded with the assigned workload responsibilities, the special services member will contact his/her building principal. If no resolution is reached at the building level, the Director of Special Education will be contacted (or the Concern Resolution process and form may be used) to schedule a meeting to discuss these concerns. The staff member will bring to this meeting documentation to support that the workload responsibilities are unmanageable, including the staff member's schedule. This information may be referred to workload/caseload committee for a recommendation based on time study data.
7. This plan is expressly excluded from any grievance procedure in any District collective bargaining agreement.
8. UFEA and the District will work toward developing a Letter of Understanding dealing with workload/caseload definitions and requirements.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

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Date: _____

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LETTER OF UNDERSTANDING

Licensed School Nurses

Due to changes in State law regarding a medical review for students being evaluated or reevaluated for special education services and for other reasons, the District has expressed a preference for hiring nurses who have a professional educator license (“PEL”) endorsed for school support personnel for school nurse. However, should the Board of Education decide to employ a nurse without a PEL with such endorsement, it is agreed as follows:

1. Nurses with a PEL endorsed for school support personnel for school nurse shall not be required to supervise or evaluate the performance of nurses without a PEL endorsed for school support personnel for school nurse.
2. Should the District desire nurses with PELs endorsed for school support personnel for school nurse to provide mentoring or training of nurses without a PEL endorsed for school support personnel for school nurse, it will create a Schedule B assignment and follow the posting and other requirements of Section 6.6 of the Negotiated Contract. Any such Schedule B assignment will be voluntary and will be compensated in the amount of \$510 per school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Study Hall Supervision by Non-Professional Educator Licensed Employees

While not conceding the supervision of high school study halls is not bargaining unit member work, Unit Five Educational Association (“UFEA”) agrees that for the 2020-21 through 2022-23 school years, the Board of Education may employ non-bargaining unit members to supervise study halls contingent upon the following:

1. If the District determines the need for any extra assignments for study hall supervision, those assignments will be posted for a period of seven days. If no bargaining unit member expresses an interest in the extra assignment in writing within said seven day period, the District may employ a non-bargaining unit member to fill the assignment;
2. The employment of non-bargaining unit members to supervise study halls will not be used to reduce number of high school bargaining unit members employed by the Board.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

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President

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President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Reading Recovery Teacher Leader

The Unit Five Education Association (UFEA) and the Board of Education recognize the importance of the Reading Recovery Teacher Leader position, and understand the requirements of the job necessitate training outside of the contract day on a regular basis, as well as paperwork and reporting requirements that necessitate additional days outside of the regular school year.

Therefore, the Parties mutually agree that the Reading Recovery Teacher Leader will be paid hourly for training/instruction delivered outside the school day according to the negotiated Supplemental Pay Rate 4:

9.8.4 Curriculum Work/Supplemental Instruction – Pay Rate 4

A bargaining unit member who voluntarily accepts an hourly assignment to produce curriculum related materials which benefit the district or to provide supplemental instruction to students outside of the regular workday, such as driver's education, shall be compensated at the rate listed below as Pay Rate 4. It is understood that for each one-hour of instruction there will be twenty (20) minutes of paid plan time.

Additionally, in order to complete the paperwork and reporting required by the position, the Reading Recovery Teacher Leader will be authorized to work up to four (4) additional days. Each year, the Reading Recovery Teacher Leader will work with his/her Supervisor and central office administration to establish the number and schedule of additional days. Additional pay shall be based upon the working individual's base salary divided by one-hundred eighty (180) days.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

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President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Student Assessments

The Unit Five Education Association (“UFEA”) and Board of Education recognize there is value to the assessment of student growth to guide and inform instructional decisions. Further, the Board and UFEA recognize that some student assessment, including standardized testing, is required to be in compliance with State and/or Federal law. Additionally, response to intervention guidelines require periodic benchmark assessments be administered to all students within a grade level as part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

Using ISBE’s Student Assessment Inventory for School Districts, the Board and UFEA agree to, on a regular basis:

- make an intentional effort to engage in conversations that include all stakeholders regarding District assessments and the amount of assessment information necessary for essential diagnostic data, instructional guidance, and accountability purposes;
- work to ensure that every District assessment is of high quality, is providing the information necessary for specific District and classroom purposes, and is supported by structures and routines that ensure assessment results are used to benefit students and educators;
- engage in a cost/benefit analysis of current District assessments, including the monetary costs, the time assessments may take away from teaching or learning in the classroom, and the benefits of assessments for teaching and learning; and
- explore alternatives to current assessments including a cost/benefit analysis of alternative assessments.

Following the assessment inventory, the District will determine whether a change in District assessments will be made and communicate the reasons why a change may or may not be warranted.

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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
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President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

ISU Principal Preparation Program Internship Leave

Illinois State University ("ISU") provides a principal preparation program for students pursuing a Master's degree in P-12 Educational Administration through ISU. As part of the principal preparation program, students are required to complete an internship in educational administration. In order to allow bargaining unit members in the District to participate in a semester long internship, the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and Unit Five Educational Association ("UFEA") agree to create a paid leave of absence under the following terms and conditions:

1. The Board may grant a bargaining unit member participating in the internship a paid semester long leave. During said leave, the Board will continue to pay the bargaining unit member's base salary and maintain health insurance coverage for the bargaining unit member. The bargaining unit member may continue to pay associate Unit Five Education Association ("UFEA") dues as applicable.
2. Upon completion of the leave, the bargaining unit member agrees to return to and remain employed by the Board for at least one (1) school year. The District will place the bargaining unit member in an available position for which the bargaining unit member is qualified to fill.
3. If the bargaining unit member fails to return to and remain employed by the Board for at least one (1) school year following completion of the leave, then the bargaining unit member shall reimburse the District the full cost of the bargaining unit member's salary and benefits for the period of the leave. Such reimbursement shall be paid by the bargaining unit member within ninety (90) days of the date the District provides an invoice to the bargaining unit member for said costs. In such event, the bargaining unit member authorizes the District to offset any funds the District may then or thereafter owe the bargaining unit member, including a final paycheck or paychecks, against any such reimbursement balance due the District from the bargaining unit member. For good cause, upon recommendation of the Superintendent, the Board may waive reimbursement of said costs.
4. Upon award of the aforesaid Master's degree in Educational Administration, and for a term of one (1) school year following award of such degree, the bargaining unit member shall actively pursue an administrative position within the District by applying for such position or positions as vacancies occur. If the bargaining unit member shall fail to actively pursue an administrative position after award of such degree, then, upon recommendation of the Superintendent, the Board of Education may require the bargaining unit member to reimburse the District the full cost of the bargaining unit member's salary and benefits for the period of the leave.
5. The bargaining unit member will sign an agreement documenting the above terms and conditions.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

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LETTER OF UNDERSTANDING

Salary Schedule Placement

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize that there currently exists a teacher shortage across the nation and within the State of Illinois. The Board and UFEA further recognize the number of graduate credit hours in order to obtain certain specialist degrees and master’s degrees exceeds the number of credit hours required for master’s degrees typically obtained by teachers. The Board and UFEA further recognize that teaching within many nonpublic (i.e. private) schools is comparable to teaching within public schools, especially in nonpublic schools recognized by the Illinois State Board of Education (“ISBE”). In order to attract and retain high quality bargaining unit member at competitive salaries, and in recognition of the above findings, the Board and UFEA agree to the following with regard to the salary schedule placement:

Experience Credit

“Teaching experience” for purposes of Board Policy 5.200 shall be interpreted as full-time teaching experience in a pre-K through 12 position in a public school or in a private school that has been recognized by ISBE and required the teacher to maintain a Professional Educator License (“PEL”) endorsed for the content area taught by the teacher. For bargaining unit members with a professional educator license (“PEL”) endorsed for school support personnel, “teaching experience” shall also mean private experience within a clinical setting (e.g. psychology, SLP, social work, nursing).

Graduate Education Credit

Education credit will be given on the salary schedule to current or new bargaining unit members whose graduate program required them to complete more than 36 graduate credit hours to obtain their graduate degree. For example, if a teacher’s graduate program required them to complete 57 graduate credit hours, then the teacher would have 21 graduate hours beyond the M+0 lane recognized for purposes of the salary schedule and the teacher would be placed within the M+16 lane.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Dual Credit Courses with Heartland Community College

The Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and the Unit Five Education Association-IEANEA ("UFEA") recognize the importance of providing an excellent educational experience for students, including the value of offering dual credit courses through Heartland Community College's (HCC's) College NOW program. The parties recognize that due to expectations of HCC for College NOW faculty, the wages and hours of bargaining unit members teaching dual credit courses may be impacted as a result of additional work or meetings occurring outside the regular work day. Therefore, the parties agree to the following:

1. It will be the voluntary decision of a qualified bargaining unit member whether to teach a dual credit course.
2. According to HCC's College Now Guidelines, a desk review and site visit will be conducted by the academic department during the first offering of the course. Provided the course review is satisfactory, the academic department will conduct ongoing reviews at least once every three years. The College may elect to conduct additional reviews in the case deficiencies are noted. A copy of the review will be delivered to the secondary instructor and Superintendent or designee and placed on file at Heartland Community College. Course reviews or feedback provided by HCC will not be used in the evaluation of bargaining unit members.
3. Bargaining unit members will follow HCC requirements outlined by the published Faculty Guidelines and College NOW Dual Credit Course Review Guidelines.
4. Syllabi for College NOW courses are due the 2nd Friday in May for the Fall term and the 2nd Friday in December for the Spring term. Therefore, the Superintendent or designee will ensure course sections are verified for bargaining unit members by the end of April for the following school year. If these criteria are not met, the bargaining unit members will not be required to submit a syllabus until their contract year begins in August.
5. If bargaining unit members are required to attend HCC meetings, department meetings, or professional development outside the contractual work day, they will be compensated at the appropriate contractual pay rate, less any stipend or other compensation paid by HCC.
6. Due to the additional workload placed on bargaining unit members that teach dual credit courses, bargaining unit members will be compensated at Pay Rate 4 (Curriculum Work/Supplemental Instruction) for three hours per section assigned. This compensation will cover the following:
 - a. Double entry of grades
 - b. Developing and revising syllabus
 - c. Roster verification
 - d. Work associated with observation by HCC staff

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Observance of Religious Holidays

The Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") and the Unit Five Education Association-IEANEA ("UFEA") recognize the diverse needs of bargaining unit members in relation to the observance of religious holidays.

Board Policy 5.70 currently provides:

General Personnel – Religious Holidays

The Superintendent or designee shall grant an employee's request for time off to observe a religious holiday if the employee gives at least 2 days prior notice and the absence does not cause an undue hardship. Employees may use earned vacation time, permission absence, or personal leave to make up the absence provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

When a religious holiday occurs on a day Unit 5 is in session, a bargaining unit member may use their accumulated personal leave, request permission absence, or leave without pay to observe the religious holiday. Bargaining unit members must follow Board Policy 5.70 as amended.

This Letter of Understanding shall not be subject to the grievance process in Article IV of this Agreement and is strictly for informational purposes.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

Virtual Learning

Virtual Learning includes in-person instruction and technology-based instruction through video conferencing, virtual classrooms, online materials, and similar technology. The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association-IEA/NEA (“UFEA”) recognize the potential value of Virtual Learning to provide students with educational opportunities that otherwise may not be available to students within the District or that are not economically feasible because of smaller class sizes and limited resources. The Board and UFEA agree to the following regarding the use of Virtual Learning within the District:

1. Virtual Learning will not be used to reduce the number of bargaining unit members employed by the Board, but to supplement or add to the course offerings currently available to students.
2. Virtual Learning will not be used to increase class sizes significantly above the average range for similar courses within the building.
3. Video and audio from classrooms equipped with such technology will not be used to observe bargaining unit member performance or as evidence for evaluation purposes.
4. The District will work to identify technology solutions and resources to support bargaining unit members utilizing Virtual Learning technology, including options for converting paper resources into digital format.
5. The District will seek individuals who are interested in taking advantage of the technology to provide enhanced learning experiences.
6. The District will utilize the technology in ways such as:
 - a. Bargaining unit members at each school may “co-teach” a course. For example, social studies teachers at each school who teach the same course could combine their classes virtually, or a social studies teacher at one school and language arts teacher at the other school could combine their classes in a virtual co-teaching environment.
 - b. A bargaining unit member at one school may teach a course that otherwise would not be offered at the other school. At the school where the course otherwise would not be offered, the Board will add the course to an existing part-time bargaining unit member’s schedule or attempt to employ a bargaining unit member as a sixth assignment to supervise the classroom. If a sixth assignment is posted, it will be posted for a period of seven days. If no bargaining unit member expresses an interest in the sixth assignment in writing within said seven-day period, the District may employ non-Professional Educator Licensed personnel to supervise the classroom.

The parties will review this agreement as necessary, including considering feedback from bargaining unit members who have utilized the technology, and will adjust or amend this agreement as necessary.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
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By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

E-Learning Days

105 ILCS 5/10-20.56 authorizes school boards to adopt a research-based program or research-based programs for e-learning days district-wide that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by Section 10-19 of this Code. The research-based program or programs may not exceed the minimum number of emergency days in the approved school calendar (i.e. 5 emergency days) and ensure that the specific needs of all students are met, including special education students and English learners, and that all mandates are still met using the proposed research-based program. The e-learning program may utilize the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners. The e-learning program must address the school district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

In response to the coronavirus pandemic (COVID-19), the Board of Education (the "Board") of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") adopted a researched-based e-learning program (the "E-Learning Program") pursuant to the requirements of 105 ILCS 5/10-20.56. The Board and Unit Five Education Association IEA/NEA ("UFEA") agreed that in the case of extreme circumstances such as the COVID-19 pandemic, the District could utilize "e-learning days" in accordance with the E-Learning Program approved by the Regional Office of Education.

Given the experience planning for and using "remote learning days" in the spring and fall of 2020 pursuant to 105 ILCS 5/10-30, the Board and UFEA desire to extend the use of e-learning days to allow for their use in lieu of District emergency days. Such e-learning days will count as student attendance days, and as work days for employees. The District will notify staff regarding general expectations and responsibilities of the E-Learning Program. Such expectations shall be similar to the spring of 2020 with the purpose of providing "continuity of learning" rather than delivering new content or instruction.

During e-learning days, bargaining unit members will be digitally available to students and parents from 8:45am-1:45pm. During the work day, bargaining unit member work may look differently than a normal work day, and may include synchronous and asynchronous instruction, grading and assessment, planning, providing student feedback, and/or communicating with students and families.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

LETTER OF UNDERSTANDING

School Counselors at the High Schools

Section 6.2 of the Negotiated Contract between the Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association (“UFEA”) provides for a regular work day for each bargaining unit member of eight (8) clock hours or sixty (60) minutes longer than the pupil day, whichever is shorter. However, it also recognizes that professional responsibilities extend beyond the classroom and beyond the regular work day, including providing students with guidance.

The Board of Education recognizes the importance of school counselors at the high schools, and understands the requirements of the job occasionally extend beyond the regular work day. When this occurs, the Board and UFEA mutually agree that school counselors at the high schools will have the ability to flex the work day on an hour by hour basis as agreed with their principal. For example, when a school counselor works for an hour outside the work day, he or she may flex one hour during the work day to compensate for his or her time.

School counselors at the high schools will work with their principals to keep track and schedule the appropriate work time and flex time.

**BOARD OF EDUCATION OF COMMUNITY
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
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Date: _____

LETTER OF UNDERSTANDING

Middle School Interventions and Schedule

The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) and the Unit Five Education Association - IEA/NEA (“UFEA”) recognize the importance of providing a high-quality educational experience for students that allows them to achieve personal excellence. Instructional interventions -- intentional, specific, formal, and flexible programs aimed at helping students improve in targeted areas -- are one method of monitoring student progress and providing support as they learn and grow.

During contract negotiations prior to the 2020-21 school year, the District made a proposal to expand such interventions during the middle school day. This may impact the current day and require changes to 6.4.2 Middle School Staff. Prior to any such changes being agreed to or implemented, the Parties agree to form a joint committee and to implement a pilot program.

The Middle School Joint Committee will:

- Be jointly chaired by the UFEA president or designee and Superintendent or designee
- Include up to an additional 12 members, 6 appointed by UFEA and up to 6 appointed by the District
- Meet as often as necessary, but at least quarterly, during the 2020-21 and 2021-22 school years
- Identify appropriate and robust professional development for educators conducting interventions
- Create a continuous professional development plan and a support plan -- including a timeline of when such professional development will occur and who will be providing such training
- Confirm a working list of interventions that can be used
- Identify barriers and obstacles that will need to be addressed in order to ensure a smooth transition
- Confirm a list of supplies and resources needed to provide identified interventions with fidelity
- Develop a plan for the middle school schedule that will allow for the provision of interventions and will identify what opportunities are available to students not receiving interventions
- Develop a process for selecting which educators will be providing interventions
- Provide a process and plan for continuous feedback and modifications to the plan
- Provide for regular two-way communication with middle school staff regarding decisions and processes

The Pilot Program:

The Middle School Joint Committee will work in 2020-21 to develop a modified middle school schedule which provides for more interventions. During the 2021-22 school year, the modified schedule will be piloted at least one junior high/middle school as determined by the Committee.

Throughout the 2021-22 school year, the Middle School Joint Committee will seek regular feedback from those educators piloting the schedule and providing interventions. At the conclusion of the pilot program, the Joint Committee will make a recommendation to the Parties regarding a district-wide implementation beginning in the 2022-23 school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
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UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

Appendix A

PROCEDURE FOR RESOLVING CONCERNS

McLean County Unit District No. 5

1809 West Hovey Ave., Normal, IL 61761-4339

The Unit 5 Administration is interested in receiving and processing valid concerns of its constituency in an appropriate sequence. Each concern shall be considered on its merits and every effort will be made to resolve issues in a positive and professional manner.

The following steps are recommended when a concern is registered against a person, policy, or procedure. Each step/action taken will depend upon the severity of the concern and may be adjusted accordingly. All concerns will be processed to completion using the following guidelines.

Step One

All concerns should be directed to the individual(s) involved. In an attempt to resolve differences at this level, all parties involved should participate in the process. This may include a personal conference, a telephone conversation, or a written communication.

Step Two

If resolution is not achieved at Step One, a “Concern Resolution Form” will be submitted to the building principal/designee. The following actions will be taken upon receipt of the Concern Resolution Form.

- Any concern or series of concerns that are requested to be placed in a staff member’s personnel file or that may result in disciplinary action shall be brought to the attention of the staff member as soon as possible.
- The building administrator will schedule a conference with the concerned party or parties and the staff member involved to review the concern(s). A copy of the Concern Resolution Form will be provided for all parties.
- The building principal/designee will conduct an investigation based on the documents submitted and the information discussed at the conference.
- The building administrator will provide a written recommendation for resolution to all parties.

Step Three

If resolution is not achieved at Step 2, the concerned party may appeal the recommendation to the Assistant Superintendent of Operations and Human Resources. The building principal will submit all documentation along with the Concern Resolution Form indicating prior actions taken.

The following actions will be taken in Step Three.

- The Assistant Superintendent of Operations and Human Resources will conduct a hearing involving all parties.
- The Assistant Superintendent of Operations and Human Resources will complete a written recommendation within seven days of the hearing completion. All materials reviewed will be considered for placement in a staff member’s personnel file.

This procedure shall not be construed to create an independent right to a hearing before the Board. An individual not satisfied after following the outlined procedures may file a grievance under Board Policy No. 2.260 (*Uniform Grievance Procedure*).

Appendix B

CONCERN RESOLUTION FORM

McLean County Unit District No. 5
1809 West Hovey Ave., Normal, IL 61761-4339

Your Name: _____ Date: _____

Address: _____
Street City Zip Code

Phones (s): Home _____ Work _____ Cell _____

Parties Involved: _____

Concern Involves (please explain/use the back side if additional space is needed):

Facilities (Building, Playground, Parking Area, etc.): _____

Personnel: _____

Transportation: _____

Other: _____

What will define success in resolving this concern for you? Please prioritize the outcomes you want.

Your Signature: _____

The completed form should be forwarded to the building or area supervisor. Typically, this would be the principal of the school involved with the issue.

C & I September 28, 2004

Appendix C

LEAVE SUMMARY

The following is intended to be a quick guide to leaves available to Bargaining Unit Members. Please reference Article X of the negotiated agreement for a complete explanation of many of these leaves.

PAID LEAVES

- **Sick Leave (10.1.1.)** – A paid leave that can be used by an employee for personal illness or for serious illness or death for members of the immediate family as defined by group-specific language. Sick leave may also be used during the adoption of a child, pursuant to provisions of the contract. All benefits remain intact when an employee is utilizing sick leave. A **Sick Leave Bank (10.1.1.a)** is also available for members to cover their own personal illness. FMLA is run concurrently when applicable.
- **Personal Leave (10.1.2)** – Two (2) days of leave per year for personal business that must be requested forty-eight (48) hours in advance (except in emergencies). Personal leave may not be taken in certain situations without approval of the Superintendent or designee. Unused personal leave may accumulate to a maximum of four (4) days.
- **Professional Leave (10.1.3)** – May be requested for professional development activities; request shall be in writing at least one (1) week prior to the day of the requested absence. The Superintendent or designee will approve or deny such requests.
- **Leave for Additional Education (10.1.5)** – A 12-month leave available to up to two (2) bargaining unit members per year. Members must meet the qualifications for employment, experience and education. Members on such leave will receive one-half of their base salary and must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- **Sabbatical for Recipients of Distinguished Educational Award (10.1.6)** – This one (1) semester leave to pursue additional education opportunities is provided as an alternative to “Leave for Additional Education” for members who receive a Golden Apple (or similar) Award and meet the qualifications listed. Any member on such leave will continue to receive his or her base salary and health insurance/major medical benefits, and must return and work for two (2) additional years in Unit Five or refund the leave pay to the Board.
- **Bereavement Leave (10.1.7)** – A paid leave that can be used by an employee for up to three days to deal with funeral matters of the immediate family. If the request is for a family member who doesn’t qualify under the terms of the contract, the request may be considered under the terms of Emergency Leave.
- **Emergency Leave (10.1.8)** – Members of the bargaining unit may request leave to accommodate extreme situations when other leaves do not apply. A member must give a reason for the request, and such leave will be approved or denied by a committee consisting of the Superintendent or designee, principal of the building from which the request was made, and the president of the Association or designee.

MILITARY LEAVE

- **Military Leave (10.3)** – The District will comply with the Uniformed Services Employment and Reemployment Rights Act (“USERRA”), the Illinois Service Member Employment and Reemployment Rights Act (“ISERRA”), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time. For details, please refer to the contract.

UNPAID LEAVES

A bargaining unit member must work at least ninety (90) school days or one semester, whichever is less, in one (1) school year to receive experience credit for that year on the salary schedule. A bargaining unit member on leave for a full school year shall not advance on the salary schedule while on leave; however, upon return the member shall advance appropriately on the salary schedule.

- **Family Medical Leave Act (FMLA)** – A leave for up to 12 weeks in a year that can be used for a serious medical condition of the employee or the employee’s spouse, child, or parent, and for the birth or adoption of a child. All benefits, except pay, remain intact when an employee is utilizing FMLA. (FMLA will be counted concurrently when other FMLA-qualifying leaves are taken.) Completion of forms may be required.
- **Medical Leave (10.2.1)** – An unpaid leave that can be used by an employee for personal illness only. Medical leave is only available after sick leave has been exhausted. All benefits, except pay, remain intact when an employee is utilizing medical leave. FMLA is run concurrently when applicable.
- **Personal Illness Leave (10.2.2)** – An unpaid leave that can be used for an employee’s personal illness. The leave requires Board approval prior to use, and is available only after sick leave and medical leave have been exhausted. An employee can request personal illness leave for the remainder of the current year only. All benefits are suspended during a personal illness leave. An employee can continue health insurance at personal cost during a personal illness leave.
- **Family Hardship Leave (10.2.3)** – An unpaid leave that can be used by an employee for family care, and it CANNOT be used in conjunction with sick leave. The leave requires Board approval prior to use. All benefits are suspended during parental leave. An employee can continue health insurance at personal cost during a parental leave. Total leave allowance is two years.
- **Parental Leave (10.2.4)** – An unpaid leave that can be used by an employee for family care. The leave requires Board approval prior to use and, and it CAN be used in conjunction with sick leave. The leave requires Board approval prior to use. All benefits are suspended during parental leave, and tenure status is interrupted for non-tenured certified staff. An employee can continue health insurance at personal cost during a parental leave. Total leave allowance is two years.
- **Planned Extended Leave (10.2.5)** – An unpaid leave that requires Board approval prior to use. A member must give a specific reason for the request, and leaves will not be granted to allow employment in another school district. Seniority is not impacted by taking such leave; however experience credit is not accrued while on leave. All benefits are suspended during a planned extended leave. An employee can continue health insurance at personal cost. When returning from leave, the employee will be placed in an available position for which they are qualified, unless impacted by a Reduction in Force. Total leave allowance is two years.
- **Leave Without Pay** – Requests for absences from work that do not fall under any other leave policy may be granted by a supervising administrator. Unless circumstances warrant, leave without pay shall not be granted immediately prior to or immediately following holidays or vacations. The pay for a bargaining unit member who is granted a leave without pay shall be reduced as per the salary contract.

Appendix D

EVALUATION CYCLES

Non-Tenured

Timeline	Process
Segment 1 Start of School Term to Evaluation Planning Meeting	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Evaluation planning meeting following Orientation and within 20 school days
Segment 2 Following the Evaluation Planning Meeting to Winter Break	• Informal Observation(s) • Formal Observation(s) • Mid-Cycle Conference in December
Segment 3 After Winter Break and At Least 60 Calendar Days Before the End of the School Term	• Informal Observation(s) • Formal Observation(s) • At least 60 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member ○ Tenure will be determined at the end of the fourth non-tenured year. Tenure will only be considered for Certified Staff who received a performance evaluation rating of at least “Proficient” at the end of the fourth probationary year and at least “Proficient” in either the second or third probationary year. ○ Non-Tenured Certified Staff Members, who received an “Excellent” performance evaluation rating in the first three probationary years, are eligible for early tenure.

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Tenured – Proficient/Excellent

Timeline	Process
Year 1	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Evaluation planning meeting following Orientation and within 20 school days • At least one Formal or Informal Observation
Year 2	• Written Notification by the first student school day • Orientation for all staff within the first 15 school days • Mid-Cycle Conference within the first 25 school days • At least one Formal or Informal Observation • At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member ○ Overall Rating of “Proficient” or “Excellent” – Continuation on the District’s evaluation schedule ○ Overall Rating of “Needs Improvement” – Professional Development Plan ○ Overall Rating of “Unsatisfactory” – Remediation Plan

****A minimum of two observations must be conducted, of which one (1) must be formal.***

Tenured – Needs Improvement

Timeline	Process
Within 30 school days of Certified Staff Member receiving an Overall Rating of “Needs Improvement”	- Review of the Tenured Staff Professional Evaluation Plan Components including: 1) Professional Practice Performance Rating Definitions; 2) Operating Principles of the Summative Rating; 3) Assign the Peer Coach; and 4) current Teaching Performance Evaluation Framework. - Develop Professional Development Plan (“PDP”) with the Certified Staff Member to address components that are rated as “Needs Improvement” and any supports the District will provide
Segment 1 First Semester	- Written Notification by the first student school day - Orientation for all staff within the first 15 school days - PDP Review Meeting within the first 20 school days - Informal Observation(s) - Formal Observation(s) (at least one)
Segment 2 Second Semester	- Mid-Cycle Conference to discuss progress towards PDP with a formative rating - Informal Observation(s) - Formal Observation(s) (at least one) - At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member - Overall Rating of “Proficient” or “Excellent” – Reinstatement to the District’s evaluation schedule - Second Overall Rating of “Needs Improvement” becomes “Unsatisfactory” – Remediation Plan - Overall Rating of “Unsatisfactory” – Remediation Plan

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Tenured – Unsatisfactory

Timeline	Process
Within 30 days of Certified Staff Member receiving an Overall Rating of “Unsatisfactory”	- Review of the Tenured Staff Professional Evaluation Plan Components including: 1) Professional Practice Summative Rating Definitions; 2) Operating Principles of the Summative Rating; 3) Role of the Consulting Certified Staff Member; and 4) current Teaching Performance Evaluation Framework. - Develop Remediation Plan with the Consulting Certified Staff Member to address deficiencies cited, provided that the deficiencies are remediable - Explain and confirm the Remediation Plan with Certified Staff Member and the Consulting Certified Staff Member
At the beginning of the 90 school day Remediation Plan	The Certified Staff Member begins the implementation of the Remediation Plan with the support of the Consulting Certified Staff Member
Before the midpoint of the Remediation Plan	- Informal Observation(s) (as determined by Evaluator, post conference required) - Formal Observation(s) (at least one)
At the midpoint of the Remediation Plan	Summative Evaluation is given and reviewed with the Certified Staff Member
After the midpoint of the Remediation Plan	- Informal Observation (as determined by Evaluator, post-conference required) - Formal Observation(s) (at least one)
At the conclusion of the Remediation Plan period	- At least 45 calendar days before the end of the school term, a Summative Evaluation rating is given to the Certified Staff Member Overall Rating of “Proficient” or “Excellent” – Reinstatement to the District’s evaluation schedule - Overall Rating of <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Dismissal (Section 24-12)

****A minimum of three observations must be conducted, of which two (2) must be formal.***

Appendix E

MONTHLY TRAVEL REPORT

Directions for the completion of monthly travel report for reimbursement

This document includes the mileage travel chart and the monthly travel report form that you will use to document your mileage for reimbursement. Listed are guidelines to use as you complete your mileage report:

- 1. Please complete this form electronically instead of hand-written.**
- 2. Complete ALL of the information at the top of the form (type in the gray shaded boxes).**
 1. Once you've typed in the cell and hit Enter or tabbed out, the gray shading will disappear.
 2. For the "Reimbursement Month" and "Homebase" fields, select a value from the drop-down menu.
- 3. Complete as many lines of the Travel Log as necessary.**
 1. For each line, input information into the Date, From, To, Purpose, and Miles fields. The Rate and Reimbursement fields will be automatically calculated.
 2. If you get a "Update Form" error in the Reimbursement field, the spreadsheet cannot find a mileage rate for the date that you input in that line. Please download the most current version of the form.
 3. The Reimbursement Total is rounded after each line of the Travel Log has been summed.
 4. Only record the miles that you actually travel between buildings, not round trips.
 5. Use the mileage chart tab on the document to figure your mileage.
 6. Staff members will be compensated for miles actually traveled between district buildings.
- 4. Complete the Account Distribution table.**
 1. The total on the Account Distribution must equal the total on the Travel Log.
 2. Call the Business Office (Accounts Payable) if you need an account number that's not listed.
- 5. Submit the completed form to Accounts Payable for processing.**
 1. The building administrator must sign the completed form.
 2. The form must be printed on pink paper before submitted to the Unit Office.
 3. Complete for a full month (no partial month payments).
 4. Approved travel sheets (sheets with admin signature) are processed the first week of each month.

You can download a current version of this form by going to www.unit5.org and navigating to Staff > Staff - Resources > Mileage Reimbursement,

OR

at sites.google.com/myunit5.org/finance-dept/accounts-payable/mileage-reimbursement

The District and the Association collaborated in the development of the travel document. We recognize there may be some discrepancies within the data on the chart. If you find the chart does not accurately reflect the distance or time you travel, please notify Curt Richardson.

LETTER OF UNDERSTANDING

Updates to Travel Time Chart

During collective bargaining for a successor agreement, the Unit Five Education Association-IEA/NEA (“UFEA”) proposed changes to the Travel Time Chart attached to the Negotiated Contract as part of Appendix E in order to update for accuracy and to add time to allow for bargaining unit members to transition between classes and buildings. The Board of Education (the “Board”) of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”) recognizes the need for bargaining unit members who travel between buildings on the same day to have a reasonable amount of time to not only travel from one building to another, but to transition between classes at different buildings. The Board and UFEA further recognize it has been some time since the Travel Time Chart was updated, that traffic patterns, signals, and times may have changed since the Chart was last updated, and that there are inconsistencies in the Chart based on current travel times indicated on mapping apps such as Google maps and Apple maps.

In order to address these inconsistencies, update the Travel Time Chart, and allow for a reasonable amount of time to travel between buildings and transition between classes at different buildings, the Board and UFEA agree to create an ad hoc subcommittee comprised of equal representation of bargaining unit members and administrators to make proposed revisions to the Travel Time Chart for the 2020-2021 school year. The goals of the subcommittee will be as follows:

1. To update travel times in the Travel Time Chart based on at least two sources (i.e. Google maps, Apple maps) taking into consideration traffic patterns at different times of day, traffic signals, inclement weather, road maintenance, and the distance and amount of time needed to walk from the buildings and parking lots assuming travel at different times of day;
2. To allow for a reasonable amount of time in the Travel Time Chart to transition from one class to another at different buildings; and
3. To present the proposed revisions to the Travel Time Chart to UFEA and the Board of Education for adoption.

Further, in order to provide additional time for bargaining unit members to transition between buildings and classes at different buildings, the Board agrees to direct principals to schedule the travel times of traveling bargaining unit members adjacent to the bargaining unit members preparation time and lunch as much as reasonably possible commencing with the 2021-2022 school year.

**BOARD OF EDUCATION OF COMMUNITY
UNIT SCHOOL DISTRICT NO. 5, MCLEAN
AND WOODFORD COUNTIES, ILLINOIS**

UNIT FIVE EDUCATION ASSOCIATION IEA/NEA

By: _____
President

By: _____
President

Date: _____

Date: _____

MCLEAN COUNTY UNIT DISTRICT NO. 5

MONTHLY TRAVEL REPORT

For Mileage Reimbursement

PLEASE TYPE IN THE GRAY BOXES. THEY WILL TURN WHITE ONCE THEY HAVE BEEN FILLED IN.

EMPLOYEE NAME	REIMBURSEMENT MONTH	HOMEBASE		
HOME ADDRESS	CITY	STATE	ZIP CODE	LAST 4 OF SSN

PLEASE PRINT THIS FORM ON PINK PAPER

ACCOUNT DISTRIBUTION

Account Description	Account Number	Dollar Amt
Technology Administrator	10E000 2661 3320 00 000000	
Technology Personnel	10E000 2664 3320 00 000000	
Social Workers	10E000 2110 3320 00 000000	
Psychologists	10E000 2140 3320 00 000000	
Superintendents Office	10E000 2321 3320 00 000000	
Curriculum Instruction Personnel	10E000 2211 3320 00 000000	
Principal/Assoc. Principal/Admin	10E000 2410 3320 00 000000	
Principal's Admin Assts	10E000 2410 3320 00 000000	
Human Resources	10E000 2641 3320 00 000000	
Business Director	10E000 2510 3320 00 000000	
Elementary Teachers/Teacher Asst/Med Nurses	10E100 1110 3320 00 000000	
CJHS Teachers/Teacher Assistants	10E202 1120 3320 00 000000	
EJHS Teachers/Teacher Assistants	10E201 1120 3320 00 000000	
KJHS Teachers/Teacher Assistants	10E204 1120 3320 00 000000	
PJHS Teachers/Teacher Assistants	10E203 1120 3320 00 000000	
NCHS Teachers/Teacher Assistants	10E301 1130 3320 00 000000	
NCWHS Teachers/Teacher Assistants	10E302 1130 3320 00 000000	
Special Education	10E000 1220 3320 00 000000	
School Nurses	10E000 2134 3320 00 000000	
Custodians	20E000 2542 3320 00 000000	
Food Service Administrators	10E000 2561 3320 00 000000	
Food Service Employees	10E000 2562 3320 00 000000	
Transportation Admin	40E000 2551 3320 00 000000	
Special Ed. Purposes	40E000 2552 3310 00 000000	
Other (Call Business Office for Acct Number)		
Total		\$ -

EMPLOYEE SIGNATURE

DATE

PRINCIPAL/SUPERVISOR SIGNATURE

DATE

[illegible]

Mileage Chart

	ERRC	Transportation	Unit Office	Warehouse	NCHS	NCWHS	CJHS	EJHS	KJHS	PJHS	Benjamin ES	Brigham ELC	Carlock ES	Cedar Ridge ES	Eugene Field	Fairview ES	Fox Creek ES	Glenn ES	Grove ES	Hoose ES	Hudson ES	Northpoint ES	Oakdale ES	Parkside ES	Pepper Ridge ES	Prairie Land ES	Sugar Creek ES	Towanda ES
ERRC		0.4	4.7	0.6	7.3	3.2	3.5	15.4	3.3	4.0	13.8	11.6	11.2	12.1	3.1	1.9	13.0	3.8	6.6	4.1	4.9	6.7	3.4	4.3	11.0	2.8	4.2	7.9
Transportation	0.4		5.1	0.1	7.7	3.7	3.9	15.9	3.8	4.4	14.2	12.1	11.7	12.5	3.5	2.3	13.5	4.3	7.0	4.6	5.3	7.1	3.8	4.7	11.4	3.2	4.6	8.3
Unit Office	4.7	5.1		5.3	7.5	1.5	2.5	8.5	2.0	0.7	11.2	5.6	9.2	5.8	3.0	3.0	7.7	2.2	6.8	2.7	9.8	5.1	1.3	0.7	5.7	5.1	3.9	11.3
Warehouse	0.6	0.1	5.3		7.9	3.8	4.1	16.0	3.9	4.5	14.4	12.2	11.8	12.7	3.7	2.4	13.6	4.4	7.2	4.7	5.4	7.3	4.0	4.9	11.6	3.4	4.8	8.5
NCHS	7.3	7.7	7.5	7.9		8.1	4.9	9.4	5.7	8.1	7.5	10.2	15.3	10.1	4.4	5.9	13.3	6.1	1.0	5.0	10.7	2.6	6.1	8.1	11.3	4.9	3.8	3.1
NCWHS	3.2	3.7	1.5	3.8	8.1		3.1	9.9	2.4	0.7	12.7	9.3	8.4	9.6	2.9	2.5	8.1	3.5	7.3	3.8	8.4	5.3	2.2	1.0	6.9	3.6	4.2	9.1
CJHS	3.5	3.9	2.5	4.1	4.9	3.1		6.8	1.2	2.5	9.4	5.6	12.0	5.6	0.7	2.0	8.4	1.0	4.0	0.9	6.9	2.5	1.6	2.5	6.7	2.5	1.3	7.6
EJHS	15.4	15.9	8.5	16.0	9.4	9.9	6.8		7.5	9.1	5.5	4.2	20.0	3.8	8.4	8.5	7.8	7.0	9.5	7.4	19.3	7.7	7.4	9.2	5.8	9.0	7.3	11.3
KJHS	3.3	3.8	2.0	3.9	5.7	2.4	1.2	7.5		1.7	10.2	4.8	10.5	4.8	1.7	1.6	7.5	1.2	5.2	1.7	8.5	3.8	0.4	1.8	5.9	3.7	2.6	9.2
PJHS	4.0	4.4	0.7	4.5	8.1	0.7	2.5	9.1	1.7		11.8	6.6	8.8	6.8	2.7	2.5	7.3	2.8	6.5	3.2	9.1	4.7	1.5	0.3	6.2	4.4	3.5	9.9
Benjamin ES	13.8	14.2	11.2	14.4	7.5	12.7	9.4	5.5	10.2	11.8		8.2	21.8	8.5	10.0	11.2	11.3	9.1	7.8	8.7	16.9	7.0	10.2	12.2	9.3	10.2	8.6	9.3
Brigham ELC	11.6	12.1	5.6	12.2	10.2	9.3	5.6	4.2	4.8	6.6	8.2		16.2	0.9	6.2	6.0	4.8	4.5	9.4	5.7	15.4	7.5	5.0	8.1	2.7	8.0	7.1	17.1
Carlock ES	11.2	11.7	9.2	11.8	15.3	8.4	12.0	20.0	10.5	8.8	21.8	16.2		17.1	12.3	10.9	18.5	11.3	14.9	13.4	10.5	15.0	10.4	8.8	16.4	12.0	14.3	16.7
Cedar Ridge ES	12.1	12.5	5.8	12.7	10.1	9.6	5.6	3.8	4.8	6.8	8.5	0.9	17.1		6.3	6.1	5.2	4.6	9.5	5.8	15.9	7.6	5.1	8.5	3.1	12.9	7.2	17.6
Eugene Field	3.1	3.5	3.0	3.7	4.4	2.9	0.7	8.4	1.7	2.7	10.0	6.2	12.3	6.3		1.5	9.3	1.5	3.8	1.1	6.5	2.7	1.8	2.6	7.2	2.0	1.4	6.2
Fairview ES	1.9	2.3	3.0	2.4	5.9	2.5	2.0	8.5	1.6	2.5	11.2	6.0	10.9	6.1	1.5		9.2	2.1	5.0	2.6	7.0	4.1	1.7	2.6	12.1	2.3	2.7	7.8
Fox Creek ES	13.0	13.5	7.7	13.6	13.3	8.1	8.4	7.8	7.5	7.3	11.3	4.8	18.5	5.2	9.3	9.2		7.8	16.7	8.8	16.8	10.7	7.2	7.4	2.6	13.8	10.3	18.5
Glenn ES	3.8	4.3	2.2	4.4	6.1	3.5	1.0	7.0	1.2	2.8	9.1	4.5	11.3	4.6	1.5	2.1	7.8		5.6	1.2	9.0	3.5	1.1	2.7	5.8	3.6	2.3	9.7
Grove ES	6.6	7.0	6.8	7.2	1.0	7.3	4.0	9.5	5.2	6.5	7.8	9.4	14.9	9.5	3.8	5.0	16.7	5.6		4.6	10.0	1.8	5.5	6.3	10.6	4.0	3.1	3.7
Hoose ES	4.1	4.6	2.7	4.7	5.0	3.8	0.9	7.4	1.7	3.2	8.7	5.7	13.4	5.8	1.1	2.6	8.8	1.2	4.6		7.6	2.5	1.8	3.2	6.7	2.9	1.3	6.8
Hudson ES	4.9	5.3	9.8	5.4	10.7	8.4	6.9	19.3	8.5	9.1	16.9	15.4	10.5	15.9	6.5	7.0	16.8	9.0	10.0	7.6		11.9	9.2	10.1	15.4	8.8	11.1	7.9
Northpoint ES	6.7	7.1	5.1	7.3	2.6	5.3	2.5	7.7	3.8	4.7	7.0	7.5	15.0	7.6	2.7	4.1	10.7	3.5	1.8	2.5	11.9		3.9	4.8	8.7	3.1	1.5	5.2
Oakdale ES	3.4	3.8	1.3	4.0	6.1	2.2	1.6	7.4	0.4	1.5	10.2	5.0	10.4	5.1	1.8	1.7	7.2	1.1	5.5	1.8	9.2	3.9		1.5	6.0	3.8	2.7	9.3
Parkside ES	4.3	4.7	0.7	4.9	8.1	1.0	2.5	9.2	1.8	0.3	12.2	8.1	8.8	8.5	2.6	2.6	7.4	2.7	6.3	3.2	10.1	4.8	1.5		6.4	4.7	3.5	10.2
Pepper Ridge ES	11.0	11.4	5.7	11.6	11.3	6.9	6.7	5.8	5.9	6.2	9.3	2.7	16.4	3.1	7.2	12.1	2.6	5.8	10.6	6.7	15.4	8.7	6.0	6.4		11.8	8.3	16.5
Prairie Land ES	2.8	3.2	5.1	3.4	4.9	3.6	2.5	9.0	3.7	4.4	10.2	8.0	12.0	12.9	2.0	2.3	13.8	3.6	4.0	2.9	8.8	3.1	3.8	4.7	11.8		1.7	5.5
Sugar Creek ES	4.2	4.6	3.9	4.8	3.8	4.2	1.3	7.3	2.6	3.5	8.6	7.1	14.3	7.2	1.4	2.7	10.3	2.3	3.1	1.3	11.1	1.5	2.7	3.5	8.3	1.7		5.6
Towanda ES	7.9	8.3	11.3	8.5	3.1	9.1	7.6	11.3	9.2	9.9	9.3	17.1	16.7	17.6	6.2	7.8	18.5	9.7	3.7	6.8	7.9	5.2	9.3	10.2	16.5	5.5	5.6	

PLEASE NOTE:

This mileage chart to meant to be a convenient way to look up the mileage between buildings in Unit 5, and was compiled using the directions tool in Google Maps. Quite often there are multiple possible routes between buildings. Every effort was made to choose the most probable route a reasonable individual would select given mileage, travel time, and simplicity among other factors. The figures above may not be the exact mileage you travel between buildings.

BUILDING

Travel Time Chart

ADMIN	ADMIN	NCHS	NCWHS	CIHS	EVANS	KJHS	PJHS	BENJAMIN	BRIGHAM	CARLOCK	CEDAR RIDGE	FAIRVIEW	FIELD	FOX CREEK	GLENN	GROVE	HOOSE	HUDSON	NORTHPOINT	OAKDALE	PAKSID ELEM	PEPPER RIDGE	PRAIRIELAND	SUGAR CREEK	TOWANDA	EERC	WAREHOUSE/TRANS
NCHS	21																										
NCWHS	8	19	12	18	19	9	23	15	22	23	19	9	25	21	17	14	19	22	20	14	17	22	9	15	17	6	
CJHS	11	15																									
EVANS	20	20	22	9	21	9	20	18	22	19	19	25	25	13	10	27	9	19	8	8	17	13	17	23	15		
KJHS	9	16	10	11	12	16	11	17	18	24	18	12	9	23	9	14	19	22	20	18	22	9	13	23	10		
PJHS	6	19	7	21	9	20	17	29	22	23	19	16	25	10	21	17											
BENJAMIN	24	16	26	21	13	20	23	15	22	19	16	25	10	21	17	14	19	22	20	18	22	9	15	17	6		
BRIGHAM	17	23	20	21	12	10	18																			15	23
CARLOCK	17	22	16	22	27	20	17	29	22	23	19	16	12	9	23	9	19	22	20	14	17	22	9	15	17		
CEDAR RIDGE	15	23	21	19	11	16	19	15	8																	19	25
FAIRVIEW	12	15	10	11	21	9	11	13	19	19	19	9	25	21	10	27	9	19	22	20	14	17	22	9	15		
FIELD	13	14	12	8	19	11	12	20	19	23	19															16	25
FOX CREEK	18	27	22	23	19	21	21	20	15	27	16	25	25	21	10	27	9	19	22	20	14	17	22	9	15		
GLENN	11	17	13	9	17	8	12	19	16	25	15	13	10													21	17
GROVE	20	7	19	14	20	18	18	14	22	23	21	16	13	27	17	14	19	22	20	14	17	22	9	15	17		
HOOSE	12	14	14	8	17	9	13	17	18	24	18	12	9	23	9											19	22
HUDSON	20	17	17	19	26	18	18	27	27	22	27	15	17	26	19	22	19	20	14	17	22	9	15	17	6		
NORTHPOINT	17	17	17	11	17	15	16	13	19	23	22	15	13	24	14	8	11										
OAKDALE	8	10	10	10	19	6	8	21	17	26	16	10	10	21	9	17	11	18	14	8	17	22	9	15	17		
PARKSIDE ELEM	7	8	8	12	20	10	6	24	19	16	17	12	12	19	12	19	13	19	16								
PEPPER RIDGE	16	19	19	20	14	16	17	16	12	23	12	20	20	11	17	22	19	22	19	17	17	22	9	15	17		
PRAIRIELAND	15	13	13	12	20	14	14	19	24	21	23	11	11	26	14	12	12	18	11	13	15						
SUGAR CREEK	14	17	15	8	17	12	14	17	20	22	20	11	10	24	11	11	7	18	9	12	14	20	9	15	17		
TOWANDA	21	11	17	18	21	19	19	16	26	24	25	16	17	27	20	12	7	21	16	19	21	23	17	15	17		
EERC	14	11	11	13	24	12	13	24	22	19	22	9	12	27	14	17	14	13	15	12	14	18	10	13	15		
WAREHOUSE/TRANS	15	12	12	14	25	14	14	24	23	20	23	9	14	29	15	15	15	14	18	13	15	19	12	15	17		

Appendix F

SCHEDULE B CONCERN RESOLUTION FORM

Sponsor/Coach:

Administrator:

Schedule B Assignment:

Describe specific acts that led to a concern:

Suggestion(s) for proposed action to address or resolve the complaint/concern:

Resolution:

Additional Information/Comments:

RECOMMENDATION

	Follow-up Meeting _____ DATE

	Continued Employment in Schedule B Position

	Release from Schedule B Position

Signature of Coach/Sponsor

Date

Signature of Athletic Director/Principal

Date

Appendix G

ISU GRADUATE TUITION WAIVERS DISTRIBUTION PROCEDURES

In 1981, the Board of Regents of Illinois State University granted permission to issue tuition waivers for graduate study as a means of acknowledging and compensating cooperating teachers and administrators working with ISU teacher candidates in pre-student teaching (i.e. clinical) experiences. Graduate tuition waivers are provided to the District on the basis of one semester credit hour for each ISU teacher candidate placed in a clinical experience in the District. Tuition waivers are issued by ISU in March (based on the previous summer and fall semester participation) and July (based on the previous spring semester participation).

It is understood ISU may change its policy for distribution of tuition waivers in the future. If any such changes necessitate adjustments to the eligibility or distribution procedures outlined below, the District and UFEA will work to make such adjustments collaboratively and to communicate them to impacted employees.

ELIGIBILITY

In order to receive ISU graduate tuition waivers, an employee must:

1. be directly associated with education in the school setting;
2. receive prior approval for graduate courses from the Superintendent or designee and the Director of Human Resources*;
3. submit a completed Illinois State University – Tuition Waiver Request Form between the dates indicated below. If uncertain of the exact course that needs to be taken due to delay of course offerings from ISU, the employee should submit the course they anticipate taking. **Tuition waivers will not be granted for forms submitted outside the dates below.**

Fall Semester

May 1st – Jun. 30th

Spring Semester

Nov. 1st – Dec. 15th

Summer

Apr. 1st – May 15th

*In order to be approved by the Director of Human Resources, graduate courses must relate to the employee's teaching assignment, be required/encouraged by the Office of the Superintendent to increase teacher quality, or be in pursuit of an advanced degree in any of the following:

Master's Programs

P-12 Educational Administration
Reading
Special Education
Teaching and Learning

Doctoral Programs

P-12 Administration
Special Education
Teaching and Learning

DISTRIBUTION

ISU graduate tuition waivers will be distributed on an equitable basis to eligible employees with a maximum of three waivers per employee granted initially in the order of date received according to the following:

1. Employees required to take courses by the Office of the Superintendent (if any) shall have 1st priority;
2. Educators and administrators with a PEL supervising ISU teacher candidates in clinical experiences in the last 6 months shall have 2nd priority;
3. Other educators and administrators with PELs not in the previous 2 priority groups shall have 3rd priority;
4. If additional waivers are available they will be distributed equitably beyond the initial 3 based on the date the Tuition Waiver Request Form was submitted;
5. Other Unit 5 Employees (i.e.-UFSPA bargaining unit members, Family Coordinator, RN's) seeking a master's degree shall have 4th priority.

SCHEDULE A

UFEA SALARY SCHEDULE FOR 2020-2021

BASE \$38,108

2.2% BOARD-PAID TRS .022495 WHEN COMPOUNDED

B + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5160	\$57,771	\$59,071
16	1.4770	\$56,285	\$57,551
15	1.4380	\$54,799	\$56,031
14	1.4030	\$53,465	\$54,668
13	1.3680	\$52,131	\$53,304
12	1.3330	\$50,797	\$51,940
11	1.2980	\$49,464	\$50,576
10	1.2630	\$48,130	\$49,213
9	1.2320	\$46,949	\$48,005
8	1.2010	\$45,767	\$46,797
7	1.1700	\$44,586	\$45,589
6	1.1390	\$43,405	\$44,381
5	1.1080	\$42,223	\$43,173
4	1.0810	\$41,194	\$42,121
3	1.0540	\$40,165	\$41,069
2	1.0270	\$39,137	\$40,017
1	1.0000	\$38,108	\$38,965

M + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.0200	\$76,977	\$78,709
19	1.9360	\$73,776	\$75,436
18	1.8760	\$71,490	\$73,098
17	1.8160	\$69,203	\$70,760
16	1.7560	\$66,917	\$68,422
15	1.7080	\$65,088	\$66,552
14	1.6600	\$63,259	\$64,682
13	1.6120	\$61,429	\$62,811
12	1.5640	\$59,600	\$60,941
11	1.5200	\$57,924	\$59,227
10	1.4760	\$56,247	\$57,512
9	1.4320	\$54,570	\$55,798
8	1.3880	\$52,893	\$54,083
7	1.3480	\$51,369	\$52,525
6	1.3080	\$49,845	\$50,966
5	1.2680	\$48,320	\$49,407
4	1.2280	\$46,796	\$47,849
3	1.1920	\$45,424	\$46,446
2	1.1560	\$44,052	\$45,043
1	1.1200	\$42,681	\$43,641

B + 8			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5460	\$58,914	\$60,240
16	1.5070	\$57,428	\$58,720
15	1.4680	\$55,942	\$57,200
14	1.4330	\$54,608	\$55,837
13	1.3980	\$53,274	\$54,473
12	1.3630	\$51,941	\$53,109
11	1.3280	\$50,607	\$51,745
10	1.2930	\$49,273	\$50,382
9	1.2620	\$48,092	\$49,174
8	1.2310	\$46,910	\$47,966
7	1.2000	\$45,729	\$46,758
6	1.1690	\$44,548	\$45,550
5	1.1380	\$43,366	\$44,342
4	1.1110	\$42,338	\$43,290
3	1.0840	\$41,309	\$42,238
2	1.0570	\$40,280	\$41,186
1	1.0300	\$39,251	\$40,134

M + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.2000	\$83,837	\$85,723
19	1.9860	\$75,682	\$77,384
18	1.9260	\$73,395	\$75,046
17	1.8660	\$71,109	\$72,708
16	1.8060	\$68,822	\$70,370
15	1.7580	\$66,993	\$68,500
14	1.7100	\$65,164	\$66,630
13	1.6620	\$63,335	\$64,760
12	1.6140	\$61,506	\$62,889
11	1.5700	\$59,829	\$61,175
10	1.5260	\$58,152	\$59,460
9	1.4820	\$56,475	\$57,746
8	1.4380	\$54,799	\$56,031
7	1.3980	\$53,274	\$54,473
6	1.3580	\$51,750	\$52,914
5	1.3180	\$50,226	\$51,356
4	1.2780	\$48,702	\$49,797
3	1.2420	\$47,330	\$48,394
2	1.2060	\$45,958	\$46,992
1	1.1700	\$44,586	\$45,589

B + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
19	1.6540	\$63,030	\$64,448
18	1.6150	\$61,544	\$62,928
17	1.5760	\$60,058	\$61,409
16	1.5370	\$58,571	\$59,889
15	1.4980	\$57,085	\$58,369
14	1.4630	\$55,751	\$57,006
13	1.4280	\$54,418	\$55,642
12	1.3930	\$53,084	\$54,278
11	1.3580	\$51,750	\$52,914
10	1.3230	\$50,416	\$51,550
9	1.2920	\$49,235	\$50,343
8	1.2610	\$48,054	\$49,135
7	1.2300	\$46,872	\$47,927
6	1.1990	\$45,691	\$46,719
5	1.1680	\$44,510	\$45,511
4	1.1410	\$43,481	\$44,459
3	1.1140	\$42,452	\$43,407
2	1.0870	\$41,423	\$42,355
1	1.0600	\$40,394	\$41,303

M + 32			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	2.2500	\$85,742	\$87,671
19	2.0360	\$77,587	\$79,332
18	1.9760	\$75,301	\$76,995
17	1.9160	\$73,014	\$74,657
16	1.8560	\$70,728	\$72,319
15	1.8080	\$68,899	\$70,448
14	1.7600	\$67,069	\$68,578
13	1.7120	\$65,240	\$66,708
12	1.6640	\$63,411	\$64,837
11	1.6200	\$61,734	\$63,123
10	1.5760	\$60,058	\$61,409
9	1.5320	\$58,381	\$59,694
8	1.4880	\$56,704	\$57,980
7	1.4480	\$55,180	\$56,421
6	1.4080	\$53,656	\$54,862
5	1.3680	\$52,131	\$53,304
4	1.3280	\$50,607	\$51,745
3	1.2920	\$49,235	\$50,343
2	1.2560	\$47,863	\$48,940
1	1.2200	\$46,491	\$47,537

B + 24			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	1.7470	\$66,574	\$68,072
19	1.6960	\$64,630	\$66,084
18	1.6450	\$62,687	\$64,097
17	1.6060	\$61,201	\$62,578
16	1.5670	\$59,715	\$61,058
15	1.5280	\$58,228	\$59,538
14	1.4930	\$56,895	\$58,174
13	1.4580	\$55,561	\$56,811
12	1.4230	\$54,227	\$55,447
11	1.3880	\$52,893	\$54,083
10	1.3530	\$51,560	\$52,719
9	1.3220	\$50,378	\$51,512
8	1.2910	\$49,197	\$50,304
7	1.2600	\$48,016	\$49,096
6	1.2290	\$46,834	\$47,888
5	1.1980	\$45,653	\$46,680
4	1.1710	\$44,624	\$45,628
3	1.1440	\$43,595	\$44,576
2	1.1170	\$42,566	\$43,524
1	1.0900	\$41,537	\$42,472

M + 48			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.3300	\$88,791	\$90,788
20	2.2900	\$87,266	\$89,229
19	2.2000	\$83,837	\$85,723
18	2.0260	\$77,206	\$78,943
17	1.9660	\$74,920	\$76,605
16	1.9060	\$72,633	\$74,267
15	1.8580	\$70,804	\$72,397
14	1.8100	\$68,975	\$70,526
13	1.7620	\$67,146	\$68,656
12	1.7140	\$65,316	\$66,786
11	1.6700	\$63,640	\$65,071
10	1.6260	\$61,963	\$63,357
9	1.5820	\$60,286	\$61,642
8	1.5380	\$58,609	\$59,928
7	1.4980	\$57,085	\$58,369
6	1.4580	\$55,561	\$56,811
5	1.4180	\$54,037	\$55,252
4	1.3780	\$52,512	\$53,694
3	1.3420	\$51,140	\$52,291
2	1.3060	\$49,769	\$50,888
1	1.2700	\$48,397	\$49,485

SCHEDULE A

UFEA SALARY SCHEDULE FOR 2021-2022

BASE \$38,584

2.2% BOARD-PAID TRS .022495 WHEN COMPOUNDED

B + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5160	\$58,493	\$59,809
16	1.4770	\$56,988	\$58,270
15	1.4380	\$55,484	\$56,732
14	1.4030	\$54,133	\$55,351
13	1.3680	\$52,783	\$53,970
12	1.3330	\$51,432	\$52,589
11	1.2980	\$50,082	\$51,209
10	1.2630	\$48,732	\$49,828
9	1.2320	\$47,535	\$48,605
8	1.2010	\$46,339	\$47,382
7	1.1700	\$45,143	\$46,159
6	1.1390	\$43,947	\$44,936
5	1.1080	\$42,751	\$43,713
4	1.0810	\$41,709	\$42,647
3	1.0540	\$40,667	\$41,582
2	1.0270	\$39,626	\$40,517
1	1.0000	\$38,584	\$39,452

B + 8			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
17	1.5460	\$59,651	\$60,993
16	1.5070	\$58,146	\$59,454
15	1.4680	\$56,641	\$57,915
14	1.4330	\$55,291	\$56,535
13	1.3980	\$53,940	\$55,154
12	1.3630	\$52,590	\$53,773
11	1.3280	\$51,239	\$52,392
10	1.2930	\$49,889	\$51,011
9	1.2620	\$48,693	\$49,788
8	1.2310	\$47,497	\$48,565
7	1.2000	\$46,301	\$47,342
6	1.1690	\$45,105	\$46,119
5	1.1380	\$43,909	\$44,896
4	1.1110	\$42,867	\$43,831
3	1.0840	\$41,825	\$42,766
2	1.0570	\$40,783	\$41,701
1	1.0300	\$39,741	\$40,635

B + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
19	1.6540	\$63,818	\$65,253
18	1.6150	\$62,313	\$63,715
17	1.5760	\$60,808	\$62,176
16	1.5370	\$59,304	\$60,638
15	1.4980	\$57,799	\$59,099
14	1.4630	\$56,448	\$57,718
13	1.4280	\$55,098	\$56,337
12	1.3930	\$53,747	\$54,956
11	1.3580	\$52,397	\$53,576
10	1.3230	\$51,047	\$52,195
9	1.2920	\$49,850	\$50,972
8	1.2610	\$48,654	\$49,749
7	1.2300	\$47,458	\$48,526
6	1.1990	\$46,262	\$47,303
5	1.1680	\$45,066	\$46,080
4	1.1410	\$44,024	\$45,015
3	1.1140	\$42,983	\$43,949
2	1.0870	\$41,941	\$42,884
1	1.0600	\$40,899	\$41,819

B + 24			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
20	1.7270	\$66,634	\$68,133
19	1.6840	\$64,975	\$66,437
18	1.6450	\$63,471	\$64,898
17	1.6060	\$61,966	\$63,360
16	1.5670	\$60,461	\$61,821
15	1.5280	\$58,956	\$60,282
14	1.4930	\$57,606	\$58,902
13	1.4580	\$56,255	\$57,521
12	1.4230	\$54,905	\$56,140
11	1.3880	\$53,555	\$54,759
10	1.3530	\$52,204	\$53,378
9	1.3220	\$51,008	\$52,155
8	1.2910	\$49,812	\$50,932
7	1.2600	\$48,616	\$49,709
6	1.2290	\$47,420	\$48,486
5	1.1980	\$46,224	\$47,263
4	1.1710	\$45,182	\$46,198
3	1.1440	\$44,140	\$45,133
2	1.1170	\$43,098	\$44,068
1	1.0900	\$42,057	\$43,003

M + 0			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.0200	\$77,940	\$79,693
20	1.9450	\$75,046	\$76,734
19	1.8940	\$73,078	\$74,722
18	1.8430	\$71,110	\$72,710
17	1.7920	\$69,142	\$70,698
16	1.7410	\$67,175	\$68,686
15	1.6940	\$65,361	\$66,832
14	1.6470	\$63,548	\$64,977
13	1.6000	\$61,734	\$63,123
12	1.5530	\$59,921	\$61,269
11	1.5100	\$58,262	\$59,572
10	1.4670	\$56,603	\$57,876
9	1.4240	\$54,944	\$56,179
8	1.3810	\$53,284	\$54,483
7	1.3420	\$51,780	\$52,944
6	1.3030	\$50,275	\$51,406
5	1.2640	\$48,770	\$49,867
4	1.2250	\$47,265	\$48,329
3	1.1900	\$45,915	\$46,948
2	1.1550	\$44,564	\$45,567
1	1.1200	\$43,214	\$44,186

M + 16			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.2000	\$84,885	\$86,794
20	1.9950	\$76,975	\$78,707
19	1.9440	\$75,007	\$76,694
18	1.8930	\$73,039	\$74,682
17	1.8420	\$71,072	\$72,670
16	1.7910	\$69,104	\$70,658
15	1.7440	\$67,290	\$68,804
14	1.6970	\$65,477	\$66,950
13	1.6500	\$63,664	\$65,096
12	1.6030	\$61,850	\$63,241
11	1.5600	\$60,191	\$61,545
10	1.5170	\$58,532	\$59,849
9	1.4740	\$56,873	\$58,152
8	1.4310	\$55,214	\$56,456
7	1.3920	\$53,709	\$54,917
6	1.3530	\$52,204	\$53,378
5	1.3140	\$50,699	\$51,840
4	1.2750	\$49,195	\$50,301
3	1.2400	\$47,844	\$48,920
2	1.2050	\$46,494	\$47,540
1	1.1700	\$45,143	\$46,159

M + 32			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
21	2.2500	\$86,814	\$88,767
20	2.0450	\$78,904	\$80,679
19	1.9940	\$76,936	\$78,667
18	1.9430	\$74,969	\$76,655
17	1.8920	\$73,001	\$74,643
16	1.8410	\$71,033	\$72,631
15	1.7940	\$69,220	\$70,777
14	1.7470	\$67,406	\$68,922
13	1.7000	\$65,593	\$67,068
12	1.6530	\$63,779	\$65,214
11	1.6100	\$62,120	\$63,518
10	1.5670	\$60,461	\$61,821
9	1.5240	\$58,802	\$60,125
8	1.4810	\$57,143	\$58,428
7	1.4420	\$55,638	\$56,890
6	1.4030	\$54,133	\$55,351
5	1.3640	\$52,629	\$53,812
4	1.3250	\$51,124	\$52,274
3	1.2900	\$49,773	\$50,893
2	1.2550	\$48,423	\$49,512
1	1.2200	\$47,072	\$48,131

M + 48			
Step	Multiplier	Salary w/o TRS	Salary w/ TRS
22	2.3450	\$90,479	\$92,515
21	2.3000	\$88,743	\$90,739
20	2.2100	\$85,271	\$87,189
19	2.0440	\$78,866	\$80,640
18	1.9930	\$76,898	\$78,628
17	1.9420	\$74,930	\$76,616
16	1.8910	\$72,962	\$74,604
15	1.8440	\$71,149	\$72,749
14	1.7970	\$69,335	\$70,895
13	1.7500	\$67,522	\$69,041
12	1.7030	\$65,708	\$67,187
11	1.6600	\$64,049	\$65,490
10	1.6170	\$62,390	\$63,794
9	1.5740	\$60,731	\$62,097
8	1.5310	\$59,072	\$60,401
7	1.4920	\$57,567	\$58,862
6	1.4530	\$56,062	\$57,324
5	1.4140	\$54,558	\$55,785
4	1.3750	\$53,053	\$54,246
3	1.3400	\$51,702	\$52,866
2	1.3050	\$50,352	\$51,485
1	1.2700	\$49,002	\$50,104

SCHEDULE B
Unit 5

		2020-2021 % of Base	2020-2021 Increment	2020-2021 Longevity	2021-2022 % of Base	2021-2022 Increment	2021-2022 Longevity	2022-2023 % of Base	2022-2023 Increment	2022-2023 Longevity
		\$38,108			\$38,584			\$39,124		
CHAIR - 1-3 FTE IN DEPARTMENT	CHR1/CHR1L	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152
CHAIR - 4-7 FTE IN DEPARTMENT	CHR2/CHR2L	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
CHAIR - 8-11 FTE IN DEPARTMENT	CHR3/CHR3L	0.070	\$2,668	\$2,934	0.070	\$2,701	\$2,971	0.070	\$2,739	\$3,013
CHAIR - 12-15 FTE IN DEPARTMENT	CHR4/CHR4L	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
CHAIR - 16+ FTE IN DEPARTMENT	CHR5/CHR5L	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
DRIVERS EDUCATION COORDINATOR	DRIVE/DRIVEL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
ASSISTANT ATHLETIC DIRECTOR	AAD	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
HIGH SCHOOL ACTIVITY TREASURER	SHAT/SHATL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
PBIS COACH										
HIGH SCHOOL	PBISHS		\$1,000			\$1,000			\$1,000	
JUNIOR HIGH	PBISJH		\$800			\$800			\$800	
ELEMENTARY 300+ ENROLLMENT	PBIS2 300+		\$600			\$600			\$600	
ELEMENTARY <300 ENROLLMENT	PBIS1 <300		\$400			\$400			\$400	
SPORTS - HIGH SCHOOL										
HEAD COACHES										
BASEBALL	SHBE/SHBEL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
BASKETBALL	SHBB/SHBBL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
BASS FISHING		0.025	\$953	\$1,048	0.025	\$965	\$1,061	0.025	\$978	\$1,076
CROSS COUNTRY	SHCC/SHCCL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
E-SPORTS		0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
FOOTBALL	SHFT/SHFTL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
GOLF	SHGF/SHGFL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
LACROSSE	SHLA/SHLAL	0.130	\$4,954	\$5,449	0.130	\$5,016	\$5,518	0.130	\$5,086	\$5,595
SOCCER	SHSO/SHSOL	0.130	\$4,954	\$5,449	0.130	\$5,016	\$5,518	0.130	\$5,086	\$5,595
SOFTBALL	SHSB/SHSBL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
SWIMMING	SHSW/SHSWL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
TENNIS	SHTN/SHTNL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
TRACK	SHTR/SHTRL	0.160	\$6,097	\$6,707	0.160	\$6,173	\$6,791	0.160	\$6,260	\$6,886
VOLLEYBALL	SHVB/SHVBL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
WRESTLING	SHWR/SHWRL	0.190	\$7,240	\$7,964	0.190	\$7,331	\$8,064	0.190	\$7,434	\$8,177
ASSISTANT COACHES										
BASEBALL	AVBE/AVBEL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
BASKETBALL	AVBB/AVBBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
CROSS COUNTRY	AVCC/AVCCL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
FOOTBALL	AVFT/AVFTL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
GOLF	AVGF/AVGFL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
LACROSSE	AVLA/AVLAL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SOCCER	AVSO/AVSOL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SOFTBALL	AVSB/AVSBL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
SWIMMING	ASW/ASWL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
TENNIS	AVTN/AVTNL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
TRACK	AVTR/AVTRL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
VOLLEYBALL	AVVB/AVVBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
WRESTLING	AVWR/AVWRL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
SPORTS - JUNIOR HIGH										
7/8-BASEBALL	JHBE/JHBEL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
7-BASKETBALL	JHBB/JHBBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
8-BASKETBALL	JHBB/JHBBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-SOFTBALL	JHSB/JHSBL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
7-TRACK	JHTR/JHTRL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
8-TRACK	JHTR/JHTRL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
7-VOLLEYBALL	JHVB/JHVBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
8-VOLLEYBALL	JHVB/JHVBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-WRESTLING	JHWR/JHWRL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
7/8-CROSS COUNTRY	JHCC/JHCCL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
CHEERLEADERS / DANCE										
HIGH SCHOOL										
VARSITY FOOTBALL	CHFT/CHFTL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
COMPETITIVE CHEER	CHBB/CHBBL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734

SCHEDULE B

Unit 5

SOPHOMORE	SOCH/SOCHL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
COMPETITIVE DANCE	DANHS	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734

JUNIOR HIGH

7/8 CHEERLEADER	JHC/JHCL	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152
DANCE	DANJH	0.050	\$1,905	\$2,096	0.050	\$1,929	\$2,122	0.050	\$1,956	\$2,152

ADVISORS / SPONSORS

HIGH SCHOOL

TECHNICAL DIRECTOR	HSTD/HSTDL	0.100	\$3,811	\$4,192	0.100	\$3,858	\$4,244	0.100	\$3,912	\$4,304
HEAD SENIOR CLASS	HSCS/HSCSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
HEAD JUNIOR CLASS	HJCS/HJCSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
HEAD SOPHOMORE CLASS	SOCs/SOCSL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
HEAD FRESHMAN CLASS	HFCS/HFCSL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
FCCLA SPONSOR	FHA/FHAL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
NEWSPAPER	SHNS/SHNSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
STUDENT COUNCIL	SHSC/SHSCL	0.100	\$3,811	\$4,192	0.100	\$3,858	\$4,244	0.100	\$3,912	\$4,304
YEARBOOK	SHYB/SHYBL	0.080	\$3,049	\$3,353	0.080	\$3,087	\$3,395	0.080	\$3,130	\$3,443
FBLA	SHYB/SHYBL	0.0125	\$476	\$524	0.0125	\$482	\$531	0.0125	\$489	\$538

JUNIOR HIGH

FCCLA SPONSOR	FHA/FHAL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
STUDENT SENATE	JHSS/JHSSL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
YEARBOOK	JHYB/JHYB	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
SPIRIT CLUB	JHSC/JHSCL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ELEMENTARY

STUDENT COUNCIL	ELSC/ELSCL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
PATROL	ELPA/ELPAL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ACADEMIC - COACHES

HIGH SCHOOL

MOCK TRIAL	SHMT/SHMTL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
CHESS	SHCH/SHCHL	0.025	\$953	\$1,048	0.025	\$965	\$1,061	0.025	\$978	\$1,076
DRAMA	SHDR/SHDRL	0.110	\$4,192	\$4,611	0.110	\$4,244	\$4,669	0.110	\$4,304	\$4,734
SCHOLASTIC BOWL	SCB/SCBL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASST. SCHOLASTIC BOWL	SCBA/SCBAL	0.055	\$2,096	\$2,306	0.055	\$2,122	\$2,334	0.055	\$2,152	\$2,367
SPEECH	SHSP/SHSPL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASSISTANT SPEECH	SHAS/SHASL	0.055	\$2,096	\$2,306	0.055	\$2,122	\$2,334	0.055	\$2,152	\$2,367
MATH TEAM	SHMAT/SHMATL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873

JUNIOR HIGH

MATH	JHMA/JHMAL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
DRAMA	JHDR/JHDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
CHESS	JHCH/JHCHL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
SPEECH	JHSP/JHSPL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
YOUNG AUTHORS	JHYA/JHYAL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

ELEMENTARY

CHESS	ELCH/ELCHL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
YOUNG AUTHORS-SGL/DBL	YA1/YA1L	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
YOUNG AUTHORS-TRI/QUAD	YA2/YA2L	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

MUSIC

HIGH SCHOOL

BAND	SHBA/SHBAL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
ASST. BAND	ASBA/ASBAL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
JAZZ BAND	SHJZ/SHJZL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
CHOIR	SHCR/SHCRL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
ORCHESTRA	SHOR/SHORL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
WINTER GUARD DIRECTOR	WGD/WGDL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
WINTER GUARD ASST. DIR.	WGAD/WGADL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
VOCAL ENSEMBLE DIRECTOR	SCDR/SCDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
MARCHING BAND DIRECTOR	MBDR/MBDRL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
ASSISTANT MARCHING BAND DIRECTOR	ASBDR/ASBDRL	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
MUSICAL DIRECTOR	MUDR/MUDRL	0.040	\$1,524	\$1,677	0.040	\$1,543	\$1,698	0.040	\$1,565	\$1,721
ASST. MUSICAL DIRECTOR	ASMU/ASMUL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
MUSICAL ACCOMPANIST	MUAC/MUACL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
MUSICAL ORCHESTRA DIR.	MUOR/MUORL	0.015	\$572	\$629	0.015	\$579	\$637	0.015	\$587	\$646
COLOR GUARD (FLAGS)	COGU/COGUL	0.090	\$3,430	\$3,773	0.090	\$3,473	\$3,820	0.090	\$3,521	\$3,873
DRUM LINE	DRUM/DRUML	0.045	\$1,715	\$1,886	0.045	\$1,736	\$1,910	0.045	\$1,761	\$1,937
MADRIGALS	SHMA/SHMAL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
WINTER DRUMLINE	WDRU/WDRL	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291

SCHEDULE B
Unit 5

JUNIOR HIGH

BAND	JHBA/JHBAL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506
JAZZ BAND	JHJZ/JHJZL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861
CHOIR	JHCR/JHCRL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506
ORCHESTRA	JHOR/JHORL	0.035	\$1,334	\$1,467	0.035	\$1,350	\$1,485	0.035	\$1,369	\$1,506

ELEMENTARY

SCHOOL CONCERTS		0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430

TECHNOLOGY

BUILDING TECHNOLOGY COACH	BTECH	\$1,000			\$1,000			\$1,000		
HIGH SCHOOL - Webmaster	WEBH/WEBHL	0.060	\$2,286	\$2,515	0.060	\$2,315	\$2,547	0.060	\$2,347	\$2,582
HIGH SCHOOL IMC - Webmaster	WEBI/WEBIL	0.010	\$381	\$419	0.010	\$386	\$424	0.010	\$391	\$430
MIDDLE SCHOOL - Webmaster	WEBM/WEBML	0.030	\$1,143	\$1,258	0.030	\$1,158	\$1,273	0.030	\$1,174	\$1,291
ELEMENTARY - Webmaster	WEBE/WEBL	0.020	\$762	\$838	0.020	\$772	\$849	0.020	\$782	\$861

EXTRA DUTIES - PER SEMESTER

Extra Assignment: Non-Instructional*		\$1,100	\$1,100	\$1,100
*includes Noon Hour Supervision				
Extra Assignment: Instructional		\$1,600	\$1,600	\$1,600

ADDITIONAL EDUCATION ATTAINMENT

PhD, EdD	\$1,500	\$1,500	\$1,500
National Board Teacher Certification*	\$1,500	\$1,500	\$1,500
CCC*	\$1,500	\$1,500	\$1,500
LCSW*	\$1,500	\$1,500	\$1,500
Nationally Certified School Counselor*	\$1,500	\$1,500	\$1,500
Nationally Certified School Psychologist*	\$1,500	\$1,500	\$1,500
Nationally Certified School Nurse*	\$1,500	\$1,500	\$1,500

* for full-time employees only

An employee who has performed the same assignment for 5 cumulative years shall be additionally compensated in the amount of .10 times the current rate for the applicable Schedule B assignment. This does not include Extra Assignments or Additional Educational Attainment.

- Longevity in coaching would be gained by doing the same Schedule B indexed sport at any level for 5 years.
- Longevity in music would be gained by holding a position within the specific category at any level for 5 years.
- Longevity in any academic area would be gained by doing the same Schedule B activity at any level for 5 years.

When a bargaining unit member and non-bargaining unit member are equally qualified in all respects for a Schedule B position, the bargaining unit member will be hired.

PERSONNEL MATTERS - October 14, 2020

Revisions appear in bold

Personnel Matters											
Resignations/Retirements/Releases/Terminations											
		Homebase		Assignment			Action			Effective	
<u>Certified</u>											
Hardwick, Michelle		Cedar		Vocal Music			Retirement			10/16/2020	
Wagner, Cynthia		Grove		1st Grade			Retirement			10/16/2020	
Roig, Jessica		Parkside		2nd Grade			Resignation			10/16/2020	
Pierce, Sarah		Sugar Creek		3rd Grade			Resignation			10/23/2020	
<u>Educational Support Personnel</u>											
Hoffman, Brigitte		Benjamin		Food Service - 173 Days			Resignation			10/2/2020	
Hursey, Elisa		Fox		Noon Hour Supervisor			Resignation			5/25/2020	
Schell, Jeffry		Fox		Noon Hour Supervisor			Resignation			3/13/2020	
Pettigrew, Chris		Glenn		Noon Hour Supervisor			Resignation			10/5/2020	
Benbrook, Jody		Grove		Noon Hour Supervisor			Resignation			5/25/2020	
Pough, Juliet		Grove		Noon Hour Supervisor			Resignation			3/13/2020	
Leavens, Sherie		Hoose		Noon Hour Supervisor			Resignation				
Bair, Rebecca		Hudson		Noon Hour Supervisor			Resignation			3/16/2020	
Edwards, Barb		Hudson		Noon Hour Supervisor			Resignation			5/27/2020	
Tay, Loretta		Hudson		Noon Hour Supervisor			Resignation			5/27/2020	

Garman, Katelynn		CJHS			Add - SX2.I		8/17/2020
Leathery, David, Non-UFEA		CJHS			Add - JHSB		8/17/2020
					Add - JHTR		8/17/2020
Sauve, Haley		CJHS			Add - JHVB		8/17/2020
Durdan, Michelle		EJHS			Add - 1/2 PBISJH		8/17/2020
Estes, Danielle		EJHS			Drop - PBISJH		8/17/2020
Harden, Lashonna		EJHS			Add - JHC		8/17/2020
Stuczynski, Vicki		EJHS			Add - 1/2 PBISJH		8/17/2020
Mattocks, Tabitha, Non-UFEA		KJHS			Add - JHC		8/17/2020
McClurg, Madison		KJHS			Add - DANJH		8/17/2020
Merrill, Chris, Non-UFEA		KJHS			Add - JHWR		8/17/2020
Oliver, Jamie		KJHS			Add - JHBBL		8/17/2020
Ostling, Corey		KJHS			Add - JHBBL		8/17/2020
Racey, Chris, Non-UFEA		KJHS			Add - JHWR		8/17/2020
Seibert, Max		KJHS			Add - JHBB		8/17/2020
Hartke, Colleen		PJHS			Add - SX2.I		8/17/2020
Stevenson, Cally		PJHS			Add - CCC		8/17/2020
Bricker, Kaitlyn, Non-UFEA		NCHS			Add - 1/2 ASBDR		8/17/2020
Coers, Michael, Non-UFEA		NCHS			Add - DRUM		8/17/2020
Enriquez, Ivette, Non-UFEA		NCHS			Add - ASW		8/17/2020
Feeney, Dave		NCHS			Add - SX1.I		8/17/2020
Goodwin, Mike		NCHS			Add - AVBB		8/17/2020
Johnson, Justin, Non-UFEA		NCHS			Add - ASBDR		8/17/2020
Keller, Brock		NCHS			Add - SX2.I		8/17/2020
Kelly, Jennifer		NCHS			Add - SX2.I		8/17/2020
Lamprich, Dylan, Non-UFEA		NCHS			Add - CHBB		8/17/2020
					Add - CHFT		8/17/2020
Mann, Shawn		NCHS			Drop - SHBB		8/17/2020
Meredith, Corey		NCHS			Add - SX2.I		8/17/2020
Thomas, Laura		NCHS			Add - SX1.I		8/17/2020
Stevens, Carrie		NCHS			Add - SX2.I		8/17/2020

Stolfa, Molly			NCHS				Add - SX2.I	8/17/2020
Agustin, Kayla			NCWHS				Add - SX2.I	8/17/2020
Bierne, Corey			NCWHS				Drop - Asst. Marching Band Director	8/17/2020
Crandell, Shawn, Non-UFEA			NCWHS				Add - SOCH	8/17/2020
Kimball, Kyle			NCWHS				Add - SX2.I	8/17/2020
Prather, Josh, Non-UFEA			NCWHS				Add - AVFB	8/17/2020
Rolfs, Kyla			NCWHS				Add - CHBB	8/17/2020
							Add - CHFT	8/17/2020
Sauve, Haley			NCWHS				Add - AVVB	8/17/2020
Sennett, Tim			NCWHS				Add - SHGF	8/17/2020
Tucker, Kyrin, Non-UFEA			NCWHS				Add - 1/2 AVFT	8/17/2020
							Add - 1/2 AVTR	8/17/2020
<u>Educational Support Personnel</u>								
Dyer, Tamara			Oakdale				From Para - Spec Ed to EOP - 10 months - Lane B	8/17/2020
Ratcliffe, Jeff			NCWHS				From NCWHS/Custodian-Night-Pool to Warehouse/Spec Maint - W-Sun - Pool	10/1/2020
<u>Coursework</u>								
Name	Current Step	Current Lane	Coursework					
Angsten, Alesha	4	B+9	B+18					
Aper, Mary	20	M+0	M+16					
Bartels, Lisa	17	B+9	B+21					
Bass, Ron	12	M+0	M+18					
Beirne, Corey	13	M+6	M+21					
Beggs, Elizabeth	4	B+12	B+24					
Boline, Angela	11	M+16	M+32					
Braman, Rebecca	16	M+0	M+18					
Brewster, Jamale	6	B+29	M+0					
Brockman, Bridget	6	B+26	M+0					
Broker, Brittany	10	B+0	B+18					

Bruer, Shelbie	6	M+19	M+34								
Burgess, Joe	9	M+33	M+51								
Carter, Kory	7	B+24	M+0								
Coe, Elizabeth	5	B+9	B+24								
Cramer, Megan	8	M+18	M+48								
Delashmit, Sadie	5	M+22	M+34								
Deti, Megan	7	B+18	B+27								
Dinges, Abigail	4	M+19	M+40								
Donovan, Lori	16	M+19	M+34								
Eckert, Emily	3	B+9	B+27								
Elias, Faye	6	B+16	M+0								
Ellison, Aaron	20	M+32	M+48								
Embersen, Matthew	8	B+24	M+0								
Emerick, Drew	4	B+27	M+0								
Evans, Rachel	4	B+30	M+0								
Fish, Jill	20	M+22	M+37								
Freeze, Kirsten	4	B+18	M+0								
Gaffney, Alexandra	6	B+30	M+0								
Gallier, Nicole	19	M+0	M+16								
Gerike, Abigail	13	M+34	M+48								
Gibler, Dan	15	M+18	M+32								
Goeke, Karl	16	M+18	M+36								
Goeken, Beth	17	B+33	M+0								
Griffin, Jade	5	M+36	M+48								
Hammer, Kristen	3	B+0	B+9								
Harms, Kristin	4	B+0	B+18								
Harroun, Hayley	8	B+18	B+24								
Hawkins, Jennifer	13	M+32.5	M+49								
Heimer, Casey	7	M+0	M+18								
Hendren, Jara	4	B+18	M+0								
Hess, Darren	20	M+42	M+48								
Hieser, Laura	12	M+21	M+39								
Higby, Daniel	13	M+41	M+48								
Highland, Abby	18	M+32	M+48								
Hinshaw, Rachel	20	M+0	M+16								
Holder, Jenny	10	B+0	B+9								
Houk, Emily	9	B+26	M+0								
Hunt, Amanda	19	M+33	M+48								
Hunt, Lauren	5	B+24	M+0								
Kagy, Tara	12	B+24	M+0								

Keller, Brock	6	B+0	B+12								
Kelly, Jana	20	M+11.5	M+17.5								
Keneipp, Sabin	2	M+3	M+16								
Kepuraitis, Alec	5	B+24	M+0								
Killam-Davis, Mallory	10	B+0	B+9								
King, Jessica	20	M+16.5	M+32.5								
Kloster, Heather	14	M+16	M+37								
Lakebrink, Margaret	6	M+38	M+62								
LaMotte, Emma	7	M+25	M+32								
Lawrence, Kathryn	13	M+18	M+39								
Leamer, Donna	20	M+16	M+36								
Logue, Megan	8	B+18	M+0								
Mann, Shawn	6	B+27	M+0								
Maynerich, Sara	7	B+18	M+0								
McReynolds, Joanna	6	B+0	B+12								
Musselman, Tayler	5	B+12	B+24								
Myers, Gabriel	20	M+3	M+16								
Norton, Andrea	8	M+0	M+18								
Oates, Brandan	3	B+0	B+21								
O'Dell, Dawn	19	M+28	M+37								
O'Donnell, Katherine	13	M+0	M+39								
Pacey, Patricia	7	B+24	M+0								
Papoccia, Brett	10	M+18	M+36								
Pfleger, Carley	7	B+0	B+18								
Pommier, Patrick	6	B+9	B+21								
Powell, April	9	M+36	M+48								
Prazma, Taylor	4	B+12	B+24								
Priller, Kimbely	12	M+18	M+32								
Primo, Abigail	3	B+9	B+18								
Rohlwing, Kimberly	14	M+0	M+16								
Rumps, James	20	M+0	M+16								
Safranek, Jason	13	M+21	M+33								
Sargent, Zachary	10	B+81	M+0								
Schonauer, Derrick	8	B+12	B+24								
Schupbach, Mary Ellen	20	M+18	M+36								
Scornavacco, Robert	6	B+24	M+9								
Scott, Bridget	18	M+19.5	M+37.5								
Sebeny, Janel	16	M+18	M+33								
Shackley, Kevin	4	B+18	B+24								
Sharer-Barbee, Molly	10	M+36	M+48								

Shoukry, Kaitlin	4	B+10	B+19								
Soliday, Mackenzie	8	M+18	M+33								
Starr, David	14	M+12	M+16								
Staver, Carla	9	B+18	M+0								
Steve, Justin	12	M+0	M+18								
Stroh, Rebecca	20	M+24	M+33								
Sudkamp, Alisha	9	M+0	M+18								
Temples, Shea	16	M+3	M+24								
Turnbow, Jennifer	13	M+41	M+48								
VanWinkle, George	8	M+0	M+17								
Walker, Karen	20	M+33	M+48								
Welch, Meagan	16	M+16	M+32								
Wheelwright, Jaime	14	M+0	M+21								
Whitman, Donald	20	M+35	M+48								
Woodall, Jessica	5	B+24	M+0								
Wultzen, Maggie	4	B+27	M+0								
Young, Wendy	18	M+0	M+16								

Leave Requests

Homebase/Position	Leave Requested	Effective

Certified

Yount, Lindsey			Brigham/SLP				Parental Leave		10/19-12/18/2020

Steadman, Kelcy			Parkside/2nd Grade		Planned Extended Leave		10/19-5/27/2020

Young, Erin			NCWHS/LBS1		Planned Extended Leave		10/19-5/27/2020

Educational Support Personnel

Information Only											

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
September 30, 2020 through October 14, 2020

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	¹ Prepaid Bills	² Bills To Be Paid	³ Payrolls	Total
07 Flexible Benefit Plan Trust Fund	0.00	0.00	0.00	0.00
08 Unit 5 Self-Funded Insurance	7,755.57	0.00	0.00	7,755.57
10 Educational	181,974.71	777,975.16	4,149,976.83	5,109,926.70
20 Operations & Maintenance	250,131.47	144,361.01	242,442.21	636,934.69
30 Debt Service	0.00	0.00	0.00	0.00
40 Transportation	3,027.34	19,301.06	8,822.20	31,150.60
50 Social Security	0.00	0.00	102,967.81	102,967.81
51 IMRF	0.00	0.00	88,497.53	88,497.53
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	9,043.96	81,232.78	13,252.77	103,529.51
90 Life Safety	36,090.50	286,280.82	0.00	322,371.32
99 Student Activity Funds ⁴	34,295.20	0.00	0.00	34,295.20
Grand Total	\$522,318.75	\$1,309,150.83	\$4,605,959.35	\$6,437,428.93

¹ For funds 8 through 90, these bills were paid on and between 9/30/20 and 10/13/20. Please see the "Vendor Bill Listing - PREPAID" report for details.

² These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

³ Please see the "Payroll Fund Totals" report for details.

⁴ These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 9/29/20 and 10/13/20. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I do certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$6,437,428.93.

Amy Roser, President, Board of Education

Date

Kelly Pyle, Secretary, Board of Education

Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2020-2021

Pay Cycle:

Pay Period: Start Date: End Date: Pay Date:

Certified - Semi	60	09/16/2020	09/30/2020	09/30/2020
Certified - Semi	61	09/16/2020	09/30/2020	09/30/2020
Classified - Semi	60	09/16/2020	09/30/2020	09/30/2020
Classified - Semi	61	09/16/2020	09/30/2020	09/30/2020
Classified - Semi	62	09/16/2020	09/30/2020	10/05/2020
Classified - Semi	63	09/16/2020	09/30/2020	09/30/2020

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS

Certified - Semi - Period Number: 60

10	2,952,216.24	0.00	133,914.05	320,327.50	3,406,457.79
50	0.00	41,062.77	0.00	0.00	41,062.77
80	3,654.72	0.00	138.28	0.00	3,793.00
Period Total:	\$2,955,870.96	\$41,062.77	\$134,052.33	\$320,327.50	\$3,451,313.56

Classified - Semi - Period Number: 60

10	599,574.54	0.00	0.00	140,857.50	740,432.04
20	238,492.21	0.00	0.00	2,300.00	240,792.21
40	7,322.20	0.00	0.00	1,500.00	8,822.20
50	0.00	61,542.66	0.00	0.00	61,542.66
51	0.00	0.00	88,249.78	0.00	88,249.78
80	8,374.77	0.00	0.00	1,085.00	9,459.77
Period Total:	\$853,763.72	\$61,542.66	\$88,249.78	\$145,742.50	\$1,149,298.66

Certified - Semi - Period Number: 61

10	2,892.00	0.00	0.00	0.00	2,892.00
50	0.00	221.24	0.00	0.00	221.24
51	0.00	0.00	78.13	0.00	78.13
Period Total:	\$2,892.00	\$221.24	\$78.13	\$0.00	\$3,191.37

Classified - Semi - Period Number: 61

20	1,650.00	0.00	0.00	0.00	1,650.00
50	0.00	126.22	0.00	0.00	126.22
51	0.00	0.00	169.62	0.00	169.62
Period Total:	\$1,650.00	\$126.22	\$169.62	\$0.00	\$1,945.84

Classified - Semi - Period Number: 62

10	150.00	0.00	0.00	0.00	150.00
50	0.00	11.48	0.00	0.00	11.48
Period Total:	\$150.00	\$11.48	\$0.00	\$0.00	\$161.48

Classified - Semi - Period Number: 63

10	45.00	0.00	0.00	0.00	45.00
50	0.00	3.44	0.00	0.00	3.44
Period Total:	\$45.00	\$3.44	\$0.00	\$0.00	\$48.44

Grand Totals:	\$3,814,371.68	\$102,967.81	\$222,549.86	\$466,070.00	\$4,605,959.35

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 09/30/2020

To Date: 10/13/2020

Report Sort: Remit Name

A B Hatchery

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241491	Expenditure	District Wide	2101257	\$991.96
Total for A B Hatchery				\$991.96

Ace Hardware

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241492	Expenditure	District Wide	2100163	\$48.59
Total for Ace Hardware				\$48.59

Aggreko LLC

Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241493	Expenditure	District Wide	2101306	\$12,381.75
Total for Aggreko LLC				\$12,381.75

Amazon Capital Services

Check#	Type	Location	PO Number	Amount
Educational Fund				
241494	Expenditure	Brigham ES	2101243	\$4,273.85
241494	Expenditure	District Wide	2101179	\$199.99
241494	Expenditure	District Wide	2101192	\$104.03
241494	Expenditure	District Wide	2101220	\$71.44
241494	Expenditure	District Wide	2101222	\$38.56
241494	Expenditure	District Wide	2101223	\$87.78
241494	Expenditure	District Wide	2101224	\$137.00
241494	Expenditure	District Wide	2101244	\$1,571.11
241494	Expenditure	District Wide	2101287	\$15.50
241494	Expenditure	Evans JHS	2100750	\$1,399.86
241494	Expenditure	Pepper Ridge ES	2101231	\$88.07
241494	Expenditure	Pepper Ridge ES	2101282	\$50.96
241494	Expenditure	Towanda ES	2101205	\$60.21

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 09/30/2020

To Date: 10/13/2020

Report Sort: Remit Name

Amazon Capital Services

Check#	Type	Location	PO Number	Amount
241494	Expenditure	Towanda ES	2101206	\$26.52
Total for Educational Fund				\$8,124.88
Total for Amazon Capital Services				\$8,124.88

Aubin, Chad Stephen

Check#	Type	Location	PO Number	Amount
44288	Liability	Normal Community West HS	0	\$384.40
Total for Aubin, Chad Stephen				\$384.40

Avanti's Italian Restaurant -Bloomington

Check#	Type	Location	PO Number	Amount
5581	Liability	Evans JHS	0	\$185.40
Total for Avanti's Italian Restaurant -Bloomington				\$185.40

B & B Awards & Recognition

Check#	Type	Location	PO Number	Amount
20890	Liability	Parkside JHS	0	\$85.93
20896	Liability	Parkside JHS	0	\$14.50
23312	Liability	Chiddix JHS	0	\$78.30
44289	Liability	Normal Community West HS	0	\$13.50
Total for Student Activity Funds				\$192.23
Total for B & B Awards & Recognition				\$192.23

Bare, Anne Michelle

Check#	Type	Location	PO Number	Amount
2493	Liability	Cedar Ridge ES	0	\$30.00
Total for Bare, Anne Michelle				\$30.00

Beer, Julia Renee

Check#	Type	Location	PO Number	Amount

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:	Report Sort:		Remit Name	From Date:	09/30/2020	To Date:	10/13/2020
Beer, Julia Renee							
	Check#	Type	Location		PO Number		Amount
	23313	Liability	Chiddix JHS		0		\$1,033.24
				Total for	Beer, Julia Renee		\$1,033.24
Beiersdorf, Paul							
	Check#	Type	Location		PO Number		Amount
	Student Activity Funds						
	125040	Liability	NCHS Athletics		0		\$75.00
				Total for	Beiersdorf, Paul		\$75.00
Bender, Julie							
	Check#	Type	Location		PO Number		Amount
	Operations & Maintenance Fund						
	241495	Revenue	Normal Community West HS		0		\$30.00
				Total for	Bender, Julie		\$30.00
Bennett Electronics							
	Check#	Type	Location		PO Number		Amount
	Educational Fund						
	241496	Expenditure	District Wide		2100515		\$2,870.00
	241496	Expenditure	District Wide		2100621		\$1,245.00
					Total for Educational Fund		\$4,115.00
				Total for	Bennett Electronics		\$4,115.00
Bensko, Josie Dee							
	Check#	Type	Location		PO Number		Amount
	Student Activity Funds						
	5583	Liability	Evans JHS		0		\$50.00
				Total for	Bensko, Josie Dee		\$50.00
Bian, John							
	Check#	Type	Location		PO Number		Amount
	Educational Fund						
	241497	Revenue	Normal Community West HS		0		\$172.00
				Total for	Bian, John		\$172.00

Bierbaum, John

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:	From Date:	09/30/2020	To Date:	10/13/2020
Report Sort:	Remit Name			
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44295	Liability	Normal Community West HS	0	\$15.00
Total for Bierbaum, John				\$15.00
Black, Christine E				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241498	Expenditure	District Wide	2101245	\$79.00
Total for Black, Christine E				\$79.00
Bonesz, Ronald				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241499	Revenue	District Wide	0	\$49.70
Total for Bonesz, Ronald				\$49.70
Boore, Danna Jo				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44767	Liability	Normal Community HS	0	\$480.00
Total for Boore, Danna Jo				\$480.00
Boudeman, Jenna Leigh				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241500	Expenditure	Evans JHS	2101274	\$25.00
Total for Boudeman, Jenna Leigh				\$25.00
Bowling, Justin				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13933	Liability	Kingsley JHS	0	\$40.00
Total for Bowling, Justin				\$40.00
Braman, Becky				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 09/30/2020

To Date: 10/13/2020

Report Sort: Remit Name

Braman, Becky				
Check#	Type	Location	PO Number	Amount
4970	Liability	Hudson ES	0	\$485.15
Total for Braman, Becky				\$485.15
Browning, Kenneth				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
18977	Liability	NCWHS Athletics	0	\$50.00
Total for Browning, Kenneth				\$50.00
Bruce, Edmond				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241501	Revenue	Normal Community West HS	0	\$100.00
Total for Bruce, Edmond				\$100.00
BSN Sports				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241502	Expenditure	Normal Community HS	2101239	\$65.38
241502	Expenditure	Normal Community HS	2101240	\$3,664.00
Total for Educational Fund				\$3,729.38
Total for BSN Sports				\$3,729.38
Bumper To Bumper				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241503	Expenditure	District Wide	2100164	\$2,187.33
Total for Bumper To Bumper				\$2,187.33
Butler, Alicia				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4818	Liability	Grove ES	0	\$42.93
Total for Butler, Alicia				\$42.93

Camp, Jennifer

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:	From Date:	09/30/2020	To Date:	10/13/2020
Report Sort:	Remit Name			
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44290	Liability	Normal Community West HS	0	\$50.00
Total for Camp, Jennifer				\$50.00
Carlock, Kimberly Jill				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4819	Liability	Grove ES	0	\$65.98
Total for Carlock, Kimberly Jill				\$65.98
Carter, Kory				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241504	Expenditure	Normal Community West HS	0	\$9.32
Total for Carter, Kory				\$9.32
Carter, Matthew A				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
2494	Liability	Cedar Ridge ES	0	\$6.86
Total for Carter, Matthew A				\$6.86
Chiddix Junior High School				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241505	Expenditure	Chiddix JHS	2101264	\$93.38
241505	Expenditure	Chiddix JHS	2101265	\$226.33
241505	Expenditure	Chiddix JHS	2101266	\$107.99
241505	Expenditure	Chiddix JHS	2101275	\$58.93
241505	Expenditure	Chiddix JHS	2101276	\$119.00
Total for Educational Fund				\$605.63
Total for Chiddix Junior High School				\$605.63
CI Solutions				
Check#	Type	Location	PO Number	Amount
Educational Fund				

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CI Solutions

Check#	Type	Location	PO Number	Amount
241506	Expenditure	District Wide	2101026	\$795.00
Total for CI Solutions				\$795.00

Clauss, Janel

Check#	Type	Location	PO Number	Amount
Educational Fund				
241507	Revenue	Benjamin ES	0	\$130.00
Total for Clauss, Janel				\$130.00

Clean The Uniform Company

Check#	Type	Location	PO Number	Amount
Transportation Fund				
241508	Expenditure	District Wide	2100162	\$145.62
Total for Clean The Uniform Company				\$145.62

Collins, Jane

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
1522	Liability	Eugene Field Special Services	0	\$50.00
Total for Collins, Jane				\$50.00

Confidential On-Site Paper Shreddin

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20897	Liability	Parkside JHS	0	\$55.49
Total for Confidential On-Site Paper Shreddin				\$55.49

Courtad, James

Check#	Type	Location	PO Number	Amount
Educational Fund				
241509	Revenue	Normal Community West HS	0	\$93.95
Total for Courtad, James				\$93.95

Culligan Water Conditioning

Check#	Type	Location	PO Number	Amount
Student Activity Funds				

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Culligan Water Conditioning				
Check#	Type	Location	PO Number	Amount
2732	Liability	Benjamin ES	0	\$23.50
Total for Culligan Water Conditioning				\$23.50
Curriculum Associates, Inc.				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
1770	Liability	Fox Creek ES	0	\$166.88
Total for Curriculum Associates, Inc.				\$166.88
Decatur Park District				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
18972	Liability	NCWHS Athletics	0	\$0.00
18973	Liability	NCWHS Athletics	0	\$150.00
Total for Student Activity Funds				\$150.00
Total for Decatur Park District				\$150.00
Doherty, Shannon				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13934	Liability	Kingsley JHS	0	\$79.45
Total for Doherty, Shannon				\$79.45
Double Play Hitting & Pitching Fac.,LLC				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13935	Liability	Kingsley JHS	0	\$75.00
Total for Double Play Hitting & Pitching Fac.,LLC				\$75.00
Drengwitz, Jason				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44768	Liability	Normal Community HS	0	\$111.80
Total for Drengwitz, Jason				\$111.80

Dubiel, Ivette

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Check#	Type	Location	PO Number	Amount	
Educational Fund					
241510	Expenditure	District Wide	2101229	\$1,000.00	
Total for Dubiel, Ivette				\$1,000.00	
Edwards, Sarah					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
4820	Liability	Grove ES	0	\$22.46	
Total for Edwards, Sarah				\$22.46	
Evergreen Racquet Club					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
125043	Liability	NCHS Athletics	0	\$24.00	
Total for Evergreen Racquet Club				\$24.00	
Fastsigns					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
4823	Liability	Grove ES	0	\$336.28	
23307	Liability	Chiddix JHS	0	\$125.00	
44296	Liability	Normal Community West HS	0	\$103.50	
Total for Student Activity Funds				\$564.78	
Total for Fastsigns				\$564.78	
Five Star Water					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
2495	Liability	Cedar Ridge ES	0	\$20.60	
Total for Five Star Water				\$20.60	
Flags Usa					
Check#	Type	Location	PO Number	Amount	
Operations & Maintenance Fund					
241511	Expenditure	District Wide	2101284	\$4,415.00	
Total for Flags Usa				\$4,415.00	

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Follett School Solutions, Inc.

Check#	Type	Location	PO Number	Amount
Educational Fund				
241512	Expenditure	Evans JHS	2100984	\$947.77
241512	Expenditure	Normal Community HS	2100952	\$237.65
Total for Educational Fund				\$1,185.42
Total for Follett School Solutions, Inc.				\$1,185.42

Forget Me Not Flowers

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4824	Liability	Grove ES	0	\$42.99
125033	Liability	NCHS Athletics	0	\$8.25
Total for Student Activity Funds				\$51.24
Total for Forget Me Not Flowers				\$51.24

Frontier 1

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241513	Expenditure	Normal Community HS	0	\$324.19
241513	Expenditure	Towanda ES	0	\$207.47
Total for Operations & Maintenance Fund				\$531.66
Total for Frontier 1				\$531.66

Fujimoto, Leann

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23314	Liability	Chiddix JHS	0	\$7.99
Total for Fujimoto, Leann				\$7.99

Gerrietts, Jennifer Lee

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20891	Liability	Parkside JHS	0	\$37.00
Total for Gerrietts, Jennifer Lee				\$37.00

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Glatt, Michelle L				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23308	Liability	Chiddix JHS	0	\$100.00
Total for Glatt, Michelle L				\$100.00
Hawkins, Christopher				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44297	Liability	Normal Community West HS	0	\$75.00
Total for Hawkins, Christopher				\$75.00
Hawkins, Inc.				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241514	Expenditure	District Wide	2101251	\$1,630.39
Total for Hawkins, Inc.				\$1,630.39
Health Alliance Medical Plans				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241515	Expenditure	District Wide	2101297	\$75,636.00
Total for Health Alliance Medical Plans				\$75,636.00
Heinemann				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241516	Expenditure	Elementary Schools	2100926	\$379.50
Total for Heinemann				\$379.50
Hensley, Audrey				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
9339	Liability	Hoose ES	0	\$64.00
Total for Hensley, Audrey				\$64.00
Heritage Food Service Group, Inc.				
Check#	Type	Location	PO Number	Amount

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Heritage Food Service Group, Inc.

Check#	Type	Location	PO Number	Amount
Educational Fund				
241517	Expenditure	District Wide	2101293	\$8,576.53
241517	Expenditure	Normal Community West HS	2101293	\$111.04
Total for Educational Fund				<u>\$8,687.57</u>
Total for Heritage Food Service Group, Inc.				<u>\$8,687.57</u>

Higby, Valerie Maria

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44291	Liability	Normal Community West HS	0	\$59.88
Total for Higby, Valerie Maria				<u>\$59.88</u>

Hudl

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44769	Liability	Normal Community HS	0	\$600.00
Total for Hudl				<u>\$600.00</u>

IAVAT

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44298	Liability	Normal Community West HS	0	\$160.00
Total for IAVAT				<u>\$160.00</u>

Illini Supply Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241518	Expenditure	District Wide	2101292	\$26,348.45
241518	Expenditure	Parkside ES	2101277	\$386.00
Total for Operations & Maintenance Fund				<u>\$26,734.45</u>
Total for Illini Supply Inc				<u>\$26,734.45</u>

Ilmea State Office

Check#	Type	Location	PO Number	Amount
Student Activity Funds				

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Ilmea State Office				
Check#	Type	Location	PO Number	Amount
20898	Liability	Parkside JHS	0	\$80.00
Total for Ilmea State Office				\$80.00
J.W. Pepper & Son, Inc.				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241519	Expenditure	Evans JHS	2101278	\$149.00
Total for J.W. Pepper & Son, Inc.				\$149.00
Jerome, Ruth H				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
5577	Liability	Evans JHS	0	\$27.45
Total for Jerome, Ruth H				\$27.45
JOSTEN'S				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
1523	Liability	Eugene Field Special Services	0	\$21.23
Total for JOSTEN'S				\$21.23
Kaskaskia Special Education Distric				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241520	Expenditure	District Wide	2101254	\$4,644.00
Total for Kaskaskia Special Education Distric				\$4,644.00
Kelly, Jennifer				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241521	Expenditure	Normal Community HS	2101063	\$82.35
Total for Kelly, Jennifer				\$82.35
Kemp, Joe				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				

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Kemp, Joe				
Check#	Type	Location	PO Number	Amount
23310	Liability	Chiddix JHS	0	\$40.00
			Total for	Kemp, Joe
				\$40.00
Kerr, Ryan D				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44299	Liability	Normal Community West HS	0	\$212.87
			Total for	Kerr, Ryan D
				\$212.87
Kingsley Junior High School Activit				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
5582	Liability	Evans JHS	0	\$22.00
20899	Liability	Parkside JHS	0	\$22.00
23315	Liability	Chiddix JHS	0	\$22.00
			Total for	Student Activity Funds
				\$66.00
			Total for	Kingsley Junior High School Activit
				\$66.00
Kirby Risk Corporation				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241522	Expenditure	Evans JHS	2101225	\$292.16
241522	Expenditure	Prairieland ES	2101225	\$375.30
			Total for	Operations & Maintenance Fund
				\$667.46
			Total for	Kirby Risk Corporation
				\$667.46
Kobel, Shawn				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20900	Liability	Parkside JHS	0	\$83.25
			Total for	Kobel, Shawn
				\$83.25
Konopasek, Christine Marie				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				

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Konopasek, Christine Marie				
Check#	Type	Location	PO Number	Amount
44770	Liability	Normal Community HS	0	\$301.28
Total for Konopasek, Christine Marie				\$301.28
Kuebrich, Jennifer L				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241523	Expenditure	District Wide	0	\$15.81
Total for Kuebrich, Jennifer L				\$15.81
Landstrom, Brian				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13936	Liability	Kingsley JHS	0	\$40.00
Total for Landstrom, Brian				\$40.00
Larson, Dennis J				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13937	Liability	Kingsley JHS	0	\$33.75
Total for Larson, Dennis J				\$33.75
Leathery, David				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23317	Liability	Chiddix JHS	0	\$298.30
Total for Leathery, David				\$298.30
Lenz, Andrea Lynn				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
13938	Liability	Kingsley JHS	0	\$87.96
Total for Lenz, Andrea Lynn				\$87.96
Lewis, Emily Anne				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				

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Lewis, Emily Anne				
Check#	Type	Location	PO Number	Amount
23309	Liability	Chiddix JHS	0	\$80.39
Total for Lewis, Emily Anne				\$80.39
Lin, Anqi				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241564	Revenue	Normal Community HS	0	\$13.20
Total for Lin, Anqi				\$13.20
Literacy Resources, LLC				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241524	Expenditure	Hoose ES	2101258	\$345.56
Total for Literacy Resources, LLC				\$345.56
M&M Turf Farm				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44292	Liability	Normal Community West HS	0	\$6.90
Total for M&M Turf Farm				\$6.90
Mc Lean Co Unit Dist 5				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
2492	Liability	Cedar Ridge ES	0	\$531.83
5039	Liability	Carlock ES	0	\$119.78
13939	Liability	Kingsley JHS	0	\$695.96
20892	Liability	Parkside JHS	0	\$2,450.00
Total for Student Activity Funds				\$3,797.57
Total for Mc Lean Co Unit Dist 5				\$3,797.57
Mc Lean County Unit #5				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
2496	Liability	Cedar Ridge ES	0	\$841.40

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Mc Lean County Unit #5

Check#	Type	Location	PO Number	Amount
20901	Liability	Parkside JHS	0	\$172.48
Total for Student Activity Funds				\$1,013.88
Total for Mc Lean County Unit #5				\$1,013.88

Mc Lean County Unit Dist #5

Check#	Type	Location	PO Number	Amount
44771	Liability	Normal Community HS	0	\$1,100.00
Total for Mc Lean County Unit Dist #5				\$1,100.00

Menards Lumber

Check#	Type	Location	PO Number	Amount
241525	Expenditure	District Wide	2100165	\$365.67
241525	Expenditure	District Wide	2101255	\$779.61
Total for Operations & Maintenance Fund				\$1,145.28
Total for Menards Lumber				\$1,145.28

Menold Construction & Restoration

Check#	Type	Location	PO Number	Amount
241526	Expenditure	District Wide	2101305	\$125.00
Total for Menold Construction & Restoration				\$125.00

Mercer, Karen Jane

Check#	Type	Location	PO Number	Amount
9341	Liability	Hoose ES	0	\$33.05
9342	Liability	Hoose ES	0	\$108.00
Total for Student Activity Funds				\$141.05
Total for Mercer, Karen Jane				\$141.05

Midamerican Energy

Check#	Type	Location	PO Number	Amount

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Midamerican Energy

Check#	Type	Location	PO Number	Amount
241527	Expenditure	Brigham ES	0	\$2,707.15
241527	Expenditure	Carlock ES	0	\$1,331.07
241527	Expenditure	Cedar Ridge ES	0	\$4,277.04
241527	Expenditure	Chiddix JHS	0	\$8,812.48
241527	Expenditure	Eugene Field Special Services	0	\$1,165.50
241527	Expenditure	Fairview ES	0	\$2,012.23
241527	Expenditure	Fox Creek ES	0	\$3,120.01
241527	Expenditure	Glenn ES	0	\$922.32
241527	Expenditure	Hoose ES	0	\$2,694.18
241527	Expenditure	Hudson ES	0	\$2,204.17
241527	Expenditure	Kingsley JHS	0	\$10,403.52
241527	Expenditure	Oakdale ES	0	\$2,525.29
241527	Expenditure	Pepper Ridge ES	0	\$5,165.06
241527	Expenditure	Sugar Creek ES	0	\$3,141.87
241527	Expenditure	Towanda ES	0	\$2,121.20
241527	Expenditure	Unit Office	0	\$1,414.20
241527	Expenditure	Warehouse/Food Services	0	\$4,679.62

Total for Operations & Maintenance Fund \$58,696.91

Transportation Fund

241527	Expenditure	District Wide	0	\$1,843.96

Total for Midamerican Energy \$60,540.87

Middleton Associates Inc

Check#	Type	Location	PO Number	Amount
241528	Expenditure	District Wide	2101247	\$438.75
241528	Expenditure	District Wide	2101259	\$350.00
241528	Expenditure	District Wide	2101260	\$560.00
241528	Expenditure	District Wide	2101262	\$980.00

Total for Fire Prevention & Safety Fund \$2,328.75

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				Total for Middleton Associates Inc	\$2,328.75
Midwest Equipment li					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
44300	Liability	Normal Community West HS	0	\$55.00	
				Total for Midwest Equipment li	\$55.00
Miglin, Katherine Marie					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
5584	Liability	Evans JHS	0	\$339.95	
				Total for Miglin, Katherine Marie	\$339.95
Minerva Promotions					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
13940	Liability	Kingsley JHS	0	\$450.00	
44301	Liability	Normal Community West HS	0	\$1,141.74	
				Total for Student Activity Funds	\$1,591.74
				Total for Minerva Promotions	\$1,591.74
Morneau Shepell Limited					
Check#	Type	Location	PO Number	Amount	
Self-Funded Insurance Fund					
7256	Expenditure	District Wide	0	\$7,755.57	
				Total for Morneau Shepell Limited	\$7,755.57
Moss, Kevin					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
18978	Liability	NCWHS Athletics	0	\$50.00	
125041	Liability	NCHS Athletics	0	\$75.00	
				Total for Student Activity Funds	\$125.00
				Total for Moss, Kevin	\$125.00

Motorola Solutions - Starcom

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Report Sort:	Remit Name				
	Check#	Type	Location	PO Number	Amount
Tort Immunity Fund					
	241529	Expenditure	District Wide	2101242	\$3,204.00
	241529	Expenditure	District Wide	2101304	\$5,832.00
Total for Tort Immunity Fund					\$9,036.00
Total for Motorola Solutions - Starcom					\$9,036.00
Nafme/Nat'L Assoc Music Edu					
	Check#	Type	Location	PO Number	Amount
Student Activity Funds					
	44302	Liability	Normal Community West HS	0	\$100.00
Total for Nafme/Nat'L Assoc Music Edu					\$100.00
Nelson's Catering					
	Check#	Type	Location	PO Number	Amount
Student Activity Funds					
	44772	Liability	Normal Community HS	0	\$2,245.00
Total for Nelson's Catering					\$2,245.00
Nelson, Vickie					
	Check#	Type	Location	PO Number	Amount
Student Activity Funds					
	13941	Liability	Kingsley JHS	0	\$152.92
Total for Nelson, Vickie					\$152.92
Newton, Julie					
	Check#	Type	Location	PO Number	Amount
Student Activity Funds					
	4821	Liability	Grove ES	0	\$21.47
Total for Newton, Julie					\$21.47
Nicor Gas					
	Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund					
	241530	Expenditure	Brigham ES	0	\$210.45
	241530	Expenditure	Carlock ES	0	\$45.13
	241530	Expenditure	Glenn ES	0	\$60.68

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Nicor Gas				
Check#	Type	Location	PO Number	Amount
241530	Expenditure	Hoose ES	0	\$223.79
Total for Operations & Maintenance Fund				\$540.05
Total for Nicor Gas				\$540.05
Nord, Tiffany				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241531	Revenue	Fox Creek ES	0	\$340.75
Total for Nord, Tiffany				\$340.75
Normal West High School				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241532	Expenditure	Normal Community West HS	2101227	\$6,708.16
Total for Normal West High School				\$6,708.16
Norton, Jeff				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
125042	Liability	NCHS Athletics	0	\$75.00
Total for Norton, Jeff				\$75.00
Nybakke Vacuum Shop, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241533	Expenditure	District Wide	2101250	\$59.99
Total for Nybakke Vacuum Shop, Inc				\$59.99
O'Connell, Kathleen				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241534	Expenditure	District Wide	2101302	\$71.00
Total for O'Connell, Kathleen				\$71.00
Oakwood Country Club				
Check#	Type	Location	PO Number	Amount

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Oakwood Country Club				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
125034	Liability	NCHS Athletics	0	\$0.00
125036	Liability	NCHS Athletics	0	\$168.00
125038	Liability	NCHS Athletics	0	\$266.00
Total for Student Activity Funds				\$434.00
Total for Oakwood Country Club				\$434.00
Palmer, Elisa L				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23318	Liability	Chiddix JHS	0	\$67.70
Total for Palmer, Elisa L				\$67.70
PANORAMA EDUCATION				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241535	Expenditure	High Schools	2101280	\$8,000.00
Total for PANORAMA EDUCATION				\$8,000.00
Parkside Junior High School				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241536	Expenditure	Parkside JHS	2101210	\$1,360.00
241536	Expenditure	Parkside JHS	2101213	\$1,557.86
241536	Expenditure	Parkside JHS	2101285	\$2,760.00
Total for Educational Fund				\$5,677.86
Total for Parkside Junior High School				\$5,677.86
Pawlik, Amy				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20893	Liability	Parkside JHS	0	\$185.00
Total for Pawlik, Amy				\$185.00

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Criteria:	Report Sort:	Remit Name	From Date:	09/30/2020	To Date:	10/13/2020
Pekin Community High School						
	Check#	Type		Location	PO Number	Amount
	Student Activity Funds					
	18976	Liability		NCWHS Athletics	0	\$70.00
				Total for	Pekin Community High School	\$70.00
Petersen, Melissa						
	Check#	Type		Location	PO Number	Amount
	Student Activity Funds					
	5578	Liability		Evans JHS	0	\$169.39
				Total for	Petersen, Melissa	\$169.39
Pond, Craig A						
	Check#	Type		Location	PO Number	Amount
	Student Activity Funds					
	13943	Liability		Kingsley JHS	0	\$1,300.53
				Total for	Pond, Craig A	\$1,300.53
Principal Life Insurance-Sbd Grand						
	Check#	Type		Location	PO Number	Amount
	Operations & Maintenance Fund					
	241537	Expenditure		District Wide	2101296	\$5,009.39
				Total for	Principal Life Insurance-Sbd Grand	\$5,009.39
Proquest LLC						
	Check#	Type		Location	PO Number	Amount
	Educational Fund					
	241538	Expenditure		High Schools	2101261	\$1,928.16
				Total for	Proquest LLC	\$1,928.16
Puritan Springs						
	Check#	Type		Location	PO Number	Amount
	Student Activity Funds					
	4822	Liability		Grove ES	0	\$28.51
				Total for	Puritan Springs	\$28.51
Quadient Finance USA, Inc.						
	Check#	Type		Location	PO Number	Amount

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Report Sort: Remit Name

Quadient Finance USA, Inc.

Check#	Type	Location	PO Number	Amount
Educational Fund				
241539	Expenditure	District Wide	0	\$1,500.00
Total for Quadient Finance USA, Inc.				\$1,500.00

Rader Family Farm

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44303	Liability	Normal Community West HS	0	\$483.00
Total for Rader Family Farm				\$483.00

RANDSTAD

Check#	Type	Location	PO Number	Amount
Educational Fund				
241540	Expenditure	District Wide	2101176	\$780.00
241540	Expenditure	District Wide	2101271	\$780.00
Total for Educational Fund				\$1,560.00
Total for RANDSTAD				\$1,560.00

Read's Sporting Goods

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
5579	Liability	Evans JHS	0	\$56.95
Total for Read's Sporting Goods				\$56.95

Red Tail Run Golf Course

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
125035	Liability	NCHS Athletics	0	\$0.00
125037	Liability	NCHS Athletics	0	\$110.00
125039	Liability	NCHS Athletics	0	\$165.00
Total for Student Activity Funds				\$275.00
Total for Red Tail Run Golf Course				\$275.00

Regional Office Of Education #17

Check#	Type	Location	PO Number	Amount

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Regional Office Of Education #17

Check#	Type	Location	PO Number	Amount
Educational Fund				
241541	Expenditure	District Wide	2101237	\$5,706.46
Total for Regional Office Of Education #17				\$5,706.46

Republic Services - #368

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241542	Expenditure	District Wide	2100247	\$5,286.58
Total for Republic Services - #368				\$5,286.58

Reynolds, Jennifer

Check#	Type	Location	PO Number	Amount
Educational Fund				
241543	Revenue	Normal Community West HS	0	\$116.45
Total for Reynolds, Jennifer				\$116.45

Rhodes, Chris

Check#	Type	Location	PO Number	Amount
Educational Fund				
241544	Revenue	Normal Community West HS	0	\$760.00
Total for Rhodes, Chris				\$760.00

Riddell All American

Check#	Type	Location	PO Number	Amount
Educational Fund				
241545	Expenditure	Normal Community West HS	2100023	\$5,917.70
Student Activity Funds				
13942	Liability	Kingsley JHS	0	\$522.28
Total for Riddell All American				\$6,439.98

Rieke Office Interiors

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241546	Expenditure	District Wide	2101291	\$46,680.00
Total for Rieke Office Interiors				\$46,680.00

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Riley, Sara M				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241547	Expenditure	Kingsley JHS	2101232	\$34.54
Total for Riley, Sara M				\$34.54
Roberts Trophies				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
18974	Liability	NCWHS Athletics	0	\$57.60
Total for Roberts Trophies				\$57.60
Rock Island High School				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
18975	Liability	NCWHS Athletics	0	\$210.00
Total for Rock Island High School				\$210.00
Sarver, Michael S				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20902	Liability	Parkside JHS	0	\$44.89
Total for Sarver, Michael S				\$44.89
Scholastic Inc.				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
5580	Liability	Evans JHS	0	\$31.34
20903	Liability	Parkside JHS	0	\$259.20
Total for Student Activity Funds				\$290.54
Total for Scholastic Inc.				\$290.54
School Specialty				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241548	Expenditure	Junior High Schools	2100776	\$1,369.12
241548	Expenditure	Towanda ES	2101052	\$26.78

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				Total for Educational Fund	\$1,395.90
				Total for School Specialty	\$1,395.90
Secretary Of State School Bus Safet					
Check#	Type	Location	PO Number	Amount	
Transportation Fund					
241549	Expenditure	District Wide	2101230	\$4.00	
				Total for Secretary Of State School Bus Safet	\$4.00
Select Screen Prints					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
1524	Liability	Eugene Field Special Services	0	\$676.00	
				Total for Select Screen Prints	\$676.00
Severson, Nicole					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241550	Revenue	Normal Community West HS	0	\$53.05	
				Total for Severson, Nicole	\$53.05
Shannon, Sierra					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241551	Revenue	Normal Community West HS	0	\$70.00	
				Total for Shannon, Sierra	\$70.00
Sheppelman, Dawn Demlow					
Check#	Type	Location	PO Number	Amount	
Student Activity Funds					
1525	Liability	Eugene Field Special Services	0	\$58.76	
				Total for Sheppelman, Dawn Demlow	\$58.76
Sherwin Williams Company					
Check#	Type	Location	PO Number	Amount	
Operations & Maintenance Fund					
241552	Expenditure	District Wide	2101252	\$640.32	
				Total for Sherwin Williams Company	\$640.32

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Report Sort: Remit Name

Shophe B & A Designs

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4825	Liability	Grove ES	0	\$66.00
Total for Shophe B & A Designs				\$66.00

Smith, Roxanne

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20894	Liability	Parkside JHS	0	\$100.00
Total for Smith, Roxanne				\$100.00

Southeastern Equip & Supply

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241553	Expenditure	District Wide	2101249	\$27.82
Total for Southeastern Equip & Supply				\$27.82

Storm, Ashley

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44293	Liability	Normal Community West HS	0	\$150.05
Total for Storm, Ashley				\$150.05

T-MOBILE

Check#	Type	Location	PO Number	Amount
Educational Fund				
241554	Expenditure	Elementary Schools	0	\$1,113.65
Total for T-MOBILE				\$1,113.65

The Lifeguard Store

Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44773	Liability	Normal Community HS	0	\$40.00
Total for The Lifeguard Store				\$40.00

Thede, Brad

Check#	Type	Location	PO Number	Amount

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Report Sort: Remit Name

Thede, Brad				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23311	Liability	Chiddix JHS	0	\$40.00
Total for Thede, Brad				\$40.00
Thoennes, Lisa				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241555	Expenditure	District Wide	2101233	\$2,275.00
Total for Thoennes, Lisa				\$2,275.00
Tomlin, Lisa				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44304	Liability	Normal Community West HS	0	\$61.66
Total for Tomlin, Lisa				\$61.66
Topping, Elizabeth				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
20895	Liability	Parkside JHS	0	\$8.00
Total for Topping, Elizabeth				\$8.00
Track Surfaces Co				
Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241556	Expenditure	District Wide	2101268	\$21,380.00
Total for Track Surfaces Co				\$21,380.00
TROX				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241557	Expenditure	District Wide	2101007	\$1,437.50
Total for TROX				\$1,437.50
Turner, Andrea Rene				
Check#	Type	Location	PO Number	Amount

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Turner, Andrea Rene				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
3925	Liability	Prairieland ES	0	\$579.32
Total for Turner, Andrea Rene				\$579.32
Twin City Awards				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
2406	Liability	Sugar Creek ES	0	\$60.00
13944	Liability	Kingsley JHS	0	\$88.00
Total for Student Activity Funds				\$148.00
Total for Twin City Awards				\$148.00
U.S. Postal Service				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
23319	Liability	Chiddix JHS	0	\$235.00
Total for U.S. Postal Service				\$235.00
Uzueta, Stephanie				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241558	Revenue	Normal Community West HS	0	\$0.00
Total for Uzueta, Stephanie				\$0.00
Vanguard Energy Services,LLC				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241559	Expenditure	Chiddix JHS	0	\$328.48
241559	Expenditure	Eagle Road Resource Center	0	\$2.67
241559	Expenditure	Eugene Field Special Services	0	\$11.00
241559	Expenditure	Fox Creek ES	0	\$561.92
241559	Expenditure	Grove ES	0	\$1,595.76
241559	Expenditure	Kingsley JHS	0	\$765.52

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Report Sort: Remit Name

Vanguard Energy Services,LLC				
Check#	Type	Location	PO Number	Amount
241559	Expenditure	Normal Community HS	0	\$4,728.37
241559	Expenditure	Normal Community West HS	0	\$5,377.17
241559	Expenditure	Northpoint ES	0	\$84.05
241559	Expenditure	Parkside ES	0	\$377.81
241559	Expenditure	Parkside JHS	0	\$194.48
241559	Expenditure	Pepper Ridge ES	0	\$1,087.88
241559	Expenditure	Prairieland ES	0	\$428.55
241559	Expenditure	Towanda ES	0	\$124.26
241559	Expenditure	Warehouse/Food Services	0	\$17.91

Total for Operations & Maintenance Fund \$15,685.83

Transportation Fund

241559	Expenditure	District Wide	0	\$23.56

Total for Vanguard Energy Services,LLC \$15,709.39

Vincent, Susan Anne

Check#	Type	Location	PO Number	Amount
23316	Liability	Chiddix JHS	0	\$117.65

Total for Vincent, Susan Anne \$117.65

Visa Businesscard Commerce Bank

Check#	Type	Location	PO Number	Amount
Educational Fund				
0	Expenditure	Benjamin ES	2101154	\$190.00
0	Expenditure	Benjamin ES	2101155	\$109.50
0	Expenditure	Brigham ES	2101154	\$190.00
0	Expenditure	Brigham ES	2101180	\$37.87
0	Expenditure	Brigham ES	2101204	\$836.13
0	Expenditure	Brigham ES	2101209	\$4,041.57
0	Expenditure	Carlock ES	2101314	\$855.66
0	Expenditure	Cedar Ridge ES	2101154	\$190.00

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Report Sort: Remit Name

Visa Businesscard Commerce Bank

Check#	Type	Location	PO Number	Amount
0	Expenditure	Cedar Ridge ES	2101207	\$1,528.16
0	Expenditure	Chiddix JHS	2101154	\$31.98
0	Expenditure	District Wide	0	(\$657.71)
0	Expenditure	District Wide	2101154	\$222.08
0	Expenditure	District Wide	2101156	\$1,044.10
0	Expenditure	District Wide	2101159	\$168.59
0	Expenditure	District Wide	2101161	\$2,066.41
0	Expenditure	District Wide	2101165	\$618.92
0	Expenditure	District Wide	2101171	\$871.38
0	Expenditure	District Wide	2101177	\$20,373.71
0	Expenditure	District Wide	2101190	\$69.90
0	Expenditure	District Wide	2101191	\$3,092.86
0	Expenditure	District Wide	2101196	\$328.19
0	Expenditure	District Wide	2101197	\$119.95
0	Expenditure	District Wide	2101200	\$84.27
0	Expenditure	District Wide	2101212	\$39.70
0	Expenditure	District Wide	2101300	\$1,325.67
0	Expenditure	District Wide	2101376	\$1,061.38
0	Expenditure	District Wide	2101390	\$3,995.71
0	Expenditure	Eugene Field Special Services	2101165	\$74.36
0	Expenditure	Evans JHS	2101154	\$87.30
0	Expenditure	Evans JHS	2101208	\$3,428.04
0	Expenditure	Evans JHS	2101381	\$101.88
0	Expenditure	Fairview ES	2101163	\$2,352.93
0	Expenditure	Fairview ES	2101209	\$666.70
0	Expenditure	Fox Creek ES	2101198	\$676.87
0	Expenditure	Glenn ES	2101154	\$190.00
0	Expenditure	Glenn ES	2101188	\$1,935.40

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Visa Businesscard Commerce Bank

Check#	Type	Location	PO Number	Amount
0	Expenditure	Grove ES	2101154	\$190.00
0	Expenditure	Grove ES	2101217	\$1,611.61
0	Expenditure	High Schools	2101171	\$50.59
0	Expenditure	High Schools	2101172	\$9,376.43
0	Expenditure	Hoose ES	2101154	\$190.00
0	Expenditure	Hoose ES	2101256	\$1,048.18
0	Expenditure	Hudson ES	2101153	\$825.90
0	Expenditure	Kingsley JHS	2101162	\$636.55
0	Expenditure	Kingsley JHS	2101378	\$23.97
0	Expenditure	Normal Community HS	2101154	\$305.02
0	Expenditure	Normal Community HS	2101173	\$10,663.10
0	Expenditure	Normal Community West HS	0	(\$5.30)
0	Expenditure	Normal Community West HS	2101283	\$2,640.33
0	Expenditure	Northpoint ES	2101154	\$190.00
0	Expenditure	Oakdale ES	2101154	\$190.00
0	Expenditure	Oakdale ES	2101312	\$622.76
0	Expenditure	Parkside ES	2101359	\$1,946.32
0	Expenditure	Parkside JHS	2101211	\$69.87
0	Expenditure	Parkside JHS	2101356	\$8,278.92
0	Expenditure	Pepper Ridge ES	2101286	\$2,048.85
0	Expenditure	Prairieland ES	2101246	\$591.72
0	Expenditure	Sugar Creek ES	2101152	\$32.43

Total for Educational Fund \$93,876.71

Operations & Maintenance Fund

0	Expenditure	Brigham ES	2101288	\$99.97
0	Expenditure	District Wide	2101288	\$2,143.90

Total for Operations & Maintenance Fund \$2,243.87

Transportation Fund

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Report Sort:	Remit Name			
Visa Businesscard Commerce Bank				
Check#	Type	Location	PO Number	Amount
0	Expenditure	District Wide	2101288	\$1,010.20
Tort Immunity Fund				
0	Expenditure	District Wide	2101203	\$7.96
Total for Visa Businesscard Commerce Bank				\$97,138.74
Vision Service Plan - (II)				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241560	Expenditure	District Wide	2101295	\$1,117.59
Total for Vision Service Plan - (II)				\$1,117.59
Ward, Stacey				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241561	Revenue	Normal Community HS	0	\$89.99
Total for Ward, Stacey				\$89.99
Watts Copy Systems, Inc				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241562	Expenditure	District Wide	2101175	\$8,785.15
Total for Watts Copy Systems, Inc				\$8,785.15
Wave Graphics, Inc				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44294	Liability	Normal Community West HS	0	\$656.00
Total for Wave Graphics, Inc				\$656.00
Yokley, Amy				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
9340	Liability	Hoose ES	0	\$50.50
Total for Yokley, Amy				\$50.50

Young, Jill

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Report Sort:		Remit Name		
Check#	Type	Location	PO Number	Amount
Educational Fund				
241563	Expenditure	District Wide	0	\$25.41
Total for Young, Jill				\$25.41
Yount, Rome				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
18979	Liability	NCWHS Athletics	0	\$50.00
Total for Yount, Rome				\$50.00
Zeman, Jacqueline				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44774	Liability	Normal Community HS	0	\$58.35
Total for Zeman, Jacqueline				\$58.35

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Grand Total: \$513,137.45

Recap for Fund for remit name

08	Self-Funded Insurance Fund	\$7,755.57
10	Educational Fund	\$181,974.71
20	Operations & Maintenance Fund	\$250,131.47
40	Transportation Fund	\$3,027.34
80	Tort Immunity Fund	\$9,043.96
90	Fire Prevention & Safety Fund	\$36,090.50
99	Student Activity Funds	\$25,113.90

End of Report

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Criteria:	From Date:	09/29/2020	To Date:	09/29/2020
Report Sort:	Remit Name			
Baker, Krista				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44263	Liability	Normal Community West HS	0	\$50.00
Total for Baker, Krista				\$50.00
Banks, Stephanie				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44287	Liability	Normal Community West HS	0	\$50.00
Total for Banks, Stephanie				\$50.00
Basting, Grant				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44265	Liability	Normal Community West HS	0	\$75.00
Total for Basting, Grant				\$75.00
BSN Sports				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44759	Liability	Normal Community HS	0	\$538.65
Total for BSN Sports				\$538.65
Camp, Jennifer				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44266	Liability	Normal Community West HS	0	\$0.00
Total for Camp, Jennifer				\$0.00
Carmona, Darla				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44267	Liability	Normal Community West HS	0	\$50.00
Total for Carmona, Darla				\$50.00
Cassady, Brenna				
Check#	Type	Location	PO Number	Amount

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Criteria:	From Date:		09/29/2020		To Date:		09/29/2020	
Report Sort:	Remit Name							
Cassady, Brenna								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44268	Liability	Normal Community West HS		0		\$90.00		
				Total for	Cassady, Brenna		\$90.00	
Chapman, Trevor Michael								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44760	Liability	Normal Community HS		0		\$250.00		
				Total for	Chapman, Trevor Michael		\$250.00	
Demco, Inc								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44761	Liability	Normal Community HS		0		\$161.04		
				Total for	Demco, Inc		\$161.04	
Drengwitz, Jason								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44762	Liability	Normal Community HS		0		\$235.01		
				Total for	Drengwitz, Jason		\$235.01	
Dyke, Curtis								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
5574	Liability	Evans JHS		0		\$120.00		
				Total for	Dyke, Curtis		\$120.00	
Edmonson Sr., Jonathan								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44269	Liability	Normal Community West HS		0		\$50.00		
				Total for	Edmonson Sr., Jonathan		\$50.00	
Foster, Nathan C								
Check#	Type	Location		PO Number		Amount		

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Criteria:	From Date:	09/29/2020	To Date:	09/29/2020
Report Sort:	Remit Name			
Foster, Nathan C				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44763	Liability	Normal Community HS	0	\$244.45
Total for Foster, Nathan C				\$244.45
Fox Creek Elementary School				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4969	Liability	Hudson ES	0	\$76.80
Total for Fox Creek Elementary School				\$76.80
Gentes. Jenny				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44270	Liability	Normal Community West HS	0	\$50.00
Total for Gentes. Jenny				\$50.00
Grabel, Justin				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44271	Liability	Normal Community West HS	0	\$50.00
Total for Grabel, Justin				\$50.00
Hawkins, Danielle				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44272	Liability	Normal Community West HS	0	\$50.00
Total for Hawkins, Danielle				\$50.00
Kerr, Ryan D				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44273	Liability	Normal Community West HS	0	\$281.79
Total for Kerr, Ryan D				\$281.79
Latzke, Jennifer				
Check#	Type	Location	PO Number	Amount

CUSD No. 5, McLean and Woodford Counties, Illinois

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Criteria:	From Date:	09/29/2020	To Date:	09/29/2020
Report Sort:	Remit Name			
Latzke, Jennifer				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44274	Liability	Normal Community West HS	0	\$54.00
Total for Latzke, Jennifer				\$54.00
Lenz, Linda				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
4968	Liability	Hudson ES	0	\$500.00
Total for Lenz, Linda				\$500.00
Mazanowski, Stephanie				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
5575	Liability	Evans JHS	0	\$250.00
Total for Mazanowski, Stephanie				\$250.00
Meltdown Creative Works LLC				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44275	Liability	Normal Community West HS	0	\$311.85
Total for Meltdown Creative Works LLC				\$311.85
Metsker, Catherine Jane				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44276	Liability	Normal Community West HS	0	\$75.00
Total for Metsker, Catherine Jane				\$75.00
Phipps, Tony				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44277	Liability	Normal Community West HS	0	\$50.00
Total for Phipps, Tony				\$50.00
Price, Stacey C				
Check#	Type	Location	PO Number	Amount

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Criteria:	From Date:	09/29/2020	To Date:	09/29/2020
Report Sort:	Remit Name			
Price, Stacey C				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44278	Liability	Normal Community West HS	0	\$50.00
Total for Price, Stacey C				\$50.00
Puritan Springs				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44279	Liability	Normal Community West HS	0	\$46.46
Total for Puritan Springs				\$46.46
Quill Corporation				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44280	Liability	Normal Community West HS	0	\$42.99
Total for Quill Corporation				\$42.99
Read's Sporting Goods				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44764	Liability	Normal Community HS	0	\$130.00
Total for Read's Sporting Goods				\$130.00
Regional Office Of Education #17				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44281	Liability	Normal Community West HS	0	\$215.00
Total for Regional Office Of Education #17				\$215.00
Select Screen Prints				
Check#	Type	Location	PO Number	Amount
Student Activity Funds				
44282	Liability	Normal Community West HS	0	\$1,404.00
Total for Select Screen Prints				\$1,404.00
Sennett, Timothy E				
Check#	Type	Location	PO Number	Amount

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Criteria:	From Date:		09/29/2020		To Date:		09/29/2020	
Report Sort:	Remit Name							
Sennett, Timothy E								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44283	Liability	Normal Community West HS		0		\$947.38		
				Total for	Sennett, Timothy E		\$947.38	
Sluder, Rachel								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44284	Liability	Normal Community West HS		0		\$50.00		
				Total for	Sluder, Rachel		\$50.00	
Spitzzeri, Alfred A								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
5576	Liability	Evans JHS		0		\$40.00		
				Total for	Spitzzeri, Alfred A		\$40.00	
Steers, Priscilla Dawn								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44285	Liability	Normal Community West HS		0		\$50.00		
				Total for	Steers, Priscilla Dawn		\$50.00	
Waters, Carrie								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44286	Liability	Normal Community West HS		0		\$50.00		
				Total for	Waters, Carrie		\$50.00	
Wilson Sporting Goods								
Check#	Type	Location		PO Number		Amount		
Student Activity Funds								
44765	Liability	Normal Community HS		0		\$2,449.95		
				Total for	Wilson Sporting Goods		\$2,449.95	
Zeman, Jacqueline								
Check#	Type	Location		PO Number		Amount		

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Zeman, Jacqueline

Check#	Type	Location	PO Number	Amount
44766	Liability	Normal Community HS	0	\$41.93
Total for Zeman, Jacqueline				\$41.93

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Grand Total: \$9,181.30

Recap for Fund for remit name

99	Student Activity Funds	\$9,181.30

End of Report

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Expenditure Summary Report

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Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

A & R MECHANICAL CONTRACTORS INC.

Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241565	Expenditure	District Wide	2101463	\$140,917.66
Total for A & R MECHANICAL CONTRACTORS INC.				\$140,917.66

Ace Hardware

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241566	Expenditure	District Wide	2100163	\$643.95
241566	Expenditure	District Wide	2101308	\$20.49
241566	Expenditure	District Wide	2101488	\$1.38
Total for Operations & Maintenance Fund				\$665.82
Transportation Fund				
241566	Expenditure	District Wide	2101323	\$85.09
Total for Ace Hardware				\$750.91

Adafruit Industries

Check#	Type	Location	PO Number	Amount
Educational Fund				
241567	Expenditure	Normal Community West HS	2101174	\$599.60
Total for Adafruit Industries				\$599.60

Adams, Julie

Check#	Type	Location	PO Number	Amount
Educational Fund				
241568	Expenditure	District Wide	2101438	\$242.00
Total for Adams, Julie				\$242.00

Aggreko LLC

Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241569	Expenditure	District Wide	2101510	\$9,429.50
Total for Aggreko LLC				\$9,429.50

Ahlemeyer, Michelle Rae

Check#	Type	Location	PO Number	Amount

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Criteria:	From Date:	10/14/2020	To Date:	10/14/2020
Report Sort:	Remit Name			
Ahlemeyer, Michelle Rae				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241570	Expenditure	District Wide	0	\$207.58
Total for Ahlemeyer, Michelle Rae				\$207.58
Alpha Baking Co., Inc.				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241571	Expenditure	Cedar Ridge ES	2101407	\$94.85
241571	Expenditure	District Wide	2101407	\$0.00
241571	Expenditure	Kingsley JHS	2101407	\$337.50
241571	Expenditure	Normal Community West HS	2101407	\$430.91
241571	Expenditure	Sugar Creek ES	2101407	\$233.09
Total for Educational Fund				\$1,096.35
Total for Alpha Baking Co., Inc.				\$1,096.35
Alpha Controls & Services LLC				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241572	Expenditure	District Wide	2101382	\$6,200.00
Total for Alpha Controls & Services LLC				\$6,200.00
Alt, Jessica				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241573	Expenditure	District Wide	2101501	\$90.00
Total for Alt, Jessica				\$90.00
Alta Construction Equipment Illinois				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241574	Expenditure	District Wide	2101342	\$1,250.00
Total for Alta Construction Equipment Illinois				\$1,250.00
Amazon Capital Services				
Check#	Type	Location	PO Number	Amount

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Report Sort: Remit Name

Amazon Capital Services

Check#	Type	Location	PO Number	Amount
Educational Fund				
241575	Expenditure	District Wide	2101330	\$23.79
241575	Expenditure	District Wide	2101343	\$32.53
241575	Expenditure	District Wide	2101368	\$333.63
241575	Expenditure	District Wide	2101380	\$34.88
241575	Expenditure	District Wide	2101391	\$479.80
241575	Expenditure	District Wide	2101396	\$1,312.01
241575	Expenditure	District Wide	2101399	\$71.18
241575	Expenditure	District Wide	2101411	\$59.91
241575	Expenditure	District Wide	2101471	\$62.31
241575	Expenditure	District Wide	2101517	\$271.87
241575	Expenditure	Evans JHS	2101187	\$1,308.51
241575	Expenditure	Kingsley JHS	2101273	\$121.45
241575	Expenditure	Normal Community West HS	2101313	\$431.82
241575	Expenditure	Normal Community West HS	2101455	\$116.67
241575	Expenditure	Normal Community West HS	2101459	\$661.75
241575	Expenditure	Pepper Ridge ES	2101281	\$31.97
241575	Expenditure	Pepper Ridge ES	2101373	\$131.31
241575	Expenditure	Pepper Ridge ES	2101436	\$26.95
241575	Expenditure	Towanda ES	2101394	\$228.36
241575	Expenditure	Towanda ES	2101472	\$208.08

Total for Educational Fund \$5,948.78

Total for Amazon Capital Services \$5,948.78

American Pest Control

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241576	Expenditure	District Wide	2100246	\$1,080.00

Total for American Pest Control \$1,080.00

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Asset Control Solutions, Inc.				
Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241577	Expenditure	District Wide	2101267	\$12,240.00
Total for Asset Control Solutions, Inc.				\$12,240.00
Baber, Kristine Dianne				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241578	Expenditure	District Wide	0	\$74.69
Total for Baber, Kristine Dianne				\$74.69
Bare, Anne Michelle				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241579	Expenditure	Cedar Ridge ES	2101401	\$79.39
Total for Bare, Anne Michelle				\$79.39
Bennett Electronics				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241580	Expenditure	District Wide	2101362	\$355.00
241580	Expenditure	District Wide	2101363	\$220.00
241580	Expenditure	District Wide	2101364	\$660.00
241580	Expenditure	District Wide	2101365	\$660.00
Total for Educational Fund				\$1,895.00
Total for Bennett Electronics				\$1,895.00
Bill's Key & Lock Shop				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241581	Expenditure	District Wide	2101494	\$4.60
Total for Bill's Key & Lock Shop				\$4.60
Bishop Bros, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				

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Report Sort:	Remit Name								
Bishop Bros, Inc									
Check#	Type	Location		PO Number		Amount			
241582	Expenditure	District Wide		2101515		\$1,500.00			
				Total for	Bishop Bros, Inc			\$1,500.00	
Blackboard Inc.									
Check#	Type	Location		PO Number		Amount			
Educational Fund									
241583	Expenditure	District Wide		2101403		\$33,785.00			
				Total for	Blackboard Inc.			\$33,785.00	
Blaum, Melissa Marie									
Check#	Type	Location		PO Number		Amount			
Educational Fund									
241584	Expenditure	Cedar Ridge ES		2101400		\$7.50			
				Total for	Blaum, Melissa Marie			\$7.50	
Bloomington Area Career Center									
Check#	Type	Location		PO Number		Amount			
Educational Fund									
241585	Expenditure	District Wide		2101547		\$310,380.00			
				Total for	Bloomington Area Career Center			\$310,380.00	
Bosquez, Nathaniel J									
Check#	Type	Location		PO Number		Amount			
Operations & Maintenance Fund									
241586	Expenditure	District Wide		0		\$149.27			
				Total for	Bosquez, Nathaniel J			\$149.27	
Bradfield's Computer Supply									
Check#	Type	Location		PO Number		Amount			
Educational Fund									
241587	Expenditure	District Wide		2101269		\$964.00			
				Total for	Bradfield's Computer Supply			\$964.00	
Bradford Supply Company									
Check#	Type	Location		PO Number		Amount			
Operations & Maintenance Fund									

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Report Sort: Remit Name

Bradford Supply Company

Check#	Type	Location	PO Number	Amount
241588	Expenditure	District Wide	2101344	\$181.19
Total for Bradford Supply Company				\$181.19

Brown, Hay & Stephens

Check#	Type	Location	PO Number	Amount
Educational Fund				
241589	Expenditure	District Wide	2101464	\$423.00
Total for Brown, Hay & Stephens				\$423.00

Bushue Background Screening

Check#	Type	Location	PO Number	Amount
Educational Fund				
241590	Expenditure	District Wide	2101513	\$3,641.00
Total for Bushue Background Screening				\$3,641.00

Carl's Pro Band Instrument Repair

Check#	Type	Location	PO Number	Amount
Educational Fund				
241591	Expenditure	Normal Community HS	2101301	\$202.00
Total for Carl's Pro Band Instrument Repair				\$202.00

Carlock Water Operations

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241592	Expenditure	Carlock ES	0	\$101.09
Total for Carlock Water Operations				\$101.09

CCMSI 1

Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241593	Expenditure	District Wide	2101539	\$1,993.33
Total for CCMSI 1				\$1,993.33

Central Supply Co

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				

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Central Supply Co

Check#	Type	Location	PO Number	Amount
241594	Expenditure	District Wide	2101532	\$150.00
Total for Central Supply Co				\$150.00

Chaddock

Check#	Type	Location	PO Number	Amount
Educational Fund 241595	Expenditure	District Wide	2101413	\$18,771.87
Total for Chaddock				\$18,771.87

Chapman, Trevor Michael

Check#	Type	Location	PO Number	Amount
Educational Fund 241596	Expenditure	District Wide	0	\$9.32
Total for Chapman, Trevor Michael				\$9.32

Chiddix Junior High School

Check#	Type	Location	PO Number	Amount
Educational Fund 241597	Expenditure	Chiddix JHS	2101294	\$200.00
Total for Chiddix Junior High School				\$200.00

Childers Door Service, Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund 241598	Expenditure	Normal Community HS	2101429	\$263.12
Total for Childers Door Service, Inc				\$263.12

City of Bloomington

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund 241599	Expenditure	Benjamin ES	0	\$446.50
241599	Expenditure	Evans JHS	0	\$735.57
241599	Expenditure	Northpoint ES	0	\$699.55
Total for Operations & Maintenance Fund				\$1,881.62
Total for City of Bloomington				\$1,881.62

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Clear Talk Communications

Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241600	Expenditure	District Wide	2101512	\$1,644.60
Total for Clear Talk Communications				\$1,644.60

Clifton Larson Allen Llp

Check#	Type	Location	PO Number	Amount
Educational Fund				
241601	Expenditure	District Wide	2101467	\$6,779.85
Total for Clifton Larson Allen Llp				\$6,779.85

Colorado Time Systems, LLC.

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241602	Expenditure	Normal Community West HS	2101416	\$506.00
Total for Colorado Time Systems, LLC.				\$506.00

Confidential On-Site Paper Shreddin

Check#	Type	Location	PO Number	Amount
Educational Fund				
241603	Expenditure	District Wide	0	\$175.90
241603	Expenditure	Evans JHS	2101453	\$31.41
Total for Educational Fund				\$207.31
Total for Confidential On-Site Paper Shreddin				\$207.31

Conklin, Annette

Check#	Type	Location	PO Number	Amount
Educational Fund				
241604	Expenditure	District Wide	0	\$10.18
Total for Conklin, Annette				\$10.18

Connor Co

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241605	Expenditure	District Wide	2101346	\$446.17

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Connor Co				
Check#	Type	Location	PO Number	Amount
241605	Expenditure	Normal Community West HS	2101346	\$247.76
241605	Expenditure	Northpoint ES	2101346	\$481.41
Total for Operations & Maintenance Fund				\$1,175.34
Total for Connor Co				\$1,175.34
ContentKeeper Technologies LLC				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241606	Expenditure	District Wide	2100853	\$4,977.60
Total for ContentKeeper Technologies LLC				\$4,977.60
Crescent Electric Supply Co				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241607	Expenditure	District Wide	2101420	\$63.96
241607	Expenditure	Kingsley JHS	2101420	\$265.87
241607	Expenditure	Northpoint ES	2101420	\$179.33
241607	Expenditure	Sugar Creek ES	2101420	\$197.44
241607	Expenditure	Towanda ES	2101337	\$97.36
Total for Operations & Maintenance Fund				\$803.96
Total for Crescent Electric Supply Co				\$803.96
Culligan Water Conditioning				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241608	Expenditure	District Wide	0	\$7.50
Total for Culligan Water Conditioning				\$7.50
Custom Lanyard/Wrist Band				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241609	Expenditure	Benjamin ES	2100807	\$104.50
Total for Custom Lanyard/Wrist Band				\$104.50

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Report Sort: Remit Name

Developing Melodies

Check#	Type	Location	PO Number	Amount
Educational Fund				
241610	Expenditure	District Wide	2101437	\$680.00
Total for Developing Melodies				\$680.00

Don Owen Tire Service, Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241611	Expenditure	District Wide	2101491	\$276.00
Transportation Fund				
241611	Expenditure	District Wide	2101320	\$107.51
Total for Don Owen Tire Service, Inc				\$383.51

Engelmeyer, Deborah K

Check#	Type	Location	PO Number	Amount
Educational Fund				
241612	Expenditure	District Wide	0	\$78.43
Total for Engelmeyer, Deborah K				\$78.43

Eugene Field Secondary Service

Check#	Type	Location	PO Number	Amount
Educational Fund				
241613	Expenditure	District Wide	2101490	\$136.00
Total for Eugene Field Secondary Service				\$136.00

Fastsigns

Check#	Type	Location	PO Number	Amount
Educational Fund				
241614	Expenditure	Kingsley JHS	2101524	\$242.22
Total for Fastsigns				\$242.22

Ford, Patricia Mary

Check#	Type	Location	PO Number	Amount
Educational Fund				
241615	Expenditure	District Wide	0	\$43.70
Total for Ford, Patricia Mary				\$43.70

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Report Sort: Remit Name

Fs Custom Turf

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241616	Expenditure	District Wide	2101475	\$390.00
241616	Expenditure	District Wide	2101492	\$15.70
Total for Operations & Maintenance Fund				<u>\$405.70</u>
Total for Fs Custom Turf				\$405.70

Gemberling, David

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241617	Expenditure	District Wide	2101303	\$77.46
241617	Expenditure	District Wide	2101434	\$93.94
Total for Operations & Maintenance Fund				<u>\$171.40</u>
Total for Gemberling, David				\$171.40

George Evans Jr. High School

Check#	Type	Location	PO Number	Amount
Educational Fund				
241618	Expenditure	Evans JHS	2101393	\$2,120.00
Total for George Evans Jr. High School				<u>\$2,120.00</u>

Ghrist, Tracie Nicole

Check#	Type	Location	PO Number	Amount
Educational Fund				
241619	Expenditure	District Wide	0	\$55.78
Total for Ghrist, Tracie Nicole				<u>\$55.78</u>

Goff, Amanda L

Check#	Type	Location	PO Number	Amount
Educational Fund				
241620	Expenditure	District Wide	0	\$50.31
Total for Goff, Amanda L				<u>\$50.31</u>

Gonzalez, Roman

Check#	Type	Location	PO Number	Amount
Educational Fund				

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Gonzalez, Roman				
Check#	Type	Location	PO Number	Amount
241621	Expenditure	District Wide	0	\$67.28
Total for Gonzalez, Roman				\$67.28
Gordon Food Service, Inc				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241622	Expenditure	Benjamin ES	2101357	\$192.91
241622	Expenditure	Cedar Ridge ES	2101357	\$3,620.09
241622	Expenditure	Cedar Ridge ES	2101404	\$3,769.87
241622	Expenditure	District Wide	2101357	\$15,846.59
241622	Expenditure	District Wide	2101404	\$2,082.26
241622	Expenditure	Fairview ES	2101357	(\$173.94)
241622	Expenditure	Fox Creek ES	2101357	(\$188.74)
241622	Expenditure	Grove ES	2101357	(\$216.19)
241622	Expenditure	Hoose ES	2101357	(\$244.41)
241622	Expenditure	Hudson ES	2101357	(\$122.06)
241622	Expenditure	Kingsley JHS	2101357	\$14,643.72
241622	Expenditure	Kingsley JHS	2101404	\$3,878.75
241622	Expenditure	Normal Community West HS	2101357	\$10,544.30
241622	Expenditure	Normal Community West HS	2101404	\$14,874.31
241622	Expenditure	Northpoint ES	2101357	(\$162.51)
241622	Expenditure	Oakdale ES	2101357	(\$232.57)
241622	Expenditure	Parkside ES	2101404	(\$155.62)
241622	Expenditure	Pepper Ridge ES	2101404	(\$200.70)
241622	Expenditure	Prairieland ES	2101404	(\$201.92)
241622	Expenditure	Sugar Creek ES	2101357	\$7,380.94
241622	Expenditure	Sugar Creek ES	2101404	\$10,051.15
Total for Educational Fund				\$84,986.23
Total for Gordon Food Service, Inc				\$84,986.23

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Report Sort:	Remit Name			
Gossman, Teresa J				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241623	Expenditure	District Wide	0	\$110.80
Total for Gossman, Teresa J				\$110.80
Grainger Parts Operations Ww Graing				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241624	Expenditure	District Wide	2101335	\$442.50
241624	Expenditure	District Wide	2101493	\$642.00
Total for Operations & Maintenance Fund				\$1,084.50
Total for Grainger Parts Operations Ww Graing				\$1,084.50
Gray, Jill E				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241625	Expenditure	Carlock ES	2101316	\$103.84
Total for Gray, Jill E				\$103.84
Groetken, Amy Lee				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241626	Expenditure	District Wide	0	\$60.72
Total for Groetken, Amy Lee				\$60.72
Hall, Theresa				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241627	Expenditure	District Wide	0	\$44.10
Total for Hall, Theresa				\$44.10
Hanshew, Jordon Joseph				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241628	Expenditure	District Wide	0	\$47.84
Total for Hanshew, Jordon Joseph				\$47.84

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Hill Radio				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241629	Expenditure	District Wide	2101520	\$90.00
Transportation Fund				
241629	Expenditure	District Wide	2101519	\$3,530.00
Total for Hill Radio				\$3,620.00
Hilt, Kaine				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241630	Expenditure	District Wide	2101311	\$163.08
Total for Hilt, Kaine				\$163.08
Hobart Corporation				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241631	Expenditure	District Wide	2101427	\$1,041.48
Total for Hobart Corporation				\$1,041.48
Hodges Loizzi Eisenhammer Rodick & Tort Immunity Fund				
Check#	Type	Location	PO Number	Amount
241632	Expenditure	District Wide	2101469	\$2,267.34
Total for Hodges Loizzi Eisenhammer Rodick &				\$2,267.34
Hohulin Bro Fence Co,Ltd				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241633	Expenditure	Hoose ES	2101495	\$2,705.55
Total for Hohulin Bro Fence Co,Ltd				\$2,705.55
Holley, Tyra Michael				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241634	Expenditure	District Wide	0	\$383.24
Total for Holley, Tyra Michael				\$383.24

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Huber, Julie Ann								
Check#	Type	Location		PO Number		Amount		
Educational Fund								
241635	Expenditure	District Wide		0		\$56.12		
				Total for	Huber, Julie Ann		\$56.12	
Hudson Municipal Water								
Check#	Type	Location		PO Number		Amount		
Operations & Maintenance Fund								
241636	Expenditure	Hudson ES		0		\$42.37		
				Total for	Hudson Municipal Water		\$42.37	
Ideal Environmental Engineering, In								
Check#	Type	Location		PO Number		Amount		
Fire Prevention & Safety Fund								
241637	Expenditure	District Wide		2101511		\$4,800.00		
				Total for	Ideal Environmental Engineering, In		\$4,800.00	
Illinois Alliance Of Admin.Special								
Check#	Type	Location		PO Number		Amount		
Educational Fund								
241638	Expenditure	District Wide		2101466		\$180.00		
				Total for	Illinois Alliance Of Admin.Special		\$180.00	
Illinois Environmental Protection A								
Check#	Type	Location		PO Number		Amount		
Operations & Maintenance Fund								
241639	Expenditure	District Wide		2101331		\$235.00		
241640	Expenditure	District Wide		2101332		\$235.00		
				Total for Operations & Maintenance Fund				\$470.00
				Total for	Illinois Environmental Protection A		\$470.00	
Interstate All Battery Center								
Check#	Type	Location		PO Number		Amount		
Operations & Maintenance Fund								
241641	Expenditure	District Wide		2101336		\$210.60		
				Total for	Interstate All Battery Center		\$210.60	

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Iron Mountain

Check#	Type	Location	PO Number	Amount
Educational Fund				
241642	Expenditure	District Wide	2101468	\$2,744.02
Total for Iron Mountain				\$2,744.02

J Spencer Construction LLC

Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241643	Expenditure	District Wide	2101508	\$9,969.20
Total for J Spencer Construction LLC				\$9,969.20

James, Marcy G

Check#	Type	Location	PO Number	Amount
Educational Fund				
241644	Expenditure	District Wide	0	\$38.24
Total for James, Marcy G				\$38.24

Jenkins, Regan

Check#	Type	Location	PO Number	Amount
Educational Fund				
241645	Expenditure	District Wide	0	\$90.39
Total for Jenkins, Regan				\$90.39

Jerome, Ruth H

Check#	Type	Location	PO Number	Amount
Educational Fund				
241646	Expenditure	District Wide	0	\$25.30
Total for Jerome, Ruth H				\$25.30

Jg Stewart Contractors, Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241647	Expenditure	District Wide	2101498	\$4,970.00
Total for Jg Stewart Contractors, Inc				\$4,970.00

Johnson Controls Fire Protection Lp

Check#	Type	Location	PO Number	Amount

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Johnson Controls Fire Protection Lp

Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241648	Expenditure	District Wide	2101387	\$9,422.87
241648	Expenditure	District Wide	2101415	\$976.00
241648	Expenditure	District Wide	2101417	\$3,037.00
241648	Expenditure	District Wide	2101509	\$998.00
241648	Expenditure	Hoose ES	2101544	\$556.00
241648	Expenditure	Normal Community HS	2101544	\$2,978.00
Total for Tort Immunity Fund				<u>\$17,967.87</u>
Total for Johnson Controls Fire Protection Lp				\$17,967.87

Johnstone Supply

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241649	Expenditure	Cedar Ridge ES	2101345	\$57.83
241649	Expenditure	District Wide	2101345	\$586.31
241649	Expenditure	District Wide	2101421	\$46.19
241649	Expenditure	Normal Community HS	2101421	\$1,585.42
Total for Operations & Maintenance Fund				<u>\$2,275.75</u>
Total for Johnstone Supply				\$2,275.75

Kaskaskia Special Education Distric

Check#	Type	Location	PO Number	Amount
Educational Fund				
241650	Expenditure	District Wide	2101388	\$480.16
Total for Kaskaskia Special Education Distric				<u>\$480.16</u>

Kearfott, Nicolas

Check#	Type	Location	PO Number	Amount
Educational Fund				
241651	Expenditure	District Wide	0	\$113.91
Total for Kearfott, Nicolas				<u>\$113.91</u>

Keller, Sheila Ann

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Report Sort:	Remit Name			
Check#	Type	Location	PO Number	Amount
Educational Fund				
241652	Expenditure	District Wide	0	\$50.54
Total for Keller, Sheila Ann				\$50.54
Kelley, Elizabeth Ann				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241653	Expenditure	District Wide	0	\$247.14
241653	Expenditure	Fairview ES	2101470	\$83.72
Total for Educational Fund				\$330.86
Total for Kelley, Elizabeth Ann				\$330.86
Ken's OIL Service, Inc.				
Check#	Type	Location	PO Number	Amount
Transportation Fund				
241654	Expenditure	District Wide	2101319	\$5,969.11
Total for Ken's OIL Service, Inc.				\$5,969.11
Kennell, Sharon				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241655	Expenditure	District Wide	2101422	\$99.00
Total for Kennell, Sharon				\$99.00
Kenney's Delivery Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241656	Expenditure	District Wide	2101505	\$220.00
Total for Kenney's Delivery Inc				\$220.00
Kerber, Jennifer Renee				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241657	Expenditure	District Wide	0	\$42.90
Total for Kerber, Jennifer Renee				\$42.90

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Kessinger, Susan				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241658	Expenditure	District Wide	0	\$245.42
Total for Kessinger, Susan				\$245.42
Kingsley Junior High School Activit				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241659	Expenditure	Kingsley JHS	2101523	\$2,127.04
Total for Kingsley Junior High School Activit				\$2,127.04
Knollenberg, Holly N				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241660	Expenditure	District Wide	0	\$31.74
Total for Knollenberg, Holly N				\$31.74
Kone Inc				
Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241661	Expenditure	Benjamin ES	2101543	\$930.18
241661	Expenditure	Cedar Ridge ES	2101543	\$930.18
Total for Tort Immunity Fund				\$1,860.36
Total for Kone Inc				\$1,860.36
Kotowski, Linda Jo				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241662	Expenditure	District Wide	0	\$40.88
Total for Kotowski, Linda Jo				\$40.88
Lakebrink, Margaret Christina				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241663	Expenditure	District Wide	0	\$27.72
Total for Lakebrink, Margaret Christina				\$27.72

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Lee Enterprises - Central II

Check#	Type	Location	PO Number	Amount
Educational Fund				
241664	Expenditure	District Wide	0	\$474.00
Total for Lee Enterprises - Central II				\$474.00

Lighty, Bernadette Panganiban

Check#	Type	Location	PO Number	Amount
Educational Fund				
241665	Expenditure	District Wide	0	\$28.81
Total for Lighty, Bernadette Panganiban				\$28.81

Maas Radiator Shop, Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241666	Expenditure	District Wide	2101489	\$213.00
Total for Maas Radiator Shop, Inc				\$213.00

Madison Co. Regional Ofc Of Ed.

Check#	Type	Location	PO Number	Amount
Educational Fund				
241667	Expenditure	District Wide	2101439	\$300.00
Total for Madison Co. Regional Ofc Of Ed.				\$300.00

Make Music

Check#	Type	Location	PO Number	Amount
Educational Fund				
241668	Expenditure	Junior High Schools	2101169	\$1,500.00
Total for Make Music				\$1,500.00

Mark's Plumbing Parts

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241669	Expenditure	District Wide	2101545	\$1,028.10
Total for Mark's Plumbing Parts				\$1,028.10

Mc Lean County Glass & Mirror, Inc

Check#	Type	Location	PO Number	Amount

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Report Sort: Remit Name				
Mc Lean County Glass & Mirror, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241670	Expenditure	Normal Community West HS	2101426	\$327.00
Total for Mc Lean County Glass & Mirror, Inc				\$327.00
Mc Master-Carr Supply Co				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241671	Expenditure	District Wide	2101354	\$818.96
241671	Expenditure	District Wide	2101485	\$140.79
Total for Operations & Maintenance Fund				\$959.75
Total for Mc Master-Carr Supply Co				\$959.75
Mclean County Glass & Mirror				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241672	Expenditure	Chiddix JHS	2101353	\$112.10
241672	Expenditure	District Wide	2101353	\$933.00
241672	Expenditure	Normal Community HS	2101353	\$52.65
Total for Operations & Maintenance Fund				\$1,097.75
Total for Mclean County Glass & Mirror				\$1,097.75
Mclean-Dewitt Regional Vocational S				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241673	Expenditure	High Schools	2101410	\$9,766.74
Total for Mclean-Dewitt Regional Vocational S				\$9,766.74
Menards Lumber				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241674	Expenditure	District Wide	2101423	\$343.72
Operations & Maintenance Fund				
241674	Expenditure	District Wide	2100165	\$1,536.87
241674	Expenditure	District Wide	2101309	\$191.97

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Report Sort:		Remit Name		
Menards Lumber				
Check#	Type	Location	PO Number	Amount
241674	Expenditure	District Wide	2101318	\$72.83
241674	Expenditure	District Wide	2101419	\$23.98
241674	Expenditure	District Wide	2101478	\$235.05
241674	Expenditure	District Wide	2101487	\$481.12
Total for Operations & Maintenance Fund				\$2,541.82
Transportation Fund				
241674	Expenditure	District Wide	2101325	\$32.97
Total for Menards Lumber				\$2,918.51
Mendoza Roman, Karen				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241675	Expenditure	District Wide	0	\$66.82
Total for Mendoza Roman, Karen				\$66.82
Menold Construction & Restoration				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241676	Expenditure	District Wide	2101457	\$4,474.86
Operations & Maintenance Fund				
241676	Expenditure	District Wide	2101460	\$3,680.00
Tort Immunity Fund				
241676	Expenditure	Normal Community HS	2101451	\$31,998.20
Total for Menold Construction & Restoration				\$40,153.06
Meyer, Damon				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241677	Expenditure	District Wide	0	\$62.10
Total for Meyer, Damon				\$62.10
Mid-Illinois Mechanical, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				

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Mid-Illinois Mechanical, Inc

Check#	Type	Location	PO Number	Amount
241678	Expenditure	District Wide	2101430	\$250.00
241678	Expenditure	Northpoint ES	2101339	\$1,032.40

Total for Operations & Maintenance Fund \$1,282.40

Fire Prevention & Safety Fund

241678	Expenditure	District Wide	2101465	\$91,415.34
241678	Expenditure	District Wide	2101541	\$27,656.61

Total for Fire Prevention & Safety Fund \$119,071.95

Total for Mid-Illinois Mechanical, Inc \$120,354.35

Middleton Associates Inc

Check#	Type	Location	PO Number	Amount
Fire Prevention & Safety Fund				
241679	Expenditure	District Wide	2101462	\$350.00

Total for Middleton Associates Inc \$350.00

Midwest Construction Rentals

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241680	Expenditure	District Wide	2101486	\$521.15

Total for Midwest Construction Rentals \$521.15

Midwest Equipment li

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241681	Expenditure	District Wide	2101317	\$3,021.18

Total for Midwest Equipment li \$3,021.18

Midwest Fiber Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241682	Expenditure	District Wide	2101507	\$495.00

Total for Midwest Fiber Inc \$495.00

Midwest Transit Equipment

Check#	Type	Location	PO Number	Amount

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Midwest Transit Equipment				
Check#	Type	Location	PO Number	Amount
Transportation Fund				
241683	Expenditure	District Wide	2101327	\$1,100.00
Total for Midwest Transit Equipment				\$1,100.00
Miller Janitor Supply Co.				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241684	Expenditure	District Wide	2101474	\$87.54
Total for Miller Janitor Supply Co.				\$87.54
Miller, Hall & Triggs Law Offices				
Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241685	Expenditure	District Wide	0	\$5,410.60
Total for Miller, Hall & Triggs Law Offices				\$5,410.60
Miller, Julie L				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241686	Expenditure	District Wide	0	\$70.84
Total for Miller, Julie L				\$70.84
Minerva Promotions				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241687	Expenditure	District Wide	2101409	\$3,335.80
Total for Minerva Promotions				\$3,335.80
Modine, Sally Smykal				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241688	Expenditure	District Wide	0	\$17.14
Total for Modine, Sally Smykal				\$17.14
Moore, Burlinda				
Check#	Type	Location	PO Number	Amount

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Moore, Burlinda				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241689	Expenditure	District Wide	0	\$31.05
Total for Moore, Burlinda				\$31.05
Morris Avenue Garage				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241690	Expenditure	District Wide	2101307	\$119.68
Total for Morris Avenue Garage				\$119.68
Motion Industries, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241691	Expenditure	District Wide	2101431	\$459.51
Total for Motion Industries, Inc				\$459.51
Motorola Solutions - Starcom				
Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241692	Expenditure	District Wide	2101242	\$3,204.00
Total for Motorola Solutions - Starcom				\$3,204.00
Mulch, Lisa R				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241693	Expenditure	District Wide	0	\$130.64
Total for Mulch, Lisa R				\$130.64
NAESP Member Services				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241694	Expenditure	District Wide	2101518	\$235.00
Total for NAESP Member Services				\$235.00
Nicor Gas				
Check#	Type	Location	PO Number	Amount

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Nicor Gas				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241695	Expenditure	Cedar Ridge ES	0	\$107.90
241695	Expenditure	Normal Community HS	0	\$42.47
241695	Expenditure	Warehouse/Food Services	0	\$34.51
Total for Operations & Maintenance Fund				\$184.88
Transportation Fund				
241695	Expenditure	District Wide	0	\$218.75
Total for Nicor Gas				\$403.63
Normal Community High School				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241696	Expenditure	District Wide	2101481	\$304.32
Total for Normal Community High School				\$304.32
Northern Illinois Academy				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241697	Expenditure	District Wide	2101502	\$9,790.16
Total for Northern Illinois Academy				\$9,790.16
Nybakke Vacuum Shop, Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241698	Expenditure	District Wide	2101506	\$22.49
Total for Nybakke Vacuum Shop, Inc				\$22.49
Oconomowoc Developmental Training				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241699	Expenditure	District Wide	2101412	\$34,338.20
Total for Oconomowoc Developmental Training				\$34,338.20
OSF OCCUPATIONAL HEALTH				
Check#	Type	Location	PO Number	Amount

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OSF OCCUPATIONAL HEALTH				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241700	Expenditure	District Wide	2101333	\$280.00
Operations & Maintenance Fund				
241700	Expenditure	District Wide	2101333	\$1,245.00
Tort Immunity Fund				
241700	Expenditure	District Wide	2101333	\$45.00
Total for OSF OCCUPATIONAL HEALTH				\$1,570.00
Palma, Mary				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241701	Expenditure	District Wide	0	\$86.71
Total for Palma, Mary				\$86.71
Pavilion				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241702	Expenditure	District Wide	2101414	\$330.00
Total for Pavilion				\$330.00
Pearson				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241703	Expenditure	District Wide	2100364	\$120.00
Total for Pearson				\$120.00
Piercy Auto Body				
Check#	Type	Location	PO Number	Amount
Transportation Fund				
241704	Expenditure	District Wide	2101321	\$1,735.33
241704	Expenditure	District Wide	2101322	\$1,311.06
Total for Transportation Fund				\$3,046.39
Total for Piercy Auto Body				\$3,046.39

Plattner, Heather Paullin

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Report Sort:	Remit Name			
Check#	Type	Location	PO Number	Amount
Educational Fund				
241705	Expenditure	District Wide	0	\$255.59
Total for Plattner, Heather Paullin				\$255.59
Prairie Farms Dairy Inc				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241706	Expenditure	Cedar Ridge ES	2101446	\$1,778.80
241706	Expenditure	District Wide	2101446	\$0.00
241706	Expenditure	Kingsley JHS	2101446	\$4,421.70
241706	Expenditure	Normal Community West HS	2101446	\$6,126.35
241706	Expenditure	Sugar Creek ES	2101446	\$5,073.00
Total for Educational Fund				\$17,399.85
Total for Prairie Farms Dairy Inc				\$17,399.85
Praxair Distribution Inc				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241707	Expenditure	District Wide	2101425	\$273.77
Total for Praxair Distribution Inc				\$273.77
Pro-Ed				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241708	Expenditure	Parkside JHS	2100777	\$600.00
Total for Pro-Ed				\$600.00
Prochnow, Carmen Yvonne				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241709	Expenditure	District Wide	0	\$77.28
Total for Prochnow, Carmen Yvonne				\$77.28
Professional Electric Motor Repair				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria: From Date: 10/14/2020 To Date: 10/14/2020

Report Sort: Remit Name

Professional Electric Motor Repair				
Check#	Type	Location	PO Number	Amount
241710	Expenditure	District Wide	2101347	\$40.21
Transportation Fund				
241710	Expenditure	District Wide	2101326	\$28.24
Total for Professional Electric Motor Repair				\$68.45
Project Wisdom, Inc.				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241711	Expenditure	Parkside JHS	2101329	\$539.00
Total for Project Wisdom, Inc.				\$539.00
Quakenbush, Maxine J				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241712	Expenditure	Kingsley JHS	2101529	\$70.31
Total for Quakenbush, Maxine J				\$70.31
RANDSTAD				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241713	Expenditure	District Wide	2101053	\$780.00
241713	Expenditure	District Wide	2101397	\$686.40
Total for Educational Fund				\$1,466.40
Total for RANDSTAD				\$1,466.40
Ravensberg Incorporated				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241714	Expenditure	Pepper Ridge ES	2101340	\$907.98
Total for Ravensberg Incorporated				\$907.98
Read's Sporting Goods				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241715	Expenditure	District Wide	2101499	\$599.25

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

				Total for	Read's Sporting Goods	\$599.25
Regional Office Of Education #17						
Check#	Type	Location		PO Number		Amount
Educational Fund						
241716	Expenditure	District Wide		2101358		\$350.00
241716	Expenditure	District Wide		2101442		\$39,600.00
				Total for	Educational Fund	\$39,950.00
				Total for	Regional Office Of Education #17	\$39,950.00
Republic Services - #368						
Check#	Type	Location		PO Number		Amount
Operations & Maintenance Fund						
241717	Expenditure	District Wide		2101484		\$1,143.72
				Total for	Republic Services - #368	\$1,143.72
Riddell All American						
Check#	Type	Location		PO Number		Amount
Educational Fund						
241718	Expenditure	District Wide		2101022		\$3,008.46
				Total for	Riddell All American	\$3,008.46
Roake, Molly Beth						
Check#	Type	Location		PO Number		Amount
Educational Fund						
241719	Expenditure	District Wide		0		\$39.10
				Total for	Roake, Molly Beth	\$39.10
Robinson, Kathryn Mary						
Check#	Type	Location		PO Number		Amount
Educational Fund						
241720	Expenditure	District Wide		0		\$17.54
				Total for	Robinson, Kathryn Mary	\$17.54
Rogers Supply Company Inc						
Check#	Type	Location		PO Number		Amount
Educational Fund						
241721	Expenditure	Normal Community HS		2101334		\$165.11

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Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

Rogers Supply Company Inc				
Check#	Type	Location	PO Number	Amount
241721	Expenditure	Normal Community HS	2101433	\$540.37
Total for Educational Fund				\$705.48
Total for Rogers Supply Company Inc				\$705.48
Rosa Educational Consulting, Inc.				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241722	Expenditure	District Wide	2101533	\$2,000.00
Total for Rosa Educational Consulting, Inc.				\$2,000.00
Rutledge, Kelly				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241723	Expenditure	District Wide	0	\$50.95
Total for Rutledge, Kelly				\$50.95
Ruyle Corporation				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241724	Expenditure	Normal Community HS	2101338	\$542.00
Total for Ruyle Corporation				\$542.00
Rw Vandegraft				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241725	Expenditure	Kingsley JHS	2101383	\$1,853.00
Transportation Fund				
241725	Expenditure	District Wide	2101324	\$4,863.00
Total for Rw Vandegraft				\$6,716.00
Rybarczyk, Claire Christine				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241726	Expenditure	District Wide	0	\$146.63
Total for Rybarczyk, Claire Christine				\$146.63

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

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Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

S & S Builders Hardware Co

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241727	Expenditure	Chiddix JHS	2101424	\$2,245.00
241727	Expenditure	District Wide	2101350	\$1,137.00
241727	Expenditure	District Wide	2101424	\$1,274.00
Total for Operations & Maintenance Fund				\$4,656.00
Total for S & S Builders Hardware Co				\$4,656.00

School Mate

Check#	Type	Location	PO Number	Amount
Educational Fund				
241728	Expenditure	Towanda ES	2100605	\$305.00
Total for School Mate				\$305.00

School Specialty

Check#	Type	Location	PO Number	Amount
Educational Fund				
241729	Expenditure	Kingsley JHS	2101272	\$556.34
Operations & Maintenance Fund				
241729	Expenditure	District Wide	2100855	\$35,913.35
Total for School Specialty				\$36,469.69

Schroen, Staci Nicole

Check#	Type	Location	PO Number	Amount
Educational Fund				
241730	Expenditure	District Wide	0	\$47.96
Total for Schroen, Staci Nicole				\$47.96

Schultz, Bryan Christopher

Check#	Type	Location	PO Number	Amount
Educational Fund				
241731	Expenditure	Glenn ES	2101534	\$150.00
Total for Schultz, Bryan Christopher				\$150.00

Sheppelman, Dawn Demlow

Check#	Type	Location	PO Number	Amount

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:	From Date:	10/14/2020	To Date:	10/14/2020
Report Sort:	Remit Name			
Sheppelman, Dawn Demlow				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241732	Expenditure	District Wide	0	\$91.66
			Total for	Sheppelman, Dawn Demlow
				\$91.66
Sherwin Williams Company				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241733	Expenditure	District Wide	2101476	\$494.90
			Total for	Sherwin Williams Company
				\$494.90
Shoemaker, Bayleigh				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241734	Expenditure	District Wide	2101440	\$875.00
			Total for	Shoemaker, Bayleigh
				\$875.00
Shoger, Carolyn J				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241735	Expenditure	District Wide	0	\$138.75
			Total for	Shoger, Carolyn J
				\$138.75
Shumaker, Natalie Elise				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241736	Expenditure	District Wide	0	\$14.95
			Total for	Shumaker, Natalie Elise
				\$14.95
Slezak, Tammy Lannette				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241737	Expenditure	District Wide	0	\$22.14
			Total for	Slezak, Tammy Lannette
				\$22.14
Sparrow, Elizabeth A				
Check#	Type	Location	PO Number	Amount

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

Sparrow, Elizabeth A				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241738	Expenditure	District Wide	0	\$43.18
Total for Sparrow, Elizabeth A				\$43.18
Spencer, Lori				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241739	Expenditure	Pepper Ridge ES	2101443	\$99.00
Total for Spencer, Lori				\$99.00
Spooner Nolan, Jane Elizabeth				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241740	Expenditure	District Wide	0	\$16.91
Total for Spooner Nolan, Jane Elizabeth				\$16.91
Springfield Electric				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241741	Expenditure	District Wide	2101352	\$120.96
241741	Expenditure	District Wide	2101418	\$112.71
Total for Operations & Maintenance Fund				\$233.67
Total for Springfield Electric				\$233.67
Sprint				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241742	Expenditure	Benjamin ES	0	\$96.43
241742	Expenditure	Brigham ES	0	\$109.54
241742	Expenditure	Carlock ES	0	\$86.22
241742	Expenditure	Cedar Ridge ES	0	\$180.51
241742	Expenditure	Chiddix JHS	0	\$211.33
241742	Expenditure	Eagle Road Resource Center	0	\$5,299.55

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

Sprint				
Check#	Type	Location	PO Number	Amount
241742	Expenditure	Eugene Field Special Services	0	\$1,251.51
241742	Expenditure	Evans JHS	0	\$108.95
241742	Expenditure	Fairview ES	0	\$136.19
241742	Expenditure	Fox Creek ES	0	\$186.48
241742	Expenditure	Glenn ES	0	\$202.86
241742	Expenditure	Grove ES	0	\$96.82
241742	Expenditure	Hoose ES	0	\$286.02
241742	Expenditure	Hudson ES	0	\$107.17
241742	Expenditure	Kingsley JHS	0	\$308.68
241742	Expenditure	Normal Community HS	0	\$625.85
241742	Expenditure	Normal Community West HS	0	\$376.73
241742	Expenditure	Northpoint ES	0	\$97.75
241742	Expenditure	Oakdale ES	0	\$86.11
241742	Expenditure	Parkside ES	0	\$86.47
241742	Expenditure	Parkside JHS	0	\$188.10
241742	Expenditure	Pepper Ridge ES	0	\$187.83
241742	Expenditure	Prairieland ES	0	\$98.49
241742	Expenditure	Sugar Creek ES	0	\$240.01
241742	Expenditure	Towanda ES	0	\$98.97
241742	Expenditure	Unit Office	0	\$1,082.65
241742	Expenditure	Warehouse/Food Services	0	\$3,204.65
Total for Operations & Maintenance Fund				\$15,041.87
Total for Sprint				\$15,041.87

Stark Excavating, Inc

Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241743	Expenditure	Chiddix JHS	2101504	\$265.00
241743	Expenditure	Parkside ES	2101504	\$0.00

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

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Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

				Total for Operations & Maintenance Fund	\$265.00
				Total for Stark Excavating, Inc	\$265.00
Stephens Auto Glass					
Check#	Type	Location	PO Number	Amount	
Operations & Maintenance Fund					
241744	Expenditure	District Wide	2101310	\$531.23	
				Total for Stephens Auto Glass	\$531.23
Streamwood Behavioral Health Center					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241745	Expenditure	District Wide	2101392	\$210.00	
241745	Expenditure	District Wide	2101441	\$210.00	
				Total for Educational Fund	\$420.00
				Total for Streamwood Behavioral Health Center	\$420.00
Swank Motion Pictures, Inc.					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241746	Expenditure	High Schools	2101537	\$7,750.00	
				Total for Swank Motion Pictures, Inc.	\$7,750.00
The Copy Shop					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241747	Expenditure	Brigham ES	2101405	\$802.00	
				Total for The Copy Shop	\$802.00
The Music Shoppe, Inc					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241748	Expenditure	Normal Community HS	2101402	\$161.50	
241748	Expenditure	Normal Community HS	2101535	\$220.50	
				Total for Educational Fund	\$382.00
				Total for The Music Shoppe, Inc	\$382.00

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria: From Date: 10/14/2020 To Date: 10/14/2020

Report Sort: Remit Name

Thoennes, Lisa				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241749	Expenditure	District Wide	2101389	\$2,275.00
Total for Thoennes, Lisa				\$2,275.00

Thresholds				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241750	Expenditure	District Wide	2101530	\$8,563.28
241750	Expenditure	District Wide	2101536	\$7,200.94
Total for Educational Fund				\$15,764.22
Total for Thresholds				\$15,764.22

Thyssenkrupp Elevator Corp				
Check#	Type	Location	PO Number	Amount
Tort Immunity Fund				
241751	Expenditure	District Wide	2101531	\$2,601.48
Total for Thyssenkrupp Elevator Corp				\$2,601.48

Towanda Water Department				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241752	Expenditure	Towanda ES	0	\$60.73
Total for Towanda Water Department				\$60.73

Town Of Normal Water Dept.				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241753	Expenditure	Eagle Road Resource Center	0	\$189.10
241753	Expenditure	Oakdale ES	0	\$4.60
241753	Expenditure	Unit Office	0	\$144.38
Total for Operations & Maintenance Fund				\$338.08
Total for Town Of Normal Water Dept.				\$338.08

Tractor Supply Co				
Check#	Type	Location	PO Number	Amount

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

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Criteria: From Date: 10/14/2020 To Date: 10/14/2020

Report Sort: Remit Name

Tractor Supply Co				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241754	Expenditure	District Wide	2101348	\$171.96
Total for Tractor Supply Co				\$171.96

Traffic Sign Store				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241755	Expenditure	District Wide	2101503	\$332.00
Total for Traffic Sign Store				\$332.00

TRI-COUNTY SPECIAL EDUCATION				
Check#	Type	Location	PO Number	Amount
Transportation Fund				
241756	Expenditure	District Wide	2101483	\$320.00
Total for TRI-COUNTY SPECIAL EDUCATION				\$320.00

Trinity 3 Technology				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241757	Expenditure	District Wide	2101299	\$37,200.00
Total for Trinity 3 Technology				\$37,200.00

Twin Supplies, LTD.				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241758	Expenditure	District Wide	2100650	\$12,578.00
241758	Expenditure	District Wide	2101542	\$480.00
241758	Expenditure	Glenn ES	2101371	\$4,006.00
Total for Operations & Maintenance Fund				\$17,064.00
Total for Twin Supplies, LTD.				\$17,064.00

Union Roofing				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241759	Expenditure	District Wide	2101479	\$672.50

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Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

				Total for Union Roofing	\$672.50
Uzueta, Stephanie					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241760	Revenue	Normal Community West HS	0	\$34.50	
				Total for Uzueta, Stephanie	\$34.50
Vale, Angela Gwyn					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241761	Expenditure	District Wide	0	\$96.89	
				Total for Vale, Angela Gwyn	\$96.89
Van Note,, Teresa					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241762	Expenditure	District Wide	0	\$108.04	
				Total for Van Note,, Teresa	\$108.04
Volz, Heather Leigh					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241763	Expenditure	District Wide	0	\$52.33	
				Total for Volz, Heather Leigh	\$52.33
Washburn, Sharon F					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241764	Expenditure	District Wide	2101367	\$150.00	
				Total for Washburn, Sharon F	\$150.00
Water Products Company Of Illinois,					
Check#	Type	Location	PO Number	Amount	
Operations & Maintenance Fund					
241765	Expenditure	District Wide	2101351	\$509.44	
				Total for Water Products Company Of Illinois,	\$509.44

Watts Copy Systems, Inc

CUSD No. 5, McLean and Woodford Counties, Illinois

Expenditure Summary Report

Fiscal Year: 2020-2021

Criteria:	From Date:	10/14/2020	To Date:	10/14/2020
Report Sort:	Remit Name			
Check#	Type	Location	PO Number	Amount
Educational Fund				
241766	Expenditure	District Wide	2101360	\$1,848.00
241766	Expenditure	District Wide	2101361	\$12,358.27
241767	Expenditure	District Wide	2101289	\$50.00
Total for Educational Fund				\$14,256.27
Total for Watts Copy Systems, Inc				\$14,256.27
Webb, Lyndra				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241768	Expenditure	Cedar Ridge ES	2101445	\$115.45
Total for Webb, Lyndra				\$115.45
Wenger Corporation				
Check#	Type	Location	PO Number	Amount
Educational Fund				
241769	Expenditure	Chiddix JHS	2101263	\$3,656.00
Total for Wenger Corporation				\$3,656.00
WILCOX ELECTRIC & SERVICES INC.				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241770	Expenditure	Kingsley JHS	2101432	\$544.71
241770	Expenditure	Parkside JHS	2101315	\$963.48
Total for Operations & Maintenance Fund				\$1,508.19
Fire Prevention & Safety Fund				
241770	Expenditure	District Wide	2101355	\$1,742.51
Total for WILCOX ELECTRIC & SERVICES INC.				\$3,250.70
Winsupply				
Check#	Type	Location	PO Number	Amount
Operations & Maintenance Fund				
241771	Expenditure	District Wide	2101349	\$1,112.37
241771	Expenditure	District Wide	2101386	\$13,114.32

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From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

				Total for Operations & Maintenance Fund	\$14,226.69
				Total for Winsupply	\$14,226.69
Youthbuild Mclean Co.Charter School					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241772	Expenditure	District Wide	2101406	\$72,857.10	
				Total for Youthbuild Mclean Co.Charter School	\$72,857.10
Zummo, Daniel					
Check#	Type	Location	PO Number	Amount	
Educational Fund					
241773	Expenditure	District Wide	2101514	\$299.00	
				Total for Zummo, Daniel	\$299.00

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Criteria:

From Date: 10/14/2020

To Date: 10/14/2020

Report Sort: Remit Name

Grand Total: \$1,309,150.83

Recap for Fund for remit name

10	Educational Fund	\$777,975.16
20	Operations & Maintenance Fund	\$144,361.01
40	Transportation Fund	\$19,301.06
80	Tort Immunity Fund	\$81,232.78
90	Fire Prevention & Safety Fund	\$286,280.82

End of Report



2020-2021

SCHOOL CALENDAR

Dates within unshadowed boxes are days when school is closed.

Dates within grey shadowed boxes are non-attendance days for students, but are work days for Unit 5 staff.

Dates within yellow shadowed boxes are the first full day and last day of school. Last day is subject to change.

Dates within orange shadowed boxes are one hour late-start days for students.

Dates within blue shadowed boxes are for Parent-Teacher Conferences (**no student attendance**).

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2020-2021 School Calendar

July 5	Holiday - District Office Closed
Aug. 17, 18	Teacher Institute Days
Aug. 19, 20, 21	Remote Planning Days
Aug. 24	First Full Day of School
Sept. 7	Labor Day
Sept. 18 & Sept. 25	NCHS & NCWHS Homecoming
Sept. 25	Teacher Institute Day
Oct. 12	Columbus Day
Nov. 3	Election Day
Nov. 25-27	Thanksgiving Vacation
Dec. 21 - Jan. 1	Winter Break
Jan. 4	Teacher Institute Day
Jan. 18	Dr. Martin Luther King's Birthday
Jan. 22	Parent-Teacher Conferences (No School)
Feb. 15	President's Day
Feb. 16	School Improvement Day (SIP)
Mar. 22-26	Spring Break
April 2	Board Holiday
April 23	School Improvement Day (SIP)
May 29	Graduation NCHS 2 p.m. / NCWHS 6 p.m.
May 31	Memorial Day
June 4	Last Day—Students half day. SIP half day.
Total Calendar Days 185 (Includes 5 Emergency Days)	

2020-2021 UNIT 5 SCHOOL CALENDAR

JULY 2020

3 Holiday ~ District Office Closed

REGISTRATION Information at www.unit5.org

Early Learning August 4; 3:00—6:00 p.m.
Elementary August 4; 3:00—6:00 p.m.
Middle August 6; 3:00—6:00 p.m.
High August 10, 11, and 12;
11:00 a.m.—1:00 p.m. and 3:00-5:00 p.m.

AUGUST 2020

17, 18 Teacher Institute Days - No School
19-21 Remote Planning Days
24 First Full Day of School

SEPTEMBER 2020

7 Labor Day - No School
16 One Hour Late Start Day
18 NCHS Homecoming
25 Teacher Institute Day
25 NCWHS Homecoming
28 Indigenous Peoples' Day—School IN SESSION
30 One Hour Late Start Day

OCTOBER 2020

12 Columbus Day - No School
14 One Hour Late Start Day
16 End of 1st Grading Period (6 - 12)
23 Progress Reports (K-5)
28 One Hour Late Start Day

NOVEMBER 2020

3 Election Day - No School
18 One Hour Late Start Day
25-27 Thanksgiving Vacation - No School

DECEMBER 2020

9 One Hour Late Start Day
18 End of 2nd Grading Period and 1st Semester (6 - 12)
18 Last Day Before Winter Break

JANUARY 2021

4 Teacher Institute - No School
5 School Resumes From Winter Break
13 One Hour Late Start Day
18 Dr. Martin Luther King's Birthday - No School
22 Parent-Teacher Conferences (No School)
27 One Hour Late Start Day

FEBRUARY 2021

10 One Hour Late Start Day
15 President's Day - No School
16 School Improvement Day (SIP) - No School
26 Progress Reports (K - 5)

MARCH 2021

3 Kindergarten Registration
10 One Hour Late Start Day
12 End of 3rd Grading Period (6 - 12)
19 Last Day Before Spring Break
29 School resumes From Spring Break

APRIL 2021

2 Board Holiday
7 One Hour Late Start Day
23 School Improvement Day (SIP) - No School

MAY 2021

5 One Hour Late Start Day
29 Graduation NCHS 2:00 p.m. - NCWHS 6:00 p.m.
31 Memorial Day - No School

JUNE 2021

4 Last Day - Students half day. SIP half day.*

*The closing date may be earlier if all emergency days are not used.

BOARD OF EDUCATION

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hitchinsb@unit5.org - (309) 242-5942
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Mike Trask
traskm@unit5.org - (309) 451-9557

UNIT 5 DISTRICT OFFICE

1809 West Hovey Avenue, Normal, IL 61761
Ph.: (309) 557-4000 ~ Fax: (309) 557-4501
Website: www.unit5.org ~ Email: district@unit5.org

Dr. Kristen Kendrick-Weikle, Superintendent
Michelle Lamboley, Assistant Superintendent
Martin Hickman, Chief Financial Officer
M. Curt Richardson, Attorney for District
Roger Baldwin, Director of Human Resources
Dayna Brown, Director, Communications/Community Relations
Carrie Chapman, Director, Special Education
Maureen Backe, Director, Elementary Education
Dan Lamboley Director, Secondary Education
Darrin Cooper, Director of Teaching and Learning

EAGLE ROAD RESOURCE CENTER

2022 Eagle Road, Normal, IL 61761

David Schumer, Director of Technology
Ph.: (309) 557-4015 Fax: (309) 557-4696

WAREHOUSE OFFICES

1999 Eagle Road, Normal, IL 61761

Joe Adelman, Exec. Director of Operations
Ph.: (309) 557-4436 Fax: (309) 557-4537

JoAnna Rewerts, Director of Food Service
Ph.: (309) 557-4437 Fax: (309) 557-4538

TRANSPORTATION OFFICE

Management by First Student Inc.
2000 Eagle Road, Normal, IL 61761
Ph.: (309) 557-4068 Fax: (309) 557-4530

Benjamin Elementary 557-4410
Marlys Bennington
Brigham Early Learning Center..... 557-4411
Erin O'Grady
Carlock Elementary 557-4412
Laura Delgado
Cedar Ridge Elementary 557-4413
Karah Jensen
Eugene Field Vocational Training.... 557-4440
Jane Collins
Fairview Elementary 557-4415
Gina Tenuta
Fox Creek Elementary 557-4416
Leslie Davenport
Glenn Elementary 557-4418
Cari Roop

Grove Elementary 557-4417
Sarah Edwards
Hoose Elementary 557-4414
Adam Zbrozek
Hudson Elementary 557-4419
Julia Knepler
Northpoint Elementary 557-4420
Matt Harr
Oakdale Elementary 557-4421
Elizabeth Holtz
Parkside Elementary 557-4422
Christine Ellis
Pepper Ridge Elementary 557-4423
Tina Fogal
PrairieLand Elementary 557-4424
Scott Peters

Sugar Creek Elementary 557-4425
Kristina Peifer
Towanda Elementary 557-4426
Scott Vogel
Chiddix Jr. High 557-4454
Jim Allen
Evans Jr. High 557-4406
Chris McGraw
Kingsley Jr. High 557-4407
Stacie France
Parkside Jr. High 557-4408
Suzi Hesser
Normal Community High 557-4401
Trevor Chapman
Normal Community West High 557-4402
Dave Johnson

McLean County Unit District No. 5
REQUEST FOR DONATION APPROVAL

Name of Donation/
Organization:

NTT Data

Address of Donor/
Organization:

Description of
Donation:
*(Include drawings
if applicable)*

See Attached List

Total Value:

Approximately \$10,000.00

Current/Future
Costs To the
School District: 0

\$0.00

Approval
Signatures:
(As Applicable)

Building Principal:

Athletic Director:

Supervisor of Maintenance:

City Official:

Superintendent:

Date:

9/22/2020

Thank you for your donation!

In an effort to provide adequate information to the Board of Education, it is necessary to provide a complete description of any project donation. This must include all current and potential costs to the school district for project completion and/or maintenance.

Your support of Unit 5 Schools is greatly appreciated.

Monitor	48
rolling tv cart	2
inkjet	2
fax	1
Phones	80
cat cable	multiple
trash can 3.25 gal	79
recycle bin 3.25 gal	45
skinny rolling whiteboard	
6ft rolling whiteboard	
divider wall flex	8
television	1
cabinet 4 dr	4
cabinet 5 dr	1
cabinet 2 dr	1
cabinet 3 dr	2
Dell Docks	71
desk accesory	20
lamp desk	16
paper filing supplies	10
Binders	40
Computer Chairs	70
Tilt Conference Room Chair	26
Lobby Couch	1
Lobby Chair	4
Shelving Unit Plastic	2
Shelving Unit Wire	1
metal cabinets	7
Hi Top Stools	4
Hi Top Table	1
Laminated Wood Chair	4
Round Wood Table	1
Conference Table	1
8 ft tilt tables	10
Round Table	2
Rectangle Tables	2
Whiteboards	9
50" TV	1

McLean County Unit District No. 5
REQUEST FOR DONATION APPROVAL

Name of Donation/
Organization:

Childrens + Elders Forest

Coordinator: Joe Grabb 309-530-1916

Address of Donor/
Organization:

21 Knollcrest Ct., Normal
61761

Description of
Donation:
(Include drawings
if applicable)

a double-sided sign, about 3'
high + 4' wide, saying
Cardinal Grove, Children +
Elders Forest, Glenn School
(see attached drawing made by
Prairie Signs, Normal)

Total Value:

\$600 installed by Prairie Signs

Current/Future
Costs To the
School District: 0

None —
Request that current Cardinal
Grove sign on the North wall remain

Approval
Signatures:
(As Applicable)

Building Principal:

Athletic Director:

Supervisor of Maintenance:

City Official:

Superintendent:

Date:

Thank you for your donation!

In an effort to provide adequate information to the Board of Education, it is necessary to provide a complete description of any project donation. This must include allocation and potential costs to the school district for project completion and/or maintenance.

Your support of Unit 5 Schools is greatly appreciated.

McLean County Unit District No. 5
1809 West Hovey
Normal, IL 61761

Date: 9/23/20

Notice to Contractor:

You are receiving this notice because you may or will be performing "public works" for the School District as that term is defined in Section 2 of the Illinois Prevailing Wage Act (820 ILCS 130).

This notice applies to the "public works" described as: Cardinal Grove
sign; donating organization, Children & Elders Forest

The Prevailing Wage Act requires contractors and subcontractors to pay laborers, workers, and mechanics performing services on public works projects no less than the "prevailing rate of wages" (hourly cash wages plus fringe benefits) in the county where the work is performed. Any prevailing rate of wages as they are revised by the Dept. of Labor shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available in the Dept.'s official website. For information regarding current prevailing wage rates, please see the Illinois Department of Labor's website at www.state.il.us/agency/idol/rates/rates/.HTM

All contractors and subcontractors rendering services for the "public works" must comply with all requirements of the Prevailing Wage Act, including but not limited to, all wage, notice, and recordkeeping duties.

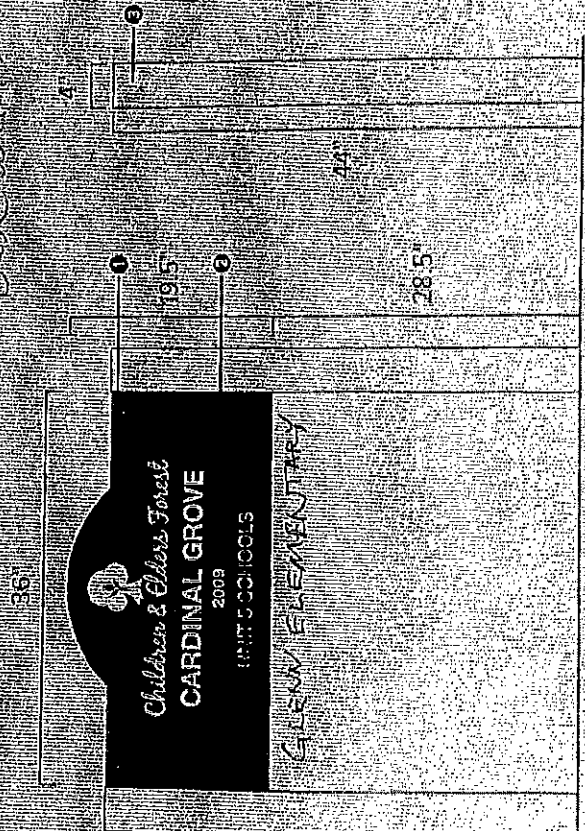
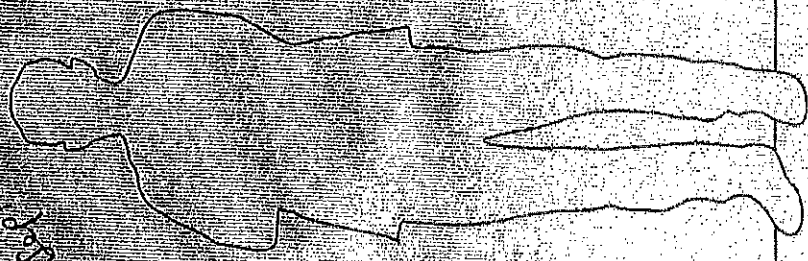
The above paragraph was or will be included in the project specifications and the contract. 820 ILCS 130/4(a-1). If the work is awarded without a public bid, contract, or project specification, the notice was or will be included in the purchase order related to the work or in a separate document, such as this notification. 820 ILCS 130/4(a-2).

Joe Grable
Signature

Board member, Children & Elders Forest
Title

START DATE 01-10-2020	CURRENT DATE 01-16-2020	CLIENT Children & Elders Forest	FILE LOCATION C:\2020\Children & Elders Forest	FILE NAME Freestanding Sign 2 - Cardinal Grove

Joe Graybill
 Joe@thegraybills.com
 309-530-1916
 install non cost
 just call to have
 base with n.m



Children & Elders Forest
 CARDINAL GROVE
 2009
 UNIT 500100LS
 GREEN ELEMENTARY

SPECIFICATIONS

- 1 Non-illuminated panel structure
- 2 19.5" H x 36" W custom shape AGM panel
- 3 Applied digitally printed graphics
 - Pantone No. 186 C
 - Rich Black
 - White
- 4 Mounted between painted 4x4 cedar posts w/ angle
 - Paint - SW 7566 Westhighland White [Satin]

4500 - 464
 186C

359 -

DISCLAIMER

Colors shown here may vary from final product. We make every attempt to adequately color match and will provide color samples upon request.

Scale
 3/4" = 1'-0"

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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:	Cedar Ridge Elementary School		
RCDT:			
Principal:	Karrah Jensen		
Address:	2808 Breezewood Blvd		
City, ZIP code:	Bloomington, 61704		
Telephone:	(309) 557-4413		
Email address:	jensenk@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4400
Email address:	<u>weiklek@unit5.org</u>

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Karrah Jensen	Principal
Jenny Roop	Kindergarten
Megan Logue	First Grade
Analyssa Alvarez	Second Grade
Tracey Lake	Third Grade
Mollie Gantert	Fourth Grade
Kim Lynch	Fifth Grade
Michelle Hardwick	Area
Leslie Kokotek	LBS1
Sara Johns	Title 1
Megan Yaklich	Title 1
Kayleigh Twork	Title 1
Vanessa Petersen	Title 1

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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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.

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students social-emotion and language needs.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and learning about matter - solids, liquids, gasses)

Interviewing leaders in the community- Midwest food bank representatives will be interviewed about the ways MWFB is supporting victims of Hurricane Harvey to better understand the impact of our food drive at Sugar Creek. (career opportunities- i.e. being of service and working for organizations that support people in need)

Open Source Classroom- owner will be coming to demonstrate 3D printing technology and computer science/engineering technology (STEM and career opportunities)

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.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers.

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*
- OR
- Social Academic Instructional Group (SAIG) is necessary
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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.

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

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

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

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:	Fairview Elementary School		
RCDT:	170640050262005		
Principal:	Gina Tenuta		
Address:	416 Fairview Street		
City, ZIP code:	Normal, 61761		
Telephone:	(309)557-4415		
Email address:	tenutagj@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2019-2020	48%	N	

DISTRICT INFORMATION

District Name/Number:	McLean County #5
Superintendent:	Dr. Kristen Weikle
Telephone:	(309)557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Gina Tenuta	Principal
Mary Walker	Title 1 Teacher
Sarah Hull	Title 1 Teacher
Britt Davison	Core Team (5 th grade)
Megan Deti	Core Team (4 th grade)
Julie Laudeman	Core Team (2 nd grade)
Katie Albritton	Core Team (3 rd grade)

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 school wide program:
- Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 - Mentoring and induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
 - Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
 -
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>.
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.

School-wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

The Core:

Research has proven that in order for children to become successful readers they need:

- Explicit description of the reading strategy
- Direct instruction followed by guided practice
- Teacher and student modeling of the strategy
- Interactive use of the strategy
- Focus on a gradual release of responsibility for a strategy
- Authentic independent practice for reading strategies
- Immersion in a print-rich environment

A reading workshop approach has been implemented in order to improve our core reading instruction. All classroom teachers are working to strengthen the core curriculum with direct strategy instruction, guided and independent practice of reading, and opportunities to share their reading. Conferences during independent reading time are used to monitor student progress through running records, observations, small group, and comprehension conversations.

These conferences are also used to guide teachers when developing purposeful lessons for their students. Students respond to literature in journals during workshop. A writing workshop approach has been implemented to improve our students' abilities in writing. Classroom teachers have been given a writing scope and sequence to follow throughout the year. The workshop will include direct instruction, independent practice, conferences, small group work, and an opportunity to share. Student progress will be monitored through conferences and assessment of the writing produced by the students.

Words Their Way, a supplemental word study tool is utilized to improve student's understanding of words to be reflected in reading and writing performance. F & P Word Study Kit is implemented for grades kindergarten through fourth grade.

Interventions: Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with interventionists will meet every six to eight weeks for data entry. Students who are not meeting grade level literacy benchmarks will be targeted for differentiated intervention. Each grade level will continue to have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Readers who are in most need of literacy interventions will receive support from the most qualified staff members. Administration, grade level teams, and reading specialist will meet on a regular basis to review student progress and check the fidelity of the assessments. The interventions are scientifically based instructions from the Partnership for Comprehensive Literacy Model. These interventions are Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data from assessments and progress monitoring tools will help to determine which intervention will best meet the student's need.

Each Intervention is described below:

Reading Recovery- Reading Recovery is an intensive, 30 minute intervention held daily. It is designed for the lowest achieving first grade children. The objective of Reading Recovery is to promote accelerated learning so that children become successful receiving this intervention.

Assisted Writing- Assisted Writing is an intervention for children in kindergarten to fourth grade who are struggling with literacy processing. Because reading and writing are language processes that use many of the same strategies, writing can be powerful intervention for increasing reading achievement. Reading and writing are taught as reciprocal process. For children with low concepts of print, especially at kindergarten and first grade, the teacher might do interactive writing with the group to build basic knowledge about print. For children who struggle with the writing process, especially in second through fourth grades, the type of assisted writing that may be used is writing aloud.

Guided Reading Plus- is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading.

Comprehension Focus Group- includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. CFG is based on research-based practices for promoting success in reading.

We also provide a Tier 3 intervention for students that need an extra layer of intervention to make gains. For grade two through fifth we utilize ILI. We also provide dyslexia interventions to students who need an extra layer of supports because of dyslexia.

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.

Fairview Elementary has a full time Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have. Free family activities are offered throughout the year at no cost in the hopes of engaging families in their child's education. She also meets with students on an individual basis and at lunch when students are struggling with behavior or need extra social/emotional support. Teachers have implemented SEL standards throughout the school day and start each day with morning circles with their students.

Fairview partners with the Center for Human Services for students who need counseling. The therapists are able to come and meet with students during their lunch and recess when needed.

Fairview has a partnership with ISU to offer weekly counseling to several students at Fairview. The counselors come once a week to the school for an hour.

Fairview has a partnerships with the First Presbyterian Church called Kids Hope. We have mentors that come in for one hour a week to spend time with students at Fairview based on a referral from teachers.

Fairview offers tutoring two days a week for the majority of the year to students that are scoring in the red and yellow on MAP reading and math.

Fairview holds a summer school program for selected students that are below grade level in math and/or reading.

Our social worker provides counseling with students, either individually or in small groups, that have individualized education plans to address their social emotional needs. The social worker also supports the classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on an as needed basis for isolated incidences (divorce, bullying, etc.). There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues.

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).

21st Century Learning Standards that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi model assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication- written, technology, and verbal. Play based choice centers are in kindergarten. Students work independently on projects, as well as part of a team, to finish projects and meet deadlines.

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.).

Formal and informal assessments along with teacher recommendations are used to determine which students have the most need for reading intervention instruction. Data wall is utilized to discuss as a team which students will qualify for intervention. Students who perform below text level will qualify for these supplemental services. School Psychologist completes progress monitoring throughout the intervention cycle. Parents/guardians will receive notification and timely assistance will be provided.

After identifying students who are experiencing the most difficulty in meeting standards, the Title I teachers, classroom teachers, and/or LBS1 teachers will conduct individual and small group instruction to assist students in developing skills and strategies needed to successfully meet state standards. In order to ensure progress with our most struggling readers, we will focus on need as opposed to equitable time for each student. Tier II support is provided outside of the core academics during a half hour per grade level intervention time that is scheduled throughout the day. Tier I support is provided in the core academics and the Tier II intervention time. In some cases, an additional Tier III support is provided.

Math Interventionist reviews RTI score and student data to determine placement in a tiered support. Students may be placed in Dream box or Do the Math.

The Fairview Elementary School community believes that classroom climate is integral to student success. Fairview will continue the Positive Behavior Intervention and Supports, as well as, incorporating Social Emotional learning standards throughout the day.

Students that show speech and language disorders under dyslexia will receive supports from an interventionist.

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.

High quality and ongoing professional development is available or all staff to enable children to achieve state academic content standards. Teachers are to be included in the decisions regarding the use of academic assessments. Each year teachers review IAR data and develop strategies to increase student achievement.

PLC's are continued as professional development. A K-2 teacher group is conducting a study around social emotional learning by using a book study.

Teachers often take advantage of University courses as they work towards earning master degrees and to learn new educational practices.

Strategies are in place to attract highly qualified teachers to teach on our building. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities and colleges, Illinois State University, Illinois Wesleyan University, and Heartland Community College to seek exemplary teaching candidates. Students from all universities have opportunities to complete clinical and student teaching requirements at our school.

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

Plans are in place to assist early learning children in the transition process from early childhood programs to kindergarten. Fairview holds a kindergarten registration each spring to meet families, allow them to tour the school and to get to know the teachers. Kindergarten teachers attend IEP meetings for incoming students. As open house is held the night before school starts so that students can come and meet their teacher in the hopes of easing the transition. Other activates which aid in transition include a parent support group (Kleenex & Coffee) and a Curriculum Night held during the first week of school.

Careful consideration will be given to children transiting from early childhood programs. (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

This is our 3rd year of an early learning grant. This blended full day program for 40 students will allow students an opportunity to be better prepared for kindergarten and ease their transition. We also house a ½ day speech classroom for students that flag with speech concerns during a screening process. The goal is to detect and provide intervention before kindergarten so that they can succeed in the transition into school.

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:	Fox Creek Elementary		
RCDT:	170640050262017		
Principal:	Leslie Davenport		
Address:	3910 Timberwolf Trail		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	(309) 557-4416		
Email address:	davenportla@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
19-20	66.67%	N	10/23/19

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Kendrick-Weikle
Telephone:	(309) 557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Sarah Egge	CORE (Title teacher)
Blair Broker	CORE (4th Grade)
Susan Felix	CORE (5th Grade)
Alicia Birky	CORE (2nd Grade)
Kelly Gerharz	CORE (1st Grade)
Kjersten Woodward	CORE (3rd Grade)
Kelly Reardon	CORE (Kindergarten)
Traci Hayward	Assistant Principal
Leslie Davenport	Principal

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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met. Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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.

Fox Creek has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have. The Family Coordinator was networks with community resources to provide snacks, booster seats,

clothing and transportation to support the families at Fox Creek. The Family Coordinator also meets with students on an individual basis when they are struggling with behavior or need extra social/emotional support.

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a “touch base” basis if he/she is having issues they need to discuss (parents’ divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues such as bullying concerns.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the student's’ responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build “it” out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn’t.

Partnership with Illinois Nutrition Education Programs: SNAP -Education at Your School. This program is teaching youth about healthy eating and physical activity to help them to be better prepared for learning.

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

Administrative and faculty buy in
Building-wide behavioral expectations that are taught to all
Internal coach and PBIS team
Behavior Matrix, T-Chart, data collection system
Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully
Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency
10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

*Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

Social Academic Instructional Group (SAIG) is necessary

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

The CARES case manager and referring teacher will briefly share the case.
Complete the Brief FBA/BIP (Pathway form).
The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**Monitored by BIP data Track and Daily Progress DPR Point Sheets.*

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

Complex FBA/BIP

Process includes:

Standardized Screeners (i.e. BESS, etc.)
Observations

Set next Follow-Up meeting

Complex FBA/BIP Key Features:

Interventions designed based on function
Direct instruction of behavior is provided
Address multiple settings and behaviors

Highly individualized interventions
Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

Highly individualized interventions
Team includes family/school/ community/natural supports
Frequent team meetings
Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Fox Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 12 late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Fox Creek also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

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

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

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:	Glenn Elementary School		
RCDT:	170640050262007		
Principal:	Cari Roop		
Address:	306 Glenn Avenue		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4418		
Email address:	roopc@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2020-2021	40%	No	

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Kendrick Weikle
Telephone:	309-557-4400
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Cari Roop	Principal
Ashley deFreese	Title Teacher
Rebecca Stroh	LBS1
Alexis Anderson	Parent Rep
Jamie Haseman	4 th Grade Rep
Rachel Henderson	3 rd Grade Rep
Allison Malcom	LBS1
Kailey Howes	Teacher Assistant
Julie Thornwell	Kindergarten Rep
All individuals are members of the Building Leadership Team	

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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Administration monitors the implementation of Reader's Workshop in the core and address professional development needs through formal and informal observations. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, ESL and the Title 1 teacher(s) will meet two times this year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention:

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

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.

Teachers are able to refer students to our school social worker for counseling services. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have also partnered with a local men's business fraternity (Phi Beta Sigmas). They provide mentoring and tutoring within the school day to several of our students. Parent consent is also required for students to be a part of this mentoring program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There are a group of Promise Council women that run a mentoring groups for girls within Glenn (WOW). America Reads/ America Counts is an active partner with the school. They provide tutoring and support to all students under the guidance of the classroom teacher. There is after school tutoring for students identified with deficits. Due to the Pandemic all mentoring and tutoring is virtual with the hopes of an in person return.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is each student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines. Opening Doors is a program that works through the support of Promise Council to bring in speakers in multiple different fields of study. The individuals

come in and discuss barriers and obstacles they may have faced when completing their post-secondary education and/or training.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Pride Point), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, School Store, Principal Lunch Groups, Positive Shoutout

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals

- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a. *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

b. Social Academic Instructional Group (SAIG) is necessary

i. Problem-Solving Group

ii. Pro-social Skills Group

iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations
 - b. Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

The SEL team presents monthly themes and supports the youngest learners in guiding their social emotional development. Each teacher is provided read aloud books to support learning and development of these targeted social emotional skills.

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 are widely available for teachers and staff at Glenn Elementary School. Staff member participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on twelve late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teacher enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff participate in ongoing development with Ivette Dubriel and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, podcast and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completed recommended tasks as well as those that come up along the way.

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

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

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:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Elizabeth Holtz		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	holtzem@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2020	67%	N	October 2020

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent :	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Elizabeth Holtz	Principal
Trish Warner	Reading Specialist
Mary Renollet	Reading Specialist
Nicole Vandegraft	Reading Specialist
Katie Masla	Kindergarten
Hayley Harroun	1 st Grade
Amy Brigham	4 th Grade
Robert Harrison	5 th Grade
Amanda Andres	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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parent involvement.
 2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
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.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

One of the literacy/reading goals in our school improvement plan is to implement and improve Reader's Workshop in order to enhance our core reading instruction. Research has proven that in order for children to become successful readers they need:

- explicit instruction of the reading strategies
- direct instruction followed by guided practice
- teacher and student modeling of strategies
- interactive use of the strategies
- focus on a gradual release of responsibility for strategies
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provides opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Oakdale also implemented the Partnerships in Comprehensive Literacy Model (PCL). The PCL model is a balanced literacy approach which includes literacy team meetings, coaching, built-in assessments, supplemental support for struggling readers (Reading Recovery and Small Group Instruction), school plans, and spotlighting efforts. Our literacy goals within this model are to strengthen the core curriculum and to implement Reader's Workshop in grades K-5. The ESAIL survey will be used to monitor the implementation of the PCL model. Teachers will receive professional development throughout the school year by the literacy coach to strengthen their core curriculum and increase their knowledge of Reader's Workshop and best practices in reading instruction.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Title 1 teachers will meet three times a year to analyze the student data. During these meetings, students who are not meeting grade level literacy bench marks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will receive support from our most qualified staff members. Administration, grade level teams, reading specialists, and LBS1s will meet on a regular basis to assess and discuss student progress.

Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the Partnership for Comprehensive Literacy Model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine the appropriate intervention to meet the student's needs.

Each intervention type is explained and defined on the following page.

Comprehension Focus Group for Literacy Intervention Groups

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing

Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Oakdale will also use a variety of formal and informal assessments to monitor growth and identify needs of their students. All students in grades K-5 will be assessed using MAP and the Fountas and Pinnell Benchmark Assessment (FPBA) as a diagnostic tool.

A data wall based on Fountas and Pinnell levels will be maintained and updated for the school year. This will be maintained by classroom teachers, Title 1 teachers, and LBS1s. Data meetings will be held and changes will be made to the wall.

Each grade level team will meet to discuss all students at their grade level. At this time student progress is investigated to ensure success and continuous improvement. Adjustments to intervention groups will take place at this time. Progress monitoring should be used to make decisions during these meetings. Title 1 teachers, the literacy coach, LBSIs and Principal will meet with each grade level team to discuss students' progress. Ideas, concerns, strategies, and changes may be shared at these meetings.

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring. This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

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.

- A social/emotional learning (SEL) pilot was completed at Oakdale in previous school years. This pilot provided a SEL interventionist/coach, available to staff and students as a resource for SEL instruction and learning. Although the interventionist/coach is no longer available directly in the building, the district has provided similar support through a local ROE SEL interventionist/coach, made available throughout the year.
 - SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
 - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
 - A Reflection Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
 - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
 - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.
 - Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.
 - Students with increased needs receive individual counseling from our psychologist, social worker or therapists from the Center for Human Services who meet with students here at the school. Some students are also paired with a mentor from Big Brothers Big Sisters.
 - Oakdale has a Promise Council which aims to reduce barriers to student's education. The Promise Council packs and sends home approximately 100 food packs with students every Friday. Volunteers who meet with students to provide mentoring and academic support with students.
 - A One by One Program transports students off site to provide positive after school support, mentoring, and tutoring services for students in need. (pending COVID regulations)
 - Oakdale's Family Coordinator acts as a liaison between school and families. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families may be facing that affect their ability to provide for themselves. The Family Coordinator also provides "Make It Take Its" for parents to come and make educational and social emotional games that they can make and take home to play with their children. Different parent workshops are also provided. The Family Coordinator also meets with students on an individual basis and leads restorative justice circles when students are struggling with behavior or need extra social/emotional support. Likewise, the Family Coordinator facilitates the Reflection Room, providing an additional space for students to be supported outside of the classroom.
 - SEL Intervention: A building LBS1 will provide social/emotional learning interventions to students at the Tier 2 level that are in need of small group support outside of SAIG group services
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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trained staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Oakdale Promise Council hosts a VISION program for 5th grade students. The Promise Council brings guest speakers to each of our 5th grade classes. This includes how the speaker has overcome adversity in their life, mentors and the role they have played, positive choices that led them to where they are and how education played a role in their career. The field trip to Illinois State University, ISU, is the culminating event to this program. At ISU, our students visit various areas of the campus and hear from different groups who speak to the same topics as our Vision speakers throughout the year. During our visit, we will be showing students the Bone Student Center Auditorium, Redbird Arena and hearing from workers that help run the campus. University employees will discuss their jobs that help run the school and the importance of education in each of their careers. Our students will hear from current ISU students about their experience and the path to college. (this is all still the plan within COVID regulations)

State Farm volunteers teach financial literacy lessons to 4th and 5th grade students.

Past and potential future partnerships with the Farm Bureau, University of Illinois Extension including Ag in the Classroom.

Multiple partnerships with Illinois State University students as both volunteers and tutors for all grade levels.

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- PBIS coaches and Behavioral Leadership Team
- Behavior Matrix, T-Chart, data collection system

- Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Class Dojo, Second Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

- **Social Academic Instructional Group Key Features (SAIG)**
 - 1:3-5 student ratios for 2 – 4 weeks min.
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group
- **SEL Intervention Group**
 - small group setting to provide SEL skill building through pre-determined curriculum
 - organized by PBIS Secondary Team
 - data collected and analyzed by LBS1 leading out groups

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview

Student Interview

Teacher Interview

Observations

Strengths/Difficulty

Interest Inventory

Other assessments as needed

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP
- Process includes:
- Standardized Screeners (i.e. BESS, etc.)
 - Observations
 - Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Oakdale Elementary School. Graduate courses are offered through the local universities. Professional training is also provided through classes offered by the district and regional offices. The staff regularly participates in Late Start workshops, conferences, book study teams, and family literacy activities. Some staff members of Mid-State Reading Council and Illinois Reading Council. When available, the Title I staff, classroom teachers, and principal attend conferences related to best practices in literacy instruction and assessment.

Strategies are in place to attract highly qualified teachers to teach in high-need buildings.

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

Plans are in place to assist pre-school children in the transition process from early childhood programs to kindergarten.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to Kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

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:	Parkside Elementary		
RCDT:			
Principal:	Christina Ellis		
Address:	1900 W. College		
City, ZIP code:	Normal, 61761		
Telephone:	309-557-4422		
Email address:	ellisc@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2020-2021			

DISTRICT INFORMATION

District Name/Number:	Mclean County Unit District No. 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

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

[illegible]

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. *Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.*
 2. *Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.*
 3. *Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.*
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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction

As a year 10 school in the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop approach in order to improve our core reading instruction. In addition, we will also continue implementing writing workshop in all classrooms. Every classroom teacher will work to strengthen the core curriculum. Research has proven that in order for children to become successful readers they need:

- explicit description of the reading strategy
- direct instruction followed by guided practice
- teacher and student modeling of the strategy
- interactive use of the strategy
- focus on a gradual release of responsibility for a strategy
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Reading Interventionists will meet 3 times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading specialists will meet on a regular basis to monitor student progress.

Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Below is a definition of each intervention:

Reading Recovery

Reading Recovery (RR) is an intense, 30 minute, daily, one-to-one form of instruction. RR provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships, comprehension, and problem solving with print in order for decoding to be purposeful and fluent. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Assisted Writing

Assisted writing (AW) intervention is for students in kindergarten to fifth grades who are struggling with literacy processing. It helps children develop reading and writing strategies for operating print. AW promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers where the teacher and students construct a story that will be transcribed together.

Guided Reading Plus for Literacy Intervention Groups

Guided Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Group for Literacy Intervention Groups

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM) and is based on research-based practices for promoting success in reading. It is a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study (2) Strategy Units and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008).

Assessments

In the time of the pandemic, the following assessments may be subject to change. In a normal year, a variety of scientifically based assessments, both formal and informal, will be used to monitor growth and identify needs of Parkside Elementary School students.

- All students in grades K-5 will be assessed using the Measure of Academic Progress (MAP) as a universal screener. 1st-5th grade classroom teachers will administer the MAP, which is a computer based assessment, three times a year; kindergarten will administer twice a year. The dates will be determined by the district.*
- Kindergarten, First Grade, and Second Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students at the beginning of the school year. Then the data from the FPBA and MAP will be compiled onto a data wall to determine which students will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores will be used by Title I teachers, Reading interventionists, and classroom teachers to monitor progress throughout the school year. In addition, at the beginning of the school year, students in kindergarten will be assessed on letters, sounds, sight words, and early literacy behaviors by the kindergarten team. First grade students who are deemed at-risk in literacy acquisition compared to their peers will be assessed with the Reading Recovery Observation Survey (OS). This will determine which students will receive Reading Recovery. Students who participate in Reading Recovery will be given the OS upon exiting and at the end of the school year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met.*
- Third Grade, Fourth Grade, and Fifth Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students at the beginning of the school year. Then the data from the FPBA and MAP will be compiled onto a data wall to determine which students who are reading below grade level benchmarks and will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores, will be used by Title I teachers, Reading interventionists, and classroom teachers to monitor progress throughout the year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the*

needs of students receiving literacy interventions have been met. PARCC will also be given in the spring of the school year.

- Three times a year, following the MAP, FPBA and PARCC administration, we will have a Literacy Intervention Data Meeting. This meeting will include each grade level team along with the reading interventionists.*
- One data form will be used for the building to track individual student's progress. Each teacher will keep a binder that tracks each student's growth, progress, and interventions. This will provide the documentation for interventions implemented on individual students. All students that are at the warning level on the data wall will have a fully developed Response to Intervention (RtI) plan utilizing the RtI planner. This will be kept in the cumulative file in a green folder. Progress monitoring data will also be included.*
- A data wall will be created and kept on file in a shared, secure electronic location. All certified staff will help maintain this data wall. Data meetings will be held three times a year as previously mentioned. MAP, FPBA, and teacher data will be used to determine where each student is placed on the wall.*
- At various times throughout the year, grade level teams will meet to discuss all students at that grade level. At this time student progress is investigated to ensure success and continuous improvement. Progress monitoring data will be used to make decisions during these meetings.*
- As often as necessary, reading interventionists will meet with grade level teams and LBS-1s to discuss student progress and the grouping of students in intervention groups.*
- A school performance report will be developed at the end of the year through the school improvement plan.*

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.

Parkside has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have.

We also partner with Center for Human Services for students who receive counseling. The therapists are able to come and meet with students during their lunch and recess when needed,

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social/emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch-base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in

science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

STEM projects and challenges include:

In the time of the pandemic, the following activities may be subject to change.

Some teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc. and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc. and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and science – solids, liquids, and gasses).

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy-in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Penguin Points), Out of the Blue Days, Anti-Bully
- Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identify students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency
10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- a) Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above
OR
- b) Social Academic Instructional Group (SAIG) is necessary
 - i. Problem-Solving Group
 - ii. Pro-social Skills Group
 - iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP
Process includes:
 - Standardized Screeners (i.e. BESS, etc.)
 - Observations
- Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

We use Zones of Regulation for students who are having difficulty with their emotions in a social setting. It is a way to help students be pro-active in recognizing their emotions and help them to adjust their emotions so that they can function successfully in all settings at school. This is our first year for implementing these strategies.

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.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Parkside Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 12 late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Parkside also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

While local opportunities are the most widely used form of professional development, staff members also attend workshops and conferences outside the district offerings. They also take graduate courses offered through various universities and the Regional Office of Education (ROE).

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

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

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

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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.

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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.

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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:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Tina Fogal		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	fogalt@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Shauna Gourley	CORE (Title teacher)
Leza Kirshenbaum	CORE (LBS1)
Laurie Campbell	CORE (2 nd grade)
Lori Spencer	CORE (1 st grade)
Jen Ficek	CORE (4 th grade)
Keri Barbour	CORE (3 rd grade)
Melanie Nemtusiak	CORE (5 th grade)
Jason Surian	CORE (Kindergarten)
Tina Fogal	Principal
Daniel Zummo	Assistant Principal

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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

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.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet two times a year for data days (this will revert back to three times a year when full, in-person learning is possible. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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 social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on an as-needed basis if they are having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues such as bullying concerns.

Student Leadership Opportunities are available to fifth grade students when full, in-person learning is possible. Opportunities include safety patrol, recess monitor, recycling and office helpers. The program is designed to promote service learning for the students. The group is comprised of students interested in helping out around the school and modeling positive behaviors for younger students.

Student Council represents the voice of our students. When full, in-person learning is possible, they help organize community service projects, arrange school-wide activities, and provide input on school decisions. The goal is to build school pride, encourage positive relationships within the school and provide opportunities for students to cooperate and participate in school activities. Student council focuses on leadership, service, student voice, engagement and school improvement.

Pepper Ridge has a Social-Emotional Learning (SEL) Committee which works to foster an accepting, inclusive, and supportive school environment. The committee provides appropriate resources and guidance for supporting SEL learning in the classrooms. Teachers use 'circles' within their classrooms to build strong relationships, foster positive communication, and solve problems as a group. Teachers work to help students identify and monitor their emotions, and 'calming corners' are available within many classrooms. When full, in-person learning is possible, our students will also meet in Family Groups (multi-age groups of 10-12 students with one staff member) for monthly activities, with the aim of establishing positive relationships among students as well as a sense of belonging.

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

Opening Doors Program is a college and career-based program that is designed for our 5th grade students. When full, in-person learning is possible, this program provides speakers, activities, and field trips. It is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

16. 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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

When full, in-person learning is possible, Robotic Club involves hands-on experience of learning to design, build, and program robots of increasing complexity. It also boosts teamwork and problem-solving abilities while helping kids learn how abstract concepts, like mathematics, engineering, and computing actually work in practice. Robotics clubs can greatly improve student engagement with STEM subjects. The opportunity to learn valuable early engineering skills at a young age can give students who otherwise might not consider STEM careers the interest and confidence they need to pursue one.

Opening Doors Program is a college and career based program that is designed for our 5th grade students. When full, in-person learning is possible, this program, filled with speakers, activities, and field trips, is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

Technology plays a significant role in our overall curriculum. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

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.).

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, and Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

Note: Remote and/or hybrid instruction models may impact the timeline, format, and administration of PBIS screeners and supports.

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identify students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out (CICO) – Key Features - Minimum 20 school days of frequency 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals

- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*
OR
- Social Academic Instructional Group (SAIG) is necessary
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location
 - Change Adult
 - Parent signoff

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

****Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap***

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

6. 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.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Pepper Ridge Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 12 late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Pepper Ridge also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

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

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

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:	Sugar Creek Elementary		
RCDT:	170640050262002		
Principal:	Kristina Peifer		
Address:	200 N. Towanda		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4425		
Email address:	peiferk@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2020-21			

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Angie Funfar	Title teacher
Sarah Hull	Title teacher
Holly Cox	Assistant Principal
Kristina Peifer	Principal

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. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school: 5EssentialsSurvey

- 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.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing – Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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.

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students social-emotion and language needs.

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).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and access to Makerspace kits. Bins with different materials in them. Pictures of something are presented – car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food – food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and learning about matter – solids, liquids, gasses) and the adopt a cow program

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.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers. Throughout the day students are working on the SEL standards during academic instruction and specials. Aside from the SEL curriculum students are also part of a "Cheetah Club" which is a mix of students from each grade level who meet together once a month for 45-60 minutes to build relationships, get to know people outside of their classroom and grade level, and work on social emotional standards we are prioritizing for the month. This is their monthly "family". Our social worker also identifies a weekly topic that teachers can refer students to.

The social worker does a circle to emphasize ways to demonstrate the skill/strategy. Finally, we have a SEL data wall and we meet 2-3 times per year as a grade level to look at students social emotional needs and behavior performance in school to determine if intervention is needed. If intervention is needed students are referred to the tier 2 team or CARES team to implement and progress monitor the intervention.

School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, Zone of Regulation, Mindfulness, CICO

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
 - Mentoring
 - Extra period
 - Change location

- Change Adult
- Parent sign off

Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. If FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

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.

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

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

The early learning program is part of our building so for students who stay at Sugar for K-5 the transition is supported by teachers/staff and their exposure to joining our school right at 3 years old. For students who attend a different home school once they go to Kindergarten or need additional IEP services/programs they tour/visit the schools they will be going to with current staff and/or our Early Learning Family Coordinator and parents. All early learning students participate in our school-wide events.

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.