

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

Wednesday, June 15, 2022

Public Session 6:30 PM

Normal West High School

501 N Parkside Rd

Normal, IL 61761

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION(5:45p.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 and

•2(c)(11) Litigation, when an action against, affecting or on behalf of the particular body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. PUBLIC HEARING

A Public Hearing on the Amended Budget for 2021-2022

1 Comments Regarding Public Hearing

7. SUPERINTENDENT COMMENTS

8. PUBLIC COMMENTS

9. REPORTS

A Phase 2 Community Engagement Report 3

B Diversity, Equity, and Inclusion

1 2021-2022 EAP Summary 10

2 Board Equity Statement 38

C 1st Reading of Board Policies, Administrative Procedures and Exhibits

1 Section 2: Board of Education

a. Exhibit 2.220-E1 Board Treatment of Closed Meeting Verbatim Recordings and Minutes 39

b. Exhibit 2.220-E3 Closed Meeting Minutes 42

c. Exhibit 2.220-E5 Semi-Annual Review of Closed Meeting Minutes 43

d. Exhibit 2.220-E6 Log of Closed Meeting Minutes 44

2 Section 4: Operational Services

a. Administrative Procedure 4.60-AP1 Purchases 47

b. Administrative Procedure 4.60-AP4 Federal Award Procurement Procedures 51

3 Section 5: Personnel

a. Administrative Procedure 5.20-AP1 Sample Questions for Conducting Internal Sexual Harassment Investigation 57

b. Administrative Procedure 5.30-AP1 Interview Questions 62

c. Administrative Procedure 5.30-AP2 Investigations 66

d. Exhibit 5.30-AP2,E1 Notice of Preliminary Hiring Decision Based on Conviction Record 73

e. Exhibit 5.30-AP2,E2 Notice of Final Hiring Decision Based on Conviction Record	75
f. Administrative Procedure 5.220-AP1 Substitute Teachers	76
4 Section 6: Instruction	
a. Exhibit 6.300-E3 Form for Exemption from Financial Aid App.	79
10. ACTION	
A Adopt the Amended Budget Resolution for McLean County Unit District No. 5, McLean and Woodford Counties for 2021-2022	81
B APPROVE RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AUTHORIZING THE ABATEMENT OF INCREMENTAL PROPERTY TAX ON IMPROVEMENTS WITHIN THE BLOOMINGTON NORMAL ENTERPRISE ZONE	114
11. CONSENT AGENDA	
A Approval of Minutes	
Minutes are not released for public viewing until approved by the Board of Education	
1 Closed Session 05.25.22	
2 Regular Session 05.25.22	
B Personnel Matters	124
C Payment of Bills and Payrolls	
1 Bills & Payroll Reports	144
D Approve Finance Department Reports	
1 Financial Statements for May 2022	188
E Approve Board Equity Statement	
F Approve 2022-2023 District Insurance Renewals	196
G Approve Employee Group Medical and Dental Renewal 2022-2023	197
H Approve School Messenger Contract 2022-2023	198
I Approve Resolution of Interest Earned for 2021-2022 School Year	200
Attachments:	
J Approve Salaries and Benefits for Specific Classes of Employees for the 2022-2023 School Year	
1 Salaries and Benefits for Specific Classes of Employees	201
K Approve Substitute Pay for 2022-2023 School Year	
1 Substitute Pay Rates 2022-2023	203
L Approve Requests for Authorization to Use Fire Prevention and Safety Funds	204
Attachments:	
M Approve Consolidated District Plan 2022-2023	208
N Approve Requests for Overnight Trips	253
O Activity Fund Dissolutions	259
P Appoint Martin Hickman as Treasurer for the District for the Period July 1, 2022 to June 30, 2023	
Q Appoint M. Curt Richardson as Expulsion Hearing and Suspension Review Officer for the District for the Period of July 1, 2022 to June 30, 2023	
R Appoint Emily Kautz as Clerk for the Board for the District for the Period July 1, 2022 to June 30, 2023	
12. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS	
13. ADJOURNMENT	

Age	
≤ 29	18%
30 - 44	22%
45 - 64	28%
65 +	32%

Ideology	
Conservative	37%
Moderate	35%
Liberal	28%

Gender	
Male	47%
Female	53%

District 5 Connection	
Currently	35%
Previously	28%
No Connection	37%

Ethnicity	
White	68%
Hispanic	9%
African American	13%
Asian	6%
Another Ethnicity	4%

District 5 Opinion	
Very Favorable	33%
Somewhat Favorable	39%
Somewhat Unfavorable	14%
Very Unfavorable	9%
Unsure / No Opinion	5%

Potential Negative Effects	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	%	Rank
Increase Class Sizes	45%	23%	9%	16%	7%	19%	1
Reduce Program Offerings	42%	25%	11%	17%	5%	12%	7
Reduce Extracurricular Offerings	48%	21%	11%	16%	3%	13%	5
Shorten School Days	43%	22%	12%	18%	4%	13%	4
Decrease Staff	47%	23%	8%	18%	4%	18%	2
Close School Buildings	45%	22%	10%	17%	6%	12%	6
Increase Fees	35%	25%	16%	20%	5%	13%	3

Potential Opportunities	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	%	Rank
Lower Class Sizes	42%	26%	12%	14%	7%	18%	2
Expand Program Offerings	34%	29%	16%	17%	5%	7%	6
Increase Resources & Supports	44%	27%	11%	14%	5%	14%	3
Implement Acc Ed Programs	41%	29%	13%	13%	4%	12%	4
Enhance 21st Century Learning	34%	30%	14%	16%	5%	7%	5
Improve Pick Up & Drop Off	31%	27%	16%	21%	5%	2%	9
Improve Safety & Security	62%	21%	5%	8%	4%	32%	1
Increase Space in Buildings	22%	24%	22%	25%	8%	4%	7
Install Turf at Athletic Fields	16%	18%	23%	36%	7%	3%	8

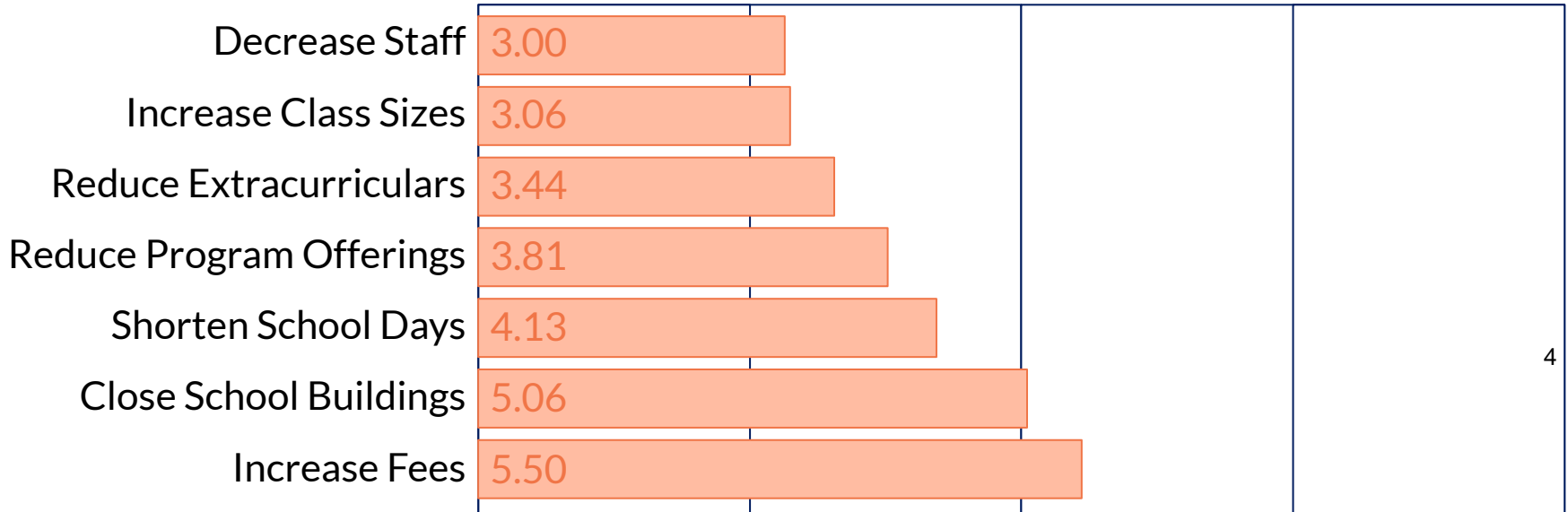
Potential Funding Levels	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	%	Rank
Minimum	31%	28%	12%	23%	7%	23%	2
Base	29%	24%	13%	27%	7%	24%	1
Medium	20%	23%	18%	33%	6%	18%	4
High	17%	17%	17%	44%	5%	11%	5
No Additional Funding						19%	3
Unsure / No Opinion						5%	6



McLean County Unit 5

Phase 2 Community Committee

Q1 - Potential Negative Effects



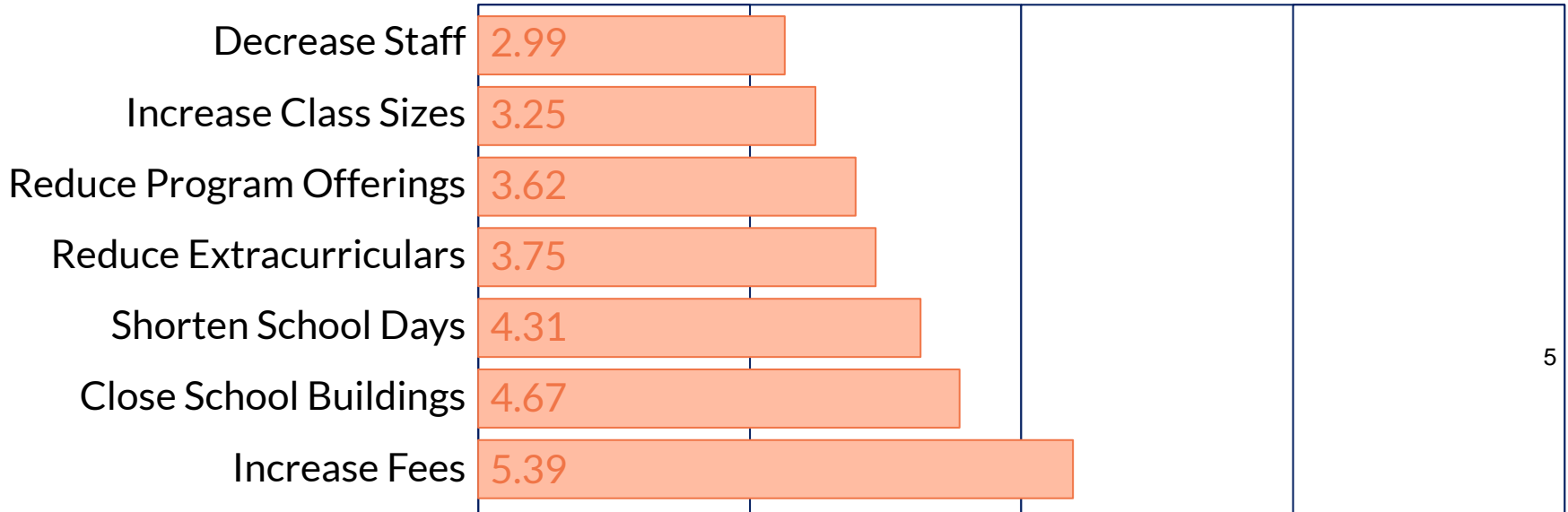
Lower number indicates higher priority.



McLean County Unit 5

Phase 2 Public Engagement

Q1 - Potential Negative Effects



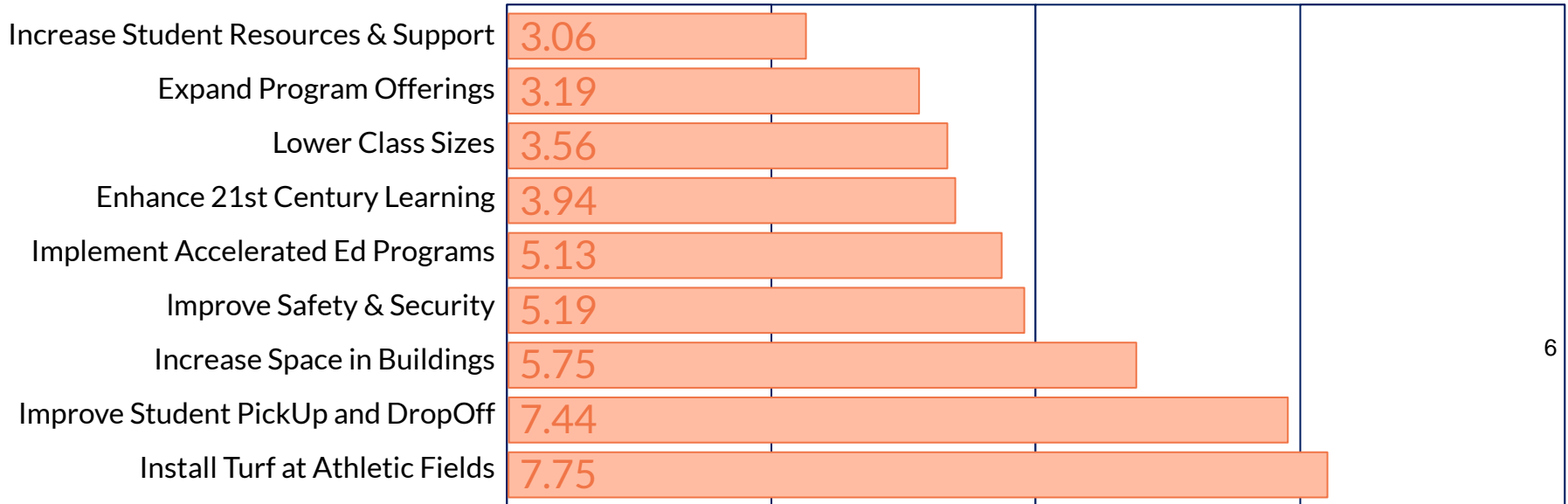
Lower number indicates higher priority.



McLean County Unit 5

Phase 2 Community Committee

Q2 - Potential Opportunities



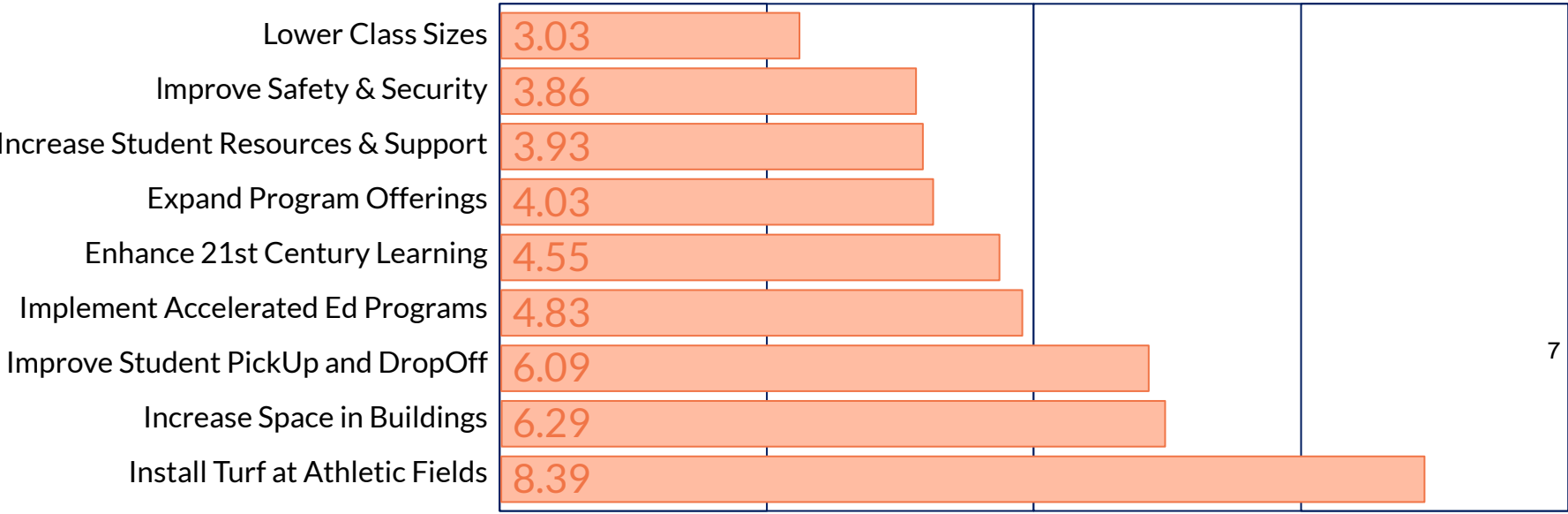
Lower number indicates higher priority.



McLean County Unit 5

Phase 2 Public Engagement

Q2 - Potential Opportunities



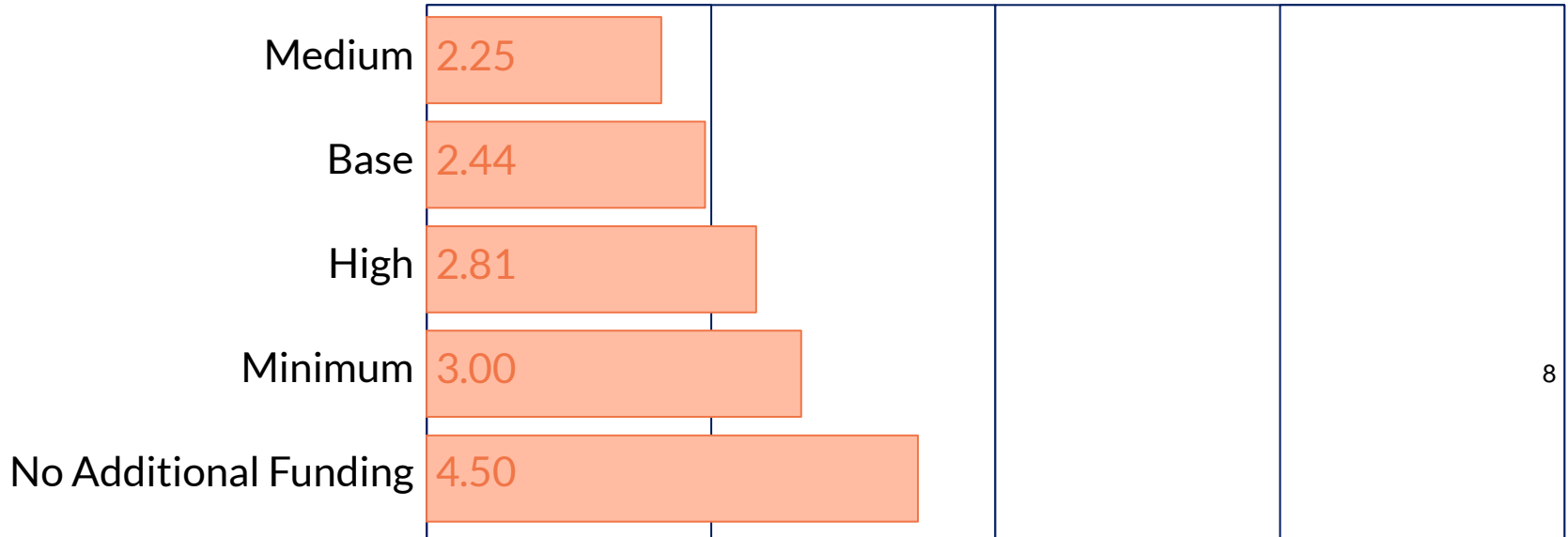
Lower number indicates higher priority.



McLean County Unit 5

Phase 2 Community Committee

Q3 - Potential Funding Levels



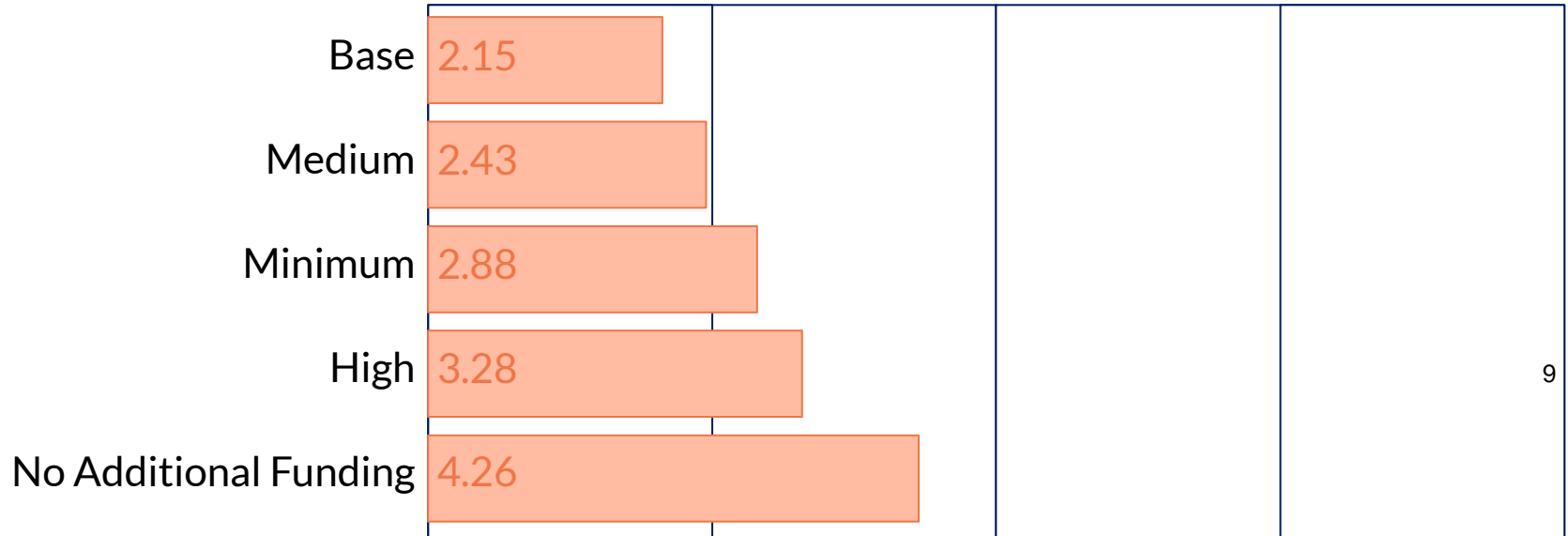
Lower number indicates higher priority.



McLean County Unit 5

Phase 2 Public Engagement

Q3 - Potential Funding Levels



Lower number indicates higher priority.

Equity Action Plan Year 1 Review





Systems

Dr. Weikle
Roger Baldwin
Shonna Harden

Kris Pennington
Cameo Williams
Monica Wilks

Teaching & Learning

Jessica Alt
Moe Backe
Carrie Chapman

Darrin Cooper
Daniel Lambolely
Maggie Lakebrink
Alyssa Ried

Professional Learning

Angie Codron
Rachel Evans
Leslie Davenport

Lindsey Dickinson
Michelle Lambolely
Leslie Webb

Student Voice, Climate & Culture

Dr. Chapman
Chris Ellis
Osha Green
Julie Hagler

Karrah Jensen
Brett Papoccia
Terri Peoples
Susan Steinbach

Family & Community as Agency

Corey Beirne
Dayna Brown Nielsen
Chris McGraw

Abbi Strader
Gina Tenuta
Brian Thomas



Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

Strand Members: Roger Baldwin, LaShonna Harden, Kris Pennington, Dr. Kristen Weikle, Monica Wilks, Cameo Williams



Systems

2021-22 Highlights

- Developed and communicated district wide definitions surrounding diversity, equity, and inclusion
 - Collected definitions currently in use across the district
 - Developed definitions for historically marginalized identities
 - Assessed staff knowledge on terms and definitions
- Developed and reviewed policies regarding diversity, equity, and inclusion
- Developed a District Equity Leadership Team statement
 - Collaborated with all strands to develop a statement



Systems

2021-22 Highlights Continued

- Worked with the Board of Education to develop a statement
 - Collaborated with the community engagement committee and board members as individuals to develop a statement
- Developed short term and long term plans to recruit and retain a highly qualified and diverse staff
 - Developed and implemented a hiring process that is fair, equitable, and consistent
 - Updated our hiring manual and processes
 - Developed a recruitment plan
 - Implemented an anonymous reporting for instances of biases and bullying experienced by staff
 - Future Unit 5 Special Educators
 - Plan and finalize details for affinity groups to meet



Teaching & Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

Strand Members: Darrin Cooper, Moe Backe, Dan Lamboley, Carrie Chapman, Jessica Alt, Alyssa Ried & Maggie Lakebrink



Teaching & Learning

2021-22 Highlights

- Worked with PL Strand to create an ECRP Task Force
 - Supported PL strand and task force in development of 21-22 trainings
 - Compiled resources for ECRP Task Force to utilize in summer 2022 planning
- Selected a Culturally Responsive Practices framework & definition
 - Reviewed multiple frameworks of theory & application
 - Selected Teaching for Equity Framework (Leading Educators)
- Developed a framework & schedule of CRP trainings for 22-23 school year
 - Collaborating with the professional development strand
 - Focus on understanding the framework, as well as collaborative application



Professional Learning

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

Strand Members: Michelle Lamboley, Lindsey Dickinson, Angie Codron, Leslie Webb, and Leslie Davenport



Professional Learning

2021-22 Highlights

- Overview training for all new staff at start of school year
 - Recording of the session being used for all new staff as part of onboarding
- Worked with Teaching and Learning Strand to create an ECRP Task Force
 - Supported task force in development of 21-22 trainings
- Selected a CRP framework & definition
 - Reviewed multiple frameworks of theory & application
 - Selected Teaching for Equity Framework (Leading Educators)
- Developed a framework & schedule of CRP trainings for 22-23 school year
 - Collaborating with the professional development strand
 - Focus on understanding the framework, as well as collaborative application



Student Voice Climate & Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

Strand Members: Dr. Trevor Chapman, Karrah Jensen, Osha Green, Terri Peoples, Julie Hagler, Susan Steinbach, Chris Ellis



Student Voice, Climate & Culture

2021-22 Highlights

- Student Equity Advisory Team (SEAT) was organized, assembled, and convened twice
 - The first meeting included an introduction from Dr. Weikle and several district- and building-level administrators. Students also received an overview of their role on the board. Students
 - The second meeting students were surveyed about the climate and culture in their buildings.
- The strand members held strategic planning sessions to support SEAT
 - They compiled and reviewed students' thoughts about the characteristics of a welcoming school environment.
 - They led students in an activity to The identified themes will be used to create the SEAT ²⁰ mission and vision statements at a future meeting.

We have clubs to help students feel more included.

Clubs and classes to learn about different cultures, and interact with different people.

Mrs Jensen's PBIS Talks

The Not In our School and BSU

More student-led and involvement, this is something I've seen but want more of

Meetings with teachers as needed

More curriculum inclusion

we have many clubs for different people to be around people we know and relate to

We have a lot of teachers who are very inclusive and care about all of their students.

To have teachers understand why we do what we do

I would like to see more lgbtqia+ history in social studies and health

Teachers who check up on you if you are missing school to make sure you are okay and don't get behind.

I would like to see more feminism, pride, and diverse clubs at our school and clubs that give a chance to speak and act to change our school.

In what ways does your school help students feel included and valued?

The teachers are supportive and helpful to any student with any background. There is always going to be a group of friends you can relate to, and hang out with.

we have a diverse group of students in our school; and with that we also have a wide range of clubs and after school activities so that there is something for everyone

Advisory has been a big step in this...

My teachers ask me how I am doing. They also reach out to evryone if they need help

My school has a lot of different inclusive clubs

By understanding that every student has a different way of developing their intellectual.

At Evans we learn about different cultures of all different races. I think that we are getting exposure, which is educating many students at the school who may be unaware.

Diverse clubs and classrooms

Having multiple clubs and extracurricular actives provided for students to fill their interests to make them feel apart of the school

Normal Community High School allows students to have inclusive clubs.

There are clubs for students of different backgrounds that come from different places. People may not have a say so in society as much as others.

Multiple inclusion clubs such as pride, feminist, etc.

I would love to see gender neutral bathrooms, so students who need them feel more welcome

Clubs and classes to learn about culture and interact with different people.

I think that teachers need to do more with students like just talking to them or asking them how they are

Make a point to teach more of history in Social Studies classrooms.

Normal Community High School can work on having a Black Student Union, could share diverse community events during announcements, could have diversity comments of the day during announcements

Teachers sharing their pronouns, and respecting students pronouns.

more options for students to speak to guidance

Clearer and easier ways to report discriminatory staff/students

Teachers not bringing their religion into the classroom and using classtime to talk about it

Having a system to report discrimination. Gender neutral bathrooms. Teachers respecting names and pronouns. More student led initiatives. Easy way of reporting discriminatory teachers.

More communications with teachers and counselors, and more help with mental disorders

How might your school make students feel more included and valued?

Work on better ways to get students included in class. Then calling on them in front of everyone.

having a place where students can leave suggestions for ways to better the school so more people will reach out

More one on one interaction, willingness to have hard and long conversations

different slurs in the hallways, I feel that the students who call other students different slurs don't really get any punishment and it's kinda just pushed off to the side. I would really like to see more discipline for students who think its okay to so maybe if there was more discipline to students who say those things, cause its really offensive and hurtful

Normal Community High School should focus on hiring more diverse teachers and administrators, could have a mix it up day where students can sit with students of another race and learn.

more resources for information about mental disorders and mental illnesses

Right now, some teachers will favor the school's sports students, making other kids feel out of the loop. Instead of doing that they should include everyone in a class discussion.

I think that if our teachers talk more about real-world topics like police brutality and Asian hate because I feel students at our schools should be educated on current topics that are happening now.

I think that because of the clubs and groups help students feel welcome and somewhere with people who look like them. Making more awareness of a certain topic.

I do think that the staff can have more training on how to handle situations where one student feels uncomfortable due to a certain topic or a comment made in the class. History.

I think teachers should take more consideration in students when it comes to overall learning

Normal Community High School should have teachers learn the history and pronunciation of ethnic names. Normal Community High School should make sure to have diversity checks with all groups under the school.

More ways to check on students mental health. Some kids may be struggling but feel like they have no one to go to.

mental health outreach options, more widely known social workers/school therapists



Family & Community as Agency

To partner with all families and the community for authentic opportunities to serve the students, the school, and district.

Strand Members: Corey Beirne, Dayna Brown, Regina Manzanarez, Chris McGraw, Abbi Strader, Bryan Thomas

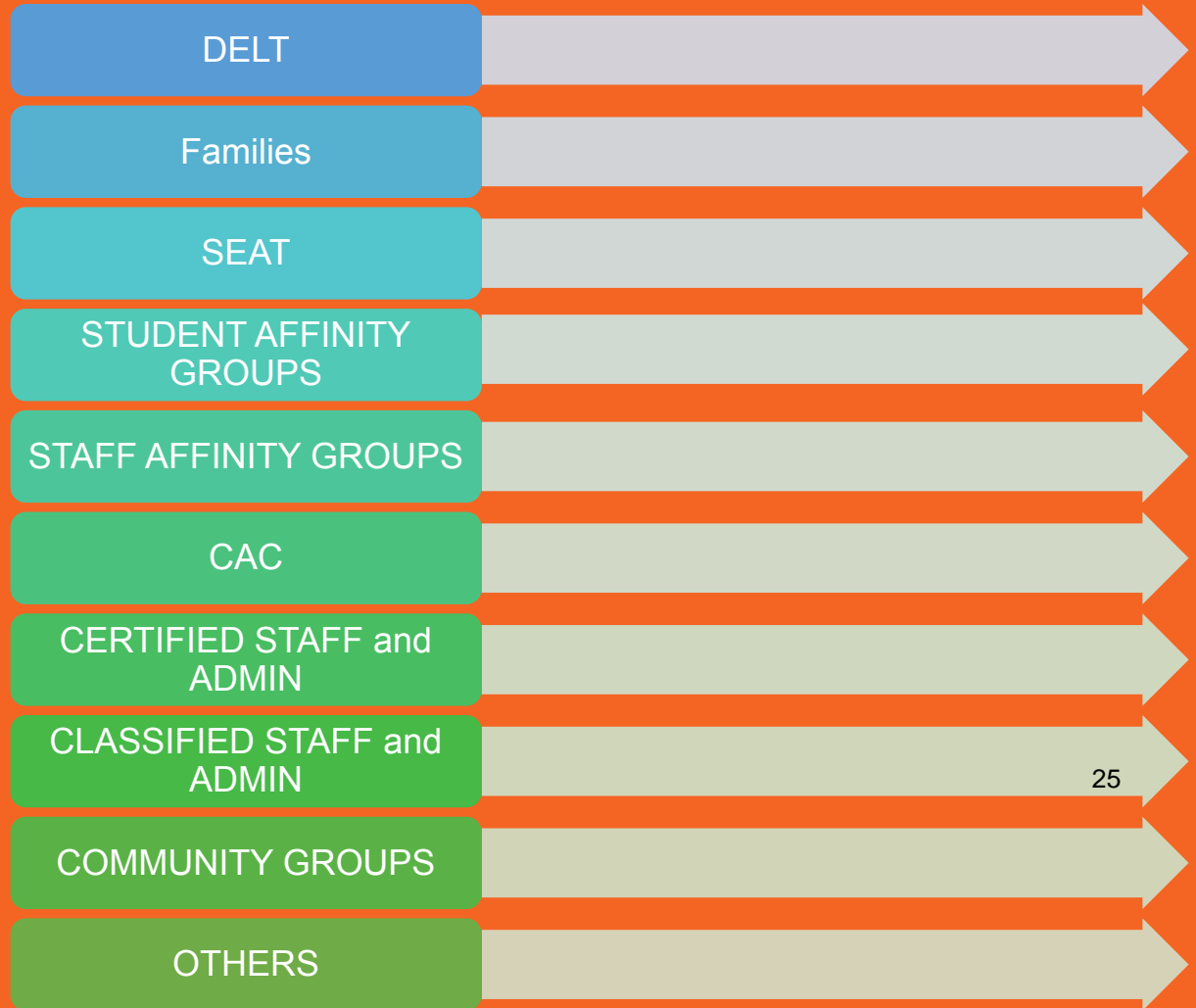


Family and Community As Agency

2021-22 Highlights

- Hire additional Family Coordinators for schools, including adding coordinators for secondary schools
- Implement annual needs assessment to address resources to remove barriers
- Implement effective and inclusive communication to families by developing videos to help with usage of various platforms.
- Develop an inclusive list of organizations and municipalities that represent and support our marginalized marginalized families
- Solicited information from families regarding their preferred language and means of communication

Our Village

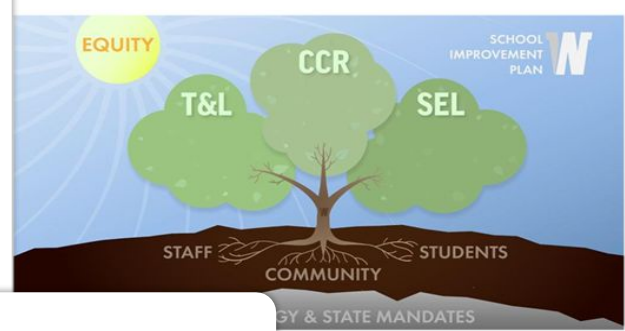




Monthly Recognitions for DEI Work

BSU Local Black Leadership Symposium
UNIVERSITY CENTER HIGH SCHOOL COUGARS
 Presented by the McLean County Museum of History
 FEBRUARY 23
 5:00 PM
 KINGSLEY JR. HIGH CAFETERIA
 303 Kingsley, Normal, IL 61761
 FEB 23
BLACK HISTORY MONTH

all are **WELCOMED**
EMPOWERED
ENCOURAGED
SUPPORTED
IMPORTANT
RESPECTED here



girls who **CODE**

Fellowship of Christian Athletes Host...

THE HUBBLE
 Fun and Encouragement with FCAY

ALL Chapters & All Grades Welcomed!
 Single Class Code for With Student: Szkrmp

NEW Days! 8:00-8:30 TUESDAYS in Kingsley Gym



HELPFUL	NOT HELPFUL
<ul style="list-style-type: none"> empathy projects donating to an organization or charity - generosity small, kind words patience and persistence showing sympathy and concern offering a real problem and ask for help LISTEN STAND UP for what is right walk away notice differences (include) humility bill board or sign 	<ul style="list-style-type: none"> violence notes or letters threatening others hateful comments rudeness selfish actions spreading LIES complaining without a solution interrupt talking behind someone's back being a bystander doing NOTHING and ignore jealousy or leaving others out exclusion showing off



Beauford Howard Bearden was born on September 2, 1911, in Charlotte, North Carolina.

- He is best known for his collages, which he created largely from painted paper, magazine clippings, and bits of fabric.
- Bearden served in the military during World War II.
- Ritual, music, and family are common themes in Bearden's artwork.
- Bearden was also a songwriter and book illustrator.
- Bearden died on March 12, 1988, in New York City.





Monthly Staff Meetings to Support Equity Work

Sample Staff Meetings

Wheel of Power and Privilege

Continuing this Equity Journey

Starburst Identity

My Name, My Identity

Name Pronunciation Guide

Root Cause Analysis

Summer Challenge Activities

Mindful Reflections on Discipline

Narrative Identity

Avoiding Curriculum Violence

Increasing Identity

The Danger of a Single Story



District Wide Trainings

I Am, I Am Not Activity

I AM... BUT I AM NOT...

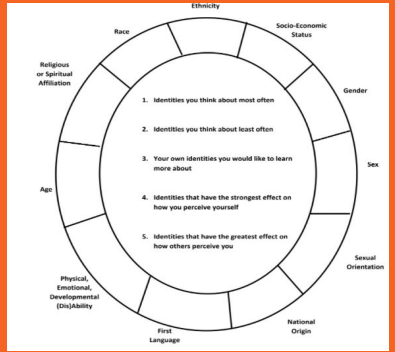
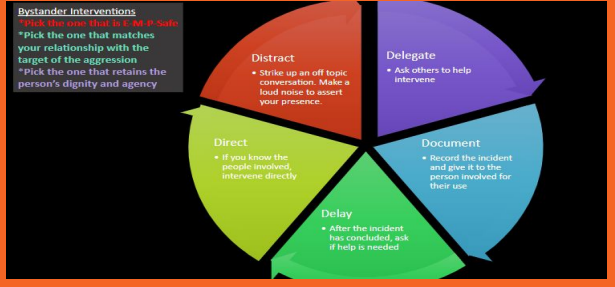
Be aware of your initial thoughts

Redirect yourself when you assume bad intent

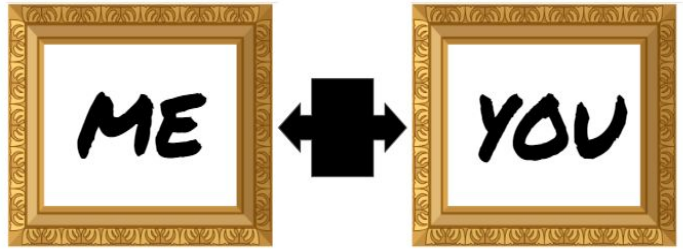
Slow down your decision making process

Engage with people different from you

Share an experience of bias with others



NAVIGATING-Understanding & Addressing Others' Frame of Reference



TEACHING TOLERANCE

SPEAK UP AT SCHOOL

AGAINST BIAS

I AM A PERSON WHO WILL

INTERRUPT **QUESTION** **EDUCATE** **ECHO**

ECHO **EDUCATE** **QUESTION** **INTERRUPT**

SPEAK UP AGAINST BIAS **TEACHING TOLERANCE** **SPEAK UP AT SCHOOL** **I AM A PERSON WHO WILL**

Jamboard Activity: Definitions Review

[Click Here](#)

Ask yourself:

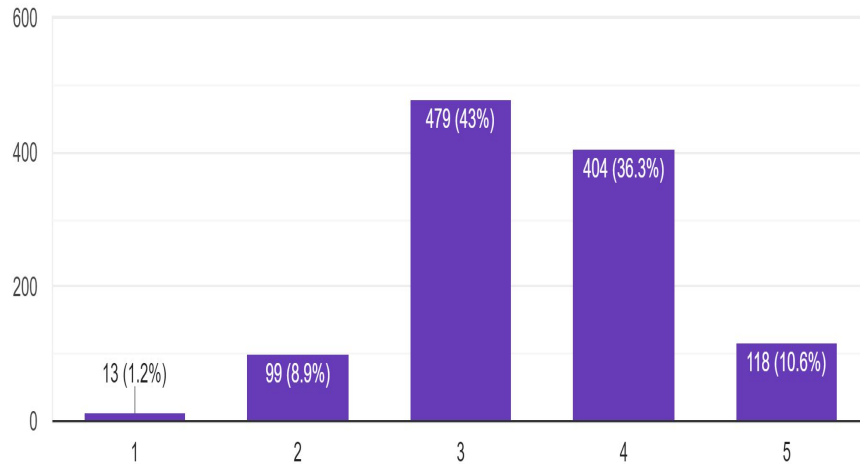
Is it a microaggression?



Identity Training Feedback

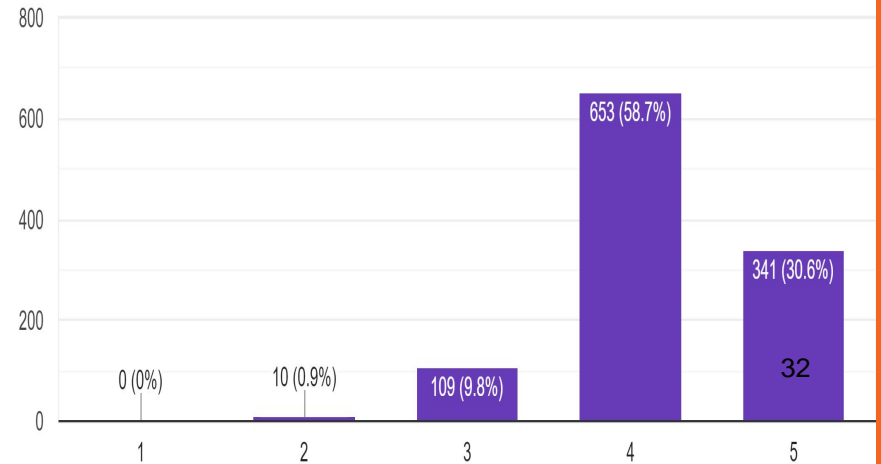
What was your level of understanding of Identity before this training?

1,113 responses



What is your level of understanding of Identity after completing the training?

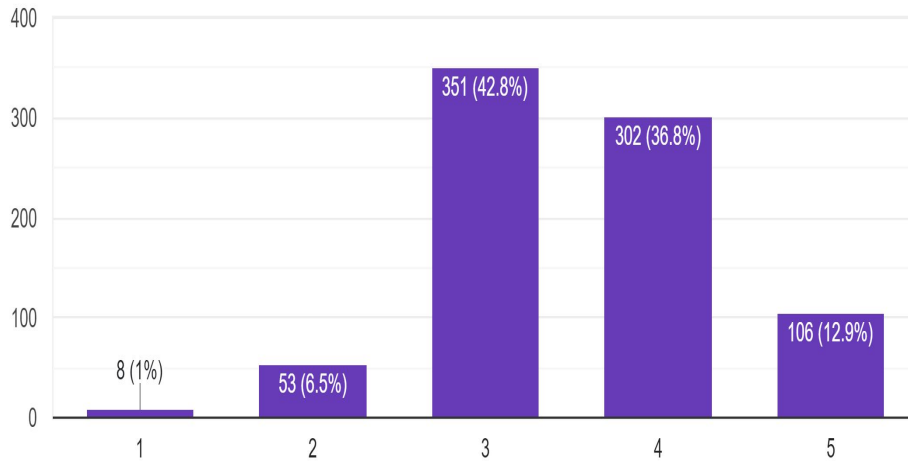
1,113 responses



Bias Training Feedback

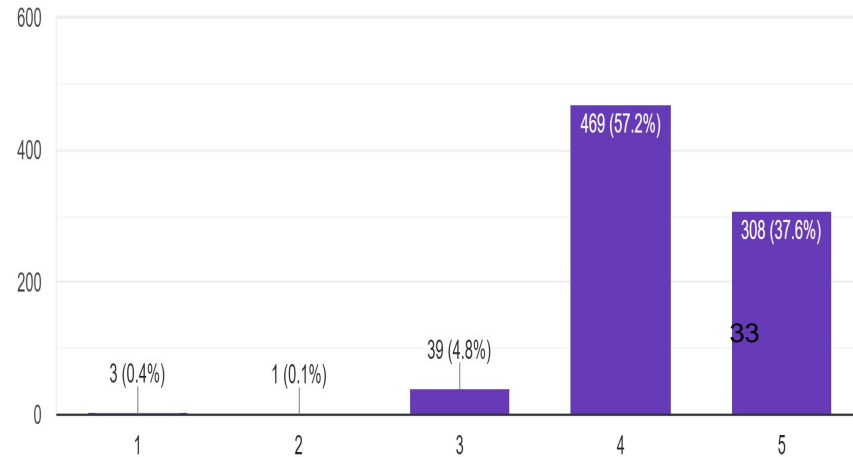
What was your understanding of bias before attending this training?

820 responses



What is your understanding of bias after attending this training?

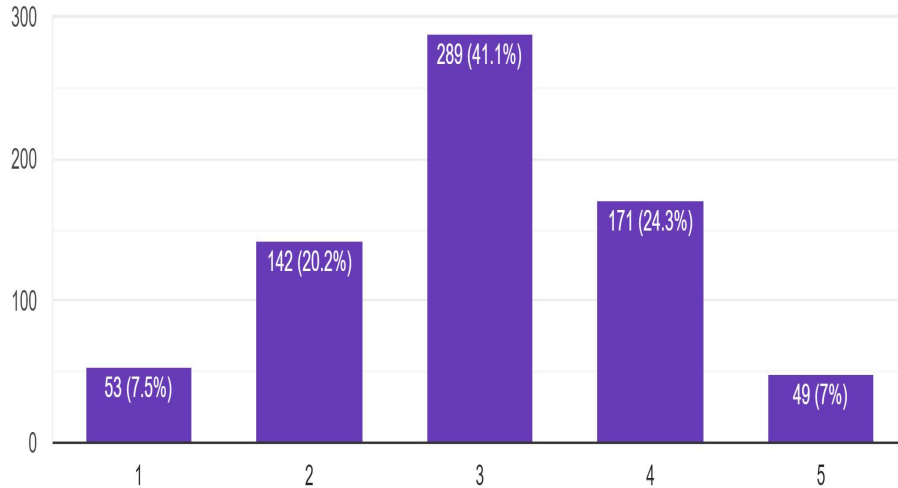
820 responses



Training Feedback

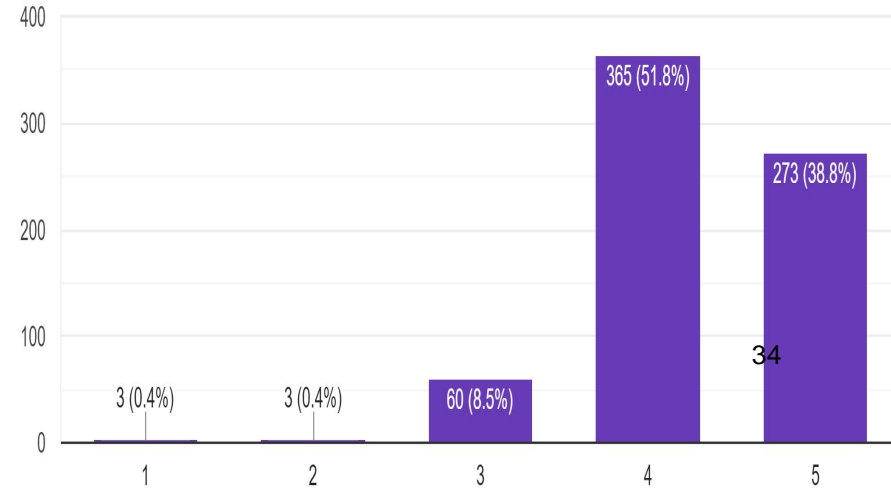
What was your understanding of microaggression BEFORE attending this training?

704 responses



What is your understanding of microaggression AFTER attending this training?

704 responses



What's Next?

Systems

- Support Affinity Group Development
- Continue Policy Reviews through an Equity Lens
- Continue to examine HR practices to support the EAP

Teaching & Learning

- Identify a CRP Definition
- Share the CRP definition, framework and practices across the District

Professional Development

- Develop and implement CRP trainings
- Hold CRP conversation spaces
- Formalize and create a sustainability plan for onboarding

Student Voice, Climate & Culture

- Expand SEAT to include Elementary Students
- Begin to address subgroup disproportionality
- Diversity Clubs
- Include DEI in SEL lessons

Families & Community as Agency

- Identify and address communication needs
- Initiate the DAC
- Foster diverse community and family relationships

**Thank You For Your Continued
Support of Unit 5 Students
Through our DEI Efforts**

The Unit 5 Board of Education is committed to dismantling systemic barriers to learning and educational success for every student. In doing so, Board Members pledge to pursue educational equity and excellence for all and empower a climate and culture of respect for students, families, and staff. This commitment advances Unit 5's mission, philosophy, and equity action plan.

Exhibit – Board Treatment of Closed Meeting Verbatim Recordings and Minutes

The following procedures govern the verbatim audio recordings and minutes of School Board meetings that are closed to the public.

Actor	Action
<p><i>Before any Board meeting:</i></p> <p>Superintendent or designee</p>	<p>Arranges to have an audio recording device with extra recording tapes and a back-up audio recording device in the Board meeting room during every Board meeting regardless of whether a closed meeting is scheduled.</p> <p>The Board may close a portion of a public meeting without prior notice; it cannot, however, have a closed meeting unless it can record the session.</p>
<p><i>Before a closed meeting:</i></p> <p>Board President or presiding officer</p>	<p>On the closed meeting date:</p> <ol style="list-style-type: none"> (1) convenes an open meeting, (2) requests a motion to adjourn into closed meeting making sure the reason for the meeting is identified in the motion, (3) takes a roll call vote, (4) asks <u>ensures</u> that the minutes record the vote of each member present and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting (5 ILCS 120/2a) and (5) adjourns the open meeting.
<p><i>Before a closed meeting:</i></p> <p>Superintendent, Board Secretary, or Recording Secretary</p>	<p>Immediately before a closed meeting, tests and activates the audio recording device.</p>
<p><i>During a closed meeting:</i></p> <p>Board President or presiding officer</p>	<p>Convenes the closed meeting stating:</p> <p>Seeing a quorum of the Board of Education gathered today, ___ date, at ___ o'clock, at ___ location, for the purpose of holding a closed meeting in order to confidentially discuss ____, I call the meeting to order. In order to record who is present, I request that each individual state his or her name and position with the District.</p> <p>Limits discussion to the topics that were included in the motion to go into a closed meeting.</p> <p>The failure to immediately call a person out-of-order who strays from the purposes included in the motion may result in an appearance of acquiescence. This responsibility to call a person out-of-order falls on each Board member in the event of the President's failure.</p> <p>Once the closed meeting is finished, announces a return to an open meeting or adjournment, and states the time.</p>
<p><i>After a closed meeting:</i></p>	<p><u>For Verbatim Recordings:</u></p> <ul style="list-style-type: none"> • Takes possession of the audio recording of the closed meeting and labels it with identification information, specifically the date and items discussed.

Adopted: February 22, 2017
 Reviewed: June 2022
 Amended:

<p>Superintendent, Board Secretary, or Recording Secretary</p>	<ul style="list-style-type: none"> • Adds the identification information contained on the audio recording's label to a cumulative list of closed meeting recordings. • As soon as possible, puts the recording of the closed meeting in a previously identified secure location for storing recordings of closed meetings. <p><u>Upon request of a Board member:</u></p> <ol style="list-style-type: none"> 1. Provides access to the verbatim recordings at a reasonable time and place without disrupting District operations. 2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: <ol style="list-style-type: none"> a. The Board Secretary, b. The Recording Secretary, c. The Superintendent or designated administrator, or d. Any elected Board member, and 3. Logs the access to the recordings in Exhibit 2.220-E7, <u>Access to Closed Meeting Minutes and Verbatim Recordings.</u> <p><u>For Closed Meeting Minutes:</u></p> <p>Prepares written closed meeting minutes that include:</p> <ul style="list-style-type: none"> • The date, time, and place of the closed meeting • The Board members present and absent • A summary of discussion on all matters proposed or discussed • The time the closed meeting was adjourned. <p><u>Upon request of a Board member:</u></p> <ol style="list-style-type: none"> 1. Provides access to the closed session minutes at a reasonable time and place without disrupting District operations; 2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: <ol style="list-style-type: none"> a. The Board Secretary, b. The Recording Secretary, c. The Superintendent or designated administrator, or d. Any elected Board member, and 3. Logs the access to the recordings in <i>Exhibit 2.220-E7</i>
<p><i>After a closed meeting:</i></p> <p>School Board</p>	<p>Approves the previous closed meeting minutes at the next open meeting.</p>
<p><i>In preparation for the semi-annual review:</i></p> <p>Superintendent or designee</p>	<p>Prepares <u>Every six months, prepares</u> a recommendation concerning the continued need for confidential treatment of closed meeting minutes; includes this recommendation in the packet for the meeting in which the Board will conduct its semi-annual review.</p> <p>This step is in preparation of the Board's meeting to decide whether the need for confidential treatment of specific closed meeting minutes continues to exist.</p> <p>If the Board wants to discuss closed meeting minutes in closed session, places "review of unreleased closed meeting minutes" on a closed meeting agenda.</p> <p>Places "results of Board's review of unreleased closed meeting minutes" as an item on a subsequent open meeting agenda.</p>

Adopted: February 22, 2017
 Reviewed: June 2022
 Amended:

<p><i>In preparation for the semi-annual review:</i></p> <p>Individual Board members</p>	<p>Before the meeting in which the Board will conduct its semi-annual review, examines the material supplied by the Superintendent.</p> <p>Individual Board members should consider:</p> <ul style="list-style-type: none"> (1) the Superintendent or designee’s recommendation, (2) the recommendation of the Attorney for the District, (3) other Board members’ opinions, (4) the minutes themselves, and/or (5) whether the minutes would be exempted from public disclosure under the Illinois Freedom of Information Act.
<p><i>During the semi-annual review:</i></p> <p>School Board</p>	<p>The Board decides in open session whether:</p> <ul style="list-style-type: none"> (1) the need for confidentiality still exists as to all or part of closed meeting minutes, or (2) the minutes or portions thereof no longer require confidential treatment and are available for public inspection. <p>The Board may have an earlier meeting in closed session to discuss the continued need for confidential treatment.</p>
<p><i>After the semi-annual review:</i></p> <p>Superintendent or designee</p>	<p>Re-labels and re-files closed meeting minutes as appropriate.</p>
<p><i>Monthly</i></p> <p>Board President</p>	<p>Adds “destruction of closed meeting audio recording” as an agenda item to an upcoming open meeting.</p>
<p><i>Monthly:</i></p> <p>School Board</p>	<p>Approves the destruction of particular closed meeting recording(s) that are at least 18 months old and for which approved minutes of the closed meeting already exist.</p>

LEGAL REF.: 5 ILCS 120/4, 120/2.06(e) et seq.

~~CROSS REF.: 2.220~~

ADMIN. PROC.: 2.220-E2, 2.220-E3, 2.220-E4, 2.220-E5, 2.220-E6, 2.220-E7, 2.220-E8

Adopted: February 22, 2017

Reviewed: June 2022

Amended:

Exhibit – Closed Meeting Minutes

Closed Meeting Minutes

Items in bold are required by 5 ILCS 120/2.06(a)(1)-(3). Non-bolded items align with best practices.

Date: _____ **Time:** _____

Location: _____

Name of person(s) taking and recording the minutes: _____

Name of person presiding: _____

Members in attendance:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Members absent:

- 1.
- 2.
- 3.

Summary of the discussion on all matters (as specified in the vote to close the meeting):

Basis for the finding that litigation is probable or imminent, if applicable (5 ILCS 120/2(c)(11)):

Time of adjournment or return to open meeting: _____

The School Board, during its semi-annual review of closed session minutes, has decided these minutes no longer need confidential treatment. Semi-annual means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. 5 ILCS 120/2.06(d), amended by P.A. 102-653.

These minutes are available for public inspection as of: _____
(Date)

Adopted: October 25, 2017
Reviewed: June 2022
Amended:

Exhibit – Semi-Annual Review of Closed Meeting Minutes (NEW)

Logging and Review Process

- Step 1. The Board Secretary or Clerk of the Board maintains a log of the closed meeting minutes that are unavailable for public inspection. The meeting minutes are logged according to the reason the Board held the closed meeting. 2:220-E6, *Log of Closed Meeting Minutes*.
- Step 2. The Board meets in closed session to review the log of unreleased closed meeting minutes. The Board Secretary or Clerk of the Board brings a copy of all unreleased closed meeting minutes and, if requested, allows Board members to review the actual minutes. The Board identifies which closed meeting minutes or portions thereof no longer need confidential treatment. Use *Report Following the Board's Semi-Annual Review of Closed Meeting Minutes*, below.
- Step 3. At least *semi-annually* (every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the Board), in an open meeting, the Board takes action to release for public inspection those minutes, or portions thereof, no longer needing confidential treatment. Use *Action to Accept*, below. Closed meeting minutes will not be released for public inspection if confidential treatment is needed to protect the public interest or the privacy of an individual, including: (1) student disciplinary cases or other matters relating to an individual student, and (2) personnel files and employees' and Board members' personal information. 5 ILCS 120/2.06(d), amended by P.A. 102-653.
- Step 4. The Board Secretary or Clerk of the Board: (1) updates the log of unreleased closed meeting minutes to remove any minutes that the Board made available for public inspection; (2) makes a notation on any applicable closed meeting minutes of the Board's action to release it or a portion of it for public inspection; (3) continues to log new closed meeting minutes that the Board has not released for public inspection (2:220-E6, *Log of Closed Meeting Minutes*), and (4) maintains logs for access to closed session minutes pursuant to 5 ILCS 120/2.06(e).

Report Following the Board's Semi-Annual Review of Closed Meeting Minutes

The School Board met on _____ in closed session to conduct its semi-annual review of closed meeting minutes that have not been released for public inspection.

The closed meeting minutes, or portions thereof, from the following dates no longer require confidential treatment: *(insert closed meeting dates)*

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The need for confidentiality still exists as to all remaining closed meeting minutes to protect an individual's privacy or the District's interests.

Action to Accept the Board's Semi-Annual Review of Closed Meeting Minutes

Open meeting date: _____

Motion to approve the Board's semi-annual review of unreleased closed meeting minutes and to release for public inspection those minutes, or portions thereof, that the Board identified as no longer needing confidential treatment made by: _____

Motion seconded by: _____

Action: Passed Failed

Adopted:
Reviewed: June 2022
Amended:

Exhibit – Log of Closed Meeting Minutes (NEW)

The purpose of this log is to facilitate the Board’s semi-annual review of closed meeting minutes. *Semi-annual* means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. 5 ILCS 120/2.06(d), amended by P.A. 102-653. See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Clerk of the Board shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	Dates of Closed Sessions		
Specific employee(s), specific independent contractors, specific volunteers, or District legal counsel; however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).			
Selection of a person to fill a vacancy on the Board. 5 ILCS 120/2(c)(3).			
Evidence or testimony presented in a hearing where authorized by law. 5 ILCS 120/2(c)(4).			
Purchase or lease of real property. 5 ILCS 120/2(c)(5).			
Setting of a price for sale or lease of District property. 5 ILCS 120/2(c)(6).			

Adopted:
 Reviewed: June 2022
 Amended:

Closed Session Held to Discuss:	Dates of Closed Sessions		
Sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).			
Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. 5 ILCS 120/2(c)(8).			
Student disciplinary cases. 5 ILCS 120/2(c)(9). <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Any matter involving an individual student. 5 ILCS 120/2(c)(10). <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. 5 ILCS 120/2(c)(11).			
Establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. 5 ILCS 120/2(c)(12).			
Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. 5 ILCS 120/2(c)(16).			

Adopted:
 Reviewed: June 2022
 Amended:

Closed Session Held to Discuss:	Dates of Closed Sessions		
Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. 5 ILCS 120/2(c)(21).			
Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).			

Adopted:
Reviewed: June 2022
Amended:

Administrative Procedure - Purchases

The Attorney for the District should be consulted, as needed, regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Requirements for Purchases and Contracts

- A Each of the following requirements describes the type of purchase and/or contract to which it applies; requirements in Sections B and C may also apply to a specific purchase or contract.
1. All purchases of goods or services must be made through the use of contracts or purchase orders, except for those purchases made from petty cash funds or the Imprest Fund, or as otherwise specifically authorized by the Superintendent or designee.
 2. Illinois Use Tax Act compliance (105 ILCS 5/10-20.21(b) and 35 ILCS 105/):
 - a. Persons bidding for and awarded a contract, and all affiliates of the person, must collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provision of the Illinois Use Tax Act.
 - b. All bids and contracts must include: (1) a certification that the bidder or contractor is not barred from bidding for or entering into a contract, and (2) an acknowledgment that the Board may declare the contract void if the certification is false.
 3. All entities seeking to enter into a contract with the District must provide written certification to the District that it will provide a drug free workplace by complying with the Illinois Drug Free Workplace Act, 30 ILCS 580/. All contractors must comply with the notification mandates and other requirements in the Illinois Drug Free Workplace Act. "Contractor" is defined in the Illinois Drug Free Workplace Act as "a corporation, partnership, or other entity with 25 or more employees at the time of letting the contract, or a department, division, or unit thereof, directly responsible for specific performance under a contract of \$5,000 or more."
 4. Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, 105 ILCS 5/28A of the *School Code*), may be considered as a bid. 105 ILCS 5/10-20.21(d).
 5. All contracts must include provisions required by State or federal law, as applicable. Topics commonly requiring a provision include equal opportunity employment, prevailing wage, minimum wage, and performance bond.
 6. The procurement of architectural, engineering, and land surveying services is governed by the Local Government Professional Services Selection Act, 50 ILCS 510/, implemented by Administrative Procedure 2.170-AP1, Qualified Qualification Based Selection.
 7. A list must be posted on the District's website, if any, of all contracts in excess of \$25,000 and any contract with an exclusive bargaining representative. 105 ILCS 5/10-20.44(b).
 8. Each contractor with the District must comply with 105 ILCS 5/10-21.9(f) and agree to:

- (a) not allow any of its employees to have direct, daily contact at a District school or school-related activity with one or more students if the employee was found guilty of any offense listed in 105 ILCS 5/10-21.9(c) or 5/21B-80(c);
 - (b) prohibit any of its employees from having direct, daily contact at a District school or school-related activity with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense;
 - (c) require each of its employees who will have direct, daily contact with one or more student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her; and
 - (d) reimburse the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with a student(s). See Administrative Procedure 4.60-AP3, *Criminal History Records Check of Contractor Employees*.
9. Each contractor with the District must comply with 105 ILCS 5/24-5 and agree:
- (a) concerning each new employee who will have direct, daily contact with one or more student(s), to provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and
 - (b) to require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Illinois Department of Public Health rules or order of a local health official.
10. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10) (food donations).
11. After 1-1-23, any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act by (a) requesting a bid with an alternative for asphalt-based or latex-based sealant product, and (b) considering whether an asphalt-based or latex-based sealant product should be used for the project based upon costs and life cycle costs that regard preserving pavements, product warranties, and the benefits to public health and safety.
- B. To the extent feasible, the following govern all purchases, and/or the award of contracts for, supplies, materials or work, and/or contracts with private carriers for transporting students, involving: (a) an expenditure of \$25,000 or less, or (b) in an emergency, an expenditure in excess of \$25,000, provided such expenditure is approved by three-quarters of the Board. See 105 ILCS 5/10-20.21(a)(xiv) (~~three-quarters~~3/4s of the Board must approve an emergency expenditure in excess of \$25,000 when the bidding process is not used) and 5/29-6.1 (time limitations for transportation contracts).
1. Telephone quotations, verbal quotations, or catalog prices are used to purchase materials that are needed urgently, or small quantity orders.

2. Written quotations are used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least two competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern all purchases and/or the award of contracts involving an expenditure in excess of \$25,000 for purchase of supplies, and materials, or work. 105 ILCS 5/10-20.21(a).
1. Contracts are awarded to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality and serviceability, except contracts or purchases for:
 - a. Services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part;
 - b. Printing of finance committee reports and departmental reports;
 - c. Printing or engraving of bonds, tax warrants, and other evidences of indebtedness;
 - d. Perishable foods and perishable beverages;
 - e. Materials and work that have been awarded to the lowest responsible bidder after due advertisement, but due to unforeseen revisions, not the fault of the contractor for materials and work, must be revised causing expenditures not in excess of 10% of the contract price;
 - f. Maintenance or servicing of, or provision of repair parts for, equipment which are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent;
 - g. Use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services;
 - h. Duplicating machines and supplies;
 - i. Fuel, including diesel, gasoline, oil, aviation, natural gas, or propane, lubricants, or other petroleum products;
 - j. Equipment previously owned by some entity other than the District itself;
 - k. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility;
 - l. Goods or services procured from another governmental agency;
 - m. Goods or services that are economically procurable from only one source, such as for the purchase of magazines, books, periodicals, pamphlets and reports, and for utility services such as water, light, heat, telephone, or telegraph;
 - n. Emergency expenditures when such an emergency expenditure is approved by three-quarters of the members of the Board;
 - o. Goods procured through an education master contract, as defined in the Education Purchasing Program, 105 ILCS 5/28A; and
 - p. Providing for the transportation of students, which contracts must be advertised in the same manner as competitive bids and awarded by first considering the bidder(s) most able to provide safety and comfort for the students, stability of service, and any other factors set forth in the request for proposal regarding quality of service, and then price.
 2. Competitive bidding process:
 - a. An invitation for bids is advertised, where possible, by public notice at least ~~ten~~ 10 days before the bid date in a newspaper published in the District. 105 ILCS 5/10-20.21(a).
 - b. The following information should be included in the advertisement for bids:
 - 1) A description of the materials, supplies or work involved;
 - 2) Completion or delivery date requirements;

- 3) Requirements for bids, bonds, and/or deposits;
 - 4) Requirements for performance, labor, and material payment bonds;
 - 5) Date, time, and place of the bid opening;
 - 6) The approximate time period between the opening of bids and the award of the contract; and
 - 7) Any other useful information.
 - c. If specifications are available, the advertisement for bids describes where they may be obtained and/or inspected.
 - d. All bids must be sealed by the bidder. 105 ILCS 5/10-20.21(a)
 - e. A Board member or District employee opens the bids at a public bid opening at which time the contents are announced. 105 ILCS 5/10-20.21(a). With the exception of bids for construction purposes, bids may be communicated, accepted, and opened electronically. The following safeguards apply to an electronic bid opening (105 ILCS 5/10-20.21(a)):
 - 1) On the date and time of a bid opening, the primary person conducting the electronic bid process shall log onto a specified database using a unique username and password previously assigned to the bidder to allow access to the bidder's specific bid project number.
 - 2) The specified electronic database must be on a network that: (i) is in a secure environment behind a firewall; (ii) has specific encryption tools; (iii) maintains specific intrusion detection systems; (iv) has redundant systems architecture with data storage back-up, whether by compact disc or tape; and (v) maintains a disaster recovery plan.
 - f. Each bidder is given at least three days' notice of the time and place of the bid opening. 105 ILCS 5/10-20.21(a).
 - g. Conduct that promotes deception and collusion during the bidding process is prohibited and may violate the Ill. Criminal Code, 720 ILCS 5/33E-1 et seq. Examples include interference with public contracting, bid-rigging, and acquisition or disclosure of bidding information by a public official.
3. Following the opening of bids, the Superintendent or designee (and Attorney for the District, if needed) determines the lowest responsible bidder and verify the bidders' qualifications. Contracts are awarded at a properly called open meeting of the Board. If the Superintendent or designee recommends a bidder other than the lowest bidder, the Superintendent or designee must provide the Board with the factual basis for the recommendation in writing. The Board, if it accepts a bid from a bidder other than the lowest, records the factual basis for its decision in its minutes. A contract arises only when the Board votes to accept a bid, although written notice of the award will later be given to the successful bidder.
 4. Notwithstanding the foregoing, the District is relieved from bidding when making joint purchases with other public entities in compliance with the Governmental Joint Purchasing Act, 30 ILCS 525/.

LEGAL REF.: 105 ILCS 5/10-20.21, 5/10-20.44, 5/10-21.9, 5/21B-80, and 5/24-5.
30 ILCS 580/, Ill. Drug Free Workplace Act.
35 ILCS 105/, Ill. Use Tax Act.
50 ILCS 510/, Local Government Professional Services Selection Act.
410 ILCS 170/10, Coal Tar Sealant Disclosure Act.

~~CROSS REF.:~~ 4.60

~~ADMIN. REF.:~~ 2.170-AP1, 4.60-AP2, 4.60-AP3, 4.60-E1

Adopted: October 28, 2009

Reviewed: ~~December 2019~~ June 2022

Amended: February 26, 2020

Administrative Procedure – Federal and State Award Procurement Procedures

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4.60, *Purchases and Contracts*, and Administrative Procedure 4.60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA). The District maintains oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

Consult the Attorney for the District regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Code of Conduct

Board policies 2.100, *Board Member Conflict of Interest*, and 5.120, *Employee Ethics; Conduct; and Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

Adopted: June 14, 2017
Reviewed: ~~December 2019~~ June 2022
Amended: February 26, 2020

- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Illinois Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, *a/k/a change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

Competition

- A. All procurement transactions for the acquisition of property or services required under an award shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) and *Board policy 4.60, Purchases and Contracts*, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
 - 1. Placing unreasonable requirements on firms in order for them to qualify to do business;
 - 2. Requiring unnecessary experience and excessive bonding;
 - 3. Noncompetitive pricing practices between firms or between affiliated companies;
 - 4. Noncompetitive contracts to consultants that are on retainer contracts;
 - 5. Organizational conflicts of interest;
 - 6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 - 7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Attorney for the District. See also Doyle Plumbing and Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill. App. 3d 221 (4th Dist. 1997); Cardinal Glass Co. v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill. App. 3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act (50 ILCS 510/).
- C. Procurement Transactions. All solicitations will:

Adopted: June 14, 2017
Reviewed: ~~December 2019~~ June 2022
Amended: February 26, 2020

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
 - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
 - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
 - c. Detailed product specifications should be avoided if at all possible.
 - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
 2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
- E. The District shall not preclude potential bidders from qualifying during the solicitation period.
- E-F. ~~Noncompetitive procurements can only be awarded in accordance with the requirements detailed in paragraph E of the **Methods of Procurement** subhead below.~~

Methods of Procurement

The District shall use one of the following methods of procurement:

- A. ~~Procurement by m~~Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable based on research, experience, purchase history, or other information and documents it maintains. **Note:** See 105 ILCS 5/10-20.21 and *Board policy 4.60, Purchases and Contracts*.
- B. ~~Procurement by s~~Small purchase procedures. Small purchase procedures ~~are those relatively simple and informal procurement methods for~~ may be used for the acquisition of property or securing services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed supplies, or other property that do not cost more than the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources, as determined appropriate by the District.
- C. ~~Procurement by s~~Sealed bids ~~(formal advertising)~~. Bids are publicly solicited and a firm

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fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(eb)(1)(i) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(eb)(2)(ii) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.

- D. ~~Procurement by competitive proposals.~~ Proposals. The ~~technique of competitive use of~~ proposals is normally conducted with more than one source submitting an offer, and a procurement method in which either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. Proposals must be solicited from an adequate number of qualified offerors. If this method is used, the requirements in 2 C.F.R. §200.320(eb)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. ~~Noncompetitive Procurement procurement by noncompetitive proposals.~~ Noncompetitive Procurement procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the circumstances in §200.320(fc) apply: (1) the cost does not exceed the micro-purchase threshold; (2) the item is available only from a single source; (3) public exigency or emergency will not permit a delay resulting from publicizing a competitive solicitation; (4) the awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the District; or (5) after solicitation of a number of sources, the District determines competition is inadequate. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials, and the purchase of the items exceeds \$10,000 or the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price.
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.
- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements:
 - 1. Preference program for purchasing the designated items;
 - 2. Promotion program;
 - 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
 - 4. Annual review and monitoring of the effectiveness of the program.

Contracting with Small and Minority Businesses, Women’s Business Enterprises, and Labor

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Surplus Area Firms

The District shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.
- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review

The District shall make available, upon request of the federal awarding agency or pass-through entity (ISBE):

- A. Technical specifications on proposed procurements where the federal awarding

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agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and

- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.324325(b) apply.

Bonding Requirements

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
 - 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
 - 2. A performance bond on the part of the contractor for 100 percent of the contract price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's ~~obligations-requirements~~ under such contract.
 - 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

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Administrative Resource / General Personnel - Sample Questions for Conducting
the Internal ~~Sexual~~ Harassment in the Workplace Investigation

State and federal law prohibit ~~sexual~~ harassment on the basis of an individual's actual or perceived race, religion, national origin, sex (including pregnancy), sexual orientation, age, citizenship status, work authorization status, disability, or other protected status, as identified in Board policy 5:10, Equal Employment Opportunity. For the purpose of this procedure, *sexual harassment* includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity.

The person charged with conducting the internal ~~sexual~~ harassment investigation must ascertain: (1) if the alleged conduct occurred; (2) if ~~whether~~ the ~~sexual~~ conduct ~~is~~ was unwelcome; (3) if the harassing conduct was based on any protected status of the complainant; and (4) whether the harassment created a hostile environment in that it had the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment, ~~and whether it affects a term or condition of employment (29 C.F.R. §1604.11(a)).~~ The questions that follow are designed to help the investigator uncover this evidence. ***The questions below serve as a general sample; They they are not all-inclusive and the exact questions must be designed for the specific allegations in each case. For resolution to sexual harassment complaints, see Board policy 5.20.***

Did the alleged conduct occur?

Investigators should consider a number of factors in evaluating whether the complained of conduct occurred, such as:

1. The level of detail provided by the complainant/witness. In certain cases, a witness's ability to recall information may be impacted by past trauma. Consider the use of a trauma-informed approach in these circumstances.
2. The consistency within and between a witness's statement(s).
3. The consistency between the witness's statements and those of other witnesses.
4. Corroborating witnesses and other evidence.
5. Body language/eye contact of the witness. (In certain cases, the manner of a complainant's body language/eye contact during an interview may be attributable to the complainant's discomfort or cultural norms, rather than a lack of truthfulness.)
6. The existence of a pattern of similar past behavior/harassment complaints involving the alleged harasser.
7. Does the witness have reason to be untruthful, such as a personal stake in the outcome?
8. Any corroborating documentation of the alleged conduct.

Is the alleged conduct ~~complained of~~ unwelcome ~~sexual~~ conduct?

Unwelcome ~~sexual~~ conduct is that verbal or physical ~~sexual~~ conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. ~~It is difficult to discern because the line between welcome and unwelcome sexual conduct is often quite fuzzy.~~ The Equal Employment Opportunity Commission (EEOC) evaluates the issue of welcomeness ~~whether conduct was welcome in sexual harassment cases~~ on a case-by-case basis. ~~It looks at the record as a whole,~~ considering the totality of the circumstances. The wise investigator will do the same.

Below are sample questions that can be used to formulate actual questions for this part of the investigation.

1. Who is the alleged ~~sexual~~ harasser? What is ~~his/her~~ the alleged harasser's name? Is ~~he/she~~ the alleged harasser a co-worker or a supervisor?
2. Is the ~~sexual~~ conduct complained of physical, verbal, and/or committed using an electronic device, such as, through email, text message, or a social networking website? Obtain relevant details for each incident (the Five W's: Who, What, Where, When, and Why).
3. If physical, describe with specificity the nature of the physical conduct. Describe Inquire into all locations on the complainant's body that were touched and indicate-ask when, how often, how ~~he/she~~ the complainant was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place? Did the physical conduct involve an injury to or destruction of the complainant's possession(s) and, if so, what was the property, what was the nature of the injury, when did it happen, and where is the property now ~~?~~ ?
4. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
5. If the conduct was committed using an electronic device (e.g., through email, text message, or social networking website) what was stated, when, how often, who saw it? Does the complainant still have access to the emails, text messages, or social networking websites for the investigator's review?
6. Did the complainant or any of the witnesses retain any evidence of the offensive conduct such as a picture, email message, text message, or video or audio recording?
7. ~~Was medical treatment required? If so, when was he/she treated, how often, by whom, where was he/she treated, and what was the diagnosis? Was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did the complainant complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?~~
8. ~~If medical treatment was not required, was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did he/she complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?~~
- 9-8. What was the complainant's response to the conduct? Did ~~he/she~~ the complainant tell ~~him/her~~ the alleged harasser to stop? Did ~~he/she~~ the complainant complain to others about ~~his/her~~ the alleged harasser's behavior? Did ~~he/she~~ the complainant ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details the Five W's.
- 10-9. Did the complainant engage in any conduct with the alleged harasser that could have ~~encouraged~~ made his/her the alleged harasser believe their behavior was welcome? (The investigator should be careful to distinguish between encouraging behavior and victim blaming; e.g. clothing was too tight or revealing, reputation of promiscuity.) If so, what was the conduct, when and where did it occur, how often and who witnessed it?

~~11. Did the complainant and the alleged harasser have a prior consensual relationship? If so, how long did it last and when did that relationship end?~~

~~12.10.~~ Did the complainant make the alleged harasser aware at the point when the ~~sexual advances conduct~~ became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?

~~13.11.~~ Did the complainant complain about the harassment to the alleged harasser, ~~his/herto the complainant's or alleged harasser's~~ supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?

~~14.12.~~ If no ~~prior~~ complaints about the alleged harassment were made, why not?

~~15.13.~~ What other actions, if any, did the complainant take to indicate to the alleged harasser that ~~his/herthe alleged harasser's~~ conduct was unwelcome?

~~16.14.~~ Did the complainant engage in any conduct which elicited the unwelcome conduct of the alleged harasser? For example, how did he/she demean him or herself in the workplace, how did he/she dress, did he/she use sexual and provocative language, did he/she engage in sexually provocative conduct, and was this conduct directed towards the alleged harasser?

~~17.15.~~ If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in ~~charging partycomplainant's~~ behavior at work or in the alleged harasser's treatment of the ~~charging partycomplainant~~?

~~18.16.~~ Has the alleged harasser been accused of sexual harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed.

Did the work environment become hostile?

To ascertain whether unwelcome sexual conduct creates an unlawful *hostile environment*, the major inquiry is whether the conduct ~~had the purpose or effect of~~ "unreasonably ~~interferes interfering~~ with an individual's performance" or creates "an intimidating, hostile, or offensive working environment." ~~(29 C.F.R. §1601.11(a)3).~~ ~~In the sexual harassment context, Thus,~~ trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment, ~~but in certain circumstances the conduct when viewed in the aggregate can establish a hostile environment.~~ The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

Consider the following additional questions for this part of the inquiry:

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform ~~his/herthe complainant's~~ job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being? ~~Was medical treatment/therapy sought?~~

3. Even if the alleged harassment had little, or no effect on the complainant's work performance or well-being, is there evidence, e.g., verbal or written comments, that the alleged harasser intended the conduct to have that effect?

3.4. Additional question for sexual harassment complaints: What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? ~~Were s~~Supervisors? ~~involved or just c~~Co-workers?

4.5. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the accused and other co-workers or supervisors respond to complainant's behavior?

5.6. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur and who witnessed it? How did these persons react to the physical or verbal conduct?

6.7. Did the alleged harasser single out the ~~charging party~~complainant? If so, how, when, where, and why?

7.8. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?

8.9. If the complained of conduct was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties in or out of the workplace when the comments were made?

9.10. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?

10.11. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

Was the harassment committed by a supervisor?

The employer will always be held responsible for acts of sexual harassment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and condition of employment. To investigate ~~sexual~~ harassment committed by the complainant's supervisor, include questions such as the following:

1. What ~~sexual~~ conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor authorized to grant or deny tangible job benefits to the complainant? If so, what was the scope of that authority and what documents evidence it? If not, were his/her recommendations concerning the complainant's terms and conditions of employment typically or routinely followed?

Was the harassment *quid pro quo* (do this for that)?

An employer will always be held responsible for acts of *quid pro quo* sexual harassment, meaning that tangible job benefits were either (1) conditioned on submitting to sexual favors, or (2)

denied because of the complainant's rejection of a sexual advance or request for sexual favors. Quid pro quo-type harassment can also occur in other contexts, such as religious discrimination, for example, if a person is required to abandon or alter his or her religious practice as a condition of employment.

1. How was the complainant's employment affected by the alleged harassment? Was ~~he/she~~the complainant denied a salary increase, a promotion, a job transfer, etc.? If so, when?
2. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by the same supervisor?
3. What other management employees were involved in decisions to grant or deny the tangible job benefit(s) to the complainant? Did they have knowledge of the sexual conduct?

Administrative Procedure / General Personnel - Interview Questions

The anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. The District, if challenged, must explain why it asked for the information – a very difficult task when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment. The following list of protected characteristics may not be complete because of the rapidly changing nature of discrimination laws.

Protected Status	Do not ask	Permissible to ask
Race and color	<ul style="list-style-type: none"> What race are your parents? 	
Alienage, ancestry, national origin, nationality, and citizenship status (provided the individual is authorized to work in the U.S.), <u>work authorization status</u>	<ul style="list-style-type: none"> In what country were you born? In what country were your parents born? Are you a naturalized citizen? <u>Do you have proof that you are authorized to work in the U.S?</u> 	<ul style="list-style-type: none"> Are you legally authorized to work in the United States? What languages do you read, speak, or write fluently?
Marital status	<ul style="list-style-type: none"> Are you married? Single? Divorced? —Engaged? Are you living with someone? Would your spouse move with you if you got this position? What is your maiden name? 	
Gender, including parent and pregnancy status	<ul style="list-style-type: none"> What are your future family plans? Are you pregnant? Do you have children? What are their ages? Do you have child care? 	<ul style="list-style-type: none"> Is there anything that would interfere with regular work attendance? Are you available to work overtime?
Sexual orientation, including actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity	<ul style="list-style-type: none"> Do you have a spouse or partner —_which? 	<ul style="list-style-type: none"> How do you feel about supervising a diverse workplace?
Religion or creed	<ul style="list-style-type: none"> What religious holidays do you celebrate? 	<ul style="list-style-type: none"> <u>What days are you available to work? We need you to work on [insert days]. Are you available to work those days?</u>
Age	<ul style="list-style-type: none"> When do you plan to retire? When do you plan to collect your pension? 	<ul style="list-style-type: none"> What are your long-term career goals?

Protected Status	Do not ask	Permissible to ask
Military status	<ul style="list-style-type: none"> ▪ Will you miss work because you are a member of a U.S. Reserve unit, such as, Army Reserve unit, or Marine Corps Reserve, or a member of a National Guard unit? 	<ul style="list-style-type: none"> ▪ How does your military training or experience prepare you for this job?
Unfavorable discharge from military service	<ul style="list-style-type: none"> ▪ Under what circumstances were you discharged from the service? 	
Arrest record Conviction that is not on the School Code's list of disqualifying convictions	<ul style="list-style-type: none"> ▪ Have you ever been arrested? ▪ Spent time in jail? <p>NOTE The Job Opportunities for Qualified Applicants Act, 820 ILCS 75/added by P.A. 98-774, eff. 1-1-2015, prohibits an employer from asking about a criminal record until the employer determines that the applicant is qualified for the position; however, this does not apply when employers are required to exclude applicants with certain criminal convictions from employment. Thus, school employers should limit their requests for criminal convictions to job-disqualifying convictions.</p>	<ul style="list-style-type: none"> ▪ Have you ever been convicted of attempting to commit, conspiring to commit, soliciting, or committing any crime in the follow list? (1) any sex offense or rape offense, as defined in Section 21B-80(a) of the School Code, (2) first degree murder or a Class X felony, or (3) any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses. <u>105 ILCS 5/21B-80, amended by P.A.s 101-531 and 102-552.</u> <p><u>Consult with the Attorney for the District if the District wants to ask candidates about disqualifying convictions before the job offer state, due to Ill. Dept. of Human Rights guidance on 775 ILCS 5/2-103.1, added by P.A. 101-656, at: www2.illinois.gov/dhr/Pages/Conviction_Record_Protection_Frequently_Asked_Questions.aspx.</u></p> <p><u>See 5.30, Hiring Process and Criteria, at f/n 6 for additional explanation.</u></p>

Protected Status	Do not ask	Permissible to ask
Use of lawful products during non-working hours	<ul style="list-style-type: none"> ▪ Do you smoke or use tobacco products during non-working hours? ▪ Do you consume alcoholic beverages during non-working hours? 	<ul style="list-style-type: none"> ▪ Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco products?
Genetic information	<ul style="list-style-type: none"> ▪ What were the results of any diagnostic, predictive, or pre-symptomatic genetic testing that you've had? 	<ul style="list-style-type: none"> ▪ See section on <i>disability</i> below
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation Act or Workers' Occupational Diseases Act	<ul style="list-style-type: none"> ▪ Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational Disease Act? 	
Credit history/report, unless the Employee Credit Privacy Act permits a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets values at \$2,500 or more. 820 ILCS 70/10(b)	<p>Unless specifically permitted, do not ask:</p> <ul style="list-style-type: none"> ▪ Do you have a good credit score? ▪ Have you been denied a credit card within last 5 years? ▪ Have you ever filed bankruptcy? 	<ul style="list-style-type: none"> ▪ How long have you lived at your current address?
<p><u>Wage or salary history, including benefits or other compensation, unless: the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer. 820 ILCS 112/10, amended by P.A. 101-177. For further discussion see f/n 19 in policy 5.30, Hiring Process and Criteria.</u></p>	<p><u>What is your current wage/salary?</u></p> <p><u>What was your previous wage/salary?</u></p> <p><u>What benefits or other compensation do you currently receive?</u></p> <p><u>What benefits or other compensation did you previously receive?</u></p> <p><u>What was your highest paid position?</u></p> <p><u>This position pays \$X; is that more or less than what you are making now?</u></p>	<p><u>This position provides the following wage/salary, benefits, and compensation: [insert details]. Does that meet your expectations?</u></p> <p><u>What are you looking for in terms of wage/salary, benefits, and other compensation for this position?</u></p>
Victim of domestic violence or being protected un an order of protection	Have you ever requested a restraining order or order of	

Protected Status	Do not ask	Permissible to ask
	protection against your spouse or other person?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
Disability	<ul style="list-style-type: none"> ▪ Have you had any recent illnesses or operations? ▪ Do you have AIDS? ▪ Do you have asthma? ▪ Do you have a disability which would interfere with your ability to perform the job? ▪ How many days were you sick last year? ▪ Have you ever filed for Workers' Compensation? ▪ Have you ever been injured on the job? ▪ How much alcohol do you drink each week? ▪ Have you ever been treated for alcohol problems? ▪ Have you ever been treated for mental health problems <u>needs</u>? ▪ What prescription drugs are you currently taking? 	<ul style="list-style-type: none"> ▪ Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation? ▪ Please describe or demonstrate how you would perform these functions (essential and/or marginal)-?)? ▪ Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems? ▪ Are you a current user of illegal drugs? ▪ Do you have the required licenses to perform this job?

Administrative Procedure / General Personnel - Investigations

Immigration Investigations

All newly hired employees must complete [section one of the U.S. Citizenship and Immigration and Naturalization Services Form I-9 \(Form I-9\)](#) no later than three business days following their first working day (Immigration Reform and Control Act, 8 U.S.C. §1324a, 8 C.F.R. §274a.2). [See: www.uscis.gov/sites/default/files/files/form/i-9.pdf](#). If an individual is unable to provide the required documents to complete it, the individual may present a receipt for the application of the required documents within three days of the hire. The individual must then present the required documents within 90 days of the hire. The Superintendent or designee completes section two of the Form I-9 and confirms the employee's information.

If the Employment Eligibility Verification System (E-Verify) is used to complete Form I-9, the Superintendent or designee will review the Ill. Dept. of Labor's website and its E-Verify factsheet, available at: [www.uscis.gov/e-verify/what-e-verifywww2.illinois.gov/idol/Laws-Rules/legal/Pages/privacy-workplace.aspx](#). See the Ill. Dept. of Labor Right to Privacy in the Workplace Act, 820 ILCS 55/12.

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of three years after the date of hire or one year after individual employment is terminated, whichever is later.

Fingerprint-based Criminal History Records Information Check (105 ILCS 5/10-21.9, [amended by P.A.s 101-72, 101-531, and 101-643](#))

A fingerprint-based criminal history records information check must be initiated prior to employment, but the District may permit the individual to be hired and begin employment pending its outcome. See *Criminal History Information (CHRI) Checks for Certified and Non-certified School Personnel* at: [www.isbe.net/pdf/guidance_chr.pdf](#).

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 consists of:

1. Fingerprint-based checks through (a) the ~~Illinois~~-Ill. State [Dept. of Police \(ISP\)](#) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/4), and (b) the [Federal Bureau of Investigation \(FBI\)](#) national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248),
2. ~~A~~ check of the ~~Illinois~~-Ill. Sex Offender Registry (see the Sex Offender Community Notification Law, ~~730~~ ILCS 152/ [et seq.](#)), and
3. ~~A~~ check of the Murderer and Violent Offender Against Youth Registry (see the Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-[154](#)/105).

[*These checks must be conducted by the District once every five years that an individual remains employed by the District. 105 ILCS 5/10-21.9\(a-5\), \(a-6\), amended by P.A.s 101-531 and 102-552.](#)

See also Board policy 4.175, [Convicted Child Sex Offender; Screening; Notifications](#), and [Administrative Procedure 4.175-AP1, Criminal Offender Notification Laws; Screening](#). **Important:**

Adopted: October 28, 2009
Reviewed: ~~March 2017~~ [June 2022](#)
Amended: April 12, 2017

20 ILCS 2630/5.2 outlines how an individual may petition to have an arrest record expunged by the arresting authority and the records of the arrest sealed by the circuit court clerk. It also details offenses for which an individual cannot have his or her conviction sealed.

Note: The following criminal history records check guides are also available:

1. Guide to Understanding Criminal History Record Check Information is available at: www.isp.state.il.us/docs/5-727.pdf.
2. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/pdfDocuments/guidance_chr.pdf.

The following individuals are responsible for the actions listed:

Applicant - Each applicant for employment in any position (except bus drivers employed by a private student transportation contractor) must provide a written authorization for a complete criminal history records check at the time he or she submits the application.

Individual Student Teaching or beginning a required internship - Each individual student teaching or beginning a required internship must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees) prior to participating in any field experiences in the District. See 105 ILCS 5/10-21.9(g), [amended by P.A. 101-531](#).

Superintendent or designee - Note: *Add any additional steps to efficiently receive a complete criminal history records check.*

1. Fingerprint-Based Criminal History Records Check:
 - a. For all applicants, the Superintendent or designee completes the required forms to request the criminal history records checks from an appropriate ~~police~~ ISP or LiveScan vendor. [When the applicant is a successful superintendent candidate who has been offered employment by the Board, the School Board President shall ensure that these checks are completed.](#) This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the ISP and FBI on the forms prescribed by each agency.
 - b. The Superintendent or designee, [or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President,](#) will provide the applicant with a copy of the ISP and FBI reports. Required by 105 ILCS 5/10-21.9(b), [amended by P.A. 101-531, and 20 ILCS 2635/7.](#) [The applicant has the obligation and responsibility to notify the District within seven \(7\) working days if information in the report furnished by the ISP is inaccurate or incomplete. Id.](#)
 - c. [The Superintendent or designee notifies the State Superintendent of Education in writing within 15 business days when a CHRI returns a conviction of a crime set forth in 105 ILCS 5/21B-80. 105 ILCS 5/21.9\(e\), amended by P.A. 101-531, and:](#)
 - i. [Makes a preliminary determination that the applicant will be disqualified based on a conviction record when: \(1\) the District is prohibited by 105 ILCS 5/10-21.9 from employing the individual because the conviction is an offense listed in 105 ILCS 5/21B-80, amended by P.A. 102-552; \(2\) there is a substantial](#)

relationship between one or more of the previous criminal offenses and the employment sought or held; or (3) the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public.

Conviction record means information indicating that a person has been convicted of a felony, misdemeanor or other criminal offense, placed on probation, fined, imprisoned, or paroled pursuant to any law enforcement or military authority. 775 ILCS 5/1-103(G-5), added by P.A. 101-656. It includes the results of a complete criminal history records check conducted pursuant to 105 ILCS 5/10-21.9.

Substantial relationship means a consideration of whether a job position offers the opportunity for the same or a similar offense to occur and whether the circumstances leading to the conduct for which the person was convicted will recur in the position. 775 ILCS 5/2-103.1(A), added by P.A. 101-656.

To determine whether an applicant is disqualified based on a substantial relationship or unreasonable risk, considers the following factors: (1) length of time since the conviction; (2) number of convictions that appear on the conviction record; (3) nature and severity of the conviction and its relationship to the safety and security of others; (4) the facts or circumstances surrounding the conviction; (5) the age of the employee at the time of the conviction; and (6) evidence of rehabilitation efforts. 775 ILCS 5/2-103.1(B), added by P.A. 101-656. See also Ill. Dept. of Human Rights (IDHR) Conviction Record Protection – Frequently Asked Questions (March 2021), at: www2.illinois.gov/dhr/Pages/Conviction_Record_Protection_Frequently_Asked_Questions.aspx.

- ii. When the applicant's conviction record disqualifies him/her/them, notifies the applicant of the preliminary decision in writing. The written notice shall contain: (1) the disqualifying convictions that are the basis for the preliminary decision and the District's reasoning for the disqualification; (2) a copy of the complete criminal history records check conducted pursuant to 105 ILCS 5/10-21.9; and (3) an explanation of the applicant's right to submit evidence challenging the accuracy of the conviction record that is the basis for the disqualification within seven (7) working days of the applicant's receipt of the copy of the conviction record if the applicant wishes to dispute the accuracy of the conviction record and/or submit evidence in mitigation, such as rehabilitation. 775 ILCS 5/2-103.1(C)(1) and (2), added by P.A. 101-656. See 5:30-AP2, E1, Notice of Preliminary Hiring Decision Based on Conviction Record, for a sample letter template.

Note: Evidence of rehabilitation may include education, training, stable employment, family and community involvement, and recovery from substance abuse. For more information, see EEOC Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decision under Title VII of the Civil Rights Act, at: www.eeoc.gov/laws/guidance/enforcement-guidance-consideration-arrest-and-conviction-records-employment-decisions.

- iii. When the final decision disqualifies the applicant based on the conviction record, provides a second written notice to the applicant that contains: (1) notice of the disqualifying conviction(s) that are the basis for the final decision

and the District's reasoning for the disqualification; (2) any existing procedure the employer has for the applicant to challenge the decision or request reconsideration (this is not required); and (3) the right to file a charge with the IDHR. 775 ILCS 5/2-103.1(C)(3), added by P.A. 101-656. See 5:30-AP2, E2, *Notice of Final Hiring Decision Based on Conviction Record*, for a sample letter template.

- d. The Superintendent or designee, or as applicable the entity that provides background checks for public schools, notifies the State Superintendent of education in writing within 10 business days after receiving information of a pending criminal charge for an offense set forth in 105 ILCS 5/21B-80. Required by 105 ILCS 5/10-21.9(e), amended by P.A.s 101-531 and 101-643.

Note: For substitute teachers, the Superintendents will need to ensure that their Districts performs these checks. Contact the Attorney for the District and/or ISBE regarding the validity of a *certificate of authorization*, if a substitute teacher presents one. From 1-1-11 through 7-1-11, the Regional Superintendent of Schools ~~or Suburban Cook County Intermediate Service Center, whichever is appropriate,~~ was allowed to issue *certificates of authorization* to substitute teachers. Issuance of a *certificate of authorization* was proof that the substitute teacher applicant had met all of the requirements to substitute teach in the educational service region; i.e., a fingerprint-based criminal history records check, a physical examination, and a negative tuberculin test. Because P.A. 97-607 deleted *certificates of authorization*, substitute teachers no longer receive them because they no longer exist. For those substitute teachers who did receive them, there is not an answer to the question of whether their *certificates of authorization* are still valid. Attorneys in the field suggest looking for an expiration date on the *certificate of authorization*. If the document has no expiration date, it is likely invalid because the document no longer exists. If there is an expiration date, then the document is likely valid until the date listed.

~~e.e.~~ For individuals student teaching or beginning a required internship, the Superintendent or designee ensures that the individual completes the required forms, authorizations, and provides payment to the District for the costs of completing a complete criminal history records check prior to student teaching or beginning a required internship (105 ILCS 5/10-21.9(g), amended by P.A. 101-531, and Board policy 5.260, *Student Teachers*). For more information, see also ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/pdfDocuments/guidance_chr.pdf.

2. Screen of the Statewide offender databases upon hire and every five years thereafter that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6), amended by P.A.s 101-531 and 102-552. The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, performs a screen for each applicant of:
- a. The Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/~~404~~ et seq.), and
 - b. The Statewide Child Murderer and Violent Offender Against Youth Registry www.isp.state.il.us/cmvo/, as authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-154/105).

The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, notifies the individual if he or she is identified in the database as a sex offender. Required by 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A. 101-531. The Superintendent or designee notifies the State Superintendent of Education in writing within 15 business days, when a database screen finds a registration for an individual licensed by ISBE. 105 ILCS 5/21.9(e), amended by P.A. 101-531.

State Police~~ISP~~ and FBI - The ISP and FBI furnish records of convictions (until expunged), pursuant to the District's request, to the Board President. **Note:** The ISP and FBI must "furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the President of the Board...". See 105 ILCS 5/10-21.9(a) and (g), amended by P.A. 101-531, 20 ILCS 2630/3.3, establishes authority for the ISP to collect fees from the District if it wishes to participate in a Federal Rap Back Service. Rap Back Service is a capability of the FBI's Next Generation Identification (NGI) system that provides authorized agencies notification of criminal activity and, in limited cases, of civil activity, that occurs after the initial processing and retention of criminal or civil transactions, e.g., an initial fingerprint-based criminal history records check. The Board may determine that it wants to participate. Participation includes ISP submitting fingerprints that the District orders to the FBI Rap Back Service to be retained for the purpose of being searched by future submissions to the FBI Rap Back Service. For a student teacher, the report shall be returned to the Superintendent or designee (see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/pdf/guidance_chr.pdf).

Board President - The School Code requires the Board President to keep a conviction record confidential. The information may only be shared between the Board President, the Superintendent or designee, Regional Superintendent (if the check was requested by the District), State Superintendent of Schools Education, State Educator Preparation and Licensure Board, or any other person necessary to the hiring decision ~~or for clarification purposes~~, the Department of State Police~~ISP~~ and/or Statewide Sex Offender Registry for clarification purposes, or the Teachers' Retirement System of the State of Illinois (TRS) when the Board learns that a teacher has been convicted of a felony. See 105 ILCS 5/10-21.9(b), amended by P.A. 101-531, and 105 ILCS 5/21B-10, and 105 ILCS 5/21B-85, amended by P.A. 102-552.

Regional Superintendent - The Superintendent or designee may require the applicant to authorize the Regional Superintendent to conduct the check when an applicant is (1) seeking employment in more than one District simultaneously as (a) a substitute teacher, (b) a concurrent part-time employee, and/or (c) educational support personnel, or (2) the employee works for a contractor holding contracts with more than one District. The Regional Superintendent also performs a check of the Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115) and the Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/, as authorized by the ~~Child~~ Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105). See 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A.s 101-72 and 102-552.

Contractors - The above requirements for a complete criminal history records check apply to all employees and agents of contractors who have direct, daily contact with students. ~~(105 ILCS 5/10-21.9(f)).~~ Every contractor with the District shall: (1) make every employee or agent who will have direct, daily contact with students submit to a complete criminal history records check, (2) agree to a contract provision that it will make those employees available to the District for the criminal history records check, and (3) submit payment for the costs of the check(s) to the District.

Note: The provisions in 105 ILCS 5/10-21.9(f) and (g), amended by P.A. 101-531, apply to employees of contractors who have “direct, daily contact” with students.” To be comprehensive and to eliminate uncertainty, this Procedure and Board policy 4.175, Convicted Child Sex Offender; Screening; Notifications, may require a criminal history records check on *all* employees of contractors who may work in any school building or on school property. Whether the District uses the comprehensive language or the direct language from the School Code, the District, not the contractor, must perform the background checks. Contractors are not authorized under any State or federal law to: (1) conduct the required criminal history background checks, or (2) see the employee’s criminal history furnished by the ISP and the FBI. All contracts should also require the contractor to purchase insurance to cover misconduct by their employees and/or an indemnification clause. Additionally, the Superintendent or designee should check its own insurance coverage to determine whether employees of contractors are covered. See also Board policy 4.175, Convicted Child Sex Offender; Screening; Notifications, and Administrative Procedure 4.60-AP3, Criminal History Records Check of Contractor Employees, for the responsibilities of contractors. Last, if the District has received, within the last year, information that concerns the record of conviction and identification as a sex offender of any contractors’ employees, the District must provide the information to another school, ~~or school district, community college district, or private school~~ that requests it (105 ILCS 5/10-21.9(hf-5)). For more information, see ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/pdfDocuments/guidance_chr.pdf. Unless notified by the individual named in a criminal history records information (CHRI) request or by the ISP that the information furnished in a CHRI report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions it reasonably took in reliance on the accuracy and completeness of CHRI report. (20 ILCS 2635/7(A)(3)).

District - The District complies with 105 ILCS 5/10-21.9, amended by P.A.s 101-72, and 101-531, and 5/21B-80, amended by P.A.s 101-531 and 102-552. It will not knowingly employ a person, or allow a person to work or student teach/complete a required internship (105 ILCS 5/10-21.9(g)) on school grounds, who:

1. Has been convicted of any one or more of the following offenses, until seven years following the end of the sentence for the criminal offense:
 - a. Those defined in the Cannabis Control Act, 720 ILCS 550/, except 720 ILCS 550/4(a), 550/4(b), 550/4(c), 550/5(a), 550/5(b), and any offense for which the holder of a license is placed on probation under the provisions of 550/10 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - b. Those defined in the ~~Illinois~~ Ill. Controlled Substances Act, 720 ILCS 570/100 et seq., except: any offense for which the holder of a license is placed on probation under the provisions of 570/410 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - c. Those defined in the Methamphetamine Control and Community Protection Act, 720 ILCS 646/, except: any offense for which the holder of a license is placed on probation under the provisions of 646/70 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - d. Any attempt to commit any of the offenses listed in (a)-(c) of this section.

- e. Any offense committed or attempted in any other State or against the laws of the United States that, if committed or attempted in Illinois, would have been punishable as one or more of the offenses listed in (a)-(d) of this section.
2. Has been convicted of committing or attempting to commit any one or more of the following offenses:
 - a. Attempting to commit, conspiring to commit, soliciting, or committing first-degree murder or any Class X felony.
 - a.b. Attempting to commit, conspiring to commit, soliciting, or committing any offense defined in Article 9 (Homicide) of the Criminal Code of 1961 or the Criminal Code of 2012.
 - b.c. Attempting to commit, conspiring to commit, soliciting, or committing any *sex offense*. Sex offense means any offense defined in:
 - i. Sections 11-6, and 11-9 through 11-9.5, inclusive, and 11-30 (if punished as a Class 4 felony) of the Criminal Code of 1961 or the Criminal Code of 2012;
 - ii. Sections 11-14.1 through 11-21, inclusive, of the Criminal Code of 1961 or the Criminal Code of 2012;
 - iii. Sections 11-23 (if punished as a Class 3 felony), 11-24, 11-25, and 11-26 ~~or of~~ the Criminal Code of 1961 or the Criminal Code of 2012; and
 - iv. Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9, 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45, and 26-4 (if punished pursuant to 26-4(d)(4) or (5)) of the Criminal Code of 1961 or the Criminal Code of 2012.
 - c. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.
3. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES *New Hire Reporting Form* for each newly hired employee with the ~~Illinois~~ Department of Employment Security. See 820 ILCS 405/1801.1. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure either the retiring Superintendent or designee performs the task.

~~LEGAL REF.: 105 ILCS 5/10-21.9, 5/21B-80.~~

~~CROSS REF.: 3.50, 4.60, 4.175, 5.10, 5.30, 5.40, 5.90, 5.125, 5.220, 5.260, 5.280~~

~~ADMIN. PROC.: 4.60-AP3, 4.175-AP1, 5.30-AP1, 5.220-AP1~~

Adopted: October 28, 2009

Reviewed: ~~March 2017~~ June 2022

Amended: April 12, 2017

Exhibit – Notice of Preliminary Hiring Decision Based on Conviction Record (NEW)

Use this letter when the District must notify an applicant that it made a preliminary determination that the applicant is disqualified from employment based on a conviction record. 775 ILCS 5/103.1(C).

On District Letterhead

Re: Your Employment Application – Preliminary Decision Notice

Dear [insert name of applicant]:

The District has reviewed the results of your complete criminal history records check conducted pursuant to 105 ILCS 5/10-21.9 in connection with your application for the position of [insert job title]. A copy of those results is enclosed with this letter.

After review, the District is not considering you further for employment in the District based at least in part on [insert date and description of disqualifying offense relied upon].

Use the following paragraph if the disqualification is based on conviction of a prohibited offense included in 105 ILCS 5/21B-80 (see 5:30-AP2, Investigations, at p. 7-8 for a listing of prohibited offenses):

105 ILCS 5/10-21.9 prohibits the District from employing anyone convicted of [insert disqualifying offense], and therefore, the District is prohibited by law from offering you employment.

Use the applicable paragraph(s) below if the disqualification is not based on a prohibited offense included in 105 ILCS 5/21B-80:

Given the [include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts], the District finds that employing you would involve an unreasonable risk to the property or to the safety or welfare of others.

Given the [include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts], the District finds a substantial relationship between your conviction record(s) and the employment position for which you have applied, and that your hiring would provide an opportunity for you to engage in the same or a similar offense.

Pursuant to the Illinois Human Rights Act, you have the right to respond to this Decision, after which time the District will make a final determination. Your response may include, but need not be limited to, evidence challenging the accuracy of the conviction record that the District relied upon to disqualify you [and/or evidence in mitigation, such as rehabilitation efforts]. You have until [insert date at least seven working days from the date of the letter] to respond to this letter. Please send your response to: [insert contact information]

Sincerely,

Adopted:
Reviewed: June 2022
Amended:

[insert title, such as Superintendent or Director of Human Resources]

Enclosure: results of complete criminal history records check

Adopted:
Reviewed: June 2022
Amended:

Exhibit – Notice of Final Hiring Decision Based on Conviction Record (NEW)

Use this letter when the District must notify an applicant that it made a final determination that the applicant is disqualified based on a conviction record. 775 ILCS 5/103.1(C).

On District Letterhead

Re: Your Employment Application – Final Decision Notice

Dear *[insert name of applicant]*:

I am writing to inform you that the District has made the final decision not to consider you further for employment. This decision is based in whole or in part on the information in your conviction record that was enclosed with the preliminary decision letter that I sent to you on *[insert date]*, as well as any information submitted by you in response to my letter.

Use the following paragraph if the disqualification is based on conviction of a prohibited offense included in 105 ILCS 5/21B-80 (see 5:30-AP2, Investigation at p. 7-8 for a listing of prohibited offenses):

105 ILCS 5/10-21.9 prohibits the District from employing anyone convicted of *[insert disqualifying offense]*, and therefore, the District is prohibited by law from offering you employment.

Use the applicable paragraph(s) below if the disqualification is not based on a prohibited offense included in 105 ILCS 5/21B-80:

Given the *[include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts]*, the District has determined that employing you would involve an unreasonable risk to the property or to the safety or welfare of others.

Given the *[include a description of all factors that apply: length of time since the conviction, the number of convictions that appear on the conviction record, the nature and severity of the conviction and its relationship to the safety and security of others, the facts and circumstances surrounding the conviction, the age of the employee at the time of the conviction, and the evidence of rehabilitation efforts]*, the District has determined that there is a substantial relationship between your conviction record and the employment position for which you have applied, and that your hiring would provide an opportunity for you to engage in the same or a similar offense.

[Insert the existing procedure, if any, that the District will use for the applicant to challenge the decision or request reconsideration]

Finally, please note that you have the right to file a charge with the Illinois Department of Human Rights.

Sincerely,

[insert title, such as Superintendent or Director of Human Resources]

Adopted:
Reviewed: June 2022
Amended:

Administrative Procedure / Professional Personnel ~
Substitute Teachers

Minimum Qualifications of the Substitute Teacher

Substitute teachers are required to have one of the following that is valid in Illinois:

a1. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance

b2. Substitute teaching license

Exceptions in 105 ILCS 5/21B-20(2)(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement; or a provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Admin. Code §25.100(kh), amended at 42 Ill. Reg. 8884.

Minimum Qualifications of the Short-Term Substitute Teacher

Short-term substitute teachers must:

1. Hold a valid Short-Term Substitute Teaching License; and

2. Have completed the District's short-term substitute teacher training program.

The District's short-term substitute teacher training program provides short-term substitutes with information on curriculum, classroom management techniques, school safety, and District and building operations. This training program is also available to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.

Personnel File Requirement

Substitute teachers shall have each of the following documents on file with the District Office:

1. Completed application for employment and transcript of college credits

2. Evidence of license registration

3. Evidence of physical fitness to perform assigned duties and freedom from communicable disease

4. State and federal tax forms

e.5. If applicable, Immigration and Naturalization Service Form I-9

f.6. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within ~~one~~

~~year~~three months of initial employment and at least every ~~5~~three years after that date (required by the Abused and Neglected Child Reporting Act—, 325 ILCS 5/4. ~~Amended by P.A. 98-408~~)

Contact ISBE, ~~or the ROE, or Intermediate Service Center~~ with questions. More information is on the ISBE website, Substitute Teacher License at: www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

District Responsibilities

1. The Superintendent or designee maintains a list of substitute teachers in the District Office or with the online ~~substitute finder~~absence management system.
2. The Superintendent or designee verifies:
 - a. Criminal background check results
 - b. Appropriate license and registration
 - c. References and employment verification

Additional Requirements and Procedures

1. Board policy 4.175, [Convicted Child Sex Offender; Screening; Notifications](#)
2. Administrative procedure 4.175-AP1, [Criminal Offender Notification Laws; Screening](#)
3. Board policy 5.10, [Equal Employment Opportunity](#)
4. Board policy 5.30, [Hiring Process and Criteria](#)
5. Administrative procedure 5.30-AP2, [Investigations](#)
6. Board policy 5.150, [Personnel Records](#)

More information is on the ISBE website, Substitute Teacher License at www.isbe.net/licensure/html/substitute.htm

Standard Duties of the Substitute Teacher

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the ~~applicable collective bargaining agreement or~~ duties for substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans and assume any school duties that are the regular teacher's responsibility.
5. Leave classroom and its equipment in order.

Adopted: October 28, 2009
Reviewed: ~~June 2015~~June 2022
Amended: August 12, 2015

6. Leave a note reporting any unusual experience with a student during the day.
7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, inform the District Office or online substitute finder.
12. Report any issues you encounter to the Building principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, institute days, or days of illness.

Assignment Procedures

Substitute teachers will be called as needed by the online ~~substitute finder~~absence management system. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however, in emergency situations substitute teachers will be called the morning they are needed.

Building Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example.

1. District map with locations of District schools indicated
2. District and school building emergency procedures, location of emergency equipment, etc.
3. School directory
4. School calendar and handbook
5. District student ~~discipline-behavior~~ policy and procedures.

LEGAL REF.: 105 ILCS 5/10-20.67, 5/21B-20(2), 5/21B-20(3), 5/21B-20(4), and 5/24-5(b-5).
~~325 ILCS 5/4.~~
23 Ill. Admin. Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher Licens).

~~CROSS REF.: 4.175, 5.10, 5.30, 5.150~~

~~ADMIN. PROC.: 4.175-AP1, 5.30-AP2~~

Adopted: October 28, 2009

Reviewed: ~~June 2015~~ June 2022

Amended: August 12, 2015

Exhibit - Form for Exemption from Financial Aid Application Completion

This form is to be used to document a parent/guardian or student's exemption from the State law requirement to file, as a prerequisite to receiving a high school diploma:

- A Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>,
- An application for State financial aid at <http://www.isac.org/students/before-college/financial-aid-planning/retention-of-illinois-rise-act/>, or
- An Ill. State Board of Education (ISBE) FAFSA Nonparticipation Form at www.isbe.net/Documents/FAFSA-Non-Participation-Form.pdf. 105 ILCS 5/22-~~8587~~(b) (added by P.A. 101-180, ~~final citation pending~~).

Return a copy of the completed form to the parent/guardian or student, and keep a copy in the student's file.

Completed by Student's parent/guardian or Student, if 18 years or older or legally emancipated.

Student's Name: _____
Address: _____
School: _____
Grade: _____

I am unable to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form because of the following:

Completed by the High School Principal.

Extenuating circumstances exist and the Student is exempt from the requirement to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form:

Yes No, exemption denied

(Complete next portion only if the answer is Yes above)

I attest that the District has made the following good faith efforts to assist the Student's parent/guardian or Student in filing an application or a waiver from this requirement:

Adopted: February 24, 2021
Reviewed: ~~February 2021~~ June 2022
Amended:

The student has met all other graduation requirements ~~and to~~ receive a diploma.

Yes, exemption approved No, exemption denied

High School Principal Signature

Date

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division

School District
 Joint Agreement

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2021 - June 30, 2022

Accounting Basis:

Cash
 Accrual

Unbalanced budget, however, a deficit reduction plan is not required at this time.

Date of Amended Budget: 06/15/2022
 (MM/DD/YY)

District Name: McLean County Unit School District No. 5

District RCDT No: 17-064-0050-26

If your FY21 AFR states that you need to do a deficit reduction plan and your FY22 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of McLean County Unit School District No. 5, County of McLean and Woodford,
 State of Illinois, for the Fiscal Year beginning July 1, 2021 and ending June 30, 2022.

WHEREAS the Board of Education of McLean County Unit School District No. 5,
 County of McLean and Woodford, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary
 of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;
 AND WHEREAS a public hearing was held as to such budget on the 15 day of June, 20 22,
 notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
 beginning July 1, 2021 and ending June 30, 2022.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
 and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 15
 day of June, 20 22 by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
 ** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

- (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
 - (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted to **School Finance Report (SFR)**: <https://sec1.isbe.net/attachmgr/default.aspx>
- Please type the member signatures before submitting to ISBE. We do not accept PDF copies.**

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2021 ¹ (without Student Activity Funds)		12,816,820	1,087,786	18,569,040	4,258,132	2,012,619	(19,240)	35,817,228	603,479	4,753,232	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	70,968,778	12,093,575	36,414,732	4,586,862	4,788,342	0	1,155,365	5,782,894	1,146,545	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
7	STATE SOURCES	3000	25,103,549	37,600	0	6,251,439	0	19,240	0	0	0	
8	FEDERAL SOURCES	4000	15,998,579	85,658	0	425,000	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		112,070,905	12,216,833	36,414,732	11,263,301	4,788,342	19,240	1,155,365	5,782,894	1,146,545	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		112,070,905	12,216,833	36,414,732	11,263,301	4,788,342	19,240	1,155,365	5,782,894	1,146,545	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	89,090,425				2,459,753			1,118,300		
14	SUPPORT SERVICES	2000	31,721,034	11,907,790		11,565,541	2,376,117	0		4,714,880	5,600,000	
15	COMMUNITY SERVICES	3000	712,935	0		0	62,549			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	500,368	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	37,362,312	972,124	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		122,024,762	11,907,790	37,362,312	12,537,665	4,898,419	0		5,833,180	5,600,000	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		122,024,762	11,907,790	37,362,312	12,537,665	4,898,419	0		5,833,180	5,600,000	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(9,953,857)	309,043	(947,580)	(1,274,364)	(110,077)	19,240	1,155,365	(50,286)	(4,453,455)	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110	11,000,000									
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210			1,000,000				44,055,000			
36	Premium on Bonds Sold	7220							94,376			
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300		1,400								
39	Transfer to Debt Service to Pay Principal on Capital Leases	7400			1,139,220							
40	Transfer to Debt Service Fund to Pay Interest on Capital Leases	7500			40,534							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		11,000,000	1,400	2,179,754	0	0	0	44,149,376	0	0	

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							11,000,000			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Capital Leases	8410	844,220	295,000								
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420										
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440										
61	Taxes Pledged to Pay Interest on Capital Leases	8510	36,478	4,056								
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520										
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990							282,750			
79	Total Other Uses of Funds ⁹		880,698	299,056	0	0	0	0	11,282,750	0	0	
80	Total Other Sources/Uses of Fund		10,119,302	(297,656)	2,179,754	0	0	0	32,866,626	0	0	
81	ESTIMATED ENDING FUND BALANCE June 30, 2022 (Without Student Activity Funds)		12,982,265	1,099,173	19,801,214	2,983,768	1,902,542	0	69,839,219	553,193	299,777	
82												
83	Student Activity ESTIMATED BEGINNING FUND BALANCE July 1, 2021 Fund 11		1,681,281									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	3,000,000									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	3,000,000									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE June 30, 2022		1,681,281									
90												
91	Total ESTIMATED BEGINNING FUND BALANCE July 1, 2021 (All Sources Including Student Activity Funds)		14,498,101	1,087,786	18,569,040	4,258,132	2,012,619	(19,240)	35,817,228	603,479	4,753,232	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	73,968,778	12,093,575	36,414,732	4,586,862	4,788,342	0	1,155,365	5,782,894	1,146,545	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0	0	0	0	0	0	
95	STATE SOURCES	3000	25,103,549	37,600	0	6,251,439	0	19,240	0	0	0	

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
96	FEDERAL SOURCES	4000	15,998,579	85,658	0	425,000	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		115,070,905	12,216,833	36,414,732	11,263,301	4,788,342	19,240	1,155,365	5,782,894	1,146,545	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		115,070,905	12,216,833	36,414,732	11,263,301	4,788,342	19,240	1,155,365	5,782,894	1,146,545	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	92,090,425				2,459,753			1,118,300		
102	SUPPORT SERVICES	2000	31,721,034	11,907,790		11,565,541	2,376,117	0		4,714,880	5,600,000	
103	COMMUNITY SERVICES	3000	712,935	0		0	62,549			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	500,368	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	37,362,312	972,124	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		125,024,762	11,907,790	37,362,312	12,537,665	4,898,419	0		5,833,180	5,600,000	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		125,024,762	11,907,790	37,362,312	12,537,665	4,898,419	0		5,833,180	5,600,000	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(9,953,857)	309,043	(947,580)	(1,274,364)	(110,077)	19,240	1,155,365	(50,286)	(4,453,455)	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		11,000,000	1,400	2,179,754	0	0	0	44,149,376	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		880,698	299,056	0	0	0	0	11,282,750	0	0	
117	Total Other Sources/Uses of Fund		10,119,302	(297,656)	2,179,754	0	0	0	32,866,626	0	0	
118	ESTIMATED ENDING FUND BALANCE June 30, 2022 (All Sources With student Activity Funds)		14,663,546	1,099,173	19,801,214	2,983,768	1,902,542	0	69,839,219	553,193	299,777	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
122	Description	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	Total By Object
123	Object Name											
124	Salaries	100	88,742,802	6,408,553		199,590		0		2,509,994	0	97,860,939
125	Employee Benefits	200	16,236,240	1,036,364		40,300	4,898,419	0		905,586	0	23,116,909
126	Purchased Services	300	2,653,747	1,167,754	0	9,773,651		0		2,127,300	410,414	16,132,866
127	Supplies & Materials	400	7,009,752	3,123,119		1,120,000		0		95,000	0	11,347,871
128	Capital Outlay	500	1,567,006	140,000		400,000		0		44,000	5,189,586	7,340,592
129	Other Objects	600	5,624,625	2,000	37,362,312	974,124	0	0		145,400	0	44,108,461
130	Non-Capitalized Equipment	700	190,590	30,000		30,000		0		5,900	0	256,490
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		122,024,762	11,907,790	37,362,312	12,537,665	4,898,419	0		5,833,180	5,600,000	200,164,128

SUMMARY OF CASH TRANSACTIONS

	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 Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷ (Without Student Activity Funds)		12,899,960	1,087,871	18,569,040	4,258,132	2,012,619	0	14,911,421	603,564	4,753,232
4	Total Direct Receipts & Other Sources ⁸		123,070,905	12,218,233	38,594,486	11,263,301	4,788,342	19,240	45,304,741	5,782,894	1,146,545
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141							19,240		
8	Notes and Warrants Payable	433									
9	Other Current Assets	199							13,852,670		
10	Total Other Receipts		0	0	0	0	0	0	13,871,910	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		123,070,905	12,218,233	38,594,486	11,263,301	4,788,342	19,240	59,176,651	5,782,894	1,146,545
12	Total Amount Available		135,970,865	13,306,104	57,163,526	15,521,433	6,800,961	19,240	74,088,072	6,386,458	5,899,777
13	Total Direct Disbursements & Other Uses ⁹		122,905,460	12,206,846	37,362,312	12,537,665	4,898,419	0	11,282,750	5,833,180	5,600,000
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411						19,240			
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	19,240	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		122,905,460	12,206,846	37,362,312	12,537,665	4,898,419	19,240	11,282,750	5,833,180	5,600,000
21	ENDING CASH BALANCE ON HAND June 30, 2022 ⁷ (Without Student Activity Funds)		13,065,405	1,099,258	19,801,214	2,983,768	1,902,542	0	62,805,322	553,278	299,777
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷		1,681,281								
24	Total Direct Receipts & Other Sources ⁸		3,000,000								
25	Total Amount Available		4,681,281								
26	Total Direct Disbursements & Other Uses ⁹		3,000,000								
27	Activity funds ENDING CASH BALANCE ON HAND June 30, 2022 ⁷		1,681,281								
28											
29	Total BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷ (With Student Activity Funds)		14,581,241	1,087,871	18,569,040	4,258,132	2,012,619	0	14,911,421	603,564	4,753,232
30	Total Direct Receipts & Other Sources ⁸		126,070,905	12,218,233	38,594,486	11,263,301	4,788,342	19,240	45,304,741	5,782,894	1,146,545
31	Total Other Receipts		0	0	0	0	0	0	13,871,910	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		126,070,905	12,218,233	38,594,486	11,263,301	4,788,342	19,240	59,176,651	5,782,894	1,146,545
33	Total Amount Available		140,652,147	13,306,104	57,163,526	15,521,433	6,800,961	19,240	74,088,072	6,386,458	5,899,777
34	Total Direct Disbursements & Other Uses ⁹		125,905,460	12,206,846	37,362,312	12,537,665	4,898,419	0	11,282,750	5,833,180	5,600,000
35	Total Other Disbursements		0	0	0	0	0	19,240	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		125,905,460	12,206,846	37,362,312	12,537,665	4,898,419	19,240	11,282,750	5,833,180	5,600,000
37	Total ENDING CASH BALANCE ON HAND June 30, 2022 ⁷ (With Student Activity Funds)		14,746,687	1,099,258	19,801,214	2,983,768	1,902,542	0	62,805,322	553,278	299,777

	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 Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	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 ^{11 (1110-1120)}	-	62,294,340	11,451,199	36,373,735	4,580,592	1,881,145		1,145,147	5,759,955	1,145,147
6	Leasing Purposes Levy ¹²	1130	859,699	286,566							
7	Special Education Purposes Levy	1140	917,013								
8	FICA and Medicare Only Levies	1150					2,576,613				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190	438								
12	Total Ad Valorem Taxes Levied by District		64,071,490	11,737,765	36,373,735	4,580,592	4,457,758	0	1,145,147	5,759,955	1,145,147
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210	62,507	11,457	35,497	4,470	4,373		1,118	5,649	1,118
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	3,200,000				322,500				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		3,262,507	11,457	35,497	4,470	326,873	0	1,118	5,649	1,118
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 School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School 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 Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342	224,200								
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education 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		224,200								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									

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	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 Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	3,279	450	5,500	1,800	581		9,100	290	280
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		3,279	450	5,500	1,800	581	0	9,100	290	280
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	1,320,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613									
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		1,320,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	80,420								
78	Admissions - Other	1719	50,660								
79	Fees	1720	555,920								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790									
82	Student Activity Fund Revenues	1799	3,000,000								
83	Total District/School Activity Income (without Student Activity Funds 1799)		687,000	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		3,687,000								
85	TEXTBOOK INCOME	1800									
86	Rentals - Regular Textbooks	1811	910,000								
87	Rentals - Summer School Textbooks	1812									
88	Rentals - Adult/Continuing Education Textbooks	1813									
89	Rentals - Other (Describe)	1819									
90	Sales - Regular Textbooks	1821									
91	Sales - Summer School Textbooks	1822									
92	Sales - Adult/Continuing Education Textbooks	1823									
93	Sales - Other (Describe & Itemize)	1829									
94	Other (Describe & Itemize)	1890									
95	Total Textbooks		910,000								
96	OTHER REVENUE FROM LOCAL SOURCES	1900									
97	Rentals	1910		40,000							
98	Contributions and Donations from Private Sources	1920	346,154								
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950	75,561				3,130				
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980	7,000	64,203							
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993		145,000							

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
109	Other Local Revenues (Describe & Itemize)	1999	61,587	94,700						17,000	
110	Total Other Revenue from Local Sources		490,302	343,903	0	0	3,130	0	0	17,000	0
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	70,968,778	12,093,575	36,414,732	4,586,862	4,788,342	0	1,155,365	5,782,894	1,146,545
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		73,968,778								
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)											
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	Total Flow-Through Receipts/Revenues From District to Another District	One 2000	0	0		0	0				
RECEIPTS/REVENUES FROM STATE SOURCES (3000)											
UNRESTRICTED GRANTS-IN-AID (3001-3099)											
120	Evidence Based Funding Formula (Section 18-8.15)	3001	21,801,094								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		21,801,094	0	0	0	0	0		0	0
RESTRICTED GRANTS-IN-AID (3100-3900)											
SPECIAL EDUCATION											
127	Special Education - Private Facility Tuition	3100	1,265,709								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120	222,894								
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		1,488,603	0		0					
CAREER AND TECHNICAL EDUCATION (CTE)											
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220									
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235	33,610								
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		33,610	0			0				
BILINGUAL EDUCATION											
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		0				0				
148	State Free Lunch & Breakfast	3360	76,658								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	45,758								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
TRANSPORTATION											
154	Transportation - Regular and Vocational	3500				2,413,096					
155	Transportation - Special Education	3510				3,819,092					

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1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		6,232,188	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									
161	Early Childhood - Block Grant	3705	1,394,472			19,251					
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925		37,600							
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	263,354					19,240			
171	Total Restricted Grants-In-Aid		3,302,455	37,600	0	6,251,439	0	19,240	0	0	0
172	Total Receipts/Revenues from State Sources	3000	25,103,549	37,600	0	6,251,439	0	19,240	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received Directly from the Federal Govt. (Describe & Itemize)	4009									89
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received Directly from Federal Govt. (Describe & Itemize)	4090									
183	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
185	TITLE V										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other (Describe & Itemize)	4199									
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	3,535,185								
194	Special Milk Program	4215									
195	School Breakfast Program	4220	510,335								
196	Summer Food Service Admin/Program	4225	298,101								
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other (Describe & Itemize)	4299									
200	Total Food Service		4,343,621				0				
201	TITLE I										
202	Title I - Low Income	4300	2,033,481								

	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 Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other (Describe & Itemize)	4399	83,493								
206	Total Title I		2,116,974	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400									
209	Title IV - 21st Century	4421									
210	Title IV - Other (Describe & Itemize)	4499									
211	Total Title IV		0	0		0	0				
212	FEDERAL - SPECIAL EDUCATION										
213	Federal Special Education - Preschool Flow-Through	4600	49,740								
214	Federal Special Education - Preschool Discretionary	4605									
215	Federal Special Education - IDEA Flow Through	4620	2,495,520								
216	Federal Special Education - IDEA Room & Board	4625	445,914								
217	Federal Special Education - IDEA Discretionary	4630									
218	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
219	Total Federal Special Education		2,991,174	0		0	0				
220	CTE - PERKINS										
221	CTE - Perkins-Title III E Tech Prep	4770									
222	CTE - Other (Describe & Itemize)	4799									
223	Total CTE - Perkins		0	0			0				
224	Federal - Adult Education	4810									
225	ARRA - General State Aid - Education Stabilization	4850									90
226	ARRA - Title I - Low Income	4851									
227	ARRA - Title I - Neglected, Private	4852									
228	ARRA - Title I - Delinquent, Private	4853									
229	ARRA - Title I - School Improvement (Part A)	4854									
230	ARRA - Title I - School Improvement (Section 1003g)	4855									
231	ARRA - IDEA - Part B - Preschool	4856									
232	ARRA - IDEA - Part B - Flow-Through	4857									
233	ARRA - Title IID - Technology - Formula	4860									
234	ARRA - Title IID - Technology - Competitive	4861									
235	ARRA - McKinney - Vento Homeless Education	4862									
236	ARRA - Child Nutrition Equipment Assistance	4863									
237	Impact Aid Formula Grants	4864									
238	Impact Aid Competitive Grants	4865									
239	Qualified Zone Academy Bond Tax Credits	4866									
240	Qualified School Construction Bond Credits	4867									
241	Build America Bond Tax Credits	4868									
242	Build America Bond Interest Reimbursement	4869									
243	ARRA - General State Aid - Other Government Services Stabilization	4870									
244	Other ARRA Funds - II	4871									
245	Other ARRA Funds - III	4872									
246	Other ARRA Funds - IV	4873									
247	Other ARRA Funds - V	4874									
248	ARRA - Early Childhood	4875									
249	Other ARRA Funds - VII	4876									
250	Other ARRA Funds - VIII	4877									
251	Other ARRA Funds - IX	4878									
252	Other ARRA Funds - X	4879									
253	Other ARRA Funds - Ed Job Fund Program	4880									
254	Total Stimulus Programs		0	0	0	0	0	0		0	0
255	Race to the Top Program	4901									
256	Race to the Top - Preschool Expansion Grant	4902									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
257	Title III - Instruction for English Learners & Immigrant Students	4905									
258	Title III - English Language Acquisition	4909	66,137								
259	McKinney Education for Homeless Children	4920									
260	Title II - Eisenhower - Professional Development Formula	4930									
261	Title II - Teacher Quality	4932	327,616								
262	Federal Charter Schools	4960									
263	State Assessment Grants	4981									
264	Grant for State Assessments and Related Activities	4982									
265	Medicaid Matching Funds - Administrative Outreach	4991	324,416								
266	Medicaid Matching Funds - Fee-For-Service Program	4992	232,218								
267	Other Restricted Grants Received from Federal Government through State (Describe & Itemize)	4998	5,596,423	85,658		425,000					
268	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		15,998,579	85,658	0	425,000	0	0		0	0
269	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	15,998,579	85,658	0	425,000	0	0	0	0	0
270	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		112,070,905	12,216,833	36,414,732	11,263,301	4,788,342	19,240	1,155,365	5,782,894	1,146,545
271	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		115,070,905								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Func #	(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
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	43,417,450	7,822,095	123,905	1,058,052		366,665	16,590		52,804,757
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	20,753,906	4,050,681	231,500	327,610		4,610,000	5,000		29,978,697
9	Special Education Programs Pre-K	1225	952,296	211,213	10,680	64,664					1,238,853
10	Remedial and Supplemental Programs K-12	1250	1,289,238	325,087		276,156					1,890,481
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	21,395	693		14,493					36,581
14	Interscholastic Programs	1500	484,063	23,600	154,553	144,272		50,310			856,798
15	Summer School Programs	1600	357,169	13,895							371,064
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	35,000	633							35,633
18	Bilingual Programs	1800	1,584,729	251,498		41,334					1,877,561
19	Truant Alternative & Optional Programs	1900									0
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									92
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						3,000,000			3,000,000
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	68,895,246	12,699,395	520,638	1,926,581	0	5,026,975	21,590	0	89,090,425
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	68,895,246	12,699,395	520,638	1,926,581	0	8,026,975	21,590	0	92,090,425
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	1,365,952	208,356	3,500						1,577,808
39	Guidance Services	2120	1,551,149	234,932	130,000						1,916,081
40	Health Services	2130	687,524	200,944	5,000	16,000	22,600				932,068
41	Psychological Services	2140	1,329,589	170,231	2,000						1,501,820
42	Speech Pathology & Audiology Services	2150	651,205	104,532							755,737
43	Other Support Services - Pupils (Describe & Itemize)	2190	4,232								4,232
44	Total Support Services - Pupil	2100	5,589,651	918,995	140,500	16,000	22,600	0	0	0	6,687,746
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	1,892,601	341,492	581,513	368,358		13,550	2,000		3,199,514
47	Educational Media Services	2220	1,199,424	175,537		111,008					1,485,969
48	Assessment & Testing	2230			180,000						180,000
49	Total Support Services - Instructional Staff	2200	3,092,025	517,029	761,513	479,366	0	13,550	2,000	0	4,865,483
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	3,000		131,700	4,300		17,000			156,000
52	Executive Administration Services	2320	268,726	60,345	106,000	29,100		12,500	2,000		478,671
53	Special Area Administration Services	2330	279,950	62,968		1,000					343,918
54	Tort Immunity Services	2361, 2365									0
55	Total Support Services - General Administration	2300	551,676	123,313	237,700	34,400	0	29,500	2,000	0	978,589
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	5,637,181	1,228,066	10,000			17,000			6,892,247
58	Other Support Services - School Administration (Describe & Itemize)	2490									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func #	(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
59	Total Support Services - School Administration	2400	5,637,181	1,228,066	10,000	0	0	17,000	0	0	6,892,247
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	135,062	23,520	13,700	1,500		800			174,582
62	Fiscal Services	2520	378,563	55,597	25,700	5,500		161,000			626,360
63	Operation & Maintenance of Plant Services	2540			1,000	130,000	1,040,100	6,000			1,177,100
64	Pupil Transportation Services	2550									0
65	Food Services	2560	2,409,132	353,372	83,894	2,601,000	5,700	5,000	65,000		5,523,098
66	Internal Services	2570	60,525		229,000	15,000					304,525
67	Total Support Services - Business	2500	2,983,282	432,489	353,294	2,753,000	1,045,800	172,800	65,000	0	7,805,665
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630	82,198	23,520	8,000	33,831		500			148,049
72	Staff Services	2640	385,084	76,170	102,000	33,000		7,000			603,254
73	Data Processing Services	2660	1,039,071	128,703	271,500	1,700,121	498,606	1,000	100,000		3,739,001
74	Total Support Services - Central	2600	1,506,353	228,393	381,500	1,766,952	498,606	8,500	100,000	0	4,490,304
75	Other Support Services (Describe & Itemize)	2900				1,000					1,000
76	Total Support Services	2000	19,360,168	3,448,285	1,884,507	5,050,718	1,567,006	241,350	169,000	0	31,721,034
77	COMMUNITY SERVICES (ED)	3000	487,388	88,560	104,534	32,453					712,935
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120									0
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									93
85	Other Payments to In-State Govt Units (Describe & Itemize)	4190			144,068						144,068
86	Total Payments to Other Dist & Govt Units (In-State)	4100			144,068			0			144,068
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240						305,000			305,000
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280						50,000			50,000
93	Other Payments to In-State Govt Units (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						355,000			355,000
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390						1,300			1,300
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			1,300			1,300
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			144,068			356,300			500,368
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func #	(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
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		88,742,802	16,236,240	2,653,747	7,009,752	1,567,006	5,624,625	190,590	0	122,024,762
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		88,742,802	16,236,240	2,653,747	7,009,752	1,567,006	8,624,625	190,590	0	125,024,762
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (Without Student Activity Funds 1999)										(9,953,857)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (With Student Activity Funds 1999)										(9,953,857)
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190				518					518
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530			6,201						6,201
128	Operation & Maintenance of Plant Services	2540	6,408,553	1,036,364	1,161,553	3,122,601	140,000	2,000	30,000		11,901,071
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	Total Support Services - Business	2500	6,408,553	1,036,364	1,167,754	3,122,601	140,000	2,000	30,000	0	11,907,272
132	Other Support Services (Describe & Itemize)	2900									0
133	Total Support Services	2000	6,408,553	1,036,364	1,167,754	3,123,119	140,000	2,000	30,000	0	11,907,790
134	COMMUNITY SERVICES (O&M)										
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									94
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000			0			0			0
144	DEBT SERVICE (O&M)										
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)										
155	Total Direct Disbursements/Expenditures		6,408,553	1,036,364	1,167,754	3,123,119	140,000	2,000	30,000	0	11,907,790
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										309,043
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)										
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Func #	(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
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						3,238,092			3,238,092
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						34,119,220			34,119,220
175	Debt Service Other (Describe & Itemize)	5400						5,000			5,000
176	Total Debt Service	5000			0			37,362,312			37,362,312
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			37,362,312			37,362,312
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(947,580)
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	199,590	40,300	9,773,651	1,120,000	400,000	2,000	30,000		11,565,541
187	Other Support Services (Describe & Itemize)	2900									0
188	Total Support Services	2000	199,590	40,300	9,773,651	1,120,000	400,000	2,000	30,000	0	11,565,541
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									95
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe and Itemize)	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200						45,351			45,351
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						926,773			926,773
211	Debt Service - Other (Describe and Itemize)	5400									0
212	Total Debt Service	5000						972,124			972,124
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		199,590	40,300	9,773,651	1,120,000	400,000	974,124	30,000	0	12,537,665
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,274,364)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		747,474							747,474

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func #	(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
220	Pre-K Programs	1125									0
221	Special Education Programs (Functions 1200-1220)	1200		1,605,440							1,605,440
222	Special Education Programs Pre-K	1225		54,253							54,253
223	Remedial and Supplemental Programs K-12	1250		18,098							18,098
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400									0
227	Interscholastic Programs	1500		5,300							5,300
228	Summer School Programs	1600		11,209							11,209
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700									0
231	Bilingual Programs	1800		17,979							17,979
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		2,459,753							2,459,753
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		18,438							18,438
237	Guidance Services	2120		39,319							39,319
238	Health Services	2130		47,856							47,856
239	Psychological Services	2140		15,797							15,797
240	Speech Pathology & Audiology Services	2150		9,025							9,025
241	Other Support Services - Pupils (Describe & Itemize)	2190									0
242	Total Support Services - Pupil	2100		130,435							130,435
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		49,121							49,121
245	Educational Media Services	2220		20,387							20,387
246	Assessment & Testing	2230									96
247	Total Support Services - Instructional Staff	2200		69,508							69,508
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		43							43
250	Executive Administration Services	2320		53,794							53,794
251	Special Area Administrative Services	2330		16,337							16,337
252	Claims Paid from Self Insurance Fund	2361									0
253											
254											
255											
256	Risk Management and Claims Services Payments	2365									0
257											
258											
259											
260											
261	Total Support Services - General Administration	2300		70,174							70,174
262	Support Services - School Administration	2400									
263	Office of the Principal Services	2410		368,955							368,955
264	Other Support Services - School Administration (Describe & Itemize)	2490									0
265	Total Support Services - School Administration	2400		368,955							368,955
266	Support Services - Business	2500									
267	Direction of Business Support Services	2510		36,726							36,726
268	Fiscal Services	2520		73,676							73,676
269	Facilities Acquisition & Construction Services	2530									0
270	Operation & Maintenance of Plant Service	2540		1,014,144							1,014,144
271	Pupil Transportation Services	2550		31,146							31,146
272	Food Services	2560		313,774							313,774
273	Internal Services	2570		10,417							10,417
274	Total Support Services - Business	2500		1,479,883							1,479,883
275	Support Services - Central	2600									
276	Direction of Central Support Services	2610									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Func #	(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
277	Planning, Research, Development & Evaluation Services	2620									0
278	Information Services	2630		18,829							18,829
279	Staff Services	2640		82,923							82,923
280	Data Processing Services	2660		155,410							155,410
281	Total Support Services - Central	2600		257,162							257,162
282	Other Support Services (Describe & Itemize)	2900									0
283	Total Support Services	2000		2,376,117							2,376,117
284	COMMUNITY SERVICES (MR/SS)	3000		62,549							62,549
285	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									0
286	Payments for Regular Programs	4110									0
287	Payments for Special Education Programs	4120									0
288	Payments for CTE Programs	4140									0
289	Total Payments to Other Dist & Govt Units	4000		0							0
290	DEBT SERVICE (MR/SS)	5000									0
291	Debt Service - Interest on Short-Term Debt	5100									0
292	Tax Anticipation Warrants	5110									0
293	Tax Anticipation Notes	5120									0
294	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
295	State Aid Anticipation Certificates	5140									0
296	Other (Describe & Itemize)	5150									0
297	Total Debt Service	5000						0			0
298	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
299	Total Direct Disbursements/Expenditures			4,898,419				0			4,898,419
300	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(110,077)
302	60 - CAPITAL PROJECTS (CP)										97
303	SUPPORT SERVICES (CP)	2000									0
304	Support Services - Business										0
305	Facilities Acquisition & Construction Services	2530									0
306	Other Support Services (Describe & Itemize)	2900									0
307	Total Support Services	2000	0	0	0	0	0	0	0		0
308	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									0
309	Payments to Other Dist & Govt Units (In-State)	4100									0
310	Payments to Regular Programs	4110									0
311	Payment for Special Education Programs	4120									0
312	Payment for CTE Programs	4140									0
313	Payments to Other Govt Units (In-State) (Describe & Itemize)	4190									0
314	Total Payments to Other Districts & Govt Units	4000			0			0			0
315	PROVISION FOR CONTINGENCIES (CP)	6000									0
316	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
317	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										19,240
319	70 WORKING CASH FUND (WC)										
321	80 - TORT FUND (TF)										
322	INSTRUCTION (TF)	1000									0
323	Regular Programs	1100									0
324	Tuition Payment to Charter Schools	1115									0
325	Pre-K Programs	1125									0
326	Special Education Programs (Functions 1200 - 1220)	1200	1,049,247								1,049,247
327	Special Education Programs Pre-K	1225									0
328	Remedial and Supplemental Programs K-12	1250									0
329	Remedial and Supplemental Programs Pre-K	1275									0
330	Adult/Continuing Education Programs	1300									0
331	CTE Programs	1400									0
332	Interscholastic Programs	1500	18,953		50,100						69,053

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func #	(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
333	Summer School Programs	1600									0
334	Gifted Programs	1650									0
335	Driver's Education Programs	1700									0
336	Bilingual Programs	1800									0
337	Truant Alternative & Optional Programs	1900									0
338	Pre-K Programs - Private Tuition	1910									0
339	Regular K-12 Programs Private Tuition	1911									0
340	Special Education Programs K-12 Private Tuition	1912									0
341	Special Education Programs Pre-K Tuition	1913									0
342	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
343	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
344	Adult/Continuing Education Programs Private Tuition	1916									0
345	CTE Programs Private Tuition	1917									0
346	Interscholastic Programs Private Tuition	1918									0
347	Summer School Programs Private Tuition	1919									0
348	Gifted Programs Private Tuition	1920									0
349	Bilingual Programs Private Tuition	1921									0
350	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
351	Total Instruction¹⁴	1000	1,068,200	0	50,100	0	0	0	0	0	1,118,300
352	SUPPORT SERVICES (TF)	2000									
353	Support Services - Pupil	2100									
354	Attendance & Social Work Services	2110									0
355	Guidance Services	2120									0
356	Health Services	2130	608,299			3,300					611,599
357	Psychological Services	2140									98 0
358	Speech Pathology & Audiology Services	2150									0
359	Other Support Services - Pupils (Describe & Itemize)	2190									0
360	Total Support Services - Pupil	2100	608,299	0	0	3,300	0	0	0	0	611,599
361	Support Services - Instructional Staff	2200									
362	Improvement of Instruction Services	2210	88,238								88,238
363	Educational Media Services	2220									0
364	Assessment & Testing	2230									0
365	Total Support Services - Instructional Staff	2200	88,238	0	0	0	0	0	0	0	88,238
366	Support Services - General Administration	2300									
367	Board of Education Services	2310									0
368	Executive Administration Services	2320	168,925	19,866							188,791
369	Special Area Administration Services	2330									0
370	Claims Paid from Self Insurance Fund	2361									0
371	Risk Management and Claims Services Payments	2365			1,706,700	29,500		145,400			1,881,600
372	Total Support Services - General Administration	2300	168,925	19,866	1,706,700	29,500	0	145,400	0	0	2,070,391
373	Support Services - School Administration	2400									
374	Office of the Principal Services	2410	405,009								405,009
375	Other Support Services - School Administration (Describe & Itemize)	2490									0
376	Total Support Services - School Administration	2400	405,009	0	0	0	0	0	0	0	405,009
377	Support Services - Business	2500									
378	Direction of Business Support Services	2510	23,834								23,834
379	Fiscal Services	2520									0
380	Operation & Maintenance of Plant Services	2540	75,803	7,860	280,100	62,200	44,000		5,900		475,863
381	Pupil Transportation Services	2550									0
382	Food Services	2560									0
383	Internal Services	2570									0
384	Total Support Services - Business	2500	99,637	7,860	280,100	62,200	44,000	0	5,900	0	499,697
385	Support Services - Central	2600									
386	Direction of Central Support Services	2610									0
387	Planning, Research, Development & Evaluation Services	2620									0
388	Information Services	2630									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func #	(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
389	Staff Services	2640	71,686	877,860	84,200						1,033,746
390	Data Processing Services	2660			6,200						6,200
391	Total Support Services - Central	2600	71,686	877,860	90,400	0	0	0	0	0	1,039,946
392	Other Support Services (Describe & Itemize)	2900									0
393	Total Support Services	2000	1,441,794	905,586	2,077,200	95,000	44,000	145,400	5,900	0	4,714,880
394	COMMUNITY SERVICES (TF)	3000									0
395	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
396	Payments to Other Dist & Govt Units (In-State)	4100									
397	Payments for Regular Programs	4110									0
398	Payments for Special Education Programs	4120									0
399	Payments for Adult/Continuing Education Programs	4130									0
400	Payments for CTE Programs	4140									0
401	Payments for Community College Programs	4170									0
402	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
403	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
404	Payments for Regular Programs - Tuition	4210									0
405	Payments for Special Education Programs - Tuition	4220									0
406	Payments for Adult/Continuing Education Programs - Tuition	4230									0
407	Payments for CTE Programs - Tuition	4240									0
408	Payments for Community College Programs - Tuition	4270									0
409	Payments for Other Programs - Tuition	4280									0
410	Other Payments to In-State Govt Units (Describe & Itemize)	4290									0
411	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200			0			0			0
412	Payments for Regular Programs - Transfers	4310									0
413	Payments for Special Education Programs - Transfers	4320									0
414	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
415	Payments for CTE Programs - Transfers	4340									99
416	Payments for Community College Program - Transfers	4370									0
417	Payments for Other Programs - Transfers	4380									0
418	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
419	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
420	Payments to Other Dist & Govt Units (Out of State)	4400									0
421	Total Payments to Other Dist & Govt Units	4000			0			0			0
422	DEBT SERVICE (TF)	5000									
423	Debt Service - Interest on Short-Term Debt										
424	Tax Anticipation Warrants	5110									0
425	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
426	Other Interest or Short-Term Debt (Describe & Itemize)	5150									0
427	Total Debt Service	5000						0			0
428	PROVISION FOR CONTINGENCIES (TF)	6000									0
429	Total Direct Disbursements/Expenditures		2,509,994	905,586	2,127,300	95,000	44,000	145,400	5,900	0	5,833,180
430	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(50,286)
432	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
433	SUPPORT SERVICES (FP&S)	2000									
434	Support Services - Business	2500									
435	Facilities Acquisition & Construction Services	2530			366,814						366,814
436	Operation & Maintenance of Plant Service	2540			43,600		5,189,586				5,233,186
437	Total Support Services - Business	2500	0	0	410,414	0	5,189,586	0	0		5,600,000
438	Other Support Services (Describe & Itemize)	2900									0
439	Total Support Services	2000	0	0	410,414	0	5,189,586	0	0		5,600,000
440	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
441	Payments to Regular Programs	4110									0
442	Payments to Special Education Programs	4120									0
443	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
444	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
445	DEBT SERVICE (FP&S)	5000									
446	Debt Service - Interest on Short-Term Debt	5100									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	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
447	Tax Anticipation Warrants	5110									0
448	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
449	Total Debt Service - Interest on Short-Term Debt	5100						0			0
450	Debt Service - Interest on Long-Term Debt	5200									0
451	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300									0
452	Total Debt Service	5000						0			0
453	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
454	Total Direct Disbursements/Expenditures		0	0	410,414	0	5,189,586	0	0		5,600,000
455	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(4,453,455)

This page is provided for detailed itemizations as requested within the body of the Report.

EstRev 6-11	Account #
1. Fund 10: Real estate tax adjustment from a prior tax year	1190
2. Fund 20: Employee & retiree contributions for health insurance plan (140,000)	1993
Fund 20: COBRA premiums (5,000)	
3. Fund 10: Lost/damaged book fines (3,300)	1999
Fund 10: Workers Compensation revenue (14,500)	
Fund 10: eRate revenue (40,000)	
Fund 10: Other miscellaneous fees and revenue (3,787)	
Fund 20: Student parking pass revenue (50,000)	
Fund 20: Utility incentive rebates for energy efficiency improvements (44,700)	
Fund 20: Background check fees	
4. Fund 10: 3950 Regular Orphanage Tuition (18-3) (104,850)	3999
Fund 10: SOS School Library Grant (12,267)	
Fund 10: STEP Grant - State Matching (146,237)	
Fund 60: DECO Playground Grant	
5. Fund 10: Title I - Low Income - Delinquent (33,157)	4399
Fund 10: Title I - School Improvement (50,336)	
6. Fund 10: STEP Grant (550,000)	4998
Fund 10: Education Innovation & Research Grant (25,454)	
Fund 10: ESSER I (46,202)	
Fund 10: ESSER II (4,482,662)	
Fund 10: ESSER III (469,218)	
Fund 10: USDA Distance Learning & Telemedicine Grant (22,887)	
Fund 20: FEMA covid-19 related revenue	
Fund 40: ESSER II	
EstExp 12-20	Fund-Account #
1. PBIS substitute expenditures	10-2190
2. Title I - personal supplies for homeless students	10-2900
3. Title I Delinquent - payment to ROE for educational services (50,000)	10-4190
Title I School Improvement - Services from the ROE to improve instruction (44,068)	
Behavioral health services (50,000)	
4. Real estate taxes on income-generating property	10-4390
5. Parking stickers for student passes	20-2190
6. Administrative & paying agent fees for bonds	30-5400



	A	B	C	D	E	F
1	DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
2	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
3	Direct Revenues	112,070,905	12,216,833	11,263,301	1,155,365	136,706,404
4	Direct Expenditures	122,024,762	11,907,790	12,537,665		146,470,217
5	Difference	(9,953,857)	309,043	(1,274,364)	1,155,365	(9,763,813)
6	Estimated Fund Balance - June 30, 2022	12,982,265	1,099,173	2,983,768	69,839,219	86,904,426
7	Unbalanced budget, however, a deficit reduction plan is not required at this time.					
8	A deficit reduction plan is required if the local board of education adopts (or amends) the 2021-22 school district budget in which the "operating funds" listed above result in direct revenues (line 9) being less than direct expenditures (line 19) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81).					
10	Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.					
12	The School Code, Section 17-1 (105 ILCS 5/17-1) - If the 2020-2021 Annual Financial Report (AFR) reflects a deficit as defined above (page 36), then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.					
13	The deficit reduction plan, if required, is developed using ISBE guidelines and format.					

**ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division**

	A	B	C	D	E	F	G
1	*School Districts Only		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2021-2022				
2							
3	17064005026						
4	<i>District Number</i>						
5	McLean County Unit School District No. 5						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,816,820	1,087,786	4,258,132	35,817,228	53,979,966
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	70,968,778	12,093,575	4,586,862	1,155,365	88,804,580
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0		0
11	STATE SOURCES	3000	25,103,549	37,600	6,251,439	0	31,392,588
12	FEDERAL SOURCES	4000	15,998,579	85,658	425,000	0	16,509,237
13	Total Receipts/Revenues		112,070,905	12,216,833	11,263,301	1,155,365	136,706,404
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	89,090,425				89,090,425
16	SUPPORT SERVICES	2000	31,721,034	11,907,790	11,565,541		55,194,365
17	COMMUNITY SERVICES	3000	712,935	0	0		712,935
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	500,368	0	0		500,368
19	DEBT SERVICES	5000	0	0	972,124		972,124
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		122,024,762	11,907,790	12,537,665		146,470,217
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(9,953,857)	309,043	(1,274,364)	1,155,365	(9,763,813)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		11,000,000	1,400	0	44,149,376	55,150,776
25	OTHER USES OF FUNDS (8000)		880,698	299,056	0	11,282,750	12,462,504
26	TOTAL OTHER SOURCES/USES OF FUNDS		10,119,302	(297,656)	0	32,866,626	42,688,272
27	ESTIMATED ENDING FUND BALANCE		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426

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**ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division**

	A	B	H	I	J	K	L
1	*School Districts Only		ESTIMATED BUDGET FY2022-2023				
2							
3	17064005026						
4	<i>District Number</i>						
5	McLean County Unit School District No. 5						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426

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**ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division**

	A	B	M	N	O	P	Q
1	*School Districts Only		ESTIMATED BUDGET FY2023-2024				
2							
3	17064005026						
4	<i>District Number</i>						
5	McLean County Unit School District No. 5						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426

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**ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division**

	A	B	R	S	T	U	V
1	*School Districts Only		ESTIMATED BUDGET FY2024-2025				
2							
3	17064005026						
4	<i>District Number</i>						
5	McLean County Unit School District No. 5						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		12,982,265	1,099,173	2,983,768	69,839,219	86,904,426

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**ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division**

	A	B	W	X	Y	Z
1	*School Districts Only		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: _____ (Enter as MM/DD/YY)			
2						
3	17064005026					
4	<i>District Number</i>					
5	McLean County Unit School District No. 5					
6	<i>District Name</i>		FY2021-2022	FY2022-2023	FY2023-2024	FY2024-2025
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		53,979,966	86,904,426	86,904,426	86,904,426
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	88,804,580	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	31,392,588	0	0	0
12	FEDERAL SOURCES	4000	16,509,237	0	0	0
13	Total Receipts/Revenues		136,706,404	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	89,090,425	0	0	0
16	SUPPORT SERVICES	2000	55,194,365	0	0	0
17	COMMUNITY SERVICES	3000	712,935	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	500,368	0	0	0
19	DEBT SERVICES	5000	972,124	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		146,470,217	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(9,763,813)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		55,150,776	0	0	0
25	OTHER USES OF FUNDS (8000)		12,462,504	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		42,688,272	0	0	0
27	ESTIMATED ENDING FUND BALANCE		86,904,426	86,904,426	86,904,426	86,904,426

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2021-2022 through Fiscal Year 2024-2025

McLean County Unit School District No. 5 17064005026

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

- Short and Long Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance) If yes please explain:

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2022 budgeted expenditures over FY2021 actual expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED 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.	Estimated Actual Expenditures, Fiscal Year 2021				Budgeted Expenditures, Fiscal Year 2022			
		(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	453,620		181,402	635,022	478,671		188,791	667,462
2. Special Area Administration Services	2330	321,821			321,821	343,918		0	343,918
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510	165,937		23,028	188,965	174,582	0	23,834	198,416
5. Internal Services	2570	289,961			289,961	304,525		0	304,525
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		1,231,338	0	204,430	1,435,768	1,301,696	0	212,625	1,514,321
9. Estimated Percent Increase (Decrease) for FY2022 (Budgeted) over FY2021 (Actual)									5%

Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3^a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
 - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5

The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 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.
- 14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 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)
- 16 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)

RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AUTHORIZING THE ABATEMENT OF INCREMENTAL PROPERTY TAX ON IMPROVEMENTS WITHIN THE BLOOMINGTON NORMAL ENTERPRISE ZONE

WHEREAS, the Bloomington Normal Enterprise Zone was certified by the Illinois Department of Commerce and Economic Opportunity to begin operations on September 30, 2016, in accordance with the Illinois Enterprise Zone Act (20 ILCS 655/1 et. seq.), hereafter referred to as “the Act;” and,

WHEREAS, Enterprise Zones provide state and local incentives used to promote the economic growth of the area; to reduce unemployment; and to encourage expansion, rehabilitation, and new construction of structures within the Enterprise Zone; and

WHEREAS, the County Board of McLean County, the County Board of Ford County, the Town Council of Normal, the City Council of Bloomington and the City Council of Gibson City, also referred to as the “Designating Units of Government”, have determined and concur that it is desirable and necessary for the Bloomington Normal Enterprise Zone, hereafter referred to as the “Zone”, to implement standardized qualifying criteria and incentives for property tax abatement within the boundaries of the Zone; and

WHEREAS, the Bloomington Normal Enterprise Zone Designating Units of Government recognize a need to adopt local incentives to meet the needs of existing employers and targeted investors and industry sectors in the region; and

WHEREAS, the Designating Units of Government are seeking agreement with the taxing bodies located within the boundaries of the Bloomington Normal Enterprise Zone to abate real property taxes pursuant to requirements in 35 ILCS 200/18-170; and

WHEREAS, all local participating taxing bodies have been requested to pass Resolutions to offer the same standardized property tax abatement incentives as those passed by the Designating Units of Government; and

WHEREAS, the real property tax abatements will apply only to economic development projects meeting specific criteria outlined below; and

WHEREAS, no abatement will be made if a project fails to meet and maintain the job creation and/or retention goals, as outlined below; and

WHEREAS, certain boundaries of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “District”), lie or will lie in an area within the Enterprise Zone as outlined in the attached “ADDENDUM A”, in accordance with the Act; and

WHEREAS, the Board of Education of Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the “Board of Education”) wishes to participate in the

Bloomington Normal Enterprise Zone real property tax abatement program in accordance with the Act.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:

The Board of Education hereby agrees to abate real property taxes subject to its jurisdiction, on those properties located within the boundaries of the Bloomington Normal Enterprise Zone on which New Improvements have been constructed, as outlined below:

SECTION 1. Definitions. As used in this Resolution:

“Abatement Increment” means the amount of property tax attributed to New Improvements to an Eligible Project located within the Zone Area in any Assessment Year that is payable to the District in the subsequent Taxable Year.

“Abatement Period” means the period during which the project is entitled to receive an abatement under this Resolution.

"Act" means the Enterprise Zone Act (20 ILCS 655/).

“Assessment Year” means the year in which property taxes are assessed on the project property.

"Department" means the Department of Commerce and Economic Opportunity.

"EDC" means the Economic Development Council of Bloomington Normal Area.

“Eligible Project” means a commercial project that meets all of the following criteria:

- a. the project is located within the Zone;
- b. the project consists of New Improvements;
- c. the project will result in the creation of twenty-five or more full-time-equivalent jobs, which will be maintained throughout the Abatement Period; and
- d. the project will result in an investment of \$250,000 or more in New Improvements.

“Grantee” means any entity who owns or operates a project applying for or receiving an abatement or other financial consideration under this Resolution.

"IGA Parties" means the Town of Normal, the City of Bloomington, the City of Gibson City, the County of McLean, and the County of Ford.

“New Improvement” means a capital improvement on the project property that has been newly constructed or that has been renovated or rehabilitated.

“Non-Retail Project” means an Eligible Project that is not a Retail Project.

“Retail Project” means an Eligible Project:

- a. that is a restaurant or drinking establishment;
- b. that is a hotel or motel; or
- c. that is any other establishment that derives 50% or more of its revenue from the retail sale of tangible personal property.

“Significant Impact Business” means a Non-Retail Project that meets one or more of the following criteria:

- a. The project conducts the majority of its operations in one or more of the following industries: agribusiness; logistics and warehousing; information technology; information technology manufacturing; clean technology manufacturing; finance; insurance; or real estate.
- b. The project will create jobs with an average income, across all new positions, that is greater than the per-capita income level of the county in which the project is located (currently \$34,496), as determined by the most recent American Community Survey 5-Year estimates.
- c. The project will be located in a targeted area designated by the municipality in which the project is located or if the project is located in an unincorporated area by the county in which the project is located. The targeted areas may include officially designated brownfields; distressed areas, as defined by the federal New Markets Tax Credit program; Opportunity Zones; designated “shovel-ready” sites; or similar areas.
- d. The project will derive more than 65% of its revenue from foreign exports.

“Substantially Complete” means that a certificate of occupancy has been issued for the New Improvements.

“Taxable Year” means the year in which property taxes incurred in the Assessment Year are payable.

“Zone Administrator” means the Administrator as defined in Section 9 below.

"Zone Area" means the area described and depicted in Appendix A, which is incorporated into this Resolution.

SECTION 2. Designation. The Zone Area is designated as an Enterprise Zone, subject to the approval of the Department as set forth under the Act.

SECTION 3. Qualifications. The Designating Units have found and determined that the Enterprise Zone meets the qualifications set forth under Section 4 of the Act.

SECTION 4. Duration. The duration of the Enterprise Zone is the maximum duration allowed for the Zone under Section 5.3 of the Act, including allowable extensions.

SECTION 5. Incentives.

A. Property Tax Abatement for Retail Projects.

- 1) A Retail Project is eligible to receive a three-year property tax abatement from the District in the following amounts:
 - a. for the first Taxable Year: 100% of the Abatement Increment; and
 - b. for the second Taxable Year: 75% of the Abatement Increment; and
 - c. for the third Taxable Year: 50% of the Abatement Increment.
- 2) The property tax abatement under this section will begin on the first Taxable Year that follows the first Assessment Year in which the Substantially Complete New Improvements have been assessed and it has been determined that the project is an Eligible Project and has resulted in the creation of twenty-five or more full-time-equivalent jobs, maintained throughout the Abatement Period, and an investment of \$250,000 or more in New Improvements.
- 3) In no event shall any abatement of property taxes on any parcel exceed the amount attributable to the construction of the new improvements or the renovation or rehabilitation of existing improvements on such parcel.
- 4) In no event shall any abatement of property taxes be payable to a Grantee pursuant to this Resolution who receives any other property tax abatement from the District.
- 5) The property tax abatement under this section will terminate on the earlier of (i) the completion of the third Taxable Year after the property tax abatement is awarded or (ii) the termination or decertification of the Zone.

B. Property Tax Abatement for Non-Retail Projects:

- 1) A Non-Retail Project is eligible to receive a five-year property tax abatement from the District in the following amounts:
 - a. for the first Taxable Year: 100% of the Abatement Increment; and
 - b. for the second Taxable Year: 80% of the Abatement Increment; and
 - c. for the third Taxable Year: 60% of the Abatement Increment; and
 - d. for the fourth Taxable Year: 40% of the Abatement Increment; and
 - e. for the fifth Taxable year: 20% of the Abatement Increment.
- 2) The property tax abatement under this section will begin on the first Taxable Year that follows the first Assessment Year in which the Substantially Complete New Improvements have been assessed and it has been determined that the project is an

Eligible Project and has resulted in the creation of twenty-five or more full-time-equivalent jobs, maintained throughout the Abatement Period, and an investment of \$250,000 or more in New Improvements.

- 3) In no event shall any abatement of property taxes on any parcel exceed the amount attributable to the construction of the new improvements or the renovation or rehabilitation of existing improvements on such parcel.
- 4) In no event shall any abatement of property taxes be payable to a Grantee pursuant to this Resolution who receives any other property tax abatement from the District.
- 5) The property tax abatement under this section will terminate on the earlier of (i) the completion of the fifth Taxable Year after the abatement is awarded or (ii) the termination or decertification of the Zone.

C. Additional Non-Retail Project Economic Development Incentive Abatement.

- 1) For each year, after the first, that a Non-Retail Project receives a property tax abatement under Section 5(B), that project is also eligible to receive an additional economic-development incentive abatement from each participating taxing body in which the project is located if that project meets one or more of the following criteria:
 - a. At least 80% of the workers hired to construct or renovate the New Improvements had their primary residence in McLean County or Ford County at the time of the construction or renovation and completed a Department of Labor Industry-Recognized Apprenticeship Program.
 - b. At least 80% of the new employees hired as full-time employees by the company as a result of the project have their primary residence in McLean County or Ford County.
 - c. Of the new employees hired as full-time employees as a result of the project, the company has hired women and minorities at a rate that is 120% of the average women and minority workers compared to total workers, as defined by the U.S. Census Bureau, for the county in which the project is located.
 - d. The company will create and maintain an apprenticeship program that involves the District.
- 2) The amount of the incentive abatement in any Taxable Year will be the lesser of:
 - a. An amount equal to 20% of the Abatement Increment for that taxing body for each of the criteria met under Section 5(C)(1); or

- b. An amount that, when added to the amount of the property tax abatement for that Taxable Year under Section 5(B), is equal to 100% of the Abatement Increment for that taxing body.
- 3) Each taxing body making an incentive abatement under this Section 5(C) shall stipulate such amount, as certified by the EDC, annually to the County Clerk.

D. Property Tax Abatement for Significant Impact Businesses.

- 1) An eligible Significant Impact Business is eligible to receive a five-year property tax abatement from the District if the project: conducts the majority of its operations in one or more of the industries listed in the definition herein; has created jobs with an average income, across all new positions, that is greater than the per-capita income level of the county in which the project is located (currently \$34,496), as determined by the most recent American Community Survey 5-Year estimates; is located in a targeted area designated by the municipality in which the project is located or if the project is located in an unincorporated area by the county in which the project is located; or derives more than 65% of its revenue from foreign exports. The amount of the abatement will be 100% of the Abatement Increment for the District for each Taxable Year in the Abatement Period.
- 2) The abatement under this section will begin on the first Taxable Year that follows the first Assessment Year in which the Substantially Complete New Improvements have been assessed and it has been determined that the project has met the criteria in Subsection D.1) above.
- 3) The abatement under this Section will terminate on the earlier of (i) the completion of the fifth Taxable Year after the abatement is awarded or (ii) the termination or decertification of the Zone.
- 4) In no event shall any abatement of property taxes be payable to an eligible Significant Impact Business pursuant to this Resolution who receives any other property tax abatement from the District.
- 5) A Significant Impact Business that receives an abatement under this Section may not receive any other abatement under this Resolution.

E. Restrictions. No abatement may be granted for any Abatement Increment attributed to any of the following:

- 1) Residential development.
- 2) Self-storage facilities or mini warehouse facilities.
- 3) Automotive service stations.
- 4) Car wash facilities.
- 5) Commodity scrap processing.
- 6) Convenience food and beverage store.

- 7) Gasoline station.
- 8) Package liquor store.
- 9) Recycling facility.
- 10) Cash advance lender, pay-day lender, title-loan lender, or similar project.
- 11) Any cannabis facility authorized under the Compassionate Use of Medical Cannabis Program Act or under the Cannabis Regulation and Tax Act.
- 12) Any adult-entertainment venue, including adult bookstores.
- 13) Wind or solar energy project.

F. TIF Districts. No project may receive an abatement under this Resolution if it is located within a project redevelopment area created under the Tax Increment Allocation Redevelopment Act (65 ILCS 5/74.4-1 et seq.)

G. Limits on relocation.

- 1) No project may receive an abatement under this Resolution if that project terminates operation in one Designating Unit and initiates operations in another Designating Unit unless the Zone Administrator finds that the terminated location contained inadequate space, had become economically obsolete, or was no longer a viable location for the project.
- 2) For the purpose of this section, of this paragraph, termination means a closing of a project that is directly related to the opening of the same operation or like project owned or operated by more than 50% of the original ownership.

H. Local Labor requirements.

- 1) If the costs for the New Improvements will exceed \$4 million, then to be eligible for an abatement under this Resolution, the Grantee must submit a Local-Labor plan to the EDC before the construction or renovation of the improvements. The Local Labor plan must provide for:
 - a. The equitable opportunity for local labor contractors with apprenticeship programs to submit bids for the skilled craft work required for the New Improvements.
 - b. The planned use of at least 80% Local Labor by any non-local contractor who is awarded work related to the New Improvements.
- 2) The Zone Administrator may waive the requirement for a Local-Labor plan if the Grantee can show that any or all of the following conditions apply:
 - a. Certain required skilled resources are not sufficiently available in the Local Labor Market Area.

- b. An awarded bid to a lower cost resource provider requires the use of non-Local Labor in order to meet bid requirements.
 - c. The requirement for the use of Local Labor would be prohibited by any applicable government-funding requirements or would otherwise be unlawful.
- 3) For the purpose of this section “Local Labor” means any worker whose primary residence is located within the Local Labor Market Area as established for the Bloomington Normal Enterprise Zone application.

J. Application.

- 1) All Grantees requesting an abatement under this Resolution must apply to the Zone Administrator. The applications must be in the form and manner determined by the Zone Administrator.
- 2) The Zone Administrator will evaluate all applications and determine whether the project meets the requirements for the abatement.
- 3) The Zone Administrator shall notify each party whether an application is approved or denied.

SECTION 6. Additional incentives allowed. This Resolution does not prohibit the taxing body from extending additional tax incentives of reimbursement for business enterprises in this Enterprise Zone or its corporate limits by separate Resolution.

SECTION 7. Conformance to codes, ordinances, resolutions, and regulations. No incentive is available to any project that is not constructed, used, or occupied in conformance with all applicable Designating Unit codes, ordinances, resolutions, and regulations. Except as expressly and specifically provided in this Resolution, nothing contained in this Resolution may be construed to waive, abrogate, lessen, or weaken the full force, effect, and application of all laws, resolutions, codes, regulations, and ordinances of the applicable Designating Unit to any project or any person or property.

SECTION 8. Application and administration. That the applicable Administrative Manager/Chief Elected Official will (i) make an application to the Department under Section 5.1 of the Act, and (ii) as he deems proper, to cause to be promulgated any program, directive, rule, or regulations, to make any recommendation, and to furnish any information for the purpose of securing certification of Zone Area as an Enterprise Zone.

SECTION 9. Administrator. By agreement of the Designating Units, the Administrator of the Bloomington Normal Enterprise Zone will be the President/CEO of the Economic Development Council of Bloomington Normal Area (“BNEDC”). Administration of the Zone will be carried out as described in the Enterprise Intergovernmental Agreement between County of McLean, the County of Ford, the Town of Normal, the City of Bloomington and the City of Gibson City.

SECTION 10. Designated zone organizations. In order to facilitate the successful development of the Enterprise Zone and in accordance with the Act, the applicable Designating Unit may establish one or more designated zone organizations to carry out any or all of the functions provided for in Section 8 of the Act.

SECTION 11. Performance Monitoring Process.

- A. The Zone Administrator is hereby authorized to execute the incentive agreement on behalf of each Designating Unit and Participating Taxing Body. Before receiving any abatement or incentive abatement under Section 5, each Grantee must execute an incentive agreement with each Designating Unit and participating taxing body providing the incentive. This incentive agreement will outline the projected number of jobs to be created or retained by the Project and the capital investment for the Project. At the discretion of the Zone Administrator, with the advice of the Enterprise Zone Advisory Board, failure to maintain the required employment levels may result in the immediate termination of remaining abatement or the repayment of previously received incentives.
- B. The Zone Administrator will annually monitor the performance of the Grantee in order to ensure compliance with the incentive agreement.
- C. The Zone Administrator shall inform the Grantee of required enterprise zone-related, State of Illinois reporting requirements. Failure to report Enterprise Zone benefits as required by the Illinois Department of Revenue or other state agencies may result in termination of all locally designated Bloomington Normal Enterprise Zone benefits.
- D. As set forth in this subsection, the Zone Administrator, with advice of the Enterprise Zone Advisory Board may waive enforcement of any performance measures outlined in the incentive agreement if the Grantee maintains a minimum of 80% of the employment levels at that location as described in the incentive agreement for the Abatement Period. If the Grantee falls below the employment level the Zone Administrator, with advice of the Enterprise Zone Advisory Board and subject to the right of the District to object after the notice required below, may waive enforcement of any performance measures outlined in the incentive agreement based on a finding that the waiver is necessary to avert an imminent, demonstrable and material hardship to the entity that may result in such entity's insolvency or discharge of workers. Before any such waiver, the Zone Administrator must give at least thirty (30) days written notice to the taxing bodies where the Grantee's project is located. The Zone Administrator may proceed with the proposed waiver so long as none of the taxing bodies send notice back objecting to the waiver. The top administrative official of each taxing body is empowered to determine whether an objection should be made on behalf of his or her taxing body and are authorized to provide notice of any objections.
- E. The Zone Administrator shall be responsible for enforcing all executed incentive agreements and taking actions to enforce and/or terminate said incentive agreements for default, upon the advice and consent of the Enterprise Zone Advisory Board.

SECTION 12. Limits on Assessment Complaints and Tax Objections. Grantee may not file an assessment complaint or tax objection or protest to reduce the amount of the assessment or property taxes incurred on the project property receiving an abatement under this Resolution during the Abatement Period. If any such assessment complaint or tax objection or protest is filed, then the abatement will immediately terminate and the abatement and/or grant claw back procedures under Section 13 will apply.

SECTION 13. Repeal of Conflicting Resolutions. The provisions of any resolution that conflicts with the provisions of this Resolution are repealed to the extent of the conflict.

SECTION 14. Term. This Resolution becomes effective on the date of its passage by the Board of Education of Community Unit School District No. 5. This Resolution will remain in effect until the termination or decertification of the Zone, unless earlier terminated by the District by notification to the Zone Administrator in which case any incentives previously offered by the Zone Administrator will continue in effect until their expiration. No new incentives will be offered by the Zone Administrator after receipt by the Zone Administrator of a notice of termination from the District.

PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, BY A MAJORITY VOTE THEREOF IN REGULAR AND PUBLIC SESSION THIS 15TH DAY OF JUNE, 2022.

AYES: _____
NAYS: _____
ABSENT: _____

Barry Hitchins
President, Board of Education

ATTEST:

Kelly Pyle
Secretary, Board of Education

Revisions appear in bold

Personnel Matters						
Resignations/Retirements/Releases/Terminations						
Last Name	First Name	Homebase	Assignment	Action	Effective	
<u>Certified</u>						
Kwilas	Megan	Benjamin	2nd Grade	Resignation	05/31/2022	
Tipps	Rachel	Hoose	LBS1	Resignation	05/26/2022	
King	Amanda	Towanda	Kindergarten	Resignation	05/26/2022	
Bullock	Jeannie	CJHS	LBS1	Resignation	06/02/2022	
Winstead	Casey	PJHS	LBS1	Resignation	06/03/2022	
Maurer	Nikki	NCHS	Associate Principal	Resignation	06/30/2022	
<u>Educational Support Personnel</u>						
Cole	Michael	Hoose	Para - Spec Ed	Resignation	05/26/2022	
Butterfield	Kristain	Hoose	Para - Spec Ed	Resignation	05/26/2022	
Ogler	Sherry	Oakdale	Para - Spec Ed	Resignation	06/01/2022	
Turner	Jason	Parkside	Para - Spec Ed	Resignation	05/26/2022	
Roe	Amy	Pepper Ridge	Para - Spec Ed	Resignation	05/31/2022	
Borne	Tiffany	CJHS	Para - Spec Ed	Resignation	06/14/2022	
Dyson	Katie	PJHS	Para - Spec Ed	Resignation	06/09/2022	
Mollet	Michelle	PJHS	Para - Spec Ed	Retirement	05/26/2022	
Atteberry	Charles	NCWHS	Para - Spec Ed	Resignation	05/26/2022	
Schumer	David	ERRC	Technology Coordinator	Retirement	June 2025	

Employment	(R = Replacement; A = Additional; LR = Leave Replacement; RE=Reemployment)								
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	Last Name	First Name	Homebase	Assignment	Step	Lane	FTE	Effective
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Certified

(R)	Greenberg	Sarah	Brigham	SLP	Step 1	M+23	1.0	8/15/2022
(R)	Kurfman	Lily	Fairview	LBS1	Step 6	M+0	1.0	8/15/2022
(R)	Styck	Amanda	Fairview	Principal			1.0	8/1/2022
(R)	Elmore	Brandy	Hoose	Social Worker	Step 8	M+32	1.0	8/15/2022
(R)	Sowa	Frances	Hoose	LBS1 - SS Level 2	Step 1	B+12	1.0	8/15/2022
(R)	Shepherd	Candice	Hudson	LBS1	Step 1	M+0	1.0	8/15/2022
(R)	Marvel	Mollie	Northpoint	5th Grade	Step 1	B+23	1.0	8/15/2022
(R)	Heimer	Casey	Oakdale	Principal			1.0	8/1/2022
(R)	Taylor	Lyndell	Oakdale	Assistant Principal			1.0	8/1/2022
(LR) (RE)	Anderson	Kara	Pepper Ridge	3rd Grade LR	Step 11	B+0	1.0	8/15/2022
(R)	Henrikson	Eden	Pepper Ridge	5th Grade	Step 2	B+0	1.0	8/15/2022
(R)	Koehn	Kaitlan	Pepper Ridge	LBS1	Step 1	B+0	1.0	8/15/2022
(RE)	Martinez	Julieanna	Pepper Ridge	LBS1	Step 2	B+0	1.0	8/15/2022
(R)	Fitzgerald	Kelly	CJHS	Associate Principal			1.0	7/1/2022
(R)	Lawton	Carrie	CJHS	6th Grade Math/LA	Step 5	M+53	1.0	8/15/2022
(R)	Lawler	Nathan	EJHS	Assistant Principal			1.0	8/1/2022
(LR) (R)	Tomera	Anna	EJHS	7th Grade Math	Step 10	B+0	1.0	8/15/2022
(R)	Libernini	Amelia	KJHS	Social Worker	Step 10	M+0	1.0	8/15/2022
(R)	Torbeck	Carl	KJHS	6th Grade Science	Step 10	M+0	1.0	8/15/2022
(R)	McClure	Courtney	NCHS	Associate Principal			1.0	7/1/2022
(R)	Ross	Ronda	NCWHS	LBS1	Step 11	B+39	1.0	8/15/2022

Certified - Administration - Returning

Alt, Jessica L	Frangella, Rebecca	Palmer, Elisa L
Backe, Maureen Elizabeth	Gibler, Ashleigh Kate	Papoccia, Brett Michael
Barnard, Jeffrey Dale	Gibler, Daniel M	Pennington, Kristine

Bennington, Marlys		Gliege, Terry A		Peters, Scott D				
Bozarth, Megan E		Harr, Matthew W		Priller, Kimberly Erin				
Chapman, Carrie J		Haws, Jonathan M		Rogers, Heather V				
Clark, Anthony L		Hill, Shane Padraic		Romagnoli, Leslie Marie				
Codron, Angela R		Jensen, Karrah Barnes		Roop, Cari Elizabeth				
Collins, Sharon P		Johnson, David		Shelvin, Kristal H				
Cooper, Darrin M		Kearfott, Nicolas		Sherrets, Cari E				
Davenport, Leslie A		Kendrick-Weikle, Kristen		Shumaker, Natalie Elise				
Davis, Sylvester		Knepler, Julia		Taylor, Robyn Irene Elaine				
Davis, Wendy		Lamboley, Daniel L		Temples, Wesley G				
Edwards, Sarah Lynn		Lamboley, Michelle Marie		Tenuta, Gina Johanna				
Ellis, Christina Lynn		Larson, Dennis J		Vogel, Scott D				
Fogal, Tina Marie		Martin Boyd, Kimberly N		Zbrozek, Adam W				
France, Stacie M		O'Grady, Erin A						
Certified - Returning								
Abner, Megan L		Hansen, Courtney Laura		Phillips, David J				
Adams, Candice Fern		Harden, Lashonna Nicole		Piepenbrink, Brady S				
Adams, Mckenzie Kay		Harkins, Anna H		Piercy, Nikki A				
Adams, Melissa J		Harrington, Rachel Marie		Pilon, Michelle Marie				
Ahrens, Tamara Kay		Harris, Elizabeth Rae		Pirtle, Grace				
Akyuz, Ali		Harris, Rebert Harvey		Plattner, Heather Paullin				
Albrechtsen, Donette Britton		Harroun, Hayley Elizabeth		Polley, Melissa Joan				
Albritton, Kathryn Ann		Hartke, Colleen K		Pommier, Patrick Scott				
Alcorn, Stephanie D		Hartke, Jill Marie		Poncin, Jennifer Lynn				
Alexander, Jason Paul		Haseman, Jamie K		Porter, Jeffrey				
Alvarez, Annalyssa		Hatzer, Cody M		Poskonka, Bryann N				
Anderson, Alexis Marie		Hawkins, Christopher M		Potts, Analiese Dee				
Anderson, Heather Marie		Hawkins, Jennifer Kathleen		Poulos, Alyssa Breanne				
Anderson, Mary E		Hawkins, Karrin R		Powell, Andrea N				
Anderson, Shawn		Hawkins, Meghan Therese		Powell, April P				
Andres, Amanda Michelle		Hayes, Mallory Kay		Pratt, Cynthia R				
Andris, Emily Joyce		Hazewinkel, Lisa M		Pratte, Diana Lynn				
Aper, Mary A		Heaser, Lisa Marie		Prescott, Ericka J				
Armstrong Mitchell, Britta		Hedman, Shannon Michelle		Price, Steven B				
Armstrong, Amanda Renee		Hedrick, Brandy Gayle		Primo, Abigail Emma				
Arnold, Nicholas Ryne		Heidemann, Elizabeth Anne		Provin, Kate Amanda				
Arnold, Rebekah Louise		Heller, Bradley P		Pufahl, Kathleen S				
Arns, Susan C		Helling, Carrie N		Quakenbush, Maxine J				
Atteberry, Anne Marie		Henderson, Rachel Elizabeth		Quattro, Tracy Jean				
Aubin, Chad Stephen		Hendren, Jara Kay		Quist, Margaret Hope				
Auskings, Erin Nicole		Hendricks, Carly E		Rackauskas, Jarrod Anthony				
Babbs, Susan Danyelle		Hensley, Audrey Jo		Raney, Christen A				

Baez, Kaitlyn Michele	Henson, Miranda Michele	Rasch, Kathryn Lee
Bafna, Sarika	Hereford, Kara Sue	Ray, Angela
Bain, Leeann Janette	Hernandez, Elisabeth A	Raycraft, Erica Danielle
Baker, Latishia Marie	Herren, Kelly Lynn	Reardon, Kelly J
Baldwin, Jolene Joan	Herren, Stacy Lynn	Reckers, Tricia M
Baldwin, Mary Esther	Herrmann, Michele Schmitgall	Reeves, Rebecca J
Bane, Parker J	Hertzner, Daniel C	Reichard, Karen Ann
Banks, Stephanie A	Hess, Darren	Renchen, Jennifer Michelle
Barbeau, Kimberly Ann	Hieser, Laura B	Renollet, Mary K
Barbour, Keri Lynn	Higby, Daniel L	Rice, Keith
Barnes, Marivic Balberona	Higby, Valerie Maria	Rich, Erik Michael
Barrettsmith, Stacy J	Highland, Abby Elizabeth	Rich, Morgan M
Bartels, Lisa Dawn	Hille, Alexandra J	Richardson, Marcy Lynn
Batty, Ronda K	Hilsgen, Diana	Ried, Alyssa K
Batty, Sydney	Hinman, Julia F	Rigali, Michael Christopher
Beal, Laura Ruth	Hinshaw, Rachel M	Riley, Sara M
Beaty, Shawn M	Hitchins, Tracy Lynn	Ringel, Lori
Beaver, Matthew P	Hobson, Katie Jean	Rippey, Angela Rainia
Beck, Rachael N	Hoder, Christa L	Ritchason, Jennifer
Becker, Sarah J	Hoder, Matthew T	Robinson, Stefen J
Beckman, Elizabeth Logan	Holder, Jennifer Denise	Robison, Amanda Rae
Beddigs, Krista	Holland, Anita Lynn	Rohlwing, Kimberly Sue Bohlmann
Bedell, Jennifer Elizabeth	Hollenkamp, Erin E	Roller, R Michael
Beemer, Lori L	Hooten, Jessica M	Romero, Lauren A
Beer, Julia Renee	Hopper, Daniele A	Roop, Jennifer L
Beggs, Elizabeth Sue	Horan, Katriona	Root, Margaret C
Beirne, Corey Thomas John	Horn, Jessica Christine	Roper, Keri A
Belt, Christopher Mckinley	Horton, Julie M	Rosenberger, Sheryl L
Bender, Abigail	Horvath, Joselyn	Rosenlund, Kathleen
Benedict, Julie Ann	Houchin, Patricia L	Ross, Kenneth Allen
Bennett, Tara Marie	Houk, Emily Elaine	Ruestman, Karrie L
Bensko, Josie Dee	Howe, Jessica Susan	Ruff, Olivia A
Beoletto, Lacey Nicole	Hoy, Jessica D	Rumps, James
Berardi, Anthony S	Hucal, Heather Lynn	Runyon, Jayne E
Bergmann, Brittany Taylor	Hughs, John	Ruyle, Hilary L
Bergmann, John D	Hull, Sarah C	Ruyle, Jason E
Bergmann, Peyton I	Hunt, Amanda Louise	Saal, Patricia A
Bernardini, Tiffany M	Hutson, Cally L	Sadicoff, Dawn Mc Guire
Bierbaum, John Ryan	Hutson, Christi Lee	Safranek, Haley B
Birky, Alicia M	Ince, Addie L	Safranek, Jason Allen
Birsa, Paula Jean	James, Danae Marie	Salm, Mackenzie L
Bishop, Sarah Tretter	Janssen, Diana J	Salrin, Jason Darrell
Bishop, Stephanie A	Jefferson, Andrea Lynn	Salvati, Dawn
Black, Christine E	Jennings, Chad	Sams, Christina Lee
Black, Crishon L	Jessee, Sara Janelle	Samuel, Latrice

Blair, Annetta M		Johns, Sara Lyn		Sanders, Erin E			
Blaum, Melissa Marie		Johnson, Amanda Jean		Sanders, Kelli M			
Blue, Melynda Ann		Johnson, Chanel		Sanders, Neil W			
Boehm, Kimberley Ruth		Johnson, Kimberly Nadine		Sargent, Zachary Philip			
Bogner, Amy Lynn		Johnson, Lindsay Christine		Sarver, Michael Scott			
Bohl, Karen D		Johnson, Rebecca D		Saunches, Michael T			
Boline, Angela Renee		Johnson, Terra Kay		Sauve, Haley Rose			
Bollmann, Brooke M		Jones, Amy L		Schaber, Michelle Lynn			
Borne, Tiffany		Jones, Suzanne Marie		Schafer, Kendra			
Bordner, Kelly L		Jordan, Latavia		Schaschwary, Hannah R			
Borrull, Papachya		Kagy, Tara M		Scheffers, Kelly Nicole			
Borst, Edward A		Kapchinske, Jennifer A		Schenk, Gillian S			
Bostic, Nathaniel Robert		Kardas, Gabrielle J		Schermann, April M			
Boudeman, Jenna Leigh		Karr, Natalie Ann		Schertz, Suzanne Marie			
Bovenkerk, Bradley Alan		Kath, Olivia Ann		Schlais, Kathleen T			
Bovenkerk, Katherine J		Kaufman, Mark E		Schlipf, Bethany L			
Bowman, Erin Marie		Kaufman, Trevor Allen		Schlipf, Jamie M			
Boyd, Lora Beth		Kauten, Emily Christine		Schmidt, Therese F			
Bozarth, Samantha		Keag, Sara E		Schmidt-Goveia, Lauren			
Braman, Rebecca Jane		Keeler, Bradford J		Schmuldt, Peter			
Brawner, Natalie Michelle		Keeney, Kimberly K		Schnabel, Mirjam Magdalena			
Breuning, Jeffrey S		Keller, Brock A		Schonauer, Derrick J			
Brienen, Nicole E		Keller, Cynthia Verna		Schroen, Staci Nicole			
Brigham, Amy B		Kelley Lett, Dawn Marie		Schultz, Abigail			
Broach, James C		Kelley, Patricia Mary		Schultz, Bryan Christopher			
Brobston, Stacy L		Kelly, Colleen Katherine		Schultz, Christina			
Broker, Brittany A		Kelly, Jana H		Schupbach, Mary Ellen			
Brown, Curtiss Henry		Kelly, Jennifer Lynn		Schwartz, Andrew Isaac			
Brown, Deborah		Kelly-Schierholz, Karen		Schweinberg, Carlyn Ann			
Brown, Jill Lynette		Keneipp, Sabin Rose		Schweinberg, Matthew S			
Brown, Megan N		Keogh, Meg Elizabeth		Scornavacco, Robert A			
Bruce, Amanda Christine		Kepuraitis, Alec James		Scott, Amy J			
Bruck, Steven Kenneth		Kerber, Geri L		Scott, Bridget			
Bruer, Shelbie Grace		Kerr, Ryan D		Scott, Lori Anne			
Bruton, Katie Ann		Keyser, Chelsea D		Scott, Rebecca J			
Budak, Heather L		Kiesewetter, Jennifer Ann		Scott, Robert W			
Budzinski, Ryan A		Killam-Davis, Mallory N		Sebeny, Janel Nichole			
Bunting, Alicia Marie		Killian, Kacy Lynn		Sefton, Nathaniel J			
Burgess, Joe Franklin		King, Abigail Christine		Seibert, Max William			
Burnett, Cory		King, Jessica R		Seifert, Sara B			
Burns, Jennifer S		King, Ricardo D		Sennett, Timothy E			
Burns, Laura M		Kinley, Michele Sue		Shackley, Julie Ann			
Burroughs, Jill A		Kintner, Jared Michael		Shackley, Kevin Patrick			
Burt, Michael B		Kintner, Jill Diane		Shanks, Katherine Alice			
Byrd, Lisa M		Kintner, Rachael E		Sharer-Barbee, Molly Bosche			

Caldwell, Kali Ann	Kirshenbaum, Leza R	Shaw, Karen L
Callahan, Kaylee N	Kitterman, Linda Marie	Shay, Natalie Marie
Cannon, Kristine Michelle	Klendworth, Sherilyn	Shempf, Charles Howard
Carden, Clinton Alec	Klepp, Kara N	Sheppelman, Dawn Demlow
Cardiff, Angela R	Klockenga-Goss, Rhonda S	Sherrick, Brandy J
Cardiff, Benjamin R	Klokkenga, Jason I	Sherrill, Lindsey J
Carey, Kathleen Susan	Klokkenga, Joshua D	Sherrill, Matthew David Micah
Carlock, Kimberly Jill	Klokkenga, Kathryn Elizabeth	Short, Ryan E
Carlson, Denise Renee	Kloster, Heather Ann	Shoukry, Kaitlin
Carter, Kory	Kmetz, Julie	Showalter, Karen R
Carter, Lyn Marie	Knapp, Brandon B	Siebenthal, Melissa A
Carter, Michel	Knauf, Amy Lynne	Siebert, Kristy K
Carter, Paul W	Knight, Janelle C	Siebring, Christine K
Castrejon, Emily L	Knott, Stanley Allen	Sikes, Jennifer Ann
Causarano, Pei-ni	Knowles, Courtney L	Simmons, Sondra Jean
Cave, Tammy A	Kobel, Victoria R Stout	Sims-King, Siobhan Duvelle
Cawley, Kaylyn Michelle	Koechle, Cristie Lamar	Sivyer, Darcie Lynne
Cerne Kaufman, Lauren Jessica	Koestner, Lyndsey C	Smith, Jason D
Chalmers, Nathan Andrew	Kokotek, Leslie Susan	Smith, Julia A
Chapman, Matthew Alan	Konopasek, Christine Marie	Smith, Kerra Lynn
Chase, Kristina Ann	Kosier, Naomi Rae	Smith, Stacy R
Chedister, Jennifer E	Koski, Barbara E	Snyder, Jennifer L
Chessare, Lauren M	Kovack, Taylor	Soard, Brandee Leigh
Childers, Leonard James	Kraus, Elizabeth A	Sokulski, Jennifer L
Chlebowski, Jennifer Susanne	Kraus, Morgan E	Soliday, Mackenzie Grace
Christopherson, Jeff S	Krogmeier, Paul Jeffrey	Southerd, Michele D
Clement, Margaret	Krut, Elizabeth Joy	Sowa, Frances
Cleveland, Marla	Kuehn, McKenna M	Spath, Natalie
Coffey, Christopher John	Kutemeier, Andrew M	Spears, Rebecca Nicole
Cole, Jennifer M	Lake, Tracey E	Spencer, Lori
Cole, Kelly M	Lakebrink, Margaret Christina	Springwood, Cheryl L
Collier, Amanda	Lamotte, Emma	Stack, Andrea C
Collins, Veronica	Lange, Stacie L	Stack, Erin Jane
Comincioli, Carrie C	Lanier, Erexenia W	Stacy, Erica
Conrad, Andrew James	Lanning, Suzanne Lee	Stahmer, Jeremy
Conway, Sara J	Lanning, Todd A	Stalter, Angela S
Cooper, Kathy	Lardi, Danielle E	Stanton, Autumn J
Copass, Joanna Kay	Latzke, Jennifer L	Stark, Layna
Copenhaver, Jill Kristen	Laudeman, Julia Ann	Starkey, Dana L
Cople, Amy	Law, Bridget Ann	Starkey, Jennifer Susan
Corbly, Jennifer Lee	Lawent, Jessica L	Starkey, Katie J
Cox, Holly M	Lawler, Patrick D	Starkey, Megan Ruth
Coyle, Cynthia Marie	Lawless, Melissa K	Starr, David E
Cramer, Megan Jane	Lawrence, Kathryn Ann	Staver, Carla Sue
Culbertson, Christina Marie	Leake, Kayla Nicole	Stawick, Carol A

Cunningham, Annette Suzanne	Leamer, Donna Lee	Steadman, Kelcey A
Cunningham, Jody L	Learned, Nicole Rae	Steele, Emily
Cunningham, Julie Michelle	Leddell, Chasity T	Steers, Priscilla Dawn
Cunningham, Stephanie Lynn	Lee, Andrea Bernice	Stegemann, Eric S
Cupples, Brian A	Lee, Cassandra Leigh	Steinbach, Susan L
Curby, Dana M	Leff, Karen Rosene	Stelmaszek, Anabel
Current, Mary D	Lehr, David M	Stephens, Debra K
Dabler, Amy D	Leib, Cassandra	Stephens, Elizabeth Ann
Dahlke, Julie T	Lelm, Misty Charlene	Stephens, Jessica Lee
Damery, Heather K	Lenz, Andrea Lynn	Stephenson, Daniel P
Dauenbaugh, Chelsea Jo	Lenz, Linda	Stephenson, Laura Beth
Davidson, Josiah B	Lessen, Beth Anne	Stevens, Carrie Ann
Davison, Britt H	Leverton, Doris Melinda	Stevens, Lori Joann
Dawson, Katherine Lynn	Lewis, Connor James	Stricklin, Julie Cristine
De Freese, Ashley Sue	Lewis, Emily Anne	Stiers, Brianna M
Deal, Emily Elizabeth	Lillge, Terence M	Stille, Kimberly Ann
Dehner, Meredith R	Logue, Derek M	Stillwell, Tonya M
Delashmit, Sadie Lin	Logue, Megan Lorraine	Stolbom, Jennifer Ann
Deterding-Krueger, Hannah M	Long, Amanda Danielle	Stolfa, Molly M
Deti, Megan N	Long, Jennifer Ann	Stone, Jennifer D
Di Vita, Margherita	Long, Stephanie	Stroh, Rebecca Ann
Dickinson, Lindsey Megan	Lopez, Katie Lynn	Stromberg, Nicole C
Dillow, Nicole M	Lovell, Heidi Ann	Strupek, Ashley Ann
Dischert, Susan Marie	Lowry, Tarahrae	Stuczynski, Victoria Lynn
Dixon, Ellen Norinne	Luchtefeld, Mishel Nikole	Stutz, Jessica Lynn
Doak, Toni Christine	Lueling, Elizabeth A	Suddarth, Jackson Leeanda
Dobson, Erin	Lueschen, Heather Lynn	Sudkamp, Alisha R
Dodds, Heidi C	Luginbuhl, Benjamin	Suess, Kevin
Donovan, Lori A	Lynch, Jessica Ann	Summers, Ashley Shae
Doty, Ashton C	Lynch, Kimberly M	Sunkel, Carolyn Anne
Drengwitz, Jason	Maas, Megan Dawn	Surma, Alexis S
Dryer, Karen S	Mackinson, John E	Swanson, Alyssa M
Duff, Julie A	Mackinson, Nicole A	Swanson, Joel E
Duggins, Brian K	Madden, Genevieve	Swartzentruber, Gretchen L
Duncan, William N	Magnus, Melissa	Szarek, Jessica L
Dunn, Emily	Main, Ellen M	Szwajka, Kristyn Marie
Durdan, Ashley M	Mandros, Staci L	Tague, Amy L
Durdan, Michelle M	Mann, Marcus Chamar	Tamburini, Jodi S
Dytrych, Amanda	Marcum, Nancy S	Tanner-Dixon, Danny Ray
Eckert, Emily Marie	Marsaglia, Shelley Quinn	Tanner-Dixon, Hillary Beth
Ediker, Blair Elizabeth	Martin Bixby, Lynnette	Taylor, Holly D
Edwards, Angela K	Martin, Michael R	Taylor, Tiffany A
Egge, Sarah Ann	Martinez, John Arthur Joseph	Temples, Shea
Ehrhardt, Michelle E	Marvin, Ellie M	Thoennes, Gerald Duane
Eilers, Sara	Masla, Katherine Louise	Thoennes, Kary B

Eilts, Karen Sue		Matthews, Cullen Douglas		Thomas, Amber Nicole			
Elias, Faye		Matthews, Katie Sue		Thomas, Bryan L			
Elias, Mason A		May, Diane Kay		Thomas, Katrisha			
Ellinger, Nicole Lynee		Maynerich, Sara Ann		Thomas, Laura L			
Ellison, Aaron T		Mc Cully, Julie Kay		Thompson, Kara L			
Ellison, Lori N		Mc Henry, Kimberly Ann		Thompson, Keo E			
Elpayaa, Lauren Judith		Mc Leod, Emily J		Thorson Beaty, Elizabeth M			
Ely, Kathleen Ann		Mc Mahill, Kara Ann		Thurwanger, Heather Joy			
Emberson, Matthew David		Mc Morris, David G		Tilford, Mary K			
Emerick, Drew Mathew		McCaw, Joelette Lea		Tohme, Rachel A			
Emmert, Alesha Kristine		McCubbins, Hana L		Tomlin, Lisa A			
Enomoto, Rachel Kathryn		McKinney, Marleah K		Topping, Elizabeth E			
Enright, Amy Christine		McManaman, Sylvie		Trask, Angela			
Ernat, Ranae Sue		McWhorter, Tyler Wayne		Traynor, Grace M			
Escher, Mackenzie E		Mennenga, Hayley Jo		Triezenberg, Thomas N			
Estes, Danielle Nicole		Mercer, Karen Jane		Trimpe, Julie Renee			
Evans, Anna G		Meredith, Corey Grace		Tripp, Kristen Ann			
Evans, Rachel M		Meszar, Jillian D		Tucker, Emily Sue			
Everett, Abigail		Meyer, Christine		Turnbow, Jennifer Lynn			
Ewalt, Melinda Jo		Mier, Angela M		Turner, Andrea Rene			
Fairfield, Kristyn K		Miglin, Katherine Marie		Turner, Laura A			
Feeney, Amy I		Miles, Lucas Gregory		Twoik, Kayleigh Ann			
Feeney, David George		Miller, Andrew M		Underwood, Dustin R			
Felix, Susan M		Miller, Blake Andrew		Unsbee, Catherine B			
Ficek, Jennifer L		Miller, Elizabeth Carol		Valverde, Douglas W			
Fields, Jason Jerome		Miller, Emily S		Van De Loo, Daria T			
Fields, Julie Marie		Miller, Kaitlin M		Vandegraft, April Nichole			
Figuroa, Amanda Jane		Miller, Mary Jennifer		VanWinkle, George Ryan			
Fillingham, Kari Lyn		Miner, Jeanne Elizabeth		Varner, Julie A			
Fincham, Nathan C		Minor, Michelle		Verdery, Traci Kay			
Fish, Jill E		Mitchell, Lynda Jeanne		Vernon, Kevin Yale			
Fisher, Charles E		Modglin, Margaret Kathleen		Vincent, Susan Anne			
Fisher, Rocio		Molenhour, Jamale Alicia		Vissering, Diana L			
Fisher, Shelly M		Monson, Wonder A		Volker, Emily C			
Fitzgerald, Kathy J		Montgomery, Rebecca N		Voyles, Jerioth Rebekah			
Fitzgerald, Lauren Marie		Moore, Amy Elizabeth		Walker, Jeanna L			
Flood, Jessica Marie		Moore, Jaime M		Walker, Karen L			
Fontana, Elizabeth Rose		Mora, Christina L		Walker, Mary M			
Ford, Karen Terese		Morgan, Ryan N		Walker, Valentine S			
Ford, Nathan G		Morgan, Suzanne Marie		Wall, Brooke Elise			
Foster, Nathan C		Morris, Kristina S		Wallace, Emma E			
Fox Anvick, Caroline		Mosby, Sarah J		Ward, Maxwell D			
Franks, Carolyn		Mroz, Jennifer M		Warner, Trisha L			
Franks, Rebecca L		Mueller, Kelsey Rae		Watson, Anna Kathleen			
Franz, Timothy P		Muganzi, Kendra L		Watts, Hunter S			

Frazier, Jill R	Murphy, Jessica	Webb, Lyndra S
Freeze, Kirsten E	Murray, Kelly M	Weber, David Jonathan
Freymann, Megan Marie	Murrin, Daniel Patrick	Webster, Carrie M
Frietsch, Marissa Kate	Murrin, Malea Masley	Wehmeyer Wood, Candice Joe
Froelich, Donald Scott	Musselman, Tayler Marie	Welch, Meagan Leigh
Fudge, Dawn M	Musslewhite, Kylie E	West, Adrienne M
Fulkerson, Charity Lynn	Mustard, Kellee Ann	West, Sarah M
Funfar, Angela L	Myers, Gabriel Aaron	Westhues, Stephanie S
Gallick, Kelly J	Negley, Paula Jo	Wey, Molli Lynn
Gallier, Nicole Marie	Neiburger, Levi H	Wheelwright, Jaime S
Galvan, Tania	Nelson, Margaret Rose	Whitman, Donald Oliver
Gannaway, Rachel L	Nemtusiak, Melanie	Whitworth, Mollie
Gantert, Mollie Marie	Neuhouser, Tammy L	Wiechman, Jacob R
Garard, Remy Christine	Newton, Carlie A	Wiedman, Nicole Amber
Garcia, Stephanie Michelle	Newton-Gonzalez, Jordan B	Wiist, Deanna M
Gardner, Erin E	Niekamp, Tracy	Williams, Cameo Lanette
Garman, Katelynn Elizabeth	Noel, Bethany	Williams, Kristi Anne
Garneau, Jill R	Nord, Allison K	Williams, Sara E
Gawron, Julie	Norris, Nina Yoana	Williamson, Laura
Geiselman, Kailey A	Norton, Andrea Nicole	Wilson, Devin Wayne
Gerharz, Kelly Kathleen	Nourie, Cindy Lynn	Wilson, Kim
Gerike, Abigail R	Nourie, Jason E	Wilson, Teri K
Gerrietts, Jennifer Lee	Nourie, Julie A	Wilson-Pridgen, Isoke Abeo
Ghrist, Tracie Nicole	Novotney, Megan E	Winn, Carly A
Gibson, Jennifer Katherine	Nutter, Christina Lynn	Wirtz, Becca Lynn
Giermann, Jennifer R	O'Brien, Jennifer Anne	Wittrig, Haley Kylene
Gillespie, Lindsey	O'Day, Amber Ann	Witzig, David G
Glatt, Michelle L	O'Dea, Colleen M	Witzig, Pamela A
Goben, Denise L	Oates, Brandan	Wolfe, Kathryn Ellen
Goeke, Karl A	O'Brien, Lindsay A	Wollenweber, Sarah Kathleen
Goeken, Beth M	O'Connell, Erin D	Wolters, Chelsea Lamar
Goff, Amanda L	O'Dell, Dawn M	Woodall, Jessica M
Goluba-Melrose, Michelle Kay	O'Donnell, Katherine	Woodward, Kjersten Ann
Gomez-Banks, Maria Concetta	Ogdon, Tricia L	Woody, Stephanie Lynn
Goodwin, Michael Howard	Oliver, Jamie Von	Workman, Kimberly N
Gordon, Angela Jo	Olsen, Cora R	Wultzzen, Maggie Leigh
Gotschall, Heather L	Olson, Erin P	Wynn, Jason Joseph
Gourley, Shauna Kate	Olson, Katherine Irene	Yaklich, Megan Kathryn
Gozur, Marielena	Orr, Carla J	Yard, Karen Jean
Gray, Jill E	Ort, Ariane C	Yehl, Staci Ann
Green, Osha	Ortiz, Brianna Nicole	Yokley, Amy
Greif Bolton, Jennifer L	Ostling, Corey Matthew	York, Alison Lee
Gresham, Shelby J	Owens, Megan A	Yost, Laura D
Grieder, Erica Ann	Pabst, Rebecca J	Young, Wendy Marie
Griffin, Jade Marie	Pacey, Patricia Arlene	Yount, Lindsey

Gross, Chelsea Elizabeth		Palacio, Elisa C		Zeman, Jacqueline				
Gross, Joshua J		Palma, Janine M		Zimmerman, Betsy Jo				
Grubic, Angela Marie		Panizo, Stacey L		Zimmerman, Claire Christine				
Gunz, Diane E		Pantaleone, Meaghan E		Zink, Laura Susanne				
Hackler, Justine		Papandrea, Shiann R		Zook, Ashley T				
Hadden, Eric B		Pavlou, Alexis J						
Hafermann, Eduard P		Payne, Mark B						
Hafermann, Tera L		Pendleton, Tara D						
Hagler, Julie		Peoples, Teresa Ann						
Hailey, Marisa Gabrielle		Perez, Christy Renee						
Hakes, Kylie C		Perkins, Suzanne Marie						
Hall, Monique L		Peters, Joshua Dayle						
Halsey, Kelli R		Petersen, Glen R						
Ham, Claire Rose		Petersen, Jamith L G						
Hamilton, Joshua L		Petersen, Vanessa Marie						
Hamilton, Sarah M		Peterson, Sarah Jean						
Hamler, Jennifer Theresa		Petry, Anna Rose						
Hammer, Kristen Renee		Petsas, Christina Sophia						
Hammond, Laura Green		Pett, Rachel E						
Hanna, Kristin Elizabeth		Peyton, Caitlan Elizabeth						
Hansen, Amanda M		Pfleger, Carley Ann						
Hansen, Carla L		Phelps, Dawn M						

Educational Support Personnel

(R)	Chauhan	Neha	Benjamin	Noon Hour Supervisor		1.0	8/15/2022
(R)	Gonzalez	Nereida	Brigham	EOP - 10 Month - Lane B	Step 1	1.0	8/15/2022
(R)	Wendland	Cheryl	Cedar Ridge	EOP - 10 Months - lane B	Step 6	1.0	8/15/2022
(R)	Lunzer	Janine	Fairview	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Nord	Emily	Glenn	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Scott	Katherine	Grove	Noon Hour Supervisor		1.0	8/15/2022
(R)	Brooks	Jennifer	Hoose / NHS To TA	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Kuricheti	Lavanya	Hoose / NHS To TA	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Harrison	Robert	Northpoint / Teacher to TA	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Prabakaran	Sangeetha	Northpoint / NHS to TA	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Anderson	DeNysha	Pepper Ridge	Para - Spec Ed	Step 1	1.0	8/15/2022
(R)	Roegge	Esta	Pepper Ridge	EOP - 9.5 Months	Step 6	0.5	8/8/2022

(R)	Rousey	Karin	Pepper Ridge		Para - Spec Ed	Step 2			1.0	8/15/2022
(R)	Brown	Jessie	Prairieland		PT Assistant				0.6	8/15/2022
(R)	Burcham	Kylee	Prairieland		OT Assistant				1.0	8/15/2022
(R)	Mosher	Sandra	Prairieland		Para - Spec Ed	Step 1			1.0	8/15/2022
(R)	Reatherford	Brooke	Prairieland		Para - Spec Ed	Step 6			1.0	8/15/2022
(R)	Thomas	Sarah	Prairieland		Para - Spec Ed	Step 5			1.0	8/15/2022
(R)	LaFever	Timothy	Towanda .5/ Fairview .5		Custodian Night	Step 0			1.0	8/15/2022
(R)	Vogelsang	Nora	Towanda		Para - Spec Ed	Step 1			1.0	8/15/2022
(R)	Gaddy	Elizabeth	EJHS		Para - Spec Ed	Step 3			1.0	8/15/2022
(R)	Hahn	Christina	EJHS		Para - Spec Ed	Step 6			1.0	8/15/2022
(R)	Simmons	Krista	PJHS		Para - Spec Ed	Step 2			1.0	8/15/2022
(R)	Dial	Megan	NCHS / FS to EOP		EOP - 10 Months - Lane A	Step 6			1.0	8/15/2022
(R)	Gordon	Darien	NCWHS		3rd Shift Custodian	Step 0			1.0	5/24/2022
(R)	Hill	Daniel	NCWHS		3rd Shift Custodian	Step 0			1.0	5/25/2022

Non Certified - Administration - Returning

Adelman, Joseph R
Baldwin, Roger L
Brown, Dayna Robyn
Fair, Ann M
Hickman, Martin S
Hicks, Norman V
Hoerr, Thomas Dean III
Knollenberg, Holly N
Montgomery, Craig A
Morton, Jennifer M
Peterson, Megan
Rewerts, JoAnna R
Richardson, Micheal Curt
Rockwell, Thomas K
Schumer, David C
Stewart-Jiles, Kimberly Sue
Vale, Angela Gwyn
Wilks, Monica Louise

Paraprofessionals - Returning

Abel, Barbara Lynn
Greer-Hunt, Elizabeth Ann

Adcock, Kristine Kelly		Groetken, Amy Lee		Parac, Michele Dian			
Ahlemeyer, John		Haase, Rachel Ann		Parks, Jennifer M			
Ahlemeyer, Michelle Rae		Hack, Susan M		Patrick, Tassia L			
Anand Venkatesh, Muthu Lakshmi Subha		Hampton, Betty Ganser		Pavliou, Kathryn Ann			
Aravabhoomi, Pratibha		Hankins, Ashley A		Peart, Steven Daryl			
Arias Alvarado, Cintia M		Hanshew, Jordon Joseph		Peebles, Gwen E			
Arora, Gitanjali		Harris, Patricia A		Perry, Suzanne			
Baker Smith, Monica Celeste		Hartke, Payton K		Peters Jones, Mary Beth			
Baker, Catherine		Hartry, Chad		Peterson, Scott R			
Baker, Hannah		Hartung, Betty		Pilchard, Melissa			
Balasubramanian, Abirami		Hasty, Karyn Anne		Pile, Kelly J			
Barth, Emma F		Hatten, Molly Marie		Polin, Kristine Michelle			
Baxter, Regan		Heisel, Sarah J		Pope, Sommon			
Bean, Timothy L		Henrichs, Emily A		Porter, Cindy Ann			
Benjamin, Kelli		Henrichsmeyer, Krista Ann		Pradhan, Mukta			
Betts, Altheria		Hepburn, Leatha		Presley, Deborah L			
Bhukya, Gayathri		Herne, Lisa R		Provin, Marla			
Bird, Jamie		Hess, Latoya Racquel		Pruitt, Katelyn			
Bishop, Janette Milagros		Hitchins, Angela Rae		Raglan, Melissa N			
Blair, Elizabeth Marie		Hogan, Rachael Lynn		Raper, Pamela			
Blanks, Elizabeth Micklem		Holt, Benjamin Pearce		Ray, Melissa E			
Bliss, Jessica		Hopkins, Jillian		Reeves, Cheryl E			
Bliss, Paul Andrew		Huber, Julie Ann		Reynolds, Deborah			
Brack, Jon Rici		Hughes, Kathy E		Reynolds, Zachariah			
Bradley, Kai Tene		Humphreys, Jennifer M		Riddle, Jennifer Kay			
Bridges, Kyndal		Hussemann, Scott A		Roseman-Mendoza, Natalie			
Bridges, Nancy L		Irmeger, Kathryn Louise		Ruhrup, Judy M			
Briggs, Susan Kay		Janvrin, Kimberly R		Runyan, Sarah Christine			
Brooks, Sue Ann		Johnson, Deborah		Rutledge, Kelly Lynn			
Brubaker, Nicholas		Jones, Lisa G		Rutter, Toni J			
Brunskill, Mark E		Jones, Sarah E		Ryan, Brenda L			
Bruun-Regan, Peggy Jo		Kearfott, Stephanie		Saarinen, Hailey A			
Buchanan, Diane M		Keller, Maria Del Rosario		Salyer, Tisa Marie			
Budak, Michael P		Kentner, Jessica M		Schenk, Haley Michelle			
Byers, Dana L		Kinkade, Audrey L		Schraufnagel, Vanessa M			
Cadieux, Carrie Boynton		Kirchner, Wade B		Schroeder, Carly Erin			
Carmody, Mary Ann		Knutson, Carol Elaine		Schroeder, Teresa L			
Castillo de Bello, Judayne J		Kommuri, Lakshmi Prasanna		Scoma, Sandra Ann			
Cavallaro, Carole Ann		Kotecha, Vidya L		Sexton, Cheryl A			
Cimala, Dawn P		Kotowski, Linda Jo		Sexton, Stephanie Evangeline			
Clegg, Scott G		Lacy, Shauna		Shah, Dhara Bhavin			
Clemons, Julieann		Lamberti, Christina M		Shirture, Yogita			
Collins, Paula Lynn		Lanczki, Jacob R		Sherman, Mary Kathleen			
Connolly, Kerry Ann		Lawson, Laura M		Sikyta, Melanie Carol			
Cools, Mary E		Leary, Jodi Lynne		Slezak, Tammy Lannette			

Copp, Margaret A	Leathery, Amy Lea	Smith, Pamela R
Cummings, Shantale Shan	Legner, Lisa	Snyder, Tiffani L
Davis, Portia	Lehr, Margaret Ambrose Legates	Sokal, Catherine Rae
Day, Kimberly Sue	Leichtenberg, Valerie	Spaid, Robin L
Dean, Kimberly A	Lentz, Bonnie Kae	Sreejith, Swati
Dean-Wright, Rashanda Clarice	Liles, Jessie R	Stanek, Randa Lou
Decker, Katelyn N	Lindsay, Travis	Stebel, Leslie
Dematteo, Susan Gail	Livingston, Erin Ann	Steiger, Staci
Detweiler, Barbara L	Long, Jonathon Allen	Stover, Carolyn Beth
Detwiler, Scott Bruce	Longman, Margaret M	Sutton, Kiley
Dizon, Regino Manalang	Lopez, Kathryn L	Taflinger, Ashley K
Douglas, Sarah Ann	Lorsbach, Cynthia S	Taflinger, Vanneta Faye
Draeger, Melinda J	Lovell, Jessica S	Tallent, Tabbetha L
Drake Engel, Melissa L	Lowery, Jennifer Lynn	Tanner, Vicki Lynne
Du, Xiaodan	Luedtke, Melissa	Thiagarajan, Suguna
Dubose, Candace	Mace, Michael A	Thoennes, Teresa Rena
Dulle, Donna M	Madix, Stephanie Michelle	Thompson, Frances
Dunn, Rayann L	Mahrt, Robin Lynn	Thompson, Ritchie D
Easton, Charles A	Mannepalli, Rajani	Thota, Padma Priya
Erickson, Monique Leigh	Manning, Tricia Ann	Tiemann, Danielle N
Ernst, Josephine Rosalie	Marin, Shanna	Tierney, Aimee M
Evers, Cari B	Martin, Ashley	Tomera, Anna Elizabeth
Eyer, Martha A	Mason, Kristi R	Torres, Barbara A
Farha, Heather	Matthews, Kari Ann	Traum, Melissa L
Farnsworth, Theresa	Maubach, Barbara J	Tucker, Kyrin
Fisher, Carla D	Maye, Valerie	Vernon, Penny Sue
Fitzlaff, Kristyn	Mays, Melinda Jane	Vickers, Darlene
Flegel, Kristi L	Mcandrews, Sherrilyn Ann	Vonachen, Druschel
Fletcher, Cheryl L	McCormick, Susan Clarissa Jane	Wages, Nicholas
Floyd, Zakiya	McGee, Mollie R	Walk, Christopher F
Foland, Britney K	Miller, Jennifer Irene	Walker, Lucinda K
Forbes, Joshua J	Moore, Burlinda	Walker, Robyn A
Franklin, Cindy E	Moore, Sarah Francis	Webber, Hannah M
Frosch, Jackosn	Morley, Deborah R	Webster, Shelley C
Fuller-Milan, Traci L	Musku, Uma Rani	Weed, Jane A
Gangler, Glenda D	Myers, Danielle E	Wegner, Jacob C
Gardner, Todd D	Naber, Maggy A	West, Kaitlyn Michelle
Gibson, Erika Shantel	Naber, Susan Cheri	Whiting, Judy
Glatt, Daniel A	Nehmelman, Amy	Wilken, Emily Ann
Goddard, Lisa Ann	Nelson, Alyssa A	Wilson, Tori S
Gonzalez, Roman	Nichols, Nicole M	Wong, Samantha Lynn
Grant, Shannon N	Nimmakayala, Vasundhara	Yetter, Amy Jeanne
Greene, Karen Lynn	O'Connell, Yolanda M	Zabukovec, Melissa
	Palafox- De La Rosa, Jessica	Zeenath, Fnu

<u>EOP - Returning</u>			
Adams, Zoë F	Dillon, Lynn Marie		Sharp, Tana Jean
Ahart, Carissa Jo	Eaton, Barbara K	Knowles, Sherry Marie	Smeeton, Susan Ann
Ambrose, Valerie L	Egan, Paula	Kocar, Shannon Louise	Smyth, Jessica
Bach, Linda J	Fink, Julie A	Kohlhase, Sandra G	Snowden, Melinda
Barlow, Jennifer Renee	Fisher, Penny S	Leu, Jeana Michelle	Sparrow, Elizabeth A
Belkowski, Laura Marie	Fitz Ayala, Lilia	Mattocks, Kimberly	Sprouls, Jody Schillene
Bennett, Susan C	Grant, Nicole Diane	McClurg, Jennifer N	Stanley, Mary A
Beyer, Laurie Dee	Haas, Lisa Marie	Merilatt, Mary Lee	Stewart-Jiles, Kimberly Sue
Bosquez, Heidi	Hamilton, Rebecca	Mook, Stephanie Kay	Tracey, Sara Elizabeth
Brandt, Kristin M	Hartrich, Michelle Lynn	Newton, Julie Suzanne	Tuggle, Lenora
Butler, Alicia	Heggie, Baylee Nicole	Nichols, Lisa L'Hote	Uphoff, Michelle L
Carr, Belinda K	Hull, Ashley R	Nicolanci, Julie M	Vaughn, Doreen
Chaddon, Patricia Ann	Hull, Kathleen M	Pasewald, Heather N S	Wagner, Beth Ann
Cheli, Sharri Louise	Immke, Carly	Payne, Catherine L	Watson, Julie Melinda
Conklin, Annette	Jerome, Ruth H	Ramirez, Becky	Wheeler, Alicia
Conley, Rebecca Renae	Jordan, Jennifer	Rich, Samantha	Williams, Michelle Lynn
Crabill, Agnes Ming	Kautz, Emily	Rudge, Amber Dawn	Wolff, Nancy A
Cunliffe, Nancy Lynn	Keiser, Stacy Lyn Barron	Sampson, Michele Lynn	Zenger, Diane M
Dierkes, Jennifer Sue	Kemp, Tara Celeste	Schilkoski, Alice	
	Klockenga, Leslie Ann	Schneider, Kandice	
		Segobiano, Nichole Renee	
<u>Custodial/Maintenance - Returning</u>			
Ahart, James D	Johnson, Thomas J		
Altieri, Joseph Paul	Keagle, Michael P	Powell, Mark L	
Babaka Ntedika, John	Keller, James R	Puckett, John D	
Barnhill, Robert W	Kessinger, Susan Marie	Pulliam, Joseph W	
Birky, David Claire	Kimmel, Darrin D	Raleigh, William G	
Blumenshine, Joseph Gerald	Kirk, Tara	Ratcliffe, Jeffery	
Bosquez, Robert J	Kruse, Jeremy W	Rech, Rudolph C	
Brandon, Michael Lynn	LaFever, Timothy	Riddle, Dustin Eugene	
Burton, John E	Lawrence, Melissa Dawn	Ruff, Dennis A	
Carr, Kevin R	Little, Jason S	Salazar, Ramon G	
Carter, Jacob James	Long, Matthew	Scogin, Zachary Ryan	
Carter, Matthew A	Mahrt, David Vincent	Sebeny, Christopher J	
Connour, Jared M	Mattocks, Danny P	Seymour-Fenili, Dustin K	
Cook, Matt S	Mc Farlane, Michael Charles	Smith, Troy	
Correll, Lowell V	Mc Ginnis, David W	Smock, Eddie J	
Cottone, Anthony T	McBurney, Troy A	Sperry, Gene W	
Crawford, Jerry L	McCambridge, Michael Tobias	Stauffer, Dennis William	
Decker, William E	Melton, Jerry D	Stivers, Bradley K	
Dicken, Douglas R	Merritt, Chad Alan	Stoeckel, Anthony	
Dickinson, Lewis George	Merritt, Dylan Thomas	Stoeckel, Paul Joseph	

Dow, Bubby W	Meyer, Damon	Sundberg, Ryan Edward
Easton, Kimberly Nicole	Morton, Bryce Alan	Thompson, Christy M
Fairand, Carl Richard	Morton, Joel M	Toca, Paul S
Fellows, John Steven	Mullen, Curtis D	Trent, James T
Freese, Daniel Jay	Murray, Merle David	Vannote, David Leslie
Fry, Lori E	Nenne, Christopher J	Volz, Stephen Jay
Gaddy, Brian G	Nettleton, Eric M	Washburn, Sharon F
Gemberling, David Tod	Nuckolls, James Edward	West, Brandon M
Gibson, Patrick T	O Shea, Thomas William	Whalen, David James
Gordon, Darien	Pacha, Zachary A	Wheeler, Nickey E
Harriel, Eric	Parker, Gregory Michael	Wilcox, Teresa L
Hill, Daniel	Pascal, Jason David	Wilson, Kristi Ann
Hilt, Kaine Aaron	Pascal, Kevin Peter	Wolters, Benjamin Joseph
Hinderliter, Joseph Andrew	Pasewald, Michael J	Yetimbi, Nicolas Mongombo
Hoesly, Robert J	Penn, Ryan G	Young, Patrick Lin
Holley, Tyra Michael	Peoples, Derrick Lewis	
	Peoples, Derrick Lewis Jr	
	Pletsch, Daniel A	

Healthcare Assistants - Returning

Anton, Melissa Jo Branaman
Blemler, Christa Ann
Cherry, Annette J
Deacon, Jill M
Depaz, Carmen B
Henson, Emily Jean
Murphy, Jessica
Pearl, Jennifer Lee
Scottberg, Melissa A
Stuepfert, Kirsten

OT/PT - Returning

Blunier, Joy Lidee
Bronkhorst, Heather Rae
Conway, Jamie Marie
Davis, Jennifer Rebecca
Glasgow-Kuhns, Meegan Mary
Hinthorne, Diane Kay
Honzel, Kelly Jean
Kaliher, Susan E
Keller, Sheila Ann
Kennell, Sharon N
Knudson, Kendel

Kuebrich, Jennifer L										
Mcclure, Elizabeth A										
Nelson, Kim Renee										
Phillips, Kristal Rae										
Shoemaker, Bayleigh										
Terwilliger, Natasha										
Weakly, Shelly										
Wheet, Heather N										

Food Service - Returning

Bacus, Farrah Liann	Kirchner, Amy Jean									
Barron, Consuelo	Klein, Lisa A					Santana, Claudia M				
Branch, Lisa Anne	Lang, Shannon Leigh					Saunders, Sandra Jean				
Brown, Billie Jo	Lawson, Diana S					Shao, Crystal				
Brown, Tricia M	Lewis, Karen Coletta					Shoger, Carolyn J				
Bruce, Micheal A	Lighty, Bernadette Panganiban					Soney, Mavis F				
Bundy-Painter, Jordan	Lopez, Maria Ysrael					Stark, Peggy E				
Burton, Patricia Ann	Makuta, Aaphy N					Tabb, Marjorie				
Calderon-Arellano, Noelia	Martinez Hernandez, Veronica					Toca, Margie A				
Cotner, Samantha	Martinez, Katharina					Turner, Julie G				
Craig, Lori Ann	McFalls, Edna Nicole					Turrentine, Mary				
Craig, Steven J	McKinney, Rebecca K					Ulbrich, Karen Jane				
Crain, Thomas	McLain, Lori E					Ummel, Ashley Ann				
Devault, Angela Sue	Merritt, Bobbie J					Unser, Theresa R				
Dial, Megan S	Miles, Michael R					Vannote, Teresa Y				
Dodge, Jeffrey M	Miller, Carla Jean					Vega, Ellen J				
Dubrava, Cheryl Ann	Miller, Wendy Lee					Veselack, Evelyn				
Eberding, Yelena Anatolevna	Modine, Sally Smykal					Wagoner, Mary Louise				
Elshoff, Judith Ann	Monninger, Diana Lynn					Walter, Christina Lynn				
Engelmeyer, Deborah K	Moore, Stacie Marie					Wesley, Linda				
Estes, Stephanie Lee	Moreland, Lynetta Eliza					Wharton, Jodi				
Fitzgerald, Anna Marie	Mulch, Lisa R					Wheeler, Laurie d				
Flint, Jessica Maria	Murphy, Sharon A					Whitaker, Julie Anne				
Flondor, Patricia Denise	Palma, Mary					Wilder, Nichole R				
Garcia, Nancy	Pierce, Deborah					Willard, Shelley Maureen				
Guerin, Mary Jo T	Ponnou-Delaffon, Jean-Benoit X					Winston, Ellen Diann				
Guerin, Mary Jo T	Prochnow, Carmen Yvonne					Yordy, Stacy Sarah				
Hagglund, Tami K	Ramanathan, Santhy					Zeigler, Felicitas				
Hall, Theresa	Rayo, Jeannette					Zuiderveen, Hanna Lynn				
Howes, Teresa Lyn	Roake, Molly Beth					Willard, Shelley Maureen				
Hughes, Susan Louise	Roberts Jr., John					Winston, Ellen Diann				
Itukola, Sandra	Robinson, Kathryn Mary					Yordy, Stacy Sarah				
Jenkins, Regan Danielle	Rouse, Karen M					Zeigler, Felicitas				
Johnson, Brandi Jae	Rustemeyer, Christina Ray					Zuiderveen, Hanna Lynn				

Technology - Returning

Behrens, Dustin C
Bennett, Debra R
Cluver, Christopher
Gabor, Hunter
Kerr, Sean C
Kozik, Christopher Andrew
Lanham, Donald
Olson, Timothy
Pough, Eric Deionte
Shuck, David M
Smith, Nicholas Ray
Uchtorff, Kerry K
Venegas Medina, Sergio
Zobel, Daniel B

Support Services - Returning

Ahlemeyer, John
Bello, Juan A
Bryant, Jenny Sue
Diamonika, Divine N
Diaz, Marianela
Graves-Locker, Shaynden B
Hicks, Brittanie Jonelle
Hilt, Jodie Leann
Holland, Lisa Peeler
Kelly, Todd
Kupferschmid, Hannah I
Mateer, Amanda Lynn
Millmore, Christopher J
Mocilan, Alyssa C
Munguia Huerta, Scarlet S
Rients, Jennifer
Ruskin, Emily
Shawgo, Brenda J
Spera, Cory P
Strader, Abbi Michele
Syed, Natasha Rose
Winter, Kelly

Noon Hour Supervisors - Returning

Aguirre, Axelle		Goodpaster, Nathasa Rea							
Alsaqrey, Miad		Greenwald, Virginia Crystal		Schwartz, John M					
Alsberry, Charles Raymond		Grubbs, Farrah		Sethupathi, Kunguma Pavithra					
Anguiano, Meghan		Harris, Jacqueline D		Shaik, Rahimunisa Begum					
Bays, Malinda		Hawkins, Maria		Shiple, Krista					
Beard, Wandalene Ethel		Hickman, Debra M		Siddiqua, Ayesha					
Bello, Adamariz G		Hitch, Mary Kathryn		Singh, Amritpal Kaur					
Bhookya, Manjula		Hoke, Ryan D		Slayback, Kristin					
Bisaillon, Monica		Hume, Kristina J		Smith, Jennifer J					
Blevins, Kristi		Kalafut, Elizabeth A		Smith, Savannah R					
Bosola, Cynthia		Karthikeyan, Shanmughavadivu		Sohn, Andrew					
Brady, Terry M		Kavuri, Swathi		Starkey, Michelle R					
Brooks, Jennifer		Kentzler, Mary		Stelte, Mariah					
Burks, Sharon J		Kentzler, Rickey		Stevens, Emily E					
Carpenter, Paula		Korn, Megan		Strohkirch, Marilyn K					
Cavanaugh, JoAnn		Kraft, Adam		Sullivan, Lilly Beatrice					
Chatterjee, Mohini		Krueger, Amanda L		Teske, Rhonda A					
Churchill, Ed J		Kuethe, Marisa		Thompson, Andrea M					
Coomer, Jennifer		Kuntz, Matthew		Underwood, Amy Melissa					
Coughlin, Tina M		Link, John A		Urewicz, Dawn					
Cunningham, Rachel		Martin, Kelsey R		Veluvolu, Manjusri					
Curtis, Donna		McGraw, Katherine Elizabeth		Voegtly, Teresa H					
Daniels, Ervina Michelle		Meyer, Myra		Voruganti, Keerthana					
Dean, Brittany		Miller, Carman		Waller, Amy Sue					
Degenhart, Heather T		Morton, Deanna		Wheeler, Sara					
Dolphin, Kayla N		Nielsen, Elizabeth		Williams, Olga					
Douglas, Brittany A		Pachigolla, Naga		Zaidi, Viola					
Dunham, Jeanie		Patel, Ritaben B							
Eilers, Angelita C		Prabu, Sindhuja							
Evers, Stacy		Raper, Jennifer S							
Fitzgerald, Ryan William		Robinson, Julie Ellen							
Garrett, Lindsay A		Rowley, Rachel Ann							
Gemberling, Donna Jean		Santoyo, Courtney							

Substitutes

Jones	Joseph
Keagle	Faith
Kelley	Maxwell
McGinnis	Declan

Contract Revisions	
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	Homebase	Revision	Effective
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Certified

DesLauriers	Jacqueline	CJHS/Counselor	From B+0 To B+24	8/15/2022
Hunt	Amanda	Parkside/ MTSS Interventionist	From PSE - MTSS Interventionist To Carlock Principal	8/1/2022
Papoccia	Brett	EJHS / Asst Principal - 10 Months	From Assistant Principal-10 Months To Associate Principal-12 Months	7/1/2022
Peterson	Jennifer	KJHS/LBS1	From B+0 To M+0	8/15/2022
Fisher	Rocio	NCHS/ESL	From NCHS/ESL to Cedar Ridge/Asst Principal	8/1/2022

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Schedule B

Gerard Jr	Ray - Non-UFEA	NCHS	Add - AVBE	8/18/2021
Kerr	Sean - Non-UFEA	NCHS	Add-ASMUL	8/18/2021

Educational Support Personnel

Gupta	Sangeeta	Grove / NHS	From NHS - Grove To Para - Spec Ed - Sugar Creek	8/15/2022
Kuricheti	Lavanya	Benjamin / NHS	From NHS - Benjamin To Para - Spec Ed - Hoose	8/15/2022
Prabakaran	Sangeetha	Grove / NHS	From NHS - Grove To Para - Spec Ed - Northpoint	8/15/2022

Leave Requests

	Homebase/Position	Leave Requested	Effective
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Expenditure Summary Report

From Date: 5/25/2022
To Date: 5/25/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Allen, Vincent T	V189480	0	14524	5/25/2022	278.40
Allen, Vincent T Total					278.40
Anderson Awards Recognition	V160137	0	2529	5/25/2022	189.38
Anderson Awards Recognition Total					189.38
Aper, Mary A	V133617	0	2879	5/25/2022	70.98
Aper, Mary A Total					70.98
B & B Awards & Recognition	V645895	0	2530	5/25/2022	69.92
B & B Awards & Recognition Total					69.92
Bishop, Sarah Tretter	V576332	0	2531	5/25/2022	18.86
Bishop, Sarah Tretter Total					18.86
Bloomington High School	V891018	0	19970	5/25/2022	150.00
Bloomington High School Total					150.00
Broach, James C	V907494	0	2532	5/25/2022	46.07
Broach, James C Total					46.07
Buelow, Mike	V162227	0	126083	5/25/2022	685.64
Buelow, Mike Total					685.64
Bullock, Jeannie Marie	V951900	0	24157	5/25/2022	155.85
Bullock, Jeannie Marie Total					155.85
Carl's Ice Cream Shop - Bloomington	V101786	0	14525	5/25/2022	192.50
Carl's Ice Cream Shop - Bloomington Total					192.50
Casey's Garden Center	V87419	0	2533	5/25/2022	37.99
Casey's Garden Center Total					37.99
Collins, Veronica	V150110	0	2880	5/25/2022	225.00
Collins, Veronica Total					225.00
Cunningham, Annette Suzanne	V36480	0	6294	5/25/2022	219.38
Cunningham, Annette Suzanne Total					219.38
Denny's Doughnuts & Bakery	929877	0	14526	5/25/2022	46.80
Denny's Doughnuts & Bakery Total					46.80
Dryer, Karen S	V940868	0	14527	5/25/2022	162.88
Dryer, Karen S Total					162.88
Eastern Illinois University	V941585	0	126084	5/25/2022	580.00
Eastern Illinois University Total					580.00
Edwards, Angela K	V298229	0	5002	5/25/2022	200.00
Edwards, Angela K Total					200.00
Edwards, Sarah Lynn	V38799	0	5003	5/25/2022	100.00
	V129940	0	5003	5/25/2022	82.50
Edwards, Sarah Lynn Total					182.50
Fish, Jill E	V179760	0	2881	5/25/2022	50.94
Fish, Jill E Total					50.94
Holland, Anita	V378185	0	14528	5/25/2022	146.61

Expenditure Summary Report

From Date: 5/25/2022
To Date: 5/25/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Holland, Anita Total					146.61
Illinois Portable Toilets	V660242	0	19971	5/25/2022	130.00
Illinois Portable Toilets Total					130.00
Iron Light & Sound	V609140	0	24158	5/25/2022	45.00
Iron Light & Sound Total					45.00
Jason's Deli - Ibm #185	V274593	0	2534	5/25/2022	200.00
Jason's Deli - Ibm #185 Total					200.00
Juers, Roger Alan	V113247	0	126082	5/25/2022	256.00
Juers, Roger Alan Total					256.00
Mann, Marcus Chamar	V926632	0	126085	5/25/2022	120.00
Mann, Marcus Chamar Total					120.00
McLean Co Unit Dist No 5	V346090	0	14529	5/25/2022	1,672.65
McLean Co Unit Dist No 5 Total					1,672.65
Miller, Andrew M	V692226	0	24159	5/25/2022	125.51
Miller, Andrew M Total					125.51
Mudd, Kathryn E	V924018	0	5453	5/25/2022	25.00
Mudd, Kathryn E Total					25.00
Normal West High School	V555475	0	126086	5/25/2022	175.00
Normal West High School Total					175.00
Nourie, Cindy Lynn	V599102	0	5004	5/25/2022	343.64
Nourie, Cindy Lynn Total					343.64
Olsen, Cora R	V591839	0	6295	5/25/2022	69.90
Olsen, Cora R Total					69.90
Pacey, Patricia Arlene	V57380	0	5005	5/25/2022	200.00
Pacey, Patricia Arlene Total					200.00
Peifer, Kristina Mae	V875101	0	2535	5/25/2022	105.00
Peifer, Kristina Mae Total					105.00
Reeves, Rebecca J	V935085	0	9420	5/25/2022	22.32
Reeves, Rebecca J Total					22.32
Rk Dixon Co	V787180	0	6296	5/25/2022	37.99
Rk Dixon Co Total					37.99
Starkey, Megan Ruth	V855282	0	19972	5/25/2022	140.00
Starkey, Megan Ruth Total					140.00
Steers, Priscilla Dawn	V743967	0	2536	5/25/2022	49.42
Steers, Priscilla Dawn Total					49.42
Thomas, Bryan	V261028	0	126087	5/25/2022	576.00
Thomas, Bryan Total					576.00
Tipps, Rachel	V747081	0	9419	5/25/2022	23.88
Tipps, Rachel Total					23.88

Expenditure Summary Report

From Date: 5/25/2022
 To Date: 5/25/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Van De Loo, Daria T	V377590	0	14530	5/25/2022	73.29
Van De Loo, Daria T Total					73.29
Grand Total					8,100.30

Expenditure Summary Report

From Date: 5/25/2022
To Date: 5/25/2022

Fund	Amount
99	8,100.30
Grand Total	8,100.30

Expenditure Summary Report

From Date: 5/26/2022
To Date: 6/14/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Ambrose, Valerie L	V7837	0	14535	6/8/2022	5.68
Ambrose, Valerie L Total					5.68
American Red Cross	22429482	0	46295	6/1/2022	779.00
American Red Cross Total					779.00
Anderson University, Inc.	Team camp	0	46324	6/9/2022	1,362.72
Anderson University, Inc. Total					1,362.72
Anderson, Kara E	V884328	0	5454	5/26/2022	30.00
Anderson, Kara E Total					30.00
Anderson, William	Accompanist 5-31	0	45920	6/1/2022	100.00
Anderson, William Total					100.00
August Fire Designs	V569083	0	6134	5/26/2022	50.00
August Fire Designs Total					50.00
Avanti's Italian Restaurant - Normal	V234361	0	14536	6/8/2022	137.97
	Normal West HS 6-1	0	45921	6/1/2022	500.85
Avanti's Italian Restaurant - Normal Total					638.82
Avanti's Italian Restaurant -Bloomington	V142666	0	6142	6/9/2022	949.52
	5014	0	21521	6/2/2022	194.56
Avanti's Italian Restaurant -Bloomington Total					1,144.08
B & B Awards & Recognition	20049305	0	46312	6/7/2022	468.50
	V96427	0	126088	6/3/2022	16.00
	V566585	0	6139	6/6/2022	38.10
	20049195	0	21510	5/26/2022	20.00
B & B Awards & Recognition Total					542.60
Bain, Leeann Janette	V294094	0	6135	5/26/2022	18.99
Bain, Leeann Janette Total					18.99
Banerjee, Nayonika	V578182	0	2882	5/26/2022	500.00
Banerjee, Nayonika Total					500.00
Bartley, Faye	Accompanist 5-31	0	45922	6/1/2022	280.00
Bartley, Faye Total					280.00
Bauer Crops & Cattle	840760	0	46296	6/1/2022	67.50
Bauer Crops & Cattle Total					67.50
Beirne, Corey Thomas John	V523783	0	4005	5/26/2022	75.00
Beirne, Corey Thomas John Total					75.00
Bergue, Morton Charles	Choreo, hotel, food	0	46297	6/1/2022	501.10
Bergue, Morton Charles Total					501.10
Bierbaum, John	Reimbursement 5-31	0	45923	6/1/2022	135.27
Bierbaum, John Total					135.27
BI Tees	153	0	45924	6/1/2022	2,317.75
BI Tees Total					2,317.75
Bliss, Paul Andrew	V15695	0	21511	5/26/2022	226.58
Bliss, Paul Andrew Total					226.58

Expenditure Summary Report

From Date: 5/26/2022
To Date: 6/14/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Bloomington Normal Officials Association	100	0	45977	6/13/2022	7,140.00
Bloomington Normal Officials Association Total					7,140.00
Blue Cross Blue Shield Of Illinois	383169486219	0	0	6/14/2022	404,431.34
	383165749998	0	0	6/7/2022	231,823.42
	760677791900	0	0	6/7/2022	99,189.87
	383164514316	0	0	5/31/2022	321,308.35
Blue Cross Blue Shield Of Illinois Total					1,056,752.98
Blue Springs, Inc.	V615882	0	126089	6/3/2022	200.00
Blue Springs, Inc. Total					200.00
Blue, Billy	Musical	0	45976	6/3/2022	700.00
Blue, Billy Total					700.00
Boline, Angela Renee	V470189	0	7165	5/26/2022	100.00
Boline, Angela Renee Total					100.00
Braman, Becky	Boys swim supplies	0	45978	6/13/2022	456.95
Braman, Becky Total					456.95
Brienen, Nicole E	V119407	0	14537	6/8/2022	27.49
Brienen, Nicole E Total					27.49
Briggs, Susan Kay	V962352	0	5455	5/26/2022	50.00
Briggs, Susan Kay Total					50.00
Broach, James C	V223354	0	126090	6/3/2022	609.72
Broach, James C Total					609.72
Bruce, Amanda Christine	V238138	0	21512	5/26/2022	44.28
Bruce, Amanda Christine Total					44.28
BSN Sports	917284489/917274585	0	46325	6/9/2022	1,071.88
	917202087	0	45925	6/1/2022	144.96
BSN Sports Total					1,216.84
Bullock, Jeannie Marie	V252956	0	24169	6/10/2022	35.32
Bullock, Jeannie Marie Total					35.32
Burns, Laura M	V689728	0	21513	5/26/2022	27.50
Burns, Laura M Total					27.50
Carlock Pto	V940221	0	5086	5/26/2022	8.92
Carlock Pto Total					8.92
Carlock, Kimberly Jill	V58666	0	5006	5/26/2022	26.25
Carlock, Kimberly Jill Total					26.25
Carter, Matthew A	V36007	0	2645	5/26/2022	16.29
Carter, Matthew A Total					16.29
Casey's Garden Center	477876	0	21526	6/13/2022	160.00
	V481757	0	7170	6/6/2022	40.00
	V799784	0	6136	5/26/2022	189.95
	V984585	0	6136	5/26/2022	50.00
Casey's Garden Center Total					439.95
CCMSI	118638-IN	0	0	6/6/2022	97,771.06

Expenditure Summary Report

From Date: 5/26/2022
To Date: 6/14/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
CCMSI Total					97,771.06
Chapman, Trevor Michael	Reimb GC Kerr	0	46298	6/1/2022	100.00
Chapman, Trevor Michael Total					100.00
Cheergyms.com	1329	0	46299	6/1/2022	3,000.00
Cheergyms.com Total					3,000.00
Codron, Angela R	Reimb 6-13-22	0	45979	6/13/2022	334.54
Codron, Angela R Total					334.54
College Board	EP00138660	0	46300	6/1/2022	40,320.00
	EP00138661	0	45926	6/1/2022	25,466.00
College Board Total					65,786.00
Confidential On-Site Paper Shreddin	128152	0	45980	6/13/2022	76.07
Confidential On-Site Paper Shreddin Total					76.07
Corbly, Jennifer Lee	V623516	0	5461	6/7/2022	513.52
	V158657	0	5456	5/26/2022	64.97
Corbly, Jennifer Lee Total					578.49
Corpus, Tony	Accompanist 5-31	0	45927	6/1/2022	350.00
Corpus, Tony Total					350.00
Cross, Lynn	6/13/22	0	45981	6/13/2022	75.00
Cross, Lynn Total					75.00
Culligan Water Conditioning	V963889	0	5087	5/26/2022	26.00
	V495159	0	2883	5/27/2022	7.50
	V37243	0	6136	5/31/2022	132.00
	V287395	0	6137	5/26/2022	49.40
Culligan Water Conditioning Total					214.90
Cutler, Christopher	Prom Decor	0	46301	6/1/2022	29.16
Cutler, Christopher Total					29.16
Davis, Lacie	ILS Worker	0	46283	5/26/2022	60.00
Davis, Lacie Total					60.00
Denny's Doughnuts & Bakery	930530	0	21514	5/26/2022	29.25
Denny's Doughnuts & Bakery Total					29.25
Dillon, Lynn Marie	V773266	0	4010	5/31/2022	22.99
	V489494	0	4006	5/26/2022	224.11
Dillon, Lynn Marie Total					247.10
Dream Team Sheets, LLC.	1340	0	45962	6/3/2022	425.00
Dream Team Sheets, LLC. Total					425.00
Drengwitz, Jason	Storage Bins	0	46313	6/7/2022	204.85
Drengwitz, Jason Total					204.85
Eastern Illinois University	V300914	0	19973	5/27/2022	155.00
Eastern Illinois University Total					155.00
Eckert, Emily Marie	V94112	0	5462	6/7/2022	281.61
Eckert, Emily Marie Total					281.61

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Egan, Paula	V53890	0	24160	5/31/2022	5.96
Egan, Paula Total					5.96
Egge, Amanda Kristine	V167835	0	21527	6/13/2022	45.00
Egge, Amanda Kristine Total					45.00
Emerick, Drew Mathew	Reimb 6-13-22	0	45982	6/13/2022	134.47
	Reimbursement 5-31	0	45928	6/1/2022	111.07
Emerick, Drew Mathew Total					245.54
Evergreen Racquet Club	V277446	0	126095	6/7/2022	166.00
Evergreen Racquet Club Total					166.00
Ewalt, Melinda	Adapter to Speaker	0	46332	6/14/2022	7.20
	Black Joggers	0	46332	6/14/2022	735.00
	Disposable masks	0	46332	6/14/2022	18.99
	Face masks-disposabl	0	46332	6/14/2022	12.99
	Fans	0	46332	6/14/2022	85.96
	GC for JV Coach	0	46332	6/14/2022	332.74
	Hip Hop Costumes	0	46332	6/14/2022	190.94
	Hip hop Costumes-2	0	46332	6/14/2022	811.69
	Hip Hop Nike shoes	0	46332	6/14/2022	790.00
	Membership fees	0	46332	6/14/2022	200.00
	Rhinestones	0	46332	6/14/2022	239.27
	Spandex	0	46332	6/14/2022	29.98
	Temp Tattoos-Dance	0	46332	6/14/2022	12.94
	Weissman Dancewear	0	46332	6/14/2022	451.66
Ewalt, Melinda Total					3,919.36
Fastsigns	35788	0	14543	6/14/2022	60.00
Fastsigns Total					60.00
Fatten, Tom	Accompanist 5-31	0	45929	6/1/2022	150.00
Fatten, Tom Total					150.00
FBLA-PBL	NLC Registration	0	46314	6/7/2022	8,190.00
FBLA-PBL Total					8,190.00
Feeney, David	Summer League	0	46284	5/26/2022	550.00
	GC for parent volun	0	46333	6/14/2022	55.00
	Reimb Summer League	0	46333	6/14/2022	150.00
	Summer gym rental	0	46315	6/7/2022	300.00
Feeney, David Total					1,055.00
Ficek, Jennifer L	V755009	0	5457	5/26/2022	32.50
Ficek, Jennifer L Total					32.50
Fillingham, Kari Lyn	V207744	0	5088	5/26/2022	53.21
Fillingham, Kari Lyn Total					53.21
Fincham, Nathan C	Reimb 6-13-22	0	45983	6/13/2022	253.13
Fincham, Nathan C Total					253.13
Five Star Water	V619518	0	2650	6/7/2022	60.35
	V723042	0	21515	5/26/2022	43.79
Five Star Water Total					104.14
Forget Me Not Flowers	000434	0	46334	6/14/2022	49.95
	V568264	0	126096	6/7/2022	216.00

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Forget Me Not Flowers	V415798	0	5008	6/3/2022	284.99
Forget Me Not Flowers Total					550.94
Freeman, Matthew Gregory	6-13-22	0	45984	6/13/2022	75.00
	Ref 6-6-22	0	45963	6/3/2022	75.00
Freeman, Matthew Gregory Total					150.00
Freymann, Megan Marie	Senior sunset food22	0	46302	6/1/2022	67.33
Freymann, Megan Marie Total					67.33
Further	40256330	0	0	6/9/2022	13,223.58
	40250326	0	0	6/2/2022	7,347.01
	V770610	0	0	6/1/2022	3,667.81
	40242005	0	0	5/26/2022	12,155.29
Further Total					36,393.69
Gerharz, Kelly Kathleen	V391491	0	1835	5/31/2022	388.88
Gerharz, Kelly Kathleen Total					388.88
Gotschall, Heather L	NCHS2022-002	0	46316	6/7/2022	320.00
	Reimb cheer items	0	46316	6/7/2022	94.14
	Reimb IHSCCO coach	0	46285	5/26/2022	100.00
Gotschall, Heather L Total					514.14
Gresham, Shelby J	V273906	0	21516	5/26/2022	43.34
Gresham, Shelby J Total					43.34
Hafermann, Eduard	Cash box start up	0	45986	6/13/2022	1,000.00
	Millikin shootout	0	45985	6/13/2022	250.00
	Coach meeting meal	0	45930	6/1/2022	51.74
Hafermann, Eduard Total					1,301.74
Harr, Matthew	V447475	0	6297	5/27/2022	667.06
Harr, Matthew Total					667.06
Harris, Elizabeth Rae	Leadership Retreat	0	46286	5/26/2022	181.30
Harris, Elizabeth Rae Total					181.30
Hassel, Steve	GC volunteers	0	46303	6/1/2022	1,648.80
	Ice Cream-Moline	0	46303	6/1/2022	96.90
	Reimb meal	0	46303	6/1/2022	165.65
Hassel, Steve Total					1,911.35
Hasty Awards	2204718	0	46317	6/7/2022	247.60
Hasty Awards Total					247.60
Hieser, Laura B	V93253	0	2884	5/31/2022	13.51
Hieser, Laura B Total					13.51
Houchin, Patricia L	V113730	0	5458	5/26/2022	25.00
Houchin, Patricia L Total					25.00
Hoy, Jessica D	V748699	0	6140	6/6/2022	62.61
Hoy, Jessica D Total					62.61
Hunt, Justin David	V845974	0	21528	6/13/2022	45.00
Hunt, Justin David Total					45.00
Iesa Illinois Elementary School Asn	V29461	0	6143	6/9/2022	1,645.00

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Iesa Illinois Elementary School Asn	V738475	0	21525	6/3/2022	40.00
	V559743	0	14531	5/26/2022	320.00
Iesa Illinois Elementary School Asn Total					2,005.00
IHSA	Baseball regional	0	45964	6/3/2022	1,688.60
IHSA Total					1,688.60
ILSROA	NCHS 6/22	0	46335	6/14/2022	672.00
ILSROA Total					672.00
Ivy Lane Bakery	000001	0	46326	6/9/2022	840.00
	000002	0	45931	6/1/2022	340.00
Ivy Lane Bakery Total					1,180.00
J.P. Morgan Chase Bank	V496670	0	0	5/31/2022	80,606.62
J.P. Morgan Chase Bank Total					80,606.62
Jason's Deli - Ibm #185	V518136	0	4007	5/26/2022	303.04
Jason's Deli - Ibm #185 Total					303.04
Johnson, Terra Kay	V77953	0	4008	5/26/2022	58.99
Johnson, Terra Kay Total					58.99
JOSTEN'S	V535366	0	2540	6/6/2022	250.82
	V26623	0	1589	6/3/2022	103.85
	28746670	0	45965	6/3/2022	9.83
	V467122	0	3791	6/6/2022	168.05
	1285594	0	6299	6/2/2022	1,155.00
	V436214	0	24166	6/3/2022	850.88
	1293516	0	21522	6/2/2022	1,053.40
	Acct #1020162	0	45932	6/1/2022	33.74
JOSTEN'S Total					3,625.57
Jostens Inc.	V975139	0	6141	6/6/2022	530.90
Jostens Inc. Total					530.90
Juers, Roger Alan	V223354	0	126091	6/3/2022	460.92
	Airfare	0	46287	5/26/2022	4,656.50
Juers, Roger Alan Total					5,117.42
Kaufman, Trevor Allen	Camp t-shirts	0	46336	6/14/2022	520.10
Kaufman, Trevor Allen Total					520.10
Kelly, Jennifer	Craft supply	0	46304	6/1/2022	7.50
	Reimb Sr. Class item	0	46304	6/1/2022	378.37
	Yearbook food-May	0	46304	6/1/2022	74.82
Kelly, Jennifer Total					460.69
Kelly, Rebecca P	Scholarship	0	46288	5/26/2022	1,000.00
Kelly, Rebecca P Total					1,000.00
Kerber, Geri L	V563405	0	7166	5/26/2022	50.00
Kerber, Geri L Total					50.00
Kerr, Sean C	LM watch party	0	45933	6/1/2022	35.94
Kerr, Sean C Total					35.94
Kettering, Adam J	Scholarship	0	45934	6/1/2022	350.00
Kettering, Adam J Total					350.00

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Kobel, Shawn	SB supplies	0	45935	6/1/2022	123.59
Kobel, Shawn Total					123.59
Kona Ice of Peoria	V923061	0	14532	5/26/2022	200.00
Kona Ice of Peoria Total					200.00
Koyama, Taijiro	Trainer	0	45966	6/3/2022	40.00
Koyama, Taijiro Total					40.00
Kramer, Jill	NLC22 Refund	0	46305	6/1/2022	267.00
Kramer, Jill Total					267.00
Kuras, Amy L	V348415	0	2646	5/26/2022	189.13
Kuras, Amy L Total					189.13
LaKamp, Jennifer	V654949	0	6137	5/31/2022	47.40
LaKamp, Jennifer Total					47.40
Lane, Bruce	Accompanist 5-31	0	45936	6/1/2022	250.00
Lane, Bruce Total					250.00
Latzke, Jennifer	V238733	0	24161	5/31/2022	72.44
Latzke, Jennifer Total					72.44
Leverton, Doris	V919366	0	14538	6/8/2022	71.62
Leverton, Doris Total					71.62
Lewis, Emily	V475094	0	24163	6/2/2022	-
	V972545	0	24162	5/31/2022	112.98
Lewis, Emily Total					112.98
Lewis, Emily Anne	V203838	0	24168	6/7/2022	106.74
Lewis, Emily Anne Total					106.74
Long, Matthew	V282116	0	9422	6/13/2022	14.04
Long, Matthew Total					14.04
Lueschen, Heather Lynn	Cupcakes	0	45937	6/1/2022	54.92
Lueschen, Heather Lynn Total					54.92
Luginbuhl, Benjamin	Canva Pro Subscripti	0	46337	6/14/2022	119.40
Luginbuhl, Benjamin Total					119.40
Mackinson, John E	100	0	45938	6/1/2022	279.03
Mackinson, John E Total					279.03
Mandros, Staci L	V892238	0	4011	5/31/2022	102.50
Mandros, Staci L Total					102.50
Marvin, Ellie	Reimbursement 5-31	0	45939	6/1/2022	1,395.05
Marvin, Ellie Total					1,395.05
Masla, Katherine Louise	V729590	0	7167	5/26/2022	60.00
Masla, Katherine Louise Total					60.00
Matthews, Cullen Douglas	Announcer	0	45987	6/13/2022	50.00
Matthews, Cullen Douglas Total					50.00

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Maurer, Nicole L	Staff Luncheon	0	46306	6/1/2022	15.96
Maurer, Nicole L Total					15.96
Mc Cullick, Teresa L	V723491	0	5459	5/26/2022	50.44
Mc Cullick, Teresa L Total					50.44
McLean Co Unit Dist No 5	100800 April 2022	0	46340	6/14/2022	1,613.37
	100800 Belt-speech	0	46338	6/14/2022	150.00
	100800 O Shea	0	46338	6/14/2022	200.00
	100800-Cords	0	46338	6/14/2022	409.46
	V358181	0	21529	6/13/2022	2,856.69
	V248133	0	24164	6/2/2022	963.43
	V770305	0	1836	5/31/2022	4,527.25
	V2178	0	2537	5/26/2022	2,236.60
McLean Co Unit Dist No 5 Total					12,956.80
McLean Co Unit Dist No 5 - Food Service	K09	0	14539	6/8/2022	47.40
	WA0141	0	21523	6/2/2022	56.60
	V101772	0	2647	5/26/2022	88.00
	NC 015	0	46289	5/26/2022	275.00
	NC017 & NC018	0	46289	5/26/2022	47.35
McLean Co Unit Dist No 5 - Food Service Total					514.35
Menards Lumber	76862	0	45940	6/1/2022	87.36
Menards Lumber Total					87.36
Mennenga, Hayley Jo	V532589	0	6138	5/26/2022	87.98
Mennenga, Hayley Jo Total					87.98
Mercer, Karen Jane	V549129	0	9421	5/26/2022	107.74
Mercer, Karen Jane Total					107.74
Minerva Promotions	S92938	0	14540	6/8/2022	2,287.75
	194855	0	46307	6/1/2022	420.00
	V483730	0	24165	6/2/2022	268.50
Minerva Promotions Total					2,976.25
Modglin, Margaret Kathleen	W of F decorations	0	45941	6/1/2022	71.25
Modglin, Margaret Kathleen Total					71.25
Moline High School-Athletics	V41561	0	126094	6/3/2022	100.00
Moline High School-Athletics Total					100.00
Morlock, Julie	Reimbursement	0	45942	6/1/2022	124.48
Morlock, Julie Total					124.48
Muir, Eduard	Transport	0	45943	6/1/2022	2,950.00
	Transport (2)	0	45944	6/1/2022	2,950.00
	Transport (3)	0	45945	6/1/2022	2,950.00
Muir, Eduard Total					8,850.00
Music Travel Consultants	759924	0	45946	6/1/2022	999.88
Music Travel Consultants Total					999.88
National Cheerleaders Association	Reg-0011074387	0	46318	6/7/2022	85.00
	Customer 44250500	0	45947	6/1/2022	2,210.00
National Cheerleaders Association Total					2,295.00
Newton, Sharon C	Reunion Money	0	46308	6/1/2022	1,000.00

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Newton, Sharon C Total					1,000.00
Nfinity Athletic LLC	10856	0	45948	6/1/2022	747.91
Nfinity Athletic LLC Total					747.91
Normal Community West High School	V347236	0	21530	6/13/2022	525.00
Normal Community West High School Total					525.00
Northshore Athletics, inc	1567	0	45988	6/13/2022	2,565.00
Northshore Athletics, inc Total					2,565.00
Nourie, Julie	V347301	0	21524	6/2/2022	35.00
Nourie, Julie Total					35.00
Ogdon, Tricia L	V446209	0	24170	6/10/2022	200.00
Ogdon, Tricia L Total					200.00
Ostling, Corey Matthew	W of Fame decoration	0	45949	6/1/2022	6.25
Ostling, Corey Matthew Total					6.25
Pabst, Rebecca J	V196041	0	21517	5/26/2022	13.50
	V199607	0	21517	5/26/2022	70.46
Pabst, Rebecca J Total					83.96
Palmer, Elisa L	V519542	0	24167	6/3/2022	44.97
Palmer, Elisa L Total					44.97
Papandrea, Shiann R	V314798	0	21518	5/26/2022	105.27
Papandrea, Shiann R Total					105.27
Pearl, Jennifer Lee	REIMB CAR REPAIRS	2205146	249603	5/26/2022	1,863.25
Pearl, Jennifer Lee Total					1,863.25
Pendleton, Tara D	Reimb 6/2022	0	46327	6/9/2022	3,257.16
	Jun22	0	46319	6/7/2022	653.36
Pendleton, Tara D Total					3,910.52
Peters, Scott D	V239895	0	4009	5/26/2022	11.78
Peters, Scott D Total					11.78
Pickett, Martin R	338586	0	46290	5/26/2022	168.75
Pickett, Martin R Total					168.75
Pioneer Athletics	V535671	0	126093	6/3/2022	792.00
Pioneer Athletics Total					792.00
Poindexter, Lynne	3799 & 3800	2205166	249604	5/26/2022	288.72
Poindexter, Lynne Total					288.72
Power Music Inc.	17634	0	45967	6/3/2022	850.00
Power Music Inc. Total					850.00
Prairie Signs	V342397	0	5464	6/7/2022	375.00
Prairie Signs Total					375.00
Promise Council, Inc.	V435711	0	5465	6/7/2022	85.65
Promise Council, Inc. Total					85.65
Pugh, Clifford	Ref 6-6-22	0	45968	6/3/2022	75.00

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Pugh, Clifford Total					75.00
Quill Corporation	25452302	0	45969	6/3/2022	68.57
	Normal West HS 6-1	0	45950	6/1/2022	164.89
Quill Corporation Total					233.46
Raglan, Melissa N	V758083	0	2538	5/26/2022	43.95
Raglan, Melissa N Total					43.95
RaiseRight, LLC	120461949	0	46291	5/26/2022	4,600.15
RaiseRight, LLC Total					4,600.15
Read's Sporting Goods	B1288 & A5092	0	46320	6/7/2022	679.95
	V547063	0	6138	5/31/2022	89.90
Read's Sporting Goods Total					769.85
Rebel Athletic	SO-5024895	0	46309	6/1/2022	603.50
	SO-5337229	0	46309	6/1/2022	1,974.00
Rebel Athletic Total					2,577.50
RevTrak	V477779	0	0	6/8/2022	4,642.54
RevTrak Total					4,642.54
Riddell	951593342	0	45951	6/1/2022	101.17
Riddell Total					101.17
Robison, Amanda Rae	V618145	0	14533	5/26/2022	80.98
Robison, Amanda Rae Total					80.98
Rogers, Heather V	V98549	0	2648	5/26/2022	210.33
Rogers, Heather V Total					210.33
Roop, Cari Elizabeth	V530895	0	6139	5/26/2022	179.01
Roop, Cari Elizabeth Total					179.01
Roop, Jennifer L	V868601	0	2649	5/26/2022	18.98
Roop, Jennifer L Total					18.98
Rudge, Amber Dawn	Super sectional	0	45970	6/3/2022	50.00
Rudge, Amber Dawn Total					50.00
Sam's Club	V743934	0	1590	6/3/2022	659.24
Sam's Club Total					659.24
Sawyer, Vance	6-13-22	0	45989	6/13/2022	75.00
	Ref 6-6-22	0	45971	6/3/2022	75.00
Sawyer, Vance Total					150.00
Schenk, Gillian S	Incentives	0	45952	6/1/2022	80.42
Schenk, Gillian S Total					80.42
Schermann, April M	Misc invoices	0	45953	6/1/2022	3,581.98
Schermann, April M Total					3,581.98
Scholastic Book Fairs 3	V874523	0	5007	5/26/2022	3,191.18
Scholastic Book Fairs 3 Total					3,191.18
Scholastic Inc.	V526693	0	5466	6/7/2022	573.38
	V309597	0	6298	5/31/2022	2,915.61

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Scholastic Inc. Total					3,488.99
School Mate	V319881	992200044	5147	5/31/2022	350.00
School Mate Total					350.00
School Specialty	208129988514-5/22	992200041	46328	6/9/2022	117.45
School Specialty Total					117.45
Schweinberg, Matthew S	Reimb coaching appr	0	46321	6/7/2022	376.00
Schweinberg, Matthew S Total					376.00
Scornavacco, Robert A	Super sectional	0	45972	6/3/2022	50.00
Scornavacco, Robert A Total					50.00
Seifert, Sara B	V294683	0	2539	5/26/2022	40.98
Seifert, Sara B Total					40.98
Select Screen Prints	59114 & 59094	0	46322	6/7/2022	2,630.00
	59416	0	45973	6/3/2022	2,064.00
	59519	0	46310	6/1/2022	625.00
	59552	0	46310	6/1/2022	425.50
Select Screen Prints Total					5,744.50
SENN, JULIA	Pizza	0	45954	6/1/2022	111.21
SENN, JULIA Total					111.21
Sivyer, Darcie Lynne	V436001	0	14542	6/8/2022	100.00
Sivyer, Darcie Lynne Total					100.00
Smith, Melissa Ann	V85888	0	7168	5/26/2022	100.00
Smith, Melissa Ann Total					100.00
Spencer, Lori	V945760	0	5460	5/26/2022	62.98
Spencer, Lori Total					62.98
SPROUT, JASON	Reimbursement 5-31	0	45955	6/1/2022	7,498.46
SPROUT, JASON Total					7,498.46
St. Elizabeth Technical High School	2022-20-05-003	0	45956	6/1/2022	3,240.00
St. Elizabeth Technical High School Total					3,240.00
St. Louis Cardinals, LLC	V440822	0	14541	6/8/2022	5,399.04
St. Louis Cardinals, LLC Total					5,399.04
Starkey, Megan Ruth	Reimbursement (6-6)	0	45974	6/3/2022	108.82
Starkey, Megan Ruth Total					108.82
Sarnet Digital Publishing	22-051602	0	46329	6/9/2022	176.00
Sarnet Digital Publishing Total					176.00
STRUBHAR, JAMES	Ref 6-6-22	0	45975	6/3/2022	-
STRUBHAR, JAMES Total					-
Strubhar, Mike	6/6 & 6/13	0	45990	6/13/2022	150.00
Strubhar, Mike Total					150.00
The Music Shoppe, Inc	3266443	0	14534	5/26/2022	106.22
The Music Shoppe, Inc Total					106.22

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The University of Texas at Austin	9987252-0	2205128	249605	6/6/2022	575.00
The University of Texas at Austin Total					575.00
Thomas, Bryan	Banquet reimb	0	46323	6/7/2022	195.32
Thomas, Bryan Total					195.32
Thompson, Kara L	V696285	0	7169	5/26/2022	75.00
Thompson, Kara L Total					75.00
Tierney, Logan P	Scholarship	0	46292	5/26/2022	1,000.00
Tierney, Logan P Total					1,000.00
Topping, Elizabeth	V830529	0	21519	5/26/2022	97.79
Topping, Elizabeth Total					97.79
Traum, Melissa L	V494426	0	3792	6/6/2022	72.90
Traum, Melissa L Total					72.90
Turner Graphics Corporation	V348232	0	4012	6/2/2022	1,746.48
Turner Graphics Corporation Total					1,746.48
UMB Bank, N.A.	V129009	0	0	5/26/2022	7,309.25
UMB Bank, N.A. Total					7,309.25
Unit 5 Decker Industries	167	0	46311	6/1/2022	5.00
Unit 5 Decker Industries Total					5.00
Upbeat	6/10/2022	992200023	46330	6/9/2022	1,654.80
Upbeat Total					1,654.80
Visa Businesscard Commerce Bank	STMT-D.LAMBOLEY 5-16	0	0	6/3/2022	(9,600.00)
	STMT-E.OGRADY 5-16	2205058	0	6/3/2022	736.90
	STMT-M.BOZARTH 5-16	2205188	0	6/3/2022	267.12
	STMT-G.TENUTA 5-16	2205101	0	6/3/2022	500.89
	STMT-C.ROOP 5-16	2205061	0	6/3/2022	1,294.81
	STMT-A.ZBROZEK 5-16	2205073	0	6/3/2022	293.37
	STMT-C.MCGRAW 5-16	2204996	0	6/3/2022	427.60
	STMT-D.CURBY 5-16	2204997	0	6/3/2022	413.34
	STMT-T.PRAZMA 5-16	2205094	0	6/3/2022	303.17
	STMT-K.JENSEN 5-16	2205095	0	6/3/2022	7,059.30
	STMT-S.FRANCE 5-16	2205028	0	6/3/2022	2,510.06
	STMT-S.RILEY 5-16	2205029	0	6/3/2022	358.18
	STMT-T.CHAPMAN 5-16	2205034	0	6/3/2022	3,668.53
	STMT-L.THOMAS 5-16	2205107	0	6/3/2022	988.09
	STMT-J.SUDDARTH 5-16	2205076	0	6/3/2022	87.24
	STMT-DV.JOHNSON 5-16	2205077	0	6/3/2022	65,365.80
	STMT-C.WEBSTER 5-16	2205078	0	6/3/2022	456.12
	STMT-E.BEGGS 5-16	2205079	0	6/3/2022	62.58
	STMT-T.VERDERY 5-16	2205080	0	6/3/2022	405.17
	STMT-T.WILSON 5-16	2205081	0	6/3/2022	207.77
	STMT-W.TEMPLES 5-16	2205174	0	6/3/2022	2.00
	STMT-J.COLLINS 5-16	2205059	0	6/3/2022	18,213.61
	STMT-J.KNEPLER 5-16	2205105	0	6/3/2022	319.25
	STMT-E.HOLTZ 5-16	2204998	0	6/3/2022	277.36
	STMT-K.PEIFER 5-16	2205185	0	6/3/2022	4,657.94
	STMT-T.FOGAL 5-16	2205252	0	6/3/2022	2,640.04
	STMT-S. PETERS 5-16	2205096	0	6/3/2022	2,099.19
	STMT-DAVENPORT 5-16	2205103	0	6/3/2022	2,563.87
	STMT-S.EDWARDS 5-16	2205104	0	6/3/2022	3,466.04

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Visa Businesscard Commerce Bank	STMT-C.ELLIS 5-16	2205251	0	6/3/2022	1,763.12
Visa Businesscard Commerce Bank	STMT-H.ROGERS 5-16	2205170	0	6/3/2022	5,274.49
Visa Businesscard Commerce Bank	STMT-BENNINGTON 5-16	2205223	0	6/3/2022	461.16
Visa Businesscard Commerce Bank	STMT-J.ADELMAN 5-16	2205215	0	6/3/2022	1,588.29
Visa Businesscard Commerce Bank	STMT-STANLEY-2	2205186	0	6/3/2022	10,984.80
Visa Businesscard Commerce Bank	STMT-R.BALDWIN 5-16	2205074	0	6/3/2022	722.69
Visa Businesscard Commerce Bank	STMT-K.WEIKLE 5-16	2205083	0	6/3/2022	204.40
	STMT-LAMBOLEY-3	2205175	0	6/3/2022	262.10
	STMT-D.BROWN 5-16	2205269	0	6/3/2022	1,161.87
	STMT-M.BACKE 5-16	2205019	0	6/3/2022	2,715.83
	STMT-M.LAMBOLEY-1	2205020	0	6/3/2022	143.09
	STMT-D.LAMBOLEY 2	2205042	0	6/3/2022	6,814.98
	STMT-D.COOPER 5-16	2205097	0	6/3/2022	7,245.92
	STMT-M.STANLEY 5-16	2205157	0	6/3/2022	1,481.95
	STMT-M.LAMBOLEY 5-16	2205098	0	6/3/2022	5,219.85
	STMT-C.CHAPMAN 5-16	2205163	0	6/3/2022	10,575.67
	STMT-LAMBOLEY-2	2205183	0	6/3/2022	6,197.86
	STMT-STANLEY-1	2205184	0	6/3/2022	899.00
	STMT-ROMAGNOLI 5-16	2205023	0	6/3/2022	26.34
	STMT-PENNINGTON 5-16	2205014	0	6/3/2022	3,553.97
Visa Businesscard Commerce Bank Total					177,342.72
Watkins, Stacie	V602516	0	21520	5/26/2022	43.48
Watkins, Stacie Total					43.48
Weakly, Shelly	Reimbursement 5-31	0	45957	6/1/2022	420.00
Weakly, Shelly Total					420.00
Wendell Niepagen Greenhouses	2-10650	0	45958	6/1/2022	494.71
Wendell Niepagen Greenhouses Total					494.71
Wiechman, Jacob R	Reimb Audio Proofing	0	46293	5/26/2022	195.77
Wiechman, Jacob R Total					195.77
Williams, Sara E	Reimbursement 5-31	0	45959	6/1/2022	198.00
Williams, Sara E Total					198.00
Witzig, David G	ISU Shootout	0	46294	5/26/2022	105.00
Witzig, David G Total					105.00
Wollenweber, Sarah Kathleen	Prom location	0	45991	6/13/2022	5,665.00
Wollenweber, Sarah Kathleen Total					5,665.00
Xperience Chicago	1190	0	46331	6/9/2022	1,080.00
Xperience Chicago Total					1,080.00
X-Treme Light And Sound	673887	0	45960	6/1/2022	550.00
X-Treme Light And Sound Total					550.00
Zbrozek, Adam W	Lunch	0	46339	6/14/2022	67.75
Zbrozek, Adam W Total					67.75
Zimmerman, Betsy Jo	V448436	0	5463	6/7/2022	47.00
Zimmerman, Betsy Jo Total					47.00
Grand Total					1,695,253.53

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Fund	Amount
07	32,725.88
08	1,060,420.79
10	181,260.69
20	247.70
30	87,915.87
40	3,203.84
80	97,771.06
99	231,707.70
Grand Total	1,695,253.53

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Ace Hardware	8 INVS 5/11-06/06	2200024	249606	6/15/2022	236.60
	581541/5, 581605/5	2205303	249606	6/15/2022	111.86
	581504/5 5/24	2205221	249606	6/15/2022	48.55
	581282,581399,581468	2200024	249606	6/15/2022	76.40
	581280/5,581195/5	2205143	249606	6/15/2022	117.29
Ace Hardware Total					590.70
Adams, Julie	HOURS 5/3-5/12	2205268	249607	6/15/2022	420.00
Adams, Julie Total					420.00
Allendale Association	202206083261 5/31	2205348	249608	6/15/2022	20,208.31
Allendale Association Total					20,208.31
Alpha Baking Co., Inc.	STMT 05/30/22	2205355	249609	6/15/2022	4,024.45
Alpha Baking Co., Inc. Total					4,024.45
Alpha Controls & Services LLC	W41952 5/13	2205210	249610	6/15/2022	7,453.72
	225008-1 & 225008-2	2205358	249610	6/15/2022	140,195.70
	225009-1, 225009-2	2205360	249610	6/15/2022	170,010.00
Alpha Controls & Services LLC Total					317,659.42
Altorfer	W0430056771 5/23	2205212	249611	6/15/2022	372.84
Altorfer Total					372.84
Amazon Capital Services	1VR4-QQK7-76LM	2205340	249612	6/15/2022	48.03
	196G-T93L-XVCK 6/12	2205321	249612	6/15/2022	105.87
	1KWT-9DJ7-TXND 6/11	2205320	249612	6/15/2022	39.99
	1LQH-VWK4-4FVP 6/07	2203420	249612	6/15/2022	89.60
	1DLD-DLJ9-4CFY	2205315	249612	6/15/2022	123.75
	1W3J-HIJQ-93F1	2205272	249612	6/15/2022	46.79
	19HW-4FDM-1KTD 6/6	2205240	249612	6/15/2022	1,336.78
	17ND-7PHT-YVMN 6/5	2205236	249612	6/15/2022	1,163.70
	1HMF-DKQC-4TQV	2205241	249612	6/15/2022	511.52
	1CTV-VCQ3-3QRK 6/05	2205243	249612	6/15/2022	566.00
	1F3X-7WD3-V69M 06/04	2205239	249612	6/15/2022	769.50
	1CCY-7X1Y-4YTF 6/02	2205242	249612	6/15/2022	864.01
	1DWT-FVL3-6YWJ 5/25	2205100	249612	6/15/2022	266.84
	1CKF-YY3W-6PKK 05/23	2205072	249612	6/15/2022	1,082.86
	1WJW-3M3C-TW3R 5/23	2205046	249612	6/15/2022	644.05
	1W1D-Q7VG-9MQP	2205004	249612	6/15/2022	1,128.06
	19DY-W7F6-HTRF 5/22	2205005	249612	6/15/2022	395.26
	14XJ-4QM9-3NQ6 05/22	2205006	249612	6/15/2022	1,216.45
	1JRW-QXLK-CPJ3 05/22	2205007	249612	6/15/2022	962.53
	1P1H-HHLN-J6H3 5/22	2205008	249612	6/15/2022	997.92
1RQH-J1KX-96CJ 05/22	2205009	249612	6/15/2022	1,128.46	
1P1H-HHLN-G6J6 05/22	2205010	249612	6/15/2022	395.25	
19DY-W7F6-GM34 5/22	2205011	249612	6/15/2022	1,216.45	
1PXC-4RX4-4VHK 5/22	2205012	249612	6/15/2022	962.53	
1JRW-QXLK-HXWM 5/22	2205013	249612	6/15/2022	997.92	
2 INVS 05/22	2204943	249612	6/15/2022	926.12	
Amazon Capital Services Total					17,986.24
American Pest Control	429118 5/26	2200395	249613	6/15/2022	1,080.00
American Pest Control Total					1,080.00
Amplify Education, Inc.	PREPAY-Q-111209-2	2204418	249614	6/15/2022	281.25
Amplify Education, Inc. Total					281.25
Arjona, Martha B	TRAVEL MAY 22	0	249615	6/15/2022	14.80

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Arjona, Martha B Total					14.80
Avanti's Italian Restaurant -Bloomington	STMT 05/26/22	2205194	249616	6/15/2022	5,099.26
Avanti's Italian Restaurant -Bloomington Total					5,099.26
B & B Awards & Recognition	20049088 05/09	2205276	249617	6/15/2022	223.55
B & B Awards & Recognition Total					223.55
B&H Photo-Video	202363886 5/23	2204952	249618	6/15/2022	3,316.51
	202363297	2204953	249618	6/15/2022	1,612.08
B&H Photo-Video Total					4,928.59
Beer, Julia Renee	TRAVEL JAN 22	0	249619	6/15/2022	107.41
	TRAVEL FEB 22	0	249619	6/15/2022	91.49
	TRAVEL MAR 22	0	249619	6/15/2022	99.45
	TRAVEL APR 22	0	249619	6/15/2022	112.91
	TRAVEL MAY 22	0	249619	6/15/2022	103.43
Beer, Julia Renee Total					514.69
Beirne, Amy	HOURS 5/2-5/31	2205282	249620	6/15/2022	741.83
Beirne, Amy Total					741.83
Bennett Electronics	33738 6/03	2205332	249621	6/15/2022	456.00
	33759 6/08	2201335	249621	6/15/2022	6,154.00
	33764 6/08	2201686	249621	6/15/2022	1,426.00
	33612, 33760	2202846	249621	6/15/2022	6,339.00
	33766 6/8	2202847	249621	6/15/2022	375.40
	33519, 33761	2203453	249621	6/15/2022	3,546.00
	33763 06/08	2203557	249621	6/15/2022	9,420.00
	33765 6/08	2204180	249621	6/15/2022	1,830.00
	33762 6/08	2204550	249621	6/15/2022	5,400.00
	33754 6/07	2205130	249621	6/15/2022	98.00
	33739 6/3	2203896	249621	6/15/2022	442.00
	33742 6/3	2204493	249621	6/15/2022	535.00
	33747 6/03	2205002	249621	6/15/2022	828.00
	33748 6/03	2205328	249621	6/15/2022	228.00
	33746 6/03	2205329	249621	6/15/2022	342.00
	33745 6/03	2205330	249621	6/15/2022	456.00
	33741 6/03	2205331	249621	6/15/2022	114.00
	33743 6/03	2205333	249621	6/15/2022	228.00
	33744 6/03	2205334	249621	6/15/2022	912.00
Bennett Electronics Total					39,129.40
Bennington, Marlys	TRAVEL NOV 21	0	249622	6/15/2022	15.90
	TRAVEL DEC 21	0	249622	6/15/2022	6.27
	TRAVEL JAN 22	0	249622	6/15/2022	16.03
	TRAVEL MAR 22	0	249622	6/15/2022	6.55
	TRAVEL APR 22	0	249622	6/15/2022	11.35
	TRAVEL MAY 22	0	249622	6/15/2022	35.63
	TRAVEL FEB22	0	249622	6/15/2022	10.41
Bennington, Marlys Total					102.14
Bernardini, Tiffany M	TRAVEL MAY 22	0	249623	6/15/2022	71.08
Bernardini, Tiffany M Total					71.08
Bill's Key & Lock Shop	3 INVS 5/24-6/02	2205381	249624	6/15/2022	198.72
	166078 05/19	2205225	249624	6/15/2022	13.60
Bill's Key & Lock Shop Total					212.32

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Birkey's Farm Store	P31576 05/25	2205387	249625	6/15/2022	29.00
	P31310 5/20	2205127	249625	6/15/2022	2.90
Birkey's Farm Store Total					31.90
Bishop, Janette Milagros	TRAVEL MAY 22	0	249626	6/15/2022	23.17
Bishop, Janette Milagros Total					23.17
Blue Springs, Inc.	43244 04/29	2205393	249627	6/15/2022	500.00
Blue Springs, Inc. Total					500.00
Blue, Kayla Butler	REIMB REG FEE 5/25	2205172	249628	6/15/2022	182.72
Blue, Kayla Butler Total					182.72
Boehm, Kimberley Ruth	TRAVEL DEC 21	0	249629	6/15/2022	53.03
	TRAVEL JAN 22	0	249629	6/15/2022	4.50
	TRAVEL MAR 22	0	249629	6/15/2022	4.50
	TRAVEL APR 22	0	249629	6/15/2022	6.14
	TRAVEL MAY 22	0	249629	6/15/2022	4.10
Boehm, Kimberley Ruth Total					72.27
Book Systems	129262 6/03	2205305	249630	6/15/2022	21,712.00
Book Systems Total					21,712.00
Booth, Lauren	REIMB TPT 6/01	2205245	249631	6/15/2022	24.95
Booth, Lauren Total					24.95
Bordner, Kelly L	TRAVEL MAY 22	0	249632	6/15/2022	55.69
Bordner, Kelly L Total					55.69
Borst, Edward A	TRAVEL APR 22	0	249633	6/15/2022	49.78
	TRAVEL MAY 22	0	249633	6/15/2022	26.15
Borst, Edward A Total					75.93
Bozarth, Samantha	TRAVEL MAY 22	0	249634	6/15/2022	43.82
Bozarth, Samantha Total					43.82
Bradfield's Computer Supply	555805 5/19	2204959	249635	6/15/2022	552.44
	555735,554492	2203224	249635	6/15/2022	1,902.00
Bradfield's Computer Supply Total					2,454.44
Bradford Supply Company	2418602 05/19	2205205	249636	6/15/2022	5.97
Bradford Supply Company Total					5.97
Briggs, Susan Kay	TRAVEL MAY 22	0	249637	6/15/2022	81.61
Briggs, Susan Kay Total					81.61
Broach, James C	FUEL REIMB 05/11	2205220	249638	6/15/2022	114.50
Broach, James C Total					114.50
Brooks, Mark	REG FEE REFUND 5/11	0	249639	6/15/2022	67.00
Brooks, Mark Total					67.00
Brown, Dayna Robyn	REIMB NSPRA FEES	2205325	249641	6/15/2022	127.00
Brown, Dayna Robyn Total					127.00
Brown's Wrecker Service Inc	401502 5/24	2205295	249640	6/15/2022	145.00
	433438 05/12	2205301	249640	6/15/2022	135.00
Brown's Wrecker Service Inc Total					280.00

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BSN Sports	914292197 10/22	2200043	249642	6/15/2022	395.51
	305322537A 5/6	2204772	249642	6/15/2022	346.53
BSN Sports Total					742.04
Burriss Equipment	3 INVS 5/26	2205287	249643	6/15/2022	1,588.66
Burriss Equipment Total					1,588.66
Bushue Background Screening	3 INVS 05/31/22	2205256	249644	6/15/2022	5,655.50
Bushue Background Screening Total					5,655.50
Capitol Group	2 INVS 5/31-6/03	2205378	249645	6/15/2022	168.51
	S2203774.001	2205202	249645	6/15/2022	4.17
Capitol Group Total					172.68
Capstone	FAIRVIEW BILLING 5/2	2204273	249646	6/15/2022	929.64
Capstone Total					929.64
Cardiff, Benjamin R	TRAVEL MAY 22	0	249647	6/15/2022	11.58
Cardiff, Benjamin R Total					11.58
Carle	MRN43 5/11	2205357	249648	6/15/2022	154.00
Carle Total					154.00
Carr, Belinda K	REIMB NOTARY & PKG	2205169	249649	6/15/2022	8.00
Carr, Belinda K Total					8.00
Carter, Kory	TRAVEL MAY 22	0	249650	6/15/2022	75.82
Carter, Kory Total					75.82
Carter, Paul W	TRAVEL MAY 22	0	249651	6/15/2022	54.99
Carter, Paul W Total					54.99
Cawley, Kaylyn Michelle	REIMB OFC DEPOT	2204370	249652	6/15/2022	21.99
Cawley, Kaylyn Michelle Total					21.99
Cengage Learning, Inc.	77801375	2205164	249653	6/15/2022	12,960.84
Cengage Learning, Inc. Total					12,960.84
Central Illinois Trucks Inc	101W34934 5/21	2205126	249654	6/15/2022	1,682.66
Central Illinois Trucks Inc Total					1,682.66
Change Academy Lake Of The Ozarks	INV047337 05/31	2205311	249655	6/15/2022	4,025.20
	INV047336 5/31	2205312	249655	6/15/2022	4,025.20
Change Academy Lake Of The Ozarks Total					8,050.40
Chapman, Trevor Michael	TRAVEL MAY 22	0	249656	6/15/2022	44.34
	TRAVEL MAY/JUN 22	0	249656	6/15/2022	22.11
Chapman, Trevor Michael Total					66.45
Cheli, Sharri Louise	TRAVEL MAR,APR,MAY	0	249657	6/15/2022	123.73
Cheli, Sharri Louise Total					123.73
Chestnut Health Systems	MISC-22-123	2205281	249658	6/15/2022	2,577.00
Chestnut Health Systems Total					2,577.00
Chlebowski, Jennifer Susanne	TRAVEL OCT 21	0	249659	6/15/2022	90.44
	TRAVEL NOV 21	0	249659	6/15/2022	109.48
	TRAVEL DEC 21	0	249659	6/15/2022	60.82
	TRAVEL JAN 22	0	249659	6/15/2022	80.20

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Chlebowski, Jennifer Susanne	TRAVEL FEB 22	0	249659	6/15/2022	172.34
	TRAVEL MAR 22	0	249659	6/15/2022	118.17
	TRAVEL APR 22	0	249659	6/15/2022	144.38
	TRAVEL MAY 22	0	249659	6/15/2022	35.22
Chlebowski, Jennifer Susanne Total					811.05
CI Solutions	RENEW SERV AGREE	2201194	249660	6/15/2022	3,180.00
	RENEW SERV 09/15	2201230	249660	6/15/2022	2,385.00
CI Solutions Total					5,565.00
Cintas Corporation #396	STMT 05/31/22	2200121	249661	6/15/2022	2,235.77
Cintas Corporation #396 Total					2,235.77
City of Bloomington	9454 06/06	2205351	249662	6/15/2022	3,571.00
	WATER BILLING 06/02	0	249662	6/15/2022	2,579.04
	WATER BILL 05/26	0	249662	6/15/2022	1,200.60
City of Bloomington Total					7,350.64
Clean The Uniform Company	3 INV 5/17-5/31	2205298	249663	6/15/2022	252.24
Clean The Uniform Company Total					252.24
Clifton Larson Allen Llp	3309208 06/01	2205254	249664	6/15/2022	22,050.00
	3286936 05/24	2205271	249664	6/15/2022	9,450.00
Clifton Larson Allen Llp Total					31,500.00
Clinton High School	INV #-8 5/19	2205171	249665	6/15/2022	3,000.00
Clinton High School Total					3,000.00
Collins, Paula Lynn	TRAVEL MAY 22	0	249666	6/15/2022	33.70
Collins, Paula Lynn Total					33.70
Collins, Veronica	TRAVEL MAY 22	0	249667	6/15/2022	54.76
Collins, Veronica Total					54.76
Comcast Business	8771010010005246 5/2	2205306	249668	6/15/2022	427.86
Comcast Business Total					427.86
Computer Information Concepts, Inc.	PSI34808 6/13	2205168	249669	6/15/2022	810.00
Computer Information Concepts, Inc. Total					810.00
Confidential On-Site Paper Shreddin	12803 05/31	0	249670	6/15/2022	347.63
	128194 5/31	2205344	249670	6/15/2022	144.00
Confidential On-Site Paper Shreddin Total					491.63
Conklin, Annette	TRAVEL MAY 22	0	249671	6/15/2022	17.55
Conklin, Annette Total					17.55
Connor Co	5 INVS 5/23-6/03	2205379	249672	6/15/2022	1,357.59
	5 INV 5/10-5/20	2205180	249672	6/15/2022	1,024.03
Connor Co Total					2,381.62
Conrad Sheet Metal Co	62876 05/11	2205367	249673	6/15/2022	66.00
Conrad Sheet Metal Co Total					66.00
Corwin Press Inc	69492KI	2205045	249674	6/15/2022	52.43
Corwin Press Inc Total					52.43
Creative Crafts, Inc.	104644 03/16	2203894	249675	6/15/2022	86.82
Creative Crafts, Inc. Total					86.82

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Crescent Electric Supply Co	5 INVS 5/18-06/01	2205384	249676	6/15/2022	582.31
	S51029371.001 5/5	2205148	249676	6/15/2022	68.71
Crescent Electric Supply Co Total					651.02
Cunningham Children's Home	6506,03012022#07	2205235	249677	6/15/2022	4,943.99
	6507,03012022#07	2205234	249677	6/15/2022	2,554.15
Cunningham Children's Home Total					7,498.14
Custom Education Solutions, Inc.	SI0003159 & SI000327	2204392	249678	6/15/2022	351.55
Custom Education Solutions, Inc. Total					351.55
Davis, Portia	TRAVEL MAY 22	0	249679	6/15/2022	114.08
Davis, Portia Total					114.08
Dearborn National Life Insurance Co	BILLING MAY 22	2205167	249680	6/15/2022	9,174.45
Dearborn National Life Insurance Co Total					9,174.45
Dehner, Meredith R	TRAVEL MAY 22	0	249681	6/15/2022	82.66
Dehner, Meredith R Total					82.66
DePaz, Carmen	TRAVEL JAN 22	0	249682	6/15/2022	3.80
	TRAVEL FEB 22	0	249682	6/15/2022	11.12
	TRAVEL MAR 22	0	249682	6/15/2022	17.14
	TRAVEL APR 22	0	249682	6/15/2022	2.93
	TRAVEL MAY 22	0	249682	6/15/2022	19.95
DePaz, Carmen Total					54.94
Depke Gases and Welding Supplies Inc	0002072734 6/08	2204992	249683	6/15/2022	36,308.45
Depke Gases and Welding Supplies Inc Total					36,308.45
Devault, Angela Sue	TRAVEL MAY 22	0	249684	6/15/2022	33.87
Devault, Angela Sue Total					33.87
Diaz, Marianela	TRAVEL MAY 22	0	249685	6/15/2022	64.29
Diaz, Marianela Total					64.29
Didax.com	168240 5/19	2204684	249686	6/15/2022	141.29
Didax.com Total					141.29
DigitalBuyer	0903623 06/01	2205196	249687	6/15/2022	1,563.00
DigitalBuyer Total					1,563.00
Dischert, Susan	REFUND CONF FEE	0	249688	6/15/2022	30.00
Dischert, Susan Total					30.00
Don Owen Tire Service, Inc	304129	2205296	249689	6/15/2022	174.00
	303347, 237124	2205300	249689	6/15/2022	207.80
Don Owen Tire Service, Inc Total					381.80
Durdan, Michelle M	TRAVEL MAY 22	0	249690	6/15/2022	103.90
	TRAVEL APR 22	0	249690	6/15/2022	103.90
	TRAVEL FEB 22	0	249690	6/15/2022	71.43
	TRAVEL MAR 22	0	249690	6/15/2022	110.39
Durdan, Michelle M Total					389.62
Edmentum	INV-17660 4/13	2204023	249691	6/15/2022	250.00
Edmentum Total					250.00

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Egan, Paula	TRAVEL DEC 21	0	249692	6/15/2022	36.62
	TRAVEL JAN 22	0	249692	6/15/2022	50.43
	TRAVEL FEB 22	0	249692	6/15/2022	39.60
	TRAVEL MAR 22	0	249692	6/15/2022	55.22
	TRAVEL APR 22	0	249692	6/15/2022	56.57
	TRAVEL MAY 22	0	249692	6/15/2022	58.85
	TRAVEL JUN 22	0	249692	6/15/2022	27.44
Egan, Paula Total					324.73
Ellison, Aaron T	TRAVEL APR & MAY 22	0	249693	6/15/2022	30.83
Ellison, Aaron T Total					30.83
Ely, Kathleen Ann	TRAVEL MAY 22	0	249694	6/15/2022	65.81
Ely, Kathleen Ann Total					65.81
Embrace Education	11628 5/24	2205161	249695	6/15/2022	3,316.42
Embrace Education Total					3,316.42
Emerick, Drew Mathew	TRAVEL MAY 22	0	249696	6/15/2022	61.13
Emerick, Drew Mathew Total					61.13
Engler Callaway Baasten & Sraga, LLC	296793 6/3	2205280	249697	6/15/2022	46.00
Engler Callaway Baasten & Sraga, LLC Total					46.00
Enright, Amy Christine	REIMB UNIV OF MINN	2205233	249698	6/15/2022	50.00
Enright, Amy Christine Total					50.00
Eta Hand 2 Mind, Inc.	INV000002364 5/20	2204836	249699	6/15/2022	849.92
Eta Hand 2 Mind, Inc. Total					849.92
Fields, Jason Jerome	TRAVEL MAY 22	0	249700	6/15/2022	69.15
Fields, Jason Jerome Total					69.15
First Student, Inc.	11808453 06/10	2205356	249701	6/15/2022	937,134.65
First Student, Inc. Total					937,134.65
Fisher, Charles E	TRAVEL MAY 22	0	249702	6/15/2022	81.43
Fisher, Charles E Total					81.43
Fitz Ayala, Lilia	TRAVEL JUN 22	0	249703	6/15/2022	11.64
Fitz Ayala, Lilia Total					11.64
Flinn Scientific Inc	2708793, 2714530 6/0	2204963	249704	6/15/2022	426.94
	2704956	2204411	249704	6/15/2022	415.78
Flinn Scientific Inc Total					842.72
Follett Content Solutions	48592F, 487596F	2204503	249705	6/15/2022	1,225.94
	495721 6/9	2204780	249705	6/15/2022	2,735.00
	474405, 474405F 6/09	2204068	249705	6/15/2022	1,305.52
	481205, 481205F	2204256	249705	6/15/2022	277.31
	500318	2205015	249705	6/15/2022	1,400.00
	500322 6/09	2205017	249705	6/15/2022	500.00
	503189 6/09	2205121	249705	6/15/2022	1,030.00
	496534, 496534A	2204792	249705	6/15/2022	996.38
	465362, 465362F	2204024	249705	6/15/2022	1,995.08
	475758, 475758F 6/09	2204133	249705	6/15/2022	425.63
	462992F 06/02	2203900	249705	6/15/2022	1,447.90
	465348, A, & B	2203923	249705	6/15/2022	3,896.32
	473744F 5/23	2203922	249705	6/15/2022	3,733.91

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Follett Content Solutions	460396, 460396F	2203827	249705	6/15/2022	498.03
	440074, & 440074F	2203310	249705	6/15/2022	413.57
	4 INVS	2203281	249705	6/15/2022	1,046.71
	429214F 03/23	2203206	249705	6/15/2022	891.40
Follett Content Solutions Total					23,818.70
Franklin, Cindy E	TRAVEL MAY 22	0	249706	6/15/2022	94.77
Franklin, Cindy E Total					94.77
Freymann, Megan Marie	TRAVEL JAN 22	0	249707	6/15/2022	7.14
	TRAVEL MAR 22	0	249707	6/15/2022	16.79
	TRAVEL APR 22	0	249707	6/15/2022	10.71
	TRAVEL MAY 22	0	249707	6/15/2022	25.97
Freymann, Megan Marie Total					60.61
Frontier 1	PHONE - 5/20/22	0	249708	6/15/2022	525.26
Frontier 1 Total					525.26
Fs Custom Turf	34102409	2205262	249709	6/15/2022	147.00
	3 INV 4/19-5/17	2205394	249709	6/15/2022	461.72
	34101904, 34101336	2205201	249709	6/15/2022	2,342.70
Fs Custom Turf Total					2,951.42
Fulling Interpreting Services, LLC.	22110 5/25	2205231	249710	6/15/2022	100.00
Fulling Interpreting Services, LLC. Total					100.00
Gale/Cengage Learning	SUBSCRIP RENEWAL	2204873	249711	6/15/2022	12,960.84
Gale/Cengage Learning Total					12,960.84
Garcia, Stephanie Michelle	TRAVEL MAY 22	0	249712	6/15/2022	77.04
Garcia, Stephanie Michelle Total					77.04
Ggnet, Inc.	82849 5/15	2205003	249713	6/15/2022	225.00
Ggnet, Inc. Total					225.00
Ghrist, Tracie Nicole	TRAVEL MAY 22	0	249714	6/15/2022	107.70
Ghrist, Tracie Nicole Total					107.70
Gibson, Patrick T	TRAVEL MAY 22	0	249715	6/15/2022	67.28
Gibson, Patrick T Total					67.28
Glasgow-Kuhns, Meegan Mary	TRAVEL MAY 22	0	249716	6/15/2022	73.65
Glasgow-Kuhns, Meegan Mary Total					73.65
Glowforge Inc.	IN-680966	2205041	249717	6/15/2022	6,495.00
Glowforge Inc. Total					6,495.00
Goff, Amanda L	TRAVEL APR 22	0	249718	6/15/2022	4.74
	TRAVEL MAY 22	0	249718	6/15/2022	17.37
Goff, Amanda L Total					22.11
Gonzalez, Roman	TRAVELMAY 22	0	249719	6/15/2022	61.43
Gonzalez, Roman Total					61.43
Goodfield Disposal	STMT MAY/JUN	2205285	249720	6/15/2022	88.00
Goodfield Disposal Total					88.00
Gopher Learning	IN-175512 05/06	2204738	249721	6/15/2022	245.28
	IN-161180 3/30	2204070	249721	6/15/2022	73.75

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Gopher Learning Total					319.03
Gordon Food Service, Inc	19 INVS 5/10-5/24	2205190	249722	6/15/2022	7,001.60
	13 INVS 5/18-5/23	2205192	249722	6/15/2022	5,075.60
	18 INVS 5/5-5/19	2205191	249722	6/15/2022	8,367.33
Gordon Food Service, Inc Total					20,444.53
Grainger Parts Operations Ww Graing	9330992216 06/01	2205361	249723	6/15/2022	108.41
	4 INVS 5/2-5/12	2205145	249723	6/15/2022	526.77
Grainger Parts Operations Ww Graing Total					635.18
Grant, Shannon	REG FEE REFUND	0	249724	6/15/2022	370.00
Grant, Shannon Total					370.00
Graybar Electric Company, Inc.	9326805117 5/09	2205149	249725	6/15/2022	292.23
Graybar Electric Company, Inc. Total					292.23
Grizzly Industrial, Inc.	10960164-02	2204893	249726	6/15/2022	1,762.96
Grizzly Industrial, Inc. Total					1,762.96
Gross, Joshua J	TRAVEL MAY 22	0	249727	6/15/2022	63.18
Gross, Joshua J Total					63.18
Grosso's Garage Inc.	38718, 38155	2205289	249728	6/15/2022	1,852.38
Grosso's Garage Inc. Total					1,852.38
Harris, Elizabeth Rae	REIMB SUPPLIES 9/22-	2204217	249729	6/15/2022	965.81
Harris, Elizabeth Rae Total					965.81
Hawkins, Christopher	REIMB FUEL 5/14	2205173	249730	6/15/2022	142.30
Hawkins, Christopher Total					142.30
Hawkins, Inc.	6199282 5/31	2205337	249731	6/15/2022	1,502.51
Hawkins, Inc. Total					1,502.51
Health Alliance Medical Plans	114426,27 & 28	2205227	249732	6/15/2022	68,465.00
Health Alliance Medical Plans Total					68,465.00
Heinemann	7442019 5/18/22	2204876	249733	6/15/2022	6,485.50
	7442011 5/18/2022	2204877	249733	6/15/2022	21,537.25
	7442012 5/18/2022	2204878	249733	6/15/2022	21,537.25
	7442013 05/18/2022	2204879	249733	6/15/2022	21,537.25
	7442015 05/18/2022	2204880	249733	6/15/2022	21,537.25
	7442014 05/18/2022	2204881	249733	6/15/2022	21,537.25
	7442016 5/18/22	2204882	249733	6/15/2022	21,537.25
	7442017 5/18	2204883	249733	6/15/2022	21,537.25
	7442018 05/18/2022	2204884	249733	6/15/2022	21,537.25
Heinemann Total					178,783.50
Helling, Carrie N	TRAVEL DEC 21	0	249734	6/15/2022	4.26
	TRAVEL JAN 22	0	249734	6/15/2022	9.24
	TRAVEL FEB 22	0	249734	6/15/2022	14.74
	TRAVEL MAR 22	0	249734	6/15/2022	2.75
	TRAVEL APR 22	0	249734	6/15/2022	3.98
	TRAVEL MAY 22	0	249734	6/15/2022	13.34
Helling, Carrie N Total					48.31
Henrichsmeyer, Krista	TRAVEL MAY 22	0	249735	6/15/2022	142.04
Henrichsmeyer, Krista Total					142.04

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Henson Robinson Company	266051 5/25	2205369	249736	6/15/2022	1,782.00
Henson Robinson Company Total					1,782.00
Heplerbroom LLC	907243 5/17	2205214	249737	6/15/2022	150.00
Heplerbroom LLC Total					150.00
Heritage Machine & Welding Inc	44535 5/17	2205208	249738	6/15/2022	281.28
Heritage Machine & Welding Inc Total					281.28
Herren, Kelly Lynn	TRAVEL MAY 22	0	249739	6/15/2022	46.33
Herren, Kelly Lynn Total					46.33
Higby, Daniel L	TRAVEL JAN 22	0	249740	6/15/2022	27.03
	TRAVEL FEB 22	0	249740	6/15/2022	40.66
	TRAVEL APR 22	0	249740	6/15/2022	36.74
Higby, Daniel L Total					104.43
Hill, Shane Padraic	TRAVEL MAY 22	0	249741	6/15/2022	182.70
Hill, Shane Padraic Total					182.70
Hilti Inc	4619499105 5/19	2205374	249742	6/15/2022	466.25
Hilti Inc Total					466.25
Hinthorne, Diane Kay	TRAVEL MAY 22	0	249743	6/15/2022	59.26
Hinthorne, Diane Kay Total					59.26
Hitchins, Tracy	TRAVEL MAY 22	0	249744	6/15/2022	14.04
Hitchins, Tracy Total					14.04
Hohulin Bro Fence Co,Ltd	22124TH & 2212575	2205274	249745	6/15/2022	6,330.00
Hohulin Bro Fence Co,Ltd Total					6,330.00
Holley, Tyra Michael	TRAVEL APR 22	0	249746	6/15/2022	126.07
Holley, Tyra Michael Total					126.07
Hospital Purchasing Service	119209 5/23	2205352	249747	6/15/2022	1,088.89
Hospital Purchasing Service Total					1,088.89
Houchin, Patricia L	TRAVEL MAY 22	0	249748	6/15/2022	64.53
Houchin, Patricia L Total					64.53
Houghton Mifflin Harcourt	PROFORMA8000170634	2205155	249749	6/15/2022	1,288.00
Houghton Mifflin Harcourt Total					1,288.00
Huber, Julie Ann	TRAVEL MAY 22	0	249750	6/15/2022	101.09
Huber, Julie Ann Total					101.09
Hudson Municipal Water	WATER BILLING 5/17	0	249751	6/15/2022	291.64
Hudson Municipal Water Total					291.64
Hughes, Tammy M	TRAVEL APR 18 & MAY	0	249752	6/15/2022	28.31
Hughes, Tammy M Total					28.31
Hunt, Amanda Louise	TRAVEL MAY 22	0	249753	6/15/2022	38.49
Hunt, Amanda Louise Total					38.49
Hutson, Cally L	TRAVEL MAR 22	0	249754	6/15/2022	106.82
	TRAVEL APR 22	0	249754	6/15/2022	124.25

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Hutson, Cally L	TRAVEL MAY 22	0	249754	6/15/2022	101.15
Hutson, Cally L Total					332.22
Ideal Environmental Engineering, In	60646,60680	2205383	249755	6/15/2022	2,851.98
	60684 5/31	2205389	249755	6/15/2022	2,100.00
Ideal Environmental Engineering, In Total					4,951.98
Illini Supply Inc	13641 05/05	2205275	249756	6/15/2022	1,382.40
Illini Supply Inc Total					1,382.40
Illinois State University Alumni Center	CONF67	2205255	249757	6/15/2022	225.00
Illinois State University Alumni Center Total					225.00
Ilmea	FESTIVAL REG 21-22	2201759	249758	6/15/2022	550.00
Ilmea Total					550.00
ILSROA	REG- S HILL 06/09	2205324	249759	6/15/2022	224.00
ILSROA Total					224.00
Immke, Carly	TRAVEL JUN 22	0	249760	6/15/2022	10.71
Immke, Carly Total					10.71
Infinite Connections, Inc.	S2559/ECF ASSIT	2205216	249761	6/15/2022	23,870.00
Infinite Connections, Inc. Total					23,870.00
Interstate All Battery Center	2 INVS 5/25	2205286	249762	6/15/2022	388.70
	5 INVS 4/4-5/16	2205179	249762	6/15/2022	448.19
Interstate All Battery Center Total					836.89
Iron Mountain	GNXD045 05/31	2205297	249763	6/15/2022	4,132.90
Iron Mountain Total					4,132.90
J Spencer Construction LLC	1728 05/09	2205339	249764	6/15/2022	672.00
J Spencer Construction LLC Total					672.00
Jerome, Ruth H	TRAVEL MAY 22	0	249765	6/15/2022	70.79
Jerome, Ruth H Total					70.79
Jimenez, Aaron M	TRAVEL MAY 22	0	249766	6/15/2022	180.65
Jimenez, Aaron M Total					180.65
Johnson Controls Fire Protection Lp	10 INV 05/02/22	2205213	249767	6/15/2022	7,789.84
Johnson Controls Fire Protection Lp Total					7,789.84
Johnson, Chanel	REIMB RRCNA 2022	2205125	249768	6/15/2022	495.00
Johnson, Chanel Total					495.00
Johnstone Supply	2 INVS 06/-06/06	2205375	249769	6/15/2022	479.27
	8 INV 5/6-5/08	2205181	249769	6/15/2022	2,504.05
Johnstone Supply Total					2,983.32
Jostens, Inc	3 INVS 5/14-5/21	2205278	249770	6/15/2022	120.57
Jostens, Inc Total					120.57
Juers, Roger Alan	REIMB FUEL 05/27	2205302	249771	6/15/2022	85.01
Juers, Roger Alan Total					85.01
Kaskaskia Special Education Distric	TUITION 06/01	2205277	249772	6/15/2022	6,240.00
Kaskaskia Special Education Distric Total					6,240.00

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katanda, Joe	REIMB REG FEE	0	249773	6/15/2022	15.95
katanda, Joe Total					15.95
Kearfott, Nicolas	TRAVEL MAY 22	0	249774	6/15/2022	49.02
Kearfott, Nicolas Total					49.02
Keen Tile, Inc	5490214 06/01	2205370	249775	6/15/2022	73.98
Keen Tile, Inc Total					73.98
Kele, Inc.	INC3425964 05/25	2205368	249776	6/15/2022	995.84
Kele, Inc. Total					995.84
Kelley Lett, Dawn Marie	TRAVEL JAN 22	0	249777	6/15/2022	61.60
	TRAVEL MAR 22	0	249777	6/15/2022	81.37
	TRAVEL APR 22	0	249777	6/15/2022	90.03
	TRAVEL MAY 22	0	249777	6/15/2022	80.55
Kelley Lett, Dawn Marie Total					313.55
Kennell, Sharon	TRAVEL MAY 22	0	249779	6/15/2022	91.96
Kennell, Sharon Total					91.96
Ken's OIL Service, Inc.	5 INVS 5/25-6/3	2205299	249778	6/15/2022	45,145.74
	193378 06/01	2205288	249778	6/15/2022	3.32
	3 INVS 5/18-5/20	2205222	249778	6/15/2022	38,132.39
Ken's OIL Service, Inc. Total					83,281.45
Kessinger, Susan	TRAVEL MAY 22	0	249780	6/15/2022	162.16
Kessinger, Susan Total					162.16
Keyser, Chelsea	TRAVEL MAY 22	0	249781	6/15/2022	21.94
Keyser, Chelsea Total					21.94
Kirby Risk Corporation	S112008381.001	2205206	249782	6/15/2022	24.57
Kirby Risk Corporation Total					24.57
Knollenberg, Holly N	TRAVEL MAY 22	0	249783	6/15/2022	156.96
Knollenberg, Holly N Total					156.96
Knudson, Kendel	TRAVEL MAR 22	0	249784	6/15/2022	43.00
	TRAVEL MAY 22	0	249784	6/15/2022	47.68
	TRAVEL APR	0	249784	6/15/2022	64.00
Knudson, Kendel Total					154.68
Koechle, Cristie Lamar	TRAVEL AUG 21	0	249785	6/15/2022	19.43
	TRAVEL NOV 21	0	249785	6/15/2022	43.62
	TRAVEL DEC 21	0	249785	6/15/2022	29.85
	TRAVEL OCT21	0	249785	6/15/2022	38.64
	TRAVEL SEPT 21	0	249785	6/15/2022	43.46
Koechle, Cristie Lamar Total					175.00
Kone Inc	962231506 6/01	2205366	249786	6/15/2022	933.42
Kone Inc Total					933.42
Kosier, Naomi Rae	TRAVEL APR 22	0	249787	6/15/2022	61.48
	TRAVEL MAY 22	0	249787	6/15/2022	62.24
Kosier, Naomi Rae Total					123.72
Kotowski, Linda Jo	TRAVEL MAY 22	0	249788	6/15/2022	46.22

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Kotowski, Linda Jo Total					46.22
Kuebrich, Jennifer L	TRAVEL APR 22	0	249789	6/15/2022	89.51
	TRAVEL MAY 22	0	249789	6/15/2022	36.45
Kuebrich, Jennifer L Total					125.96
Lakebrink, Margaret Christina	REIMB TRAVEL 05/19	0	249790	6/15/2022	13.57
	REIMB TRAVEL 04/20	0	249790	6/15/2022	13.10
Lakebrink, Margaret Christina Total					26.67
Lakeshore Learning Materials	105542	2205048	249791	6/15/2022	1,713.85
Lakeshore Learning Materials Total					1,713.85
Lampert, Lyss	REIMB REG. FEES	0	249792	6/15/2022	20.60
Lampert, Lyss Total					20.60
Larson, Sarah E	REIMB NCEA REG.FEES	2205230	249793	6/15/2022	260.34
Larson, Sarah E Total					260.34
Lee Enterprises - Central II	130629	0	249794	6/15/2022	94.80
Lee Enterprises - Central II Total					94.80
Leichtenberg, Valerie	REIMB TRAVEL 05/20	0	249795	6/15/2022	24.57
Leichtenberg, Valerie Total					24.57
Lighty, Bernadette Panganiban	REIMB TRAVEL 05/25	0	249796	6/15/2022	267.35
Lighty, Bernadette Panganiban Total					267.35
Lincoln Prairie Behavioral Health C	2021-16985	2205160	249797	6/15/2022	350.00
Lincoln Prairie Behavioral Health C Total					350.00
Linde Gas & Equipment Inc.	5-INV5, 5/23-6/2	2205390	249798	6/15/2022	483.25
Linde Gas & Equipment Inc. Total					483.25
Liningner, Nanci	REIMB TRAV4/17-5/19	0	249799	6/15/2022	39.20
Liningner, Nanci Total					39.20
LKM Mowing & Landscaping	32532	2205391	249800	6/15/2022	3,763.00
LKM Mowing & Landscaping Total					3,763.00
Long, Jennifer Ann	REIMB CONF. FEES	0	249801	6/15/2022	30.00
	REIMB CONF. FEE 5/13	0	249801	6/15/2022	30.00
	REIMB CONF. EXPENSES	0	249801	6/15/2022	30.00
	REIMB CONF.FEES.	0	249801	6/15/2022	30.00
Long, Jennifer Ann Total					120.00
Malcom, Allison S	REIMB TRAVEL 05/23	0	249802	6/15/2022	15.21
Malcom, Allison S Total					15.21
Mann, Marcus Chamar	FUEL REIMB 5/19	2205219	249803	6/15/2022	43.50
Mann, Marcus Chamar Total					43.50
Martinez, Julieanna K	REIMB TRAVEL 05/26	0	249804	6/15/2022	56.16
Martinez, Julieanna K Total					56.16
Martinez, Katharina	REIMB TRAVEL 05/25	0	249805	6/15/2022	19.66
Martinez, Katharina Total					19.66
Maurer, Nicole L	REIMB AMAZON 5/11	2205033	249806	6/15/2022	1,085.80

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Maurer, Nicole L Total					1,085.80
Mc Graw-Hill School Ed Holdings, LI	61000755	2204841	249807	6/15/2022	189,285.66
Mc Graw-Hill School Ed Holdings, LI Total					189,285.66
Mc Lean County Glass & Mirror, Inc	055084	2205204	249808	6/15/2022	82.50
Mc Lean County Glass & Mirror, Inc Total					82.50
Mc Master-Carr Supply Co	78760589, 78759551	2205382	249809	6/15/2022	804.26
Mc Master-Carr Supply Co Total					804.26
McClure, Elizabeth A	REIMB TRAVEL 04/28	0	249810	6/15/2022	26.44
	REIMB TRAVEL 05/26	0	249810	6/15/2022	43.41
McClure, Elizabeth A Total					69.85
McEllin, Daniel	REIMB CLAS EXP	2205123	249811	6/15/2022	500.00
McEllin, Daniel Total					500.00
Mclean County Asphalt Co, Inc	67723, 67660	2205248	249812	6/15/2022	6,534.34
	67608, 67548	2205200	249812	6/15/2022	330.70
Mclean County Asphalt Co, Inc Total					6,865.04
Menards Lumber	12-INVS, 5/11-6/08	2200023	249813	6/15/2022	1,485.98
	11-INVS, 5/11-6/1	2200023	249813	6/15/2022	960.12
	77587	2205385	249813	6/15/2022	16.99
	77585	2205412	249813	6/15/2022	68.84
	76973, 77014	2205226	249813	6/15/2022	49.42
	76545	2205257	249813	6/15/2022	55.91
Menards Lumber Total					2,637.26
METRO FIBERNET LLC	1399756 - 6/1	2205304	249814	6/15/2022	7,738.86
METRO FIBERNET LLC Total					7,738.86
Meyer, Damon	REIMB TRAVEL 5/15	0	249815	6/15/2022	10.53
Meyer, Damon Total					10.53
Midamerican Energy	ELECTRIC BILL 05/20	0	249816	6/15/2022	61,279.82
Midamerican Energy Total					61,279.82
Midland Paper Company	IN-01809450	2205327	249817	6/15/2022	596.02
Midland Paper Company Total					596.02
Midwest Construction Rentals	168889-1	2205247	249818	6/15/2022	102.00
	167348-1, 168503-1	2205144	249818	6/15/2022	857.97
	167736-1	2205373	249818	6/15/2022	787.95
Midwest Construction Rentals Total					1,747.92
Midwest Equipment li	5-INVS, 5/17-5/31	2205388	249819	6/15/2022	1,360.47
	602513,604405,604425	2205259	249819	6/15/2022	201.08
	3-INVS, 5/12-5/16	2205199	249819	6/15/2022	192.72
Midwest Equipment li Total					1,754.27
Mier, Angela M	REIMB TRAVEL 05/20	0	249820	6/15/2022	14.04
Mier, Angela M Total					14.04
Miller Janitor Supply Co.	107439, 107214	2205335	249821	6/15/2022	3,701.33
Miller Janitor Supply Co. Total					3,701.33
Mitchell, Lynda Jeanne	REIMB TRAVEL 05/25	0	249822	6/15/2022	56.16

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Mitchell, Lynda Jeanne Total					56.16
Morris Avenue Garage	38599	2205291	249823	6/15/2022	35.00
Morris Avenue Garage Total					35.00
Motion Industries, Inc	IL66-00186445	2205362	249824	6/15/2022	66.94
	IL66-00181847	2205176	249824	6/15/2022	2.60
	IL66-00181915	2205261	249824	6/15/2022	204.24
Motion Industries, Inc Total					273.78
Motorola Solutions - Starcom	6541920220502	2205346	249825	6/15/2022	3,240.00
Motorola Solutions - Starcom Total					3,240.00
Mr. Appliance	W.O.STMT-6/10	2205345	249826	6/15/2022	4,005.52
Mr. Appliance Total					4,005.52
Mustard, Kellee Ann	REIMB TRAVEL 05/26	0	249827	6/15/2022	27.55
Mustard, Kellee Ann Total					27.55
Myers, Gabriel	REIMB TRAVEL 05/17	0	249828	6/15/2022	14.04
Myers, Gabriel Total					14.04
Nasco	272485	2204747	249829	6/15/2022	390.21
Nasco Total					390.21
Negwer Materials Inc	NOR 5100776-00	2205404	249830	6/15/2022	800.20
Negwer Materials Inc Total					800.20
Nicor Gas	GAS BILL 06/02-06	0	249831	6/15/2022	373.04
	GAS 06/01	0	249831	6/15/2022	476.67
	GAS 5/19-5/24	0	249831	6/15/2022	720.30
	GAS 5/15-5/19	0	249831	6/15/2022	1,448.15
Nicor Gas Total					3,018.16
Niekamp, Tracy	REIMB TRAVEL 5/25	0	249832	6/15/2022	92.48
Niekamp, Tracy Total					92.48
Nord Outdoor Power Corp	380851	2205386	249833	6/15/2022	115.00
	277189	2205260	249833	6/15/2022	115.63
Nord Outdoor Power Corp Total					230.63
Nu-Air Corporation	0148572, 0148411-IN	2205142	249834	6/15/2022	1,348.08
Nu-Air Corporation Total					1,348.08
Nybakke Vacuum Shop, Inc	052422-1	2205336	249835	6/15/2022	62.95
	041522-2	2205263	249835	6/15/2022	77.48
Nybakke Vacuum Shop, Inc Total					140.43
Papa Murphy's	IL-5-27-2022	2205195	249836	6/15/2022	2,464.00
Papa Murphy's Total					2,464.00
Parts Depot	264127	2205363	249837	6/15/2022	373.46
Parts Depot Total					373.46
Parts Town, LLC	29902348, 29885825	2205380	249838	6/15/2022	1,053.26
	5-INVS, 5/3-5/18	2205177	249838	6/15/2022	1,588.57
Parts Town, LLC Total					2,641.83
Patel, Devika	REIMB REG. FEES	0	249839	6/15/2022	125.00

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Patel, Devika Total					125.00
Paul H Brookes Publishing Co., Inc	1226493	2205244	249840	6/15/2022	13.50
Paul H Brookes Publishing Co., Inc Total					13.50
Pavilion	MCLEAN0518	2205162	249841	6/15/2022	594.00
Pavilion Total					594.00
Payne, Mark B	REIMB TRAVEL 09/30	0	249842	6/15/2022	23.30
	REIMB TRAVEL 10/29	0	249842	6/15/2022	30.46
	REIMB TRAVEL 11/30	0	249842	6/15/2022	33.70
	REIMB TRAVEL 12/17	0	249842	6/15/2022	22.46
	REIMB TRAVEL 01/31	0	249842	6/15/2022	29.95
	REIMB TRAVEL 02/28	0	249842	6/15/2022	22.46
	REIMB TRAVEL 03/31	0	249842	6/15/2022	31.82
	REIMB TRAVEL 04/29	0	249842	6/15/2022	33.70
	REIMB TRAVEL 05/24	0	249842	6/15/2022	29.95
	REIMB TRAVEL 08/26	0	249842	6/15/2022	12.54
Payne, Mark B Total					270.34
Peoria Co Reg.Ofc Ed.	BILLING INV - 05/11	2205159	249843	6/15/2022	700.00
Peoria Co Reg.Ofc Ed. Total					700.00
Pepsi Cola General Bot, Inc	5-INVS, 4/16-5/20	2205193	249844	6/15/2022	1,001.20
Pepsi Cola General Bot, Inc Total					1,001.20
Pitsco Education, LLc	11-0009265	2204974	249845	6/15/2022	552.33
Pitsco Education, LLc Total					552.33
Plattner, Heather Paullin	REIMB TRAVEL 05/24	0	249846	6/15/2022	118.99
Plattner, Heather Paullin Total					118.99
Poindexter, Lynne	3814	2205398	249847	6/15/2022	120.00
	3809	2205246	249847	6/15/2022	700.00
Poindexter, Lynne Total					820.00
Powersystems, Inc.	PROFORMA-5698154	2205129	249848	6/15/2022	981.63
Powersystems, Inc. Total					981.63
Prairie Farms Dairy Inc	STMT-MAY 22	2205354	249849	6/15/2022	30,963.88
Prairie Farms Dairy Inc Total					30,963.88
Principal Life Insurance-Sbd Grand	STMT-6/1-6/30	2205229	249850	6/15/2022	4,624.73
Principal Life Insurance-Sbd Grand Total					4,624.73
Professional Electric Motor Repair	72108	2205413	249852	6/15/2022	2,102.71
	3-INVS, 3/1-5/9	2205198	249852	6/15/2022	1,136.58
Professional Electric Motor Repair Total					3,239.29
Project Lead The Way, Inc.	341567	2205132	249853	6/15/2022	5,400.00
	342012	2205133	249853	6/15/2022	5,400.00
	342612	2205134	249853	6/15/2022	950.00
	343304	2205135	249853	6/15/2022	950.00
	342613	2205136	249853	6/15/2022	950.00
	342611	2205137	249853	6/15/2022	950.00
Project Lead The Way, Inc. Total					14,600.00
Pro-Type Printing	63712	2204899	249851	6/15/2022	397.00
	63676	2204268	249851	6/15/2022	831.00

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Pro-Type Printing	63649	2205082	249851	6/15/2022	977.00
Pro-Type Printing Total					2,205.00
Quality Logo Products	QSI-937997	2205066	249854	6/15/2022	316.68
Quality Logo Products Total					316.68
Quill Corporation	25061526, 25015991	2204831	249855	6/15/2022	291.87
Quill Corporation Total					291.87
Raglan, Melissa N	REIMB TRAVEL 05/24	0	249856	6/15/2022	117.12
Raglan, Melissa N Total					117.12
Rainbow Resource Center, Inc.	3757292	2205267	249857	6/15/2022	21.49
Rainbow Resource Center, Inc. Total					21.49
Rech, Rudolph C	REIMB CLOTHNG ALWNC	2205178	249858	6/15/2022	134.80
Rech, Rudolph C Total					134.80
Redneck Trailer Supplies, Inc	RNK1-02218694	2205392	249859	6/15/2022	42.46
Redneck Trailer Supplies, Inc Total					42.46
Redsift Limited	INV-19200623	2205308	249860	6/15/2022	6,000.00
Redsift Limited Total					6,000.00
Reeves, Elizabeth D	REIMB TRAVEL 05/16	0	249861	6/15/2022	107.64
Reeves, Elizabeth D Total					107.64
Regional Office Of Education #17	4002200118	2205317	249862	6/15/2022	23,375.00
	10022005001	2205283	249862	6/15/2022	3,000.00
Regional Office Of Education #17 Total					26,375.00
Republic Services - #368	0368-001029661	2205265	249863	6/15/2022	485.00
	0368001029937 5/20	2200027	249863	6/15/2022	5,286.58
Republic Services - #368 Total					5,771.58
Richards Building Supply Co	053-0006184120-001	2205405	249864	6/15/2022	11,025.47
Richards Building Supply Co Total					11,025.47
Rochester 100 Inc	INV-016757	2205068	249865	6/15/2022	200.00
Rochester 100 Inc Total					200.00
Rodts, Elizabeth R	REIMB TRAVEL 06/07	0	249866	6/15/2022	6.03
	REIMB TRAVEL 05/31	0	249866	6/15/2022	21.94
Rodts, Elizabeth R Total					27.97
Rogers Supply Company Inc	BL028570	2205207	249867	6/15/2022	1,358.78
Rogers Supply Company Inc Total					1,358.78
Rollie Johnson, Inc (RJI)	009688	2205147	249868	6/15/2022	254.00
Rollie Johnson, Inc (RJI) Total					254.00
Romagnoli, Leslie	REIMB TRAVEL 05/04	0	249869	6/15/2022	114.54
Romagnoli, Leslie Total					114.54
Ron Smith Printing Company	17257	2205279	249870	6/15/2022	60.00
Ron Smith Printing Company Total					60.00
Rosa Educational Consulting, Inc.	ROSA675	2205124	249871	6/15/2022	2,000.00
Rosa Educational Consulting, Inc. Total					2,000.00

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RP Lumber Company, Inc	3-INVS, 5/2-5/10	2205377	249872	6/15/2022	90.38
RP Lumber Company, Inc Total					90.38
Rutledge, Kelly	REIMB TRAVEL 05/20	0	249873	6/15/2022	164.03
Rutledge, Kelly Total					164.03
RW Vandegraft	4475	2205343	249874	6/15/2022	1,346.00
RW Vandegraft Total					1,346.00
S & S Builders Hardware Co	0573307	2205365	249875	6/15/2022	494.00
	0572497	2205203	249875	6/15/2022	1,560.00
S & S Builders Hardware Co Total					2,054.00
Salyer, Tisa Marie	REIMB TRAVEL 05/23	0	249876	6/15/2022	32.18
Salyer, Tisa Marie Total					32.18
Savvas Learning Company LLC	7027937947	2204863	249877	6/15/2022	46,962.00
Savvas Learning Company LLC Total					46,962.00
School Specialty	PROFORMA 58938138	2204788	249878	6/15/2022	3,235.52
	308103995382	2204976	249878	6/15/2022	310.25
	PROFORMA 58873172	2204383	249878	6/15/2022	212.92
	208130021133	2204699	249878	6/15/2022	4,851.90
	208129988514	2204164	249878	6/15/2022	850.00
	308103981173	2204271	249878	6/15/2022	144.45
	208129938598	2205293	249878	6/15/2022	1,128.00
	208129752269	2204163	249878	6/15/2022	147.90
	208129869856	2205120	249878	6/15/2022	20.56
School Specialty Total					10,901.50
Schroen, Staci Nicole	REIMB TRAVEL 05/23	0	249879	6/15/2022	27.55
Schroen, Staci Nicole Total					27.55
Schupbach, Mary Ellen	REIMB TRAVEL 03/31	0	249880	6/15/2022	109.51
	REIMB TRAVEL 04/29	0	249880	6/15/2022	108.28
	REIMB TRAVEL 5/26	0	249880	6/15/2022	92.20
Schupbach, Mary Ellen Total					309.99
Scott, Robert W	REIMB TRAVEL 05/25	0	249881	6/15/2022	87.63
Scott, Robert W Total					87.63
Select Screen Prints	59567	2205347	249882	6/15/2022	80.00
	59543	2204854	249882	6/15/2022	6,129.00
	59538	2205224	249882	6/15/2022	800.00
Select Screen Prints Total					7,009.00
Sheppelman, Dawn Demlow	REIMB TRAVEL 05/25	0	249883	6/15/2022	68.91
Sheppelman, Dawn Demlow Total					68.91
Sherwin Williams Company	9623-8	2205359	249884	6/15/2022	163.50
	3-INVS, 6/6/22	2205338	249884	6/15/2022	352.25
	3-INVS, 6/2-6/4	2205294	249884	6/15/2022	703.25
	99099-1	2205264	249884	6/15/2022	543.45
Sherwin Williams Company Total					1,762.45
Shoemaker, Bayleigh	REIMB TRAVEL 05/26	0	249885	6/15/2022	88.39
Shoemaker, Bayleigh Total					88.39

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Shumaker, Natalie Elise	REIMB CONF. FEES	0	249886	6/15/2022	144.45
	REIMB TRAVEL 05/26	0	249886	6/15/2022	44.52
Shumaker, Natalie Elise Total					188.97
Soliday, Mackenzie	REIMB TRAVEL 05/26	0	249887	6/15/2022	18.90
Soliday, Mackenzie Total					18.90
Spear Corporation	316837, 317147	2205376	249888	6/15/2022	3,959.30
Spear Corporation Total					3,959.30
Specialized Education Of Illinois	INV-137699	2205349	249889	6/15/2022	40,586.15
Specialized Education Of Illinois Total					40,586.15
Stack, Andrea C	REIMB TRAVEL 05/24	0	249890	6/15/2022	49.14
Stack, Andrea C Total					49.14
Starr, David E	REIMB TRAV 1/4-5/25	0	249891	6/15/2022	148.47
Starr, David E Total					148.47
Steffen, Darla Jean	REIMB TRAVEL 05/25.	0	249892	6/15/2022	90.15
Steffen, Darla Jean Total					90.15
Stevens, Lori Joann	REIMB READ REC.	2205138	249893	6/15/2022	497.89
Stevens, Lori Joann Total					497.89
Stuebaker, Kristyn R	REIMB TRAVEL 05/25	0	249894	6/15/2022	175.85
Stuebaker, Kristyn R Total					175.85
Syed, Natasha Rose	REIMB TRAVEL 04/29	0	249895	6/15/2022	191.24
Syed, Natasha Rose Total					191.24
Tague, Amy L	REIMB TRAVEL 05/16	0	249897	6/15/2022	121.91
Tague, Amy L Total					121.91
TeacherGeek, Inc.	INV-17446	2205047	249898	6/15/2022	255.57
TeacherGeek, Inc. Total					255.57
Team Automotive & Tire	38281, 38272, 38625	2205290	249899	6/15/2022	5,896.93
Team Automotive & Tire Total					5,896.93
Temples, Wesley G	REIMB TRAVEL 05/28	0	249900	6/15/2022	358.96
Temples, Wesley G Total					358.96
Terminix Int'L	RENEWAL 4/1-4/3	2205209	249901	6/15/2022	693.00
Terminix Int'L Total					693.00
Terwilliger, Natasha	REIMB TRAVEL 05/20	0	249902	6/15/2022	28.08
Terwilliger, Natasha Total					28.08
The Copy Shop	41840	2205139	249903	6/15/2022	187.50
The Copy Shop Total					187.50
The Master Teacher, Inc	ORD:#1382924	2205197	249904	6/15/2022	144.73
The Master Teacher, Inc Total					144.73
The Music Shoppe, Inc	6-INVS, 02/28-05/31	2205322	249905	6/15/2022	1,200.46
	3259887	2205158	249905	6/15/2022	1,903.00
The Music Shoppe, Inc Total					3,103.46

Expenditure Summary Report

From Date: 6/15/2022
To Date: 6/15/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
The Omni Group	2206-7601	2205270	249906	6/15/2022	34.00
The Omni Group Total					34.00
The Traffic Sign Store	T22499	2205150	249907	6/15/2022	93.00
The Traffic Sign Store Total					93.00
Thompson, Therese Michele	REIMB TRAVEL 6/6	0	249908	6/15/2022	11.47
	REIMB TRAV 8/13-5/31	0	249908	6/15/2022	107.06
Thompson, Therese Michele Total					118.53
Thorson Beaty, Elizabeth M	REIMB CONF.FEES	0	249909	6/15/2022	120.00
Thorson Beaty, Elizabeth M Total					120.00
T-MOBILE	STMT - 05/21/22	0	249896	6/15/2022	2,000.00
	STMT-5/21/2022	0	249896	6/15/2022	6,093.12
T-MOBILE Total					8,093.12
Tomera, Anna Elizabeth	REIMB TRAVEL 05/25	0	249910	6/15/2022	32.99
Tomera, Anna Elizabeth Total					32.99
Touchtone Communications	1735935	0	249911	6/15/2022	570.64
Touchtone Communications Total					570.64
Towanda Water Department	WATER BILL - 5/26/22	0	249912	6/15/2022	271.48
Towanda Water Department Total					271.48
Town Of Normal Water Dept.	WATER BILL - 05/09	0	249913	6/15/2022	20,824.55
Town Of Normal Water Dept. Total					20,824.55
Tractor Supply Co	INV-940	2205151	249914	6/15/2022	8.99
	520024	2205258	249914	6/15/2022	64.99
Tractor Supply Co Total					73.98
Trane U.S. Inc.	3-INVS, 1-27-5/5	2205141	249915	6/15/2022	3,621.10
Trane U.S. Inc. Total					3,621.10
TRI-COUNTY SPECIAL EDUCATION	BILLING OT SERV	2205316	249916	6/15/2022	2,910.70
TRI-COUNTY SPECIAL EDUCATION Total					2,910.70
Tripp, Kristen A	REIMB AMAZON MBRSP	2205266	249917	6/15/2022	139.00
Tripp, Kristen A Total					139.00
Twin Supplies, LTD.	15732M, 15733M	2205273	249918	6/15/2022	7,556.46
Twin Supplies, LTD. Total					7,556.46
Uline	148558677	2205249	249919	6/15/2022	1,230.08
	148190033	2205250	249919	6/15/2022	516.75
Uline Total					1,746.83
Union Roofing	511792	2205342	249920	6/15/2022	23,200.00
Union Roofing Total					23,200.00
Us Mechanical Services, Inc	21459	2205284	249921	6/15/2022	11,602.00
Us Mechanical Services, Inc Total					11,602.00
Van Gundy Agency, Inc	558536	2205350	249922	6/15/2022	300.00
Van Gundy Agency, Inc Total					300.00
VCNA Prairie LLC	890492741	2205372	249923	6/15/2022	372.75

Expenditure Summary Report

From Date: 6/15/2022
To Date: 6/15/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
VCNA Prairie LLC Total					372.75
Verdery, Traci Kay	REIMB TRAVEL 05/26	0	249924	6/15/2022	61.60
Verdery, Traci Kay Total					61.60
Vernier Software	5428031	2204850	249925	6/15/2022	725.00
Vernier Software Total					725.00
Village of Carlock.	2022-1	2205253	249926	6/15/2022	180.00
	1275	2205310	249926	6/15/2022	293.43
Village of Carlock. Total					473.43
Vision Service Plan - (II)	STMT-JUN 22	2205228	249927	6/15/2022	1,064.46
Vision Service Plan - (II) Total					1,064.46
Walker, Karen L	REIMB TRAVEL 05/25	0	249928	6/15/2022	121.39
Walker, Karen L Total					121.39
Walker, Valentine S	REIMB TRAVEL 8/31	0	249929	6/15/2022	45.36
	REIMB TRAVEL 12/17	0	249929	6/15/2022	58.97
	REIMB TRAVEL 03/31	0	249929	6/15/2022	85.29
	REIMB TRAVEL 4/29	0	249929	6/15/2022	94.77
	REIMB TRAVEL 05/25	0	249929	6/15/2022	85.29
	REIMB TRAVEL 01/31.	0	249929	6/15/2022	94.77
Walker, Valentine S Total					464.45
Ward Industrial Equipment LLC	3327	2205154	249930	6/15/2022	489.12
Ward Industrial Equipment LLC Total					489.12
Ward, Maxwell D	REIMB FEES 4/5-6/9	2205397	249931	6/15/2022	173.13
Ward, Maxwell D Total					173.13
Watson, Julie Melinda	REIMB TRAV 9/1-5/27	0	249932	6/15/2022	25.14
Watson, Julie Melinda Total					25.14
Watts Copy Systems, Inc	1144308	2205217	249933	6/15/2022	50.00
	1143286	2205165	249933	6/15/2022	13,958.08
	1134019	2205218	249933	6/15/2022	210.00
Watts Copy Systems, Inc Total					14,218.08
Watts Copy Systems, Inc.	31671871	2205307	249934	6/15/2022	1,848.00
	31592519	2205131	249934	6/15/2022	1,510.90
Watts Copy Systems, Inc. Total					3,358.90
Weakly, Shelly	REIMB TRAVEL 04/29	0	249935	6/15/2022	354.74
	REIMB TRAVEL 05/26.	0	249935	6/15/2022	305.37
Weakly, Shelly Total					660.11
Welch, Meagan Leigh	REIMB TRAVEL 04/29	0	249936	6/15/2022	215.69
	REIMB TRAVEL 05/25	0	249936	6/15/2022	120.80
Welch, Meagan Leigh Total					336.49
Welders Supply Co	PREPAY 870357	2205065	249937	6/15/2022	10,134.00
Welders Supply Co Total					10,134.00
West	846464308	0	249938	6/15/2022	1,227.75
West Total					1,227.75
Wherry Machine & Welding, Inc	151582	2205152	249939	6/15/2022	131.52

Expenditure Summary Report

From Date: 6/15/2022
To Date: 6/15/2022

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Wherry Machine & Welding, Inc Total					131.52
Williams, Sara E	REIMB TRAVEL 01/26	0	249940	6/15/2022	71.08
	REIMB TRAVEL 03/31	0	249940	6/15/2022	85.29
	REIMB TRAVEL 04/29	0	249940	6/15/2022	99.51
	REIMB TRAVEL 05/23	0	249940	6/15/2022	75.82
Williams, Sara E Total					331.70
Wilson Language Training	1922147	2204999	249941	6/15/2022	2,025.00
	1921756	2204982	249941	6/15/2022	810.00
	1921757	2204983	249941	6/15/2022	1,215.00
	1921759	2204984	249941	6/15/2022	810.00
Wilson Language Training Total					4,860.00
Windshield Specialists	8252	2205211	249942	6/15/2022	302.93
Windshield Specialists Total					302.93
Winsupply	335533 01	2205364	249943	6/15/2022	41.90
Winsupply Total					41.90
Wittrig, Haley Kylene	REIMB TRAVEL 01/31	0	249944	6/15/2022	69.91
	REIMB TRAVEL 03/31	0	249944	6/15/2022	86.40
	REIMB TRAVEL 02/25	0	249944	6/15/2022	51.07
	REIMB TRAVEL 04/28	0	249944	6/15/2022	87.93
	REIMB TRAVEL 05/23	0	249944	6/15/2022	76.11
Wittrig, Haley Kylene Total					371.42
Zimmerman, Claire Christine	REIMB TRAVEL 05/19	0	249945	6/15/2022	95.36
Zimmerman, Claire Christine Total					95.36
Zimmerman, Shelli	1467	2205232	249946	6/15/2022	100.00
Zimmerman, Shelli Total					100.00
Grand Total					2,676,062.58

Expenditure Summary Report

From Date: 6/15/2022
 To Date: 6/15/2022

Fund	Amount
10	1,304,047.33
20	276,981.73
40	1,028,238.55
80	43,594.97
90	23,200.00
Grand Total	2,676,062.58

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
May 26, 2022 through June 15, 2022

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	¹ Prepaid Bills	² Bills To Be Paid	³ Payrolls	Total
07 Flexible Benefit Plan Trust Fund	32,725.88	0.00	0.00	32,725.88
08 Unit 5 Self-Funded Insurance	1,060,420.79	0.00	0.00	1,060,420.79
10 Educational	181,260.69	1,304,047.33	9,224,763.52	10,710,071.54
20 Operations & Maintenance	247.70	276,981.73	566,731.51	843,960.94
30 Debt Service	87,915.87	0.00	0.00	87,915.87
40 Transportation	3,203.84	1,028,238.55	26,570.74	1,058,013.13
50 Social Security	0.00	0.00	239,948.56	239,948.56
51 IMRF	0.00	0.00	173,843.22	173,843.22
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	97,771.06	43,594.97	30,467.62	171,833.65
90 Life Safety	0.00	23,200.00	0.00	23,200.00
99 Student Activity Funds ⁴	239,808.00	0.00	0.00	239,808.00
Grand Total	\$1,703,353.83	\$2,676,062.58	\$10,262,325.17	\$14,641,741.58

¹ For funds 8 through 90, these bills were paid on and between 5/26/22 and 6/14/22. 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 5/25/22 and 6/14/22. 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 certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$14,641,741.58.

 Barry Hitchins, 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: 2021-2022

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	220	05/16/2022	05/31/2022	05/27/2022
Certified - Semi	221	05/16/2022	05/31/2022	05/27/2022
Certified - Semi	230	06/01/2022	06/15/2022	06/15/2022
Certified - Semi	231	06/01/2022	06/15/2022	06/15/2022
Certified - Semi	232	06/01/2022	06/15/2022	06/15/2022
Classified - Semi	220	05/16/2022	05/31/2022	05/27/2022
Classified - Semi	230	06/01/2022	06/15/2022	06/15/2022
Classified - Semi	231	06/01/2022	06/15/2022	06/15/2022

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
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Certified - Semi - Period Number: 220

10	3,222,226.45	0.00	145,248.62	357,504.50	3,724,979.57
50	0.00	44,855.05	0.00	0.00	44,855.05
80	4,089.24	0.00	458.26	327.50	4,875.00
Period Total:	\$3,226,315.69	\$44,855.05	\$145,706.88	\$357,832.00	\$3,774,709.62

Certified - Semi - Period Number: 230

10	3,166,531.61	0.00	144,101.64	359,142.00	3,669,775.25
50	0.00	44,047.43	0.00	0.00	44,047.43
80	4,089.24	0.00	458.26	327.50	4,875.00
Period Total:	\$3,170,620.85	\$44,047.43	\$144,559.90	\$359,469.50	\$3,718,697.68

Classified - Semi - Period Number: 220

10	663,085.66	0.00	0.00	161,943.63	825,029.29
20	257,460.74	0.00	0.00	2,492.50	259,953.24
40	8,383.36	0.00	0.00	2,163.12	10,546.48
50	0.00	67,968.77	0.00	0.00	67,968.77
51	0.00	0.00	78,714.45	0.00	78,714.45
80	8,943.81	0.00	0.00	1,165.00	10,108.81
Period Total:	\$937,873.57	\$67,968.77	\$78,714.45	\$167,764.25	\$1,252,321.04

Classified - Semi - Period Number: 230

10	773,229.03	0.00	0.00	192,777.62	966,006.65
20	273,089.82	0.00	0.00	2,646.45	275,736.27
40	12,688.58	0.00	0.00	3,335.68	16,024.26
50	0.00	77,910.44	0.00	0.00	77,910.44
51	0.00	0.00	92,322.46	0.00	92,322.46
80	9,443.81	0.00	0.00	1,165.00	10,608.81
Period Total:	\$1,068,451.24	\$77,910.44	\$92,322.46	\$199,924.75	\$1,438,608.89

Certified - Semi - Period Number: 221

10	18,589.50	0.00	0.00	0.00	18,589.50
50	0.00	1,422.18	0.00	0.00	1,422.18
51	0.00	0.00	50.88	0.00	50.88
Period Total:	\$18,589.50	\$1,422.18	\$50.88	\$0.00	\$20,062.56

Certified - Semi - Period Number: 231

10	16,551.50	0.00	0.00	0.00	16,551.50
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FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
50	0.00	1,266.27	0.00	0.00	1,266.27
51	0.00	0.00	29.07	0.00	29.07
Period Total:	\$16,551.50	\$1,266.27	\$29.07	\$0.00	\$17,846.84

Classified - Semi - Period Number: 231

10	846.24	0.00	0.00	0.00	846.24
20	31,042.00	0.00	0.00	0.00	31,042.00
50	0.00	2,439.51	0.00	0.00	2,439.51
51	0.00	0.00	2,726.36	0.00	2,726.36
Period Total:	\$31,888.24	\$2,439.51	\$2,726.36	\$0.00	\$37,054.11

Certified - Semi - Period Number: 232

10	2,683.28	0.00	302.24	0.00	2,985.52
50	0.00	38.91	0.00	0.00	38.91
Period Total:	\$2,683.28	\$38.91	\$302.24	\$0.00	\$3,024.43

Grand Totals:	\$8,472,973.87	\$239,948.56	\$464,412.24	\$1,084,990.50	\$10,262,325.17
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End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 05/31/2022

Fiscal Year: 2021-2022

ASSETS

Educational Fund		
Cash (+)		\$8,453,477.61
Other Assets (+)		\$90.00
Sub-total : Educational Fund		<u>\$8,453,567.61</u>
Operations & Maintenance Fund		
Cash (+)		\$1,716,078.19
Sub-total : Operations & Maintenance Fund		<u>\$1,716,078.19</u>
Debt Service Fund		
Cash (+)		\$8,125,264.42
Sub-total : Debt Service Fund		<u>\$8,125,264.42</u>
Transportation Fund		
Cash (+)		\$4,053,938.22
Sub-total : Transportation Fund		<u>\$4,053,938.22</u>
Social Security Fund		
Cash (+)		\$633,762.23
Sub-total : Social Security Fund		<u>\$633,762.23</u>
Municiple Retirement Fund		
Cash (+)		\$466,776.71
Sub-total : Municiple Retirement Fund		<u>\$466,776.71</u>
Working Cash Fund		
Cash (+)		\$10,520,264.83
Investments (+)		\$50,914,003.22
Interfund Receivables (+)		\$8,050,000.00
Sub-total : Working Cash Fund		<u>\$69,484,268.05</u>
Tort Immunity Fund		
Cash (+)		\$908,713.75
Sub-total : Tort Immunity Fund		<u>\$908,713.75</u>
Life Safety Fund		
Cash (+)		\$229,177.24
Sub-total : Life Safety Fund		<u>\$229,177.24</u>
Total : ASSETS		\$94,071,546.42

LIABILITIES

Educational Fund		
Interfund Payables (+)		\$3,000,000.00
Payroll Withholdings (+)		\$458.20
Sub-total : Educational Fund		<u>\$3,000,458.20</u>
Operations & Maintenance Fund		

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 05/31/2022

Fiscal Year: 2021-2022

Interfund Payables (+)	\$3,200,000.00
Sub-total : Operations & Maintenance Fund	<u>\$3,200,000.00</u>
Tort Immunity Fund	
Interfund Payables (+)	\$1,700,000.00
Sub-total : Tort Immunity Fund	<u>\$1,700,000.00</u>
Life Safety Fund	
Interfund Payables (+)	\$150,000.00
Sub-total : Life Safety Fund	<u>\$150,000.00</u>
Total : LIABILITIES	<u>\$8,050,458.20</u>
FUND BALANCE	
Educational Fund	
Fund Balance (+)	\$12,816,819.67
Sub-total : Educational Fund	<u>\$12,816,819.67</u>
Operations & Maintenance Fund	
Fund Balance (+)	\$1,087,786.00
Sub-total : Operations & Maintenance Fund	<u>\$1,087,786.00</u>
Debt Service Fund	
Fund Balance (+)	\$18,569,040.07
Sub-total : Debt Service Fund	<u>\$18,569,040.07</u>
Transportation Fund	
Fund Balance (+)	\$4,258,132.39
Sub-total : Transportation Fund	<u>\$4,258,132.39</u>
Social Security Fund	
Fund Balance (+)	\$924,981.13
Sub-total : Social Security Fund	<u>\$924,981.13</u>
Municiple Retirement Fund	
Fund Balance (+)	\$1,087,638.09
Sub-total : Municiple Retirement Fund	<u>\$1,087,638.09</u>
Capital Projects Fund	
Fund Balance (+)	(\$19,240.00)
Sub-total : Capital Projects Fund	<u>(\$19,240.00)</u>
Working Cash Fund	
Fund Balance (+)	\$35,817,228.14
Sub-total : Working Cash Fund	<u>\$35,817,228.14</u>
Tort Immunity Fund	
Fund Balance (+)	\$603,479.29
Sub-total : Tort Immunity Fund	<u>\$603,479.29</u>

Balance Sheet

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 05/31/2022

Fiscal Year: 2021-2022

Life Safety Fund		
Fund Balance (+)		\$4,753,231.97
Sub-total : Life Safety Fund		<u>\$4,753,231.97</u>
NET CHANGE IN FUND BALANCE		
NET CHANGE IN FUND BALANCE (+)		\$6,121,991.47
Sub-total : NET CHANGE IN FUND BALANCE		<u>\$6,121,991.47</u>
Total : FUND BALANCE		<u>\$86,021,088.22</u>
Total LIABILITIES + FUND BALANCE		\$94,071,546.42

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 05/01/2022 through 05/31/2022

Fiscal Year: 2021-2022

	<u>05/01/2022 - 05/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
REVENUE COLLECTED					
Educational Fund					
Local Sources (+)	\$14,925,125.86	\$52,261,281.72	\$70,968,777.50	\$18,707,495.78	73.6%
State Sources (+)	\$2,138,494.35	\$23,003,849.14	\$25,103,548.80	\$2,099,699.66	91.6%
Federal Sources (+)	\$1,240,010.29	\$16,272,915.75	\$15,998,579.00	(\$274,336.75)	101.7%
Sub-total : Educational Fund	\$18,303,630.50	\$91,538,046.61	\$112,070,905.30	\$20,532,858.69	81.7%
Operations & Maintenance Fund					
Local Sources (+)	\$2,461,545.12	\$8,373,538.45	\$12,093,575.00	\$3,720,036.55	69.2%
State Sources (+)	\$0.00	\$37,567.50	\$37,600.00	\$32.50	99.9%
Federal Sources (+)	\$26,523.48	\$85,657.25	\$85,658.00	\$0.75	100.0%
Sub-total : Operations & Maintenance Fund	\$2,488,068.60	\$8,496,763.20	\$12,216,833.00	\$3,720,069.80	69.5%
Debt Service Fund					
Local Sources (+)	\$7,440,218.97	\$24,737,574.36	\$36,414,732.00	\$11,677,157.64	67.9%
Sub-total : Debt Service Fund	\$7,440,218.97	\$24,737,574.36	\$36,414,732.00	\$11,677,157.64	67.9%
Transportation Fund					
Local Sources (+)	\$954,568.08	\$3,133,405.33	\$4,586,862.00	\$1,453,456.67	68.3%
State Sources (+)	\$0.00	\$6,232,176.69	\$6,251,439.02	\$19,262.33	99.7%
Federal Sources (+)	\$0.00	\$410,914.00	\$425,000.00	\$14,086.00	96.7%
Sub-total : Transportation Fund	\$954,568.08	\$9,776,496.02	\$11,263,301.02	\$1,486,805.00	86.8%
Social Security Fund					
Local Sources (+)	\$585,284.34	\$2,172,520.12	\$2,905,147.00	\$732,626.88	74.8%
Sub-total : Social Security Fund	\$585,284.34	\$2,172,520.12	\$2,905,147.00	\$732,626.88	74.8%
Municiple Retirement Fund					
Local Sources (+)	\$462,350.91	\$1,324,069.83	\$1,883,195.00	\$559,125.17	70.3%
Sub-total : Municiple Retirement Fund	\$462,350.91	\$1,324,069.83	\$1,883,195.00	\$559,125.17	70.3%
Capital Projects Fund					
States Sources (+)	\$0.00	\$19,240.00	\$19,240.00	\$0.00	100.0%
Sub-total : Capital Projects Fund	\$0.00	\$19,240.00	\$19,240.00	\$0.00	100.0%
Working Cash Fund					
Local Sources (+)	\$246,746.64	\$800,414.85	\$1,155,365.00	\$354,950.15	69.3%
Sub-total : Working Cash Fund	\$246,746.64	\$800,414.85	\$1,155,365.00	\$354,950.15	69.3%
Tort Immunity Fund					
Local Sources (+)	\$1,204,107.50	\$3,972,056.01	\$5,782,894.00	\$1,810,837.99	68.7%
Federal Sources (+)	(\$26,523.48)	\$0.00	\$0.00	\$0.00	0.0%
Sub-total : Tort Immunity Fund	\$1,177,584.02	\$3,972,056.01	\$5,782,894.00	\$1,810,837.99	68.7%
Life Safety Fund					
Local Sources (+)	\$238,651.61	\$783,184.72	\$1,146,545.00	\$363,360.28	68.3%
Sub-total : Life Safety Fund	\$238,651.61	\$783,184.72	\$1,146,545.00	\$363,360.28	68.3%
Total : REVENUE COLLECTED	\$31,897,103.67	\$143,620,365.72	\$184,858,157.32	\$41,237,791.60	77.7%

EXPENDITURES PAID

Educational Fund

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 05/01/2022 through 05/31/2022

Fiscal Year: 2021-2022

	<u>05/01/2022 - 05/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Salaries (-)	\$7,479,362.76	\$81,085,879.77	\$88,741,020.53	\$7,655,140.76	91.4%
Employee Benefits (-)	\$1,338,386.47	\$14,752,194.07	\$16,236,241.78	\$1,484,047.71	90.9%
Purchased Services (-)	\$148,813.60	\$2,017,425.87	\$2,648,546.96	\$631,121.09	76.2%
Supplies and Materials (-)	\$720,404.02	\$5,578,876.37	\$7,020,516.03	\$1,441,639.66	79.5%
Capital Outlay (-)	\$108,315.40	\$1,622,498.82	\$1,567,006.40	(\$55,492.42)	103.5%
Other Objects (-)	\$363,788.40	\$3,835,389.64	\$5,623,338.00	\$1,787,948.36	68.2%
Non-Capitalized Equipment (-)	\$0.00	\$128,794.29	\$190,590.00	\$61,795.71	67.6%
Sub-total : Educational Fund	(\$10,159,070.65)	(\$109,021,058.83)	(\$122,027,259.70)	(\$13,006,200.87)	89.3%
Operations & Maintenance Fund					
Salaries (-)	\$506,816.82	\$5,750,222.28	\$6,408,552.87	\$658,330.59	89.7%
Employee Benefits (-)	\$79,907.30	\$921,061.49	\$1,036,364.00	\$115,302.51	88.9%
Purchased Services (-)	\$83,515.57	\$1,049,633.82	\$1,167,754.00	\$118,120.18	89.9%
Supplies and Materials (-)	\$167,212.45	\$2,992,116.08	\$3,123,119.00	\$131,002.92	95.8%
Capital Outlay (-)	\$0.00	\$39,370.04	\$140,000.00	\$100,629.96	28.1%
Other Objects (-)	\$0.00	\$2,339.50	\$2,000.00	(\$339.50)	117.0%
Non-Capitalized Equipment (-)	\$0.00	\$16,071.55	\$30,000.00	\$13,928.45	53.6%
Sub-total : Operations & Maintenance Fund	(\$837,452.14)	(\$10,770,814.76)	(\$11,907,789.87)	(\$1,136,975.11)	90.5%
Debt Service Fund					
Other Objects (-)	\$1,203,315.87	\$37,361,104.30	\$37,362,312.18	\$1,207.88	100.0%
Sub-total : Debt Service Fund	(\$1,203,315.87)	(\$37,361,104.30)	(\$37,362,312.18)	(\$1,207.88)	100.0%
Transportation Fund					
Salaries (-)	\$16,895.89	\$184,181.41	\$199,590.45	\$15,409.04	92.3%
Employee Benefits (-)	\$4,328.05	\$37,285.97	\$40,300.00	\$3,014.03	92.5%
Purchased Services (-)	\$13,560.38	\$7,251,563.95	\$9,773,651.00	\$2,522,087.05	74.2%
Supplies and Materials (-)	\$154,911.61	\$1,111,195.52	\$1,120,000.00	\$8,804.48	99.2%
Capital Outlay (-)	\$7,434.97	\$405,178.97	\$400,000.00	(\$5,178.97)	101.3%
Other Objects (-)	\$486,137.42	\$973,780.27	\$974,123.42	\$343.15	100.0%
Non-Capitalized Equipment (-)	\$0.00	\$17,504.10	\$30,000.00	\$12,495.90	58.3%
Sub-total : Transportation Fund	(\$683,268.32)	(\$9,980,690.19)	(\$12,537,664.87)	(\$2,556,974.68)	79.6%
Social Security Fund					
Employee Benefits (-)	\$223,457.53	\$2,463,739.02	\$2,666,982.36	\$203,243.34	92.4%
Sub-total : Social Security Fund	(\$223,457.53)	(\$2,463,739.02)	(\$2,666,982.36)	(\$203,243.34)	92.4%
Municiple Retirement Fund					
Employee Benefits (-)	\$156,397.13	\$1,944,931.21	\$2,231,435.83	\$286,504.62	87.2%
Sub-total : Municiple Retirement Fund	(\$156,397.13)	(\$1,944,931.21)	(\$2,231,435.83)	(\$286,504.62)	87.2%
Tort Immunity Fund					
Salaries (-)	\$210,448.10	\$2,299,613.57	\$2,509,994.05	\$210,380.48	91.6%
Employee Benefits (-)	\$40,522.72	\$847,502.12	\$905,585.51	\$58,083.39	93.6%
Purchased Services (-)	\$44,066.11	\$2,090,009.20	\$2,127,300.00	\$37,290.80	98.2%
Supplies and Materials (-)	\$1,227.75	\$85,126.08	\$95,000.00	\$9,873.92	89.6%
Capital Outlay (-)	\$0.00	\$40,368.55	\$44,000.00	\$3,631.45	91.7%
Other Objects (-)	\$180.00	\$1,329.98	\$145,400.00	\$144,070.02	0.9%
Non-Capitalized Equipment (-)	\$0.00	\$2,872.05	\$5,900.00	\$3,027.95	48.7%

Operating Statement with Budget

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report For the Period 05/01/2022 through 05/31/2022

Fiscal Year: 2021-2022

	<u>05/01/2022 - 05/31/2022</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Sub-total : Tort Immunity Fund	(\$296,444.68)	(\$5,366,821.55)	(\$5,833,179.56)	(\$466,358.01)	92.0%
Life Safety Fund					
Purchased Services (-)	\$38,617.35	\$378,578.53	\$410,414.00	\$31,835.47	92.2%
Capital Outlay (-)	\$0.00	\$5,078,660.92	\$5,189,586.00	\$110,925.08	97.9%
Sub-total : Life Safety Fund	(\$38,617.35)	(\$5,457,239.45)	(\$5,600,000.00)	(\$142,760.55)	97.5%
Total : EXPENDITURES PAID	(\$13,598,023.67)	(\$182,366,399.31)	(\$200,166,624.37)	(\$17,800,225.06)	91.1%
OTHER FINANCING SOURCES (USES)					
Educational Fund					
Transfers In (+)	\$0.00	\$11,000,000.00	\$11,000,000.00	\$0.00	100.0%
Transfers Out (-)	\$0.00	\$880,698.04	\$880,698.04	\$0.00	100.0%
Sub-total : Educational Fund	\$0.00	\$10,119,301.96	\$10,119,301.96	\$0.00	100.0%
Operations & Maintenance Fund					
Proceeds From Capital Asset Disposal (+)	\$0.00	\$1,400.00	\$1,400.00	\$0.00	100.0%
Transfers Out (-)	\$0.00	\$299,056.25	\$299,056.25	\$0.00	100.0%
Sub-total : Operations & Maintenance Fund	\$0.00	(\$297,656.25)	(\$297,656.25)	\$0.00	100.0%
Debt Service Fund					
Bonds Sold (+)	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$0.00	100.0%
Transfers In (+)	\$0.00	\$1,179,754.29	\$1,179,754.29	\$0.00	100.0%
Sub-total : Debt Service Fund	\$1,000,000.00	\$2,179,754.29	\$2,179,754.29	\$0.00	100.0%
Working Cash Fund					
Bonds Sold (+)	\$43,248,275.50	\$44,149,375.50	\$44,149,376.00	\$0.50	100.0%
Transfers Out (-)	\$0.00	\$11,000,000.00	\$11,000,000.00	\$0.00	100.0%
Other Uses (-)	\$282,750.44	\$282,750.44	\$282,750.44	\$0.00	100.0%
Sub-total : Working Cash Fund	\$42,965,525.06	\$32,866,625.06	\$32,866,625.56	\$0.50	100.0%
Total : OTHER FINANCING SOURCES (USES)	\$43,965,525.06	\$44,868,025.06	\$44,868,025.56	\$0.50	100.0%
NET CHANGE IN FUND BALANCE	\$62,264,605.06	\$6,121,991.47	\$29,559,558.51	\$23,437,567.04	20.7%

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance As of 05/31/2022

Fiscal Year: 2021-2022

ASSETS

Current Assets

Cash In Bank (+) \$3,057,449.39

Accounts Receivable (+) \$5,929.00

Sub-total : Current Assets \$3,063,378.39

Total : ASSETS \$3,063,378.39

FUND BALANCE

Fund Balance

Fund Balance (+) \$2,977,083.88

Sub-total : Fund Balance \$2,977,083.88

NET CHANGE IN FUND BALANCE

NET CHANGE IN FUND BALANCE (+) \$86,294.51

Sub-total : NET CHANGE IN FUND BALANCE \$86,294.51

Total : FUND BALANCE \$3,063,378.39

Total LIABILITIES + FUND BALANCE \$3,063,378.39

End of Report

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Self-Funded Insurance For the Period 05/01/2022 through 05/31/2022

Fiscal Year: 2021-2022

	05/01/2022 - 05/31/2022	Year To Date
REVENUE COLLECTED		
Revenue From Payroll		
Board Contributions (+)	\$1,052,830.00	\$11,525,513.25
Employee Contributions (+)	\$274,730.62	\$3,028,714.41
Sub-total : Revenue From Payroll	<u>\$1,327,560.62</u>	<u>\$14,554,227.66</u>
Revenue From Other Sources		
Retiree Contributions (+)	\$2,001.04	\$503,339.31
Cobra Contributions (+)	\$1,551.00	\$25,979.00
Interest & Dividends (+)	\$1,190.43	\$3,594.48
Sub-total : Revenue From Other Sources	<u>\$4,742.47</u>	<u>\$532,912.79</u>
Total : REVENUE COLLECTED	<u>\$1,332,303.09</u>	<u>\$15,087,140.45</u>
EXPENDITURES PAID		
Operating Expenditures		
Heath Ins Claims (-)	\$1,391,463.74	\$13,744,068.94
HSA Contributions (-)	\$7,335.62	\$82,827.42
Health Ins Admin Fees (-)	\$100,647.00	\$1,118,255.36
Other Fees & Expense (-)	\$10.59	\$55,694.22
Sub-total : Operating Expenditures	<u>(\$1,499,456.95)</u>	<u>(\$15,000,845.94)</u>
Total : EXPENDITURES PAID	<u>(\$1,499,456.95)</u>	<u>(\$15,000,845.94)</u>
NET CHANGE IN FUND BALANCE	<u>(\$167,153.86)</u>	<u>\$86,294.51</u>

End of Report

June 15, 2022

To: Board of Education

From: Martin Hickman

Re: 2022 – 2023 Insurance Renewals

Catastrophic Student Accident Renewal

Recommendation to approve the Catastrophic Student Accident renewal from Philadelphia Insurance for the 2022-2023 policy period. The annual premium for the 2022-2023 policy period would be \$3,197; which is a decrease in premium of 9.99% from the expiring.

Employed Lawyers Professional Liability Renewal

Recommendation to approve the Employed Lawyers Professional Liability renewal from Intact Insurance Specialty Solutions for the 2022-2023 policy period. The annual premium for the 2022-2023 policy period would be \$2,289; which is the same as the expiring.

Worker's Compensation Insurance Renewal

Recommendation to approve Option #2 from U.S. Specialty with a Self-Insured Retention (SIR) of \$500,000 for the 2022-2023 policy period. This renewal is set-up on a one (1) year term that locks in rates and has the lowest increase in risk on a per claim basis (SIR) from the expiring policy. The annual premium would be \$95,277; which is a decrease in premium of 15.42% from the expiring.

Recommendation to approve the renewal from CCMSI as the third-party administrator for an annual service fee of \$13,000. In addition, the District will be billed monthly: Indemnity Claims at \$1,025 per claim; Medical Only Claims at \$150 per claim; and Incident Only Claims at \$35 per claim.

Treasurer's Bond Renewal

Recommendation to approve the Treasurer's Bond renewal from Brokers' Risk for the 2022-2023 policy period. The Treasurer's Bond Amount decreased from \$27,250,000 to \$23,750,000 per the District's request. The annual premium for the 2022-2023 policy period would be \$16,035.

June 15, 2022

To: Board of Education

From: Martin Hickman

Re: Employee Group Medical, Dental, and Life Insurance Renewal

The Health Insurance Committee has approved the following for the Health and Dental renewal for the 2022-2023 plan year.

- Health Insurance Committee has approved the following for the July 1st, 2022 effective date:
 - o Offer the Current 3 PPO plans – \$500, \$750, and \$1,000 deductible
 - o Offer the Current HDHP - \$4,500 deductible
 - o Stop Loss Deductible – recommend renewing with the current deductible of \$200,000
 - o Medical – the BCBS projected total cost of \$15,040,627
 - o Dental – the BCBS projected total cost of \$922,438

Recommendation for the board to formally approve the contracts as noted below

- Approve renewal of Health and Dental self-insured insurance with Blue Cross Blue Shield of IL through Clemens & Associates.
- Approve Vision plan with EyeMed through Clemens & Associates. This is a 48-month guarantee.
- Approve Employee Navigator through Clemens & Associates, which would replace Emperion. COBRA Administration would also move to Clemens & Associates and be implemented into Employee Navigator.
- Approve Health fully-insured insurance with Health Alliance through BPA and Dental fully-insured insurance with Principal through BPA for the Unit 5 Custodial and Maintenance group.



Intrado Interactive Services Corporation

Quote

Date 4/26/2022
Quote # 150952
Expires 6/30/2022
Quote Type
Representative AM Carrie Anne Moore
Agent

THIS IS NOT A BILL.

Prepared for:

Accounts Payable
McLean County Unit Sch Dist 5
1809 W Hovey Ave
Normal IL 61761-4315
United States

Item	Quantity	Description	Rate	Amount
R-Extended_Character_SMS	12,611	Extended Text Characters of 160 added to Communicate Account	0.50	6,305.50
			Total	\$6,305.50

The terms and conditions available at <https://www.west.com/legal-privacy/webterms/> apply to this quote, unless the parties have entered into a separate mutually executed agreement. Sales tax may be applied on invoice. Tax exemption certificates can be sent to SchoolMessengerBilling@west.com.





SchoolMessenger

Intrado Interactive Services Corporation

Quote

Date 4/26/2022
Quote # 150954
Expires 7/1/2022
Quote Type
Representative AM Carrie Anne Moore
Agent

THIS IS NOT A BILL.

Prepared for:

Accounts Payable
McLean County Unit Sch Dist 5
1809 W Hovey Ave
Normal IL 61761-4315
United States

Item	Quantity	Description	Rate	Amount
R-SM Complete	1	Renewal SchoolMessenger Complete -- 12-month Unlimited Notification Service	25,978.66	25,978.66
			Total	\$25,978.66

The terms and conditions available at <https://www.west.com/legal-privacy/webterms/> apply to this quote, unless the parties have entered into a separate mutually executed agreement.
Sales tax may be applied on invoice. Tax exemption certificates can be sent to SchoolMessengerBilling@west.com.



150954

RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT DISTRICT NO. 5

MCLEAN & WOODFORD COUNTIES, ILLINOIS

Designating that Interest earned during the Fiscal Year ended June 30, 2022 and all prior

Fiscal Years shall continue to be considered Interest in accordance with Title 23 of the

Illinois Administrative Code 100.500 (a-4)

BE IT RESOLVED by the Board of Education of Community Unit District No. 5, McLean & Woodford Counties, Illinois that interest earned from investment of monies maintained in any District fund and accrued to the balance of such District fund during fiscal year 2022 (July 1, 2021 - June 30, 2022) or during any fiscal year prior to fiscal year 2022, shall remain as interest at the close of fiscal year 2022 and available for transfer as interest to other funds pursuant to state law and shall not become principal as of June 30, 2022, pursuant to Title 23 of the Illinois Administrative Code Section 100.500 (a-4).

ADOPTED this 15th day of June, 2022 by the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

To: Board of Education

From: Roger Baldwin - Director of Human Resources, Martin Hickman – CFO

CC: Dr. Kendrick-Weikle, Superintendent

Date: 06/15/2022

Re: Salary Settlements 2022-2023

Technology

Recommend a flat \$1,250 in an effort to increase the starting salary for each position and a 3% increase for each eligible staff member. Upon review, this employee group was still lagging in comparison to similarly situated school districts.

The average increase is 5.08%, with a total budget impact of approximately \$37,500.

Certified Administrators, Non-Certified Administrators

Recommend individual salary increases ranging from 2.0% to 5.5% determined primarily by the percentage of penetration toward the maximum pay rate for each position.

The total increase for all eligible members is 3.47%. Total budget impact approximately \$101,000.

EOP Exempt, OT/PT/OTA/PTA, Medical Personnel and Educational Support Staff

Recommend a 4.0% increase for all eligible members in these groups.

Total budget impact approximately \$87,500.

Food Service

Recommend increasing each step in Tier 1 by 3.5%. Recommend Tier 2 increase each step by \$.50 and increase the amount between steps from \$.10 to \$.15.

The average increase is 4.89%, with a total budget impact of approximately \$70,000.

Food Service Salary Schedule 22-23

	2020-2021	2021-2022	2022-2023										
Special Increments													
Satellite Manager	1.80	1.80	1.80										
Elementary Manager	2.90	2.90	2.90										
Junior High Manager	3.60	3.60	3.60	Step	Rate: Tier 1				Rate: Tier 2				
Senior High Manager	4.80	4.80	4.80		2019-2020	2020-2021	2021-2022	2022-2023	2019-2020	2020-2021	2021-2022	2022-2023	
Senior High Floating Asst Mgr	3.25	3.25	3.25										
Associate Floating Manager	5.00	5.00	5.00	15	19.11	19.51	19.91	20.61	15.50	15.90	16.30	17.55	
				14	18.96	19.36	19.76	20.45	15.40	15.80	16.20	17.40	
				13	18.81	19.21	19.61	20.29	15.30	15.70	16.10	17.25	
				12	18.65	19.05	19.45	20.13	15.20	15.60	16.00	17.10	
Longevity (beginning 10 yrs)	2020-2021	2021-2022	2022-2023	11	18.51	18.91	19.31	19.99	15.10	15.50	15.90	16.95	
To 2 hours per day	100.00	100.00	100.00	10	18.37	18.77	19.17	19.84	15.00	15.40	15.80	16.80	
Over 2 to 4 hrs per day	150.00	150.00	150.00	9	18.23	18.63	19.03	19.70	14.90	15.30	15.70	16.65	
Over 4 to 6 hrs per day	250.00	250.00	250.00	8	18.10	18.50	18.90	19.56	14.80	15.20	15.60	16.50	
Over 6 hrs per day	300.00	300.00	300.00	7	17.98	18.38	18.78	19.44	14.70	15.10	15.50	16.35	
				6	17.56	17.96	18.36	19.00	14.60	15.00	15.40	16.20	
Longevity				5	17.43	17.83	18.23	18.87	14.50	14.90	15.30	16.05	
Longevity (beginning 15 yrs)	2020-2021	2021-2022	2022-2023	4	16.44	16.84	17.24		14.40	14.80	15.20	15.90	
To 2 hours per day	400.00	400.00	400.00	3	16.31	16.71			14.30	14.70	15.10	15.75	
Over 2 to 4 hrs per day	450.00	450.00	450.00	2	16.16				14.20	14.60	15.00	15.60	
Over 4 to 6 hrs per day	550.00	550.00	550.00	1					14.10	14.50	14.90	15.45	
Over 6 hrs per day	600.00	600.00	600.00	0					14.00	14.40	14.80	15.30	
Longevity (beginning 20 yrs)	2020-2021	2021-2022	2022-2023										
To 2 hours per day	600.00	600.00	600.00										
Over 2 to 4 hrs per day	650.00	650.00	650.00										
Over 4 to 6 hrs per day	750.00	750.00	750.00										
Over 6 hrs per day	800.00	800.00	800.00										

SUBSTITUTE PAY RATES 2022-2023

Certified Teacher Substitute Long Term Daily Rates (Same Position)	\$160/Day \$185/Day Unit 5 Retiree
Certified Teacher Substitute Regular Daily Rates (Any Position)	\$110/Day \$125/Day Unit 5 Retiree
Nurse	RN - \$170/day LPN - \$150/day Unit 5 Retiree Nurse - \$200/day
Custodial/Maintenance Substitute	\$14.00/Hour
Administrative Assistant Substitute	\$13.00/Hour
Food Service Substitute	\$14.00/Hour
Teaching Assistant Substitute	\$85/Day \$42.50/Half Day
Noon-Hour Supervisors	\$13.00/Hour
Homebound Teachers	\$28.26/Hour
Non-Classroom (Guidance Counselor, Psychologist, Social Worker, SLP)	\$200/day

CERTIFICATE OF APPROVAL FOR THE EXPENDITURE OF FIRE PREVENTION AND SAFETY FUNDS

(Section 17-2.11 of the School Code)

PRAIRIELAND ELEMENTARY SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 13	

Total Previously Approved	
Approved to raise with this Amendment	\$205,782.00
Total Approved to Date	\$205,782.00
Existing District Funds Approved	\$0.00

I, _____, State Superintendent of Education, acknowledge receipt of the estimate of cost certified by the architect/engineer required:

1.	<input type="checkbox"/>	to bring this school building into compliance with the safety standards set forth in 23 Ill. Adm. Code Part 175, 23 Ill. Adm. Code Part 180, and or 23 Ill. Adm. Code Part 185 as promulgated by the State Board of Education.
2.	<input type="checkbox"/>	to bring the school building into compliance with the Asbestos Abatement Act 105 ILCS 105/1 et.seq, and the federal Asbestos Hazard Emergency Response Act of 1986 as amended (AHERA).
3.	<input type="checkbox"/>	to provide funds for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes pursuant to Section 17-2.11 of the School Code with funds not necessary for the completion of items under No. 1 or No. 2 above.

I further certify that the estimate of total approval to date, in the amount of \$205,782.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

1.	<input checked="" type="checkbox"/>	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	<input type="checkbox"/>	One or more items in this amendment were disapproved and the estimated costs adjusted accordingly. The amount shown above as the total amount approved for this amendment reflects an aggregate cost adjustment of + / - \$0.00. Comments regarding this amendment and a list of the items disapproved and cost adjustments applied are attached to this certificate.

COMMENTS:

ADJUSTED ITEMS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
---------	-------------	------------------	-----------------	------------	--------

(35-22) (7/07) Prescribed for ISBE for ISBE Use

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number _____


PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The PRAIRIELAND ELEMENTARY SCHOOL school, located at 1300 E Raab Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 4/22/2021.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 205,782.00.

Name of Architect/Engineer Randall Middleton	Name of Firm MIDDLETON ASSOCIATES INC.
Phone Number (309) 452-1271	Fax Number (309) 454-8049.
License Number 001-007938	Expiration Date 11/30/2022
Email Address rand@miltonassociates.net	



PART II. CERTIFICATION OF NEED (Provided by district through IWAS)

The local Board of Education hereby certifies and assures the State Board of Education:

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- d. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- e. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).
- f. All work authorized by the District will be executed in conformity with all applicable codes.
- g. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean				2. DISTRICT CODE/NAME 0050, McLean County USD 5		3. FACILITY CODE/NAME PRAIRIELAND ELEMENTARY SCHOOL	
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation			9. Recommendation to correct violation
1	North east Driveway	c.	BOCA 1999 3401.2	Surface cracked and eroded allowing water penetration. Requiring frequent repairs.			Install new asphalt surface.
2	Northwest Driveway	c.	BOCA 1999 3401.2	The asphalt surface has eroded and cracked. Potholes have developed and required frequent repair. Ponding water has occurred in areas.			Remove damaged surface and install new material.
3	Parking Lot	c.	BOCA 1999 3401.2	Existing parking surface is extensively cracked which has resulted in potholes and eroded surface. Construction joints have been worn down or have settled which has allowed water to pond on surface. Repairs have been increasingly required.			Remove existing surface and install new material
4	Bus Lane	c.	BOCA 3401.2	The entrance driveway and the western end of the bus drop off lane are disintegrating at the original control joints probably due to defective concrete. Saw cutting and removal/reinstallation of each problem area is not practical due to the cost and the probable continuation of the slab failure at each construction joint.			Grind the bus lane slab and the western end of the drop off lane, and install new asphalt.

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME PRAIRIELAND ELEMENTARY SCHOOL					
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Mill 2" from existing surface. Install one seal coat of SS-1 emulsion. Install 2" N50 asphalt over area. Provide roller compaction to blend new surface to existing surface.	sq. yd.	388	2	\$13,580.00			8/15/2024	F
2	f	c.	Mill existing surface to a depth of 2". Remove loose asphalt, clean surface, and install coating of SS-1 emulsion. Install 2" of new N50 asphalt. Roller compact level with existing adjacent material.	sq. yd.	1305	2	\$39,150.00			8/15/2024	F
3	f	c.	Mill 2" from existing surface, clean all debris from surface, and install one coat of SS-1 emulsion primer. Install 2" of N50 finish surface asphalt. Roller compact surface and blend edges to existing asphalt and concrete curb/gutter. Provide marker paint to define 46 parking spaces and two accessible spaces.	sq.yd.	2066	2	\$52,965.00			8/15/2024	F
4	e	c.	Grind off 1.5" of the 6" slabs described above. Install 2" of N50 asphalt material. Do not grind existing curb and gutter. Compact asphalt surface with vibrating roller.	sq.yd.	927	2	\$65,790.00			8/15/2024	F

	Original Subtotal	\$171,485.00	Adjusted Subtotal	\$171,485.00
	Original 10.00% Contingency	\$17,148.50	Adjusted 10.00% Contingency	\$17,148.50
	Original 10.00% A/E Fees	\$17,148.50	Adjusted 10.00% A/E Fees	\$17,148.50
	Original Grand Total	\$205,782.00	Adjusted Grand Total	\$205,782.00

Items with a Funding Type of 'O' are not included in the cost calculation.
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

eGrant Management System

Printed Copy of Application

Applicant: MCLEAN COUNTY USD 5

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MCLEAN COUNTY USD 5

Date Generated: 6/9/2022 9:09:13 AM

Generated By: weikle

1. Contact Information for Person Completing This Form

Last Name*

Lamboley

Phone*

309 557 4550

First Name*

Michelle

Middle Initial

M

Email*

lambolmm@unit5.org

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

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

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

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

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

([count] of 2500 maximum characters used)

Collaboration with district administrators and advisory council groups provide opportunities for all stakeholders to have input ensuring that all barriers (such as gender, race, national origin, color, disability, special needs, or age) are monitored as programs are developed and implemented throughout the year. Efforts take place to include all stakeholders in planning appropriate activities and ensuring equitable access to services provided through the various federally funded programs. Pursuant to Board Policy 6.120 all students, teachers, paraprofessionals, and parents of McLean County Unit District No. 5, regardless of gender, race, national origin, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive training on an annual basis to ensure all students are included in every aspect of the curriculum including extracurricular activities. There are currently no barriers preventing participation.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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

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

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

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

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources including our local funds, Title I, Title II, Title III, IDEA, ESSER, and ARP funds. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. Title IV funds are transferred into Title II.

Response from the approved prior year Consolidated District Plan.

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources including our local funds, Title I, Title II, Title III, and IDEA funds. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. Title IV funds are transferred into Title II.

3. Will the LEA braid funding?

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

No ▾ N/A

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

Indicate all that apply.

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

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

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

{[count] of 7500 maximum characters used}

Our district used school and district report cards, 5 Essential Survey, student achievement data, recruitment and retention efforts and effectiveness data, professional development plans, school improvement plans, and ACCESS test data to determine our LEA needs.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

ACCESS test data is used in addition to other instruments in order to assess the specific needs of English Learners in our TBE and TPI programs K-12. Our district has created several Return to School Advisory Committees that met frequently from April 2021 through August 2021. These committees were designed with a specific focus on gaining feedback from all of our district stakeholders including staff, families, and community members. Members of these committees included Pre K through 12th grade certified, classified and administrative staff, parents representing students from all grade levels and demographics, community partners, and our local health department. The focus of these meetings was to determine our highest priorities for safely returning to school and how best to use ESSER funds to support students' needs. All components highlighted below were a central focus of our meetings. The meeting formats consisted of presentations, collaboration, discussions, and survey feedback. These teams will meet prior to January 2022 to review and update our plan.

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

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

A. Title I, Part A - Improving Basic Programs

Our data from multiple assessment measures indicates reading, writing and math are all opportunities for additional professional development, instruction and support in our Title 1 buildings. Title 1 funds are used to provide supplemental instructional resources as well as pay for 17 Title 1 reading specialists. These Title 1 reading specialists provide Tier 2 and 3 reading and writing interventions to students who meet our district's criteria for intervention. In addition, funds are utilized to pay the salaries of two math interventionists who provide Tier 2 and Tier 3 intervention support. All eight of our Title 1 buildings receive school-wide support. This grant also pays the salaries of family coordinators who support families by connecting resources to families in need.

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

Data available from March of 2021 reflects priorities to support the following student groups: students with disabilities, English Learners, black students and multiracial students. Schools within our district that receive designations utilized the IBAM tool as a needs assessment. Each school identified students in need, developed programs to support students as well as identified materials to improve student performance. Title 1 School Improvement funds were utilized to support student groups and programs.

C. Title I, Part D - Delinquent

Based on data, McLean County Unit 5 continues to have the need to support delinquent youth. The average length of stay for students detained is 13.1 days. Funds will be used for delinquent youth in the McLean County Juvenile Detention Center to provide their education and assist in transition from the facility to their home school or employment. A contract with the Regional Office of Education will be utilized to allow for services to be provided by an educator employed by the ROE and job programs to be supported by local businesses and transition coordinators.

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

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

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

Our data analysis from multiple assessment measures indicates social-emotional learning, reading, writing, and math performance are all opportunities for additional professional development, instruction, and support. Title 2 funds are utilized to pay the salaries of instructional coaches who support both administration and teachers with job-embedded professional development in these areas. These professional development opportunities include support with data analysis, support with professional learning communities, support with direct classroom modeling for teachers as well as engaging, collaborative, and hands-on presentations. The goal of our Title 2 funds are to build principal and teacher capacity and efficacy in the areas of mindset and instructional strategies in order to close the achievement gap.

G. Title III - LIEP

Our data analysis indicates that multilingual students need support in the area of academic achievement as well as support to encourage meaningful family involvement. The LIEP grant supports the hiring of bilingual parent liaisons who support families with linguistic and cultural knowledge of our French and Spanish-speaking families. Additionally, the LIEP grant funds support ongoing professional development related to English Learners and Spanish Language Development within our TBE program to support staff as they address the specific learning needs of multilingual learners. Title III funds are also used to purchase materials specific to the unique learning needs of multilingual students.

H. Title III - ISEP

In addition to progress monitoring that will be analyzed for all students and including ACCESS scores if applicable, based on student need, the data will inform planning and grant activities such as professional development for staff as well as to identify needed resources or opportunities for program development. An identified need for our Latinx and Francophone African families is a parent liaison who provides support for families in the form of home visits, workshops as well as developing programs to support transitions in the educational process.

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

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

In an equity audit completed in 2021, Unit 5 was found to have measurable disparities in discipline and academic achievement for historically marginalized and minoritized students (e.g., African American, Latinx/ Hispanic, English learners, special education eligible, and low-income students) compared to white, general education students who do not receive a free or reduced-cost lunch. These data revealed an overrepresentation of these historically marginalized groups in the number of discipline infractions received and underrepresentation in enrollment in higher-level courses and participation in extracurricular activities relative to their representation within the district. Moreover, when the intersection of multiple marginalized identities was examined, students who are members of multiple groups demonstrate even more disparate data. These findings resulted in a list of recommendations to improve circumstances for students in these groups. Specifically, the district was recommended to "intentionally embed equity-drive pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for each student." To this end, the district developed an Equity Action Plan that includes embedding culturally responsive curriculum, practices, and resources in each content area and grade level. To do so requires extensive professional development across all staffing levels. This funding request is for the needed resources and professional development to meet this equity goal. In addition, a curriculum audit shows a need to incorporate additional STEM, Inquiry and Project bases learning opportunities at all levels. Curriculum resources and materials will be purchased to support these initiatives.

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

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

Data available as of March 2022 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services. Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator

L. IDEA, Part B - Preschool

Based upon data from the 2021-2022 school year, referral and identification of students continues to maintain a steady rate of increase and therefore; funding continues to be needed to support Early Childhood Classrooms. Support in the form of paraprofessionals to meet student needs is the primary area to address, along with need for supplies and materials. Students ages 3-5 who have significant developmental delays, as determined by individual case studies, will be served in an Early Childhood Special Education Classroom. 14 Paraprofessionals and 8 Teachers will be employed to serve the need of these classrooms. The grant is able to cover the cost (salary and benefits) of 2 of the paraprofessionals which are integral in services provided to students in the ECSE classroom. Funding will also allow for the purchase of supplies and materials for the ECSE classrooms.

M. Elementary and Secondary School Emergency Relief Grant II

Throughout the pandemic, schools within our district have collected comprehensive data related to student attendance and students' academic and social-emotional needs. This data along with MTSS screening data, MTSS diagnostic data, and curriculum assessment data will be utilized to identify the most important educational needs for students within our district. Student learning gaps will be addressed through extended school day opportunities including summer school and after-school tutoring, Additional classroom teachers and interventionists will be hired to support students during our traditional school year. A social-emotional coach (SEL) will be hired to build staff capacity in the

area of supporting students socially and emotionally. Summer School will be offered for 5 weeks in the summer of 2022. Additional staff and services will be implemented during the 2022-2023 school year. ESSER funds will be utilized to support the small percentage of students who are medically compromised and are unable to attend in person. Edmentum and Calvert online curriculums will be purchased with these funds. Additionally, teacher stipends will be paid to teachers and LBS1s who are working with fully remote students.

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

Throughout the pandemic, schools within our district have collected comprehensive data related to student attendance and students' academic and social-emotional needs. This data along with MTSS screening data, MTSS diagnostic data, and curriculum assessment data will be utilized to identify the most important educational needs for students within our district. Student learning gaps will be addressed through extended school day opportunities including summer school and after-school tutoring. Additional classroom teachers and interventionists will be hired to support students during our traditional school year. Instructional coaches for technology, academics and social-emotional learning will be hired to build teacher capacity to support all students. A Director of Equity will be hired to coordinate all of this work. ARP-LEA funds will be utilized to support the small percentage of students who are medically compromised and are unable to attend in person. Edmentum and Calvert online curriculums will be purchased with these funds. Additionally, teacher stipends will be paid to teachers and LBS1s who will provide additional support to remote students. Funds will be used to purchase devices and connectivity for remote learning. Funds will be used for summer programming, student support for learning loss through class-size reductions and interventionists, air quality, technology for remote learning, and sanitation.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

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

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

([count] of 7500 maximum characters used)

Our district has created several "Return to School" Advisory Committees that met frequently from April 2021 through August 2021. These committees were designed with a specific focus on gaining feedback from all of our district stakeholders including staff, families, and community members. Members of these committees included Pre K through 12th grade certified, classified and administrative staff, parents representing students from all grade levels and demographics, community partners, and our local health department. The focus of these meetings was to determine our highest priorities for safely returning to school and how best to use ESSER funds to support students' needs. All components highlighted below were a central focus of our meetings. The meeting formats consisted of presentations, collaboration, discussions, and survey feedback. These teams will meet prior to January 2022 to review and update our plan. In addition, previously during a PTO presidents' luncheon held on May 2, 2019 components of our Consolidated District Plan were shared with parents and they were provided with the opportunity to identify strengths within Unit 5 that should be included in the plan, questions that they have about the plan, and suggestions for communicating the information with the entire parent population. The parents had the option of sharing their e-mail address so that the draft plan could be sent to them for additional feedback. 5 parents asked for the plan to be shared with them. None of them provided any suggestions for additions. On May 8, 2019, a draft of the CDP plan was shared with Board of Education members and they were asked to share any suggestions for additions or changes. On April 25, 2019, a draft of the plan was shared with principals and they will had an opportunity to provide feedback. On May 1, 2019 a draft of the plan was shared with union leadership. All of these groups had the option of providing feedback through a Google form, through e-mail or face to face conversations. No feedback or revisions were suggested. On May 24, 2019, the plan was shared with Title 1 teachers at a year end meeting. Feedback from consulting groups will be used to make changes in language and to add details that helped with clarity. In 2018-19, principals and teachers were consulted in regards to how Title 1 money was spent. Our school board approved the CDP on May 9, 2019.

Response from the prior year Consolidated District Plan.

During a PTO presidents' luncheon held on May 2, 2019 components of our Consolidated District Plan were shared with parents and they were provided with the opportunity to identify strengths within Unit 5 that should be included in the plan, questions that they have about the plan, and suggestions for communicating the information with the entire parent population. The parents had the option of sharing their e-mail address so that the draft plan could be sent to them for additional feedback. 5 parents asked for the plan to be shared with them. None of them provided any suggestions for additions. On May 8, 2019, a draft of the CDP plan was shared with Board of Education members and they were asked to share any suggestions for additions or changes. On April 25, 2019, a draft of the plan was shared with principals and they will had an opportunity to provide feedback. On May 1, 2019 a draft of the plan was shared with union leadership. All of these groups had the option of providing feedback through a Google form, through e-mail or face to face conversations. No feedback or revisions were suggested. On May 24, 2019, the plan was shared with Title 1 teachers at a year end meeting. Feedback from consulting groups will be used to make changes in language and to add details that helped with clarity. In 2018-19, principals and teachers were consulted in regards to how Title 1 money was spent. Our school board approved the CDP on May 9, 2019.

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

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

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

([count] of 7500 maximum characters used)

As part of the development of the Consolidated District Plan, the requirements of the plan were shared with the following groups, PTO presidents, the BPAC, Principals, Union Leadership, teachers, support staff, and the Board of Education. These groups are able to provide input, ask questions, and share ideas. The completed plan will be shared with all stakeholders upon approval. Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process. As part of LIEP grant approval, the components of the application, as well as the CDP components, were shared with the leadership of the BPAC for feedback.

Response from the prior year Consolidated District Plan.

As part of the development of the Consolidated District Plan, the requirements of the plan were shared with the following groups, PTO presidents, the BPAC, Principals, Union Leadership, teachers, support staff, and the Board of Education. These groups are able to provide input, ask questions, and share ideas. The completed plan will be shared with all stakeholders upon approval. Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process. As part of LIEP grant approval, the components of the application as well as the CDP components were shared with leadership of the BPAC for feedback.

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

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

District Plan needs.

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([count] of 7500 maximum characters used)

Parent involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. These funds will be distributed to buildings in the following proportion. Parent involvement school level-Contractual services to support family activities such as puppeteer, storyteller, and postage service to mail books to homes for parent involvement activities. These funds will be distributed equally to all buildings. Family coordinators- to support students and families at school and home all PreK-8 schools have family coordinators. Bilingual Parent Liaisons support and facilitate the participation of French and Spanish speaking students and families at Title I school events as well as other school programs and to support the activities proposed by the BPAC. Parent education events are also held around topics of interest to the groups in conjunction with community groups.

Response from the prior year Consolidated District Plan.

involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. These funds will be distributed to buildings in the following proportion. Parent involvement school level-Contractual services to support family activities such as puppeteer, storyteller, and postage service to mail books to homes for parent involvement activities. These funds will be distributed equally to all buildings. Family coordinators- to support students and families at school and home-based at Fox Creek, Oakdale, Pepper, Parkside, Cedar Ridge, and Fairview Elementary. Bilingual family coordinators support and facilitate participation of French and Spanish speaking students and families at Title I school events as well as other school programs and to support the activities proposed by the BPAC. Parent education events are also held around topics of interest to the groups in conjunction with community groups.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

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

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Nonpublic Consultation Form
Corpus Christi	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="461"/>	<input type="text" value="461"/>	<input type="button" value="Choose File"/> No file chosen CorpusConsult22-23.pdf
Saint Marys	<input type="checkbox"/>	<input type="text" value="1"/>	<input type="text" value="149"/>	<input type="text" value="149"/>	<input type="button" value="Choose File"/> No file chosen SaintMaryConsult22-23.pdf
Trinity Lutheran	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="403"/>	<input type="text" value="403"/>	<input type="button" value="Choose File"/> No file chosen TrinityConsult22-23.pdf
Mulberry School	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="65"/>	<input type="text" value="65"/>	<input type="button" value="Choose File"/> No file chosen MulberryConsult22-23.pdf
Calvary Christian Academy	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="247"/>	<input type="text" value="247"/>	<input type="button" value="Choose File"/> No file chosen CalvaryConsult22-23.pdf
Youthbuild Academy	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="50"/>	<input type="text" value="50"/>	<input type="button" value="Choose File"/> No file chosen Youthbuildconsult22-23.pdf
Central Catholic High School	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="295"/>	<input type="text" value="295"/>	<input type="button" value="Choose File"/> No file chosen CentralCatholicconsult22-23.pdf
Epiphany School	<input type="checkbox"/>	<input type="text" value="0"/>	<input type="text" value="355"/>	<input type="text" value="355"/>	<input type="button" value="Choose File"/> No file chosen EpiphanyConsult22-23.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district employs a Coach who is working to support vertical alignment from Pre-K to K and into the primary grades. Instructional practices and assessment have been examined to develop an age-appropriate developmentally appropriate play-based approach for K. The data collection and analysis procedures, including the electronic data wall, used in K-5 have been modified and shared with Pre-K in order to facilitate the transition of students from one level to the next. There are transition meetings each spring for students who are in early learning and will be transitioning to kindergarten. The transition meetings are attended by staff from the sending school and the receiving school as well as administrators and parents.

Response from the approved prior year Consolidated District Plan.

The district employs a Coach who is working to support vertical alignment from Pre-K to K and into the primary grades. Instructional practices and assessment have been examined to develop an age-appropriate developmentally appropriate play-based approach for K. The data collection and analysis procedures, including the electronic data wall, used in K-5 have been modified and shared with Pre-K in order to facilitate the transition of students from one level to the next. There are transition meetings each spring for students who are in early learning and will be transitioning to kindergarten. The transition meetings are attended by staff from the sending school and the receiving school as well as administrators and parents.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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([count] of 7500 maximum characters used)

Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Mathematics which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Everyday Math lessons) that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery. Core Literacy Curriculum Unit 5 utilizes a balanced literacy approach to instruction including interactive read aloud, shared reading, guided reading, independent reading, guided writing and independent writing. Balanced literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response, writing process, and constructivist learning. This instruction is delivered whole group, small group, and one-on-one. In a balanced literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Both Reading Workshop and Writing Workshop are key components of a Balanced Literacy Approach. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 45 minutes per day.

Response from the prior year Consolidated District Plan.

Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Mathematics which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Everyday Math lessons) that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery. Core Literacy Curriculum Unit 5 utilizes a balanced literacy approach to instruction including interactive read aloud, shared reading, guided reading, independent reading, guided writing and independent writing. Balanced literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response, writing process, and constructivist learning. This instruction is delivered whole group, small group, and one-on-one. In a balanced literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Both Reading Workshop and Writing Workshop are key components of a Balanced Literacy Approach. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 45 minutes per day.

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

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Unit 5 uses a Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral interventions. Unit 5 uses the FastBridge assessment suite in fall, winter & spring to screen students in K-10th grades to better identify students in need of direct classroom intervention. FastBridge testing is administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a testing sequence, the student receives an overall score, called a RIT scale score that indicates the instructional level appropriate for him or her. With students' performance RIT scale scores, Unit 5 developed proficiency levels or cut scores for use in determining the next steps towards determining intervention eligibility for students. These scores are based on RIT performance ranges that link to percentiles as well. Unit 5 uses a benchmark label in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All students performing at the Academic Warning (Red) or Below Standards (Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and additional academic diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red). Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, FastBridge, and all diagnostic and benchmark assessments are given. Grade level teams, administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined that an intervention is needed, parents are notified that their child will be receiving academic intervention.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Unit 5 has a master schedule for elementary schools (K-5) that includes a daily RTI intervention block. The RTI block is not exclusively used to provide intervention for struggling readers and mathematicians. It is also a time for ALL students to receive an additional dose of instruction targeted to their learning needs. Students who are in the warning based on district criteria receive a district approved Tier 2 intervention, which includes Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Students who fall in the yellow, green, and blue (highest) categories based on district criteria also receive supplemental daily instruction for a full 30 minutes during the RTI block. The RTI half hour time is meant to provide a daily, differentiated double dose for ALL students. During CORE (Tier 1) instruction, Reading/Math Workshop, students receive the first round of differentiated instruction through one on one conferring and small group work. During the RTI block, specific lessons and activities are planned based on students' needs. Students are grouped within a homogeneous range to provide more targeted and specific instruction for the full half hour. The purpose of the RTI block is to ensure that all levels of learners make progress and growth and receive a daily double dose of instruction that matches their need. For the students who are receiving Tier 2 interventions, teachers use progress monitoring to determine whether additional levels of support, Tier 3, are needed to meet the students needs. The Tier 3 interventions include smaller groups, Reading Recovery, ILI, and computerized interventions. Students who are English Learners participate in interventions as well as ESL/bilingual services that are part of their core instruction. Title III funds support classroom to home connections through bilingual parent liaisons who help to build bridges between the academic setting of school and home settings and to support immigrant parents in understanding the American school system. Additional supplies and materials including technology resources are provided to teachers, students, and families of multilingual students.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first year teachers. The district calendar includes five early releases. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department including the Director of Multilingual Services monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, the teacher capacities, and students' performance. In the future, audits will be conducted in additional subject areas. Title III funds are used to support continued teacher learning and maintenance of best practices through ongoing PD in ELD and SLA as well as other topics related to multilingual learners. Teachers in the TPI/TBE program have the opportunity to participate in 2 self-selected days of professional learning about multilingual learners each school year. The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level and aligned to the general education scope and sequence. Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs. These services are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of culturally and linguistically diverse students.

Response from the prior year Consolidated District Plan.

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

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

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

([count] of 7500 maximum characters used)

The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.) We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience. For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development plans and remediation plans.

Response from the prior year Consolidated District Plan.

The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will

run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.)We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience.For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development plans and remediation plans.

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

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([count] of 7500 maximum characters used)

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

Response from the prior year Consolidated District Plan.

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

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

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

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

([count] of 7500 maximum characters used)

The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths. Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use FastBridge in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time. Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: -CARES meetingThe CARES case manager and referring teacher will briefly share the case.The CARES team will discuss the plan (Differentiation/enrichment activities) with parentsDesign a progress monitoring plan Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report.Step 12:- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Response from the prior year Consolidated District Plan.

The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths. Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use MAP in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time. Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: -CARES meetingThe CARES case manager and referring teacher will briefly share the case.The CARES team will discuss the plan (Differentiation/enrichment activities) with parentsDesign a progress monitoring plan Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report.Step 12:- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

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[(count) of 7500 maximum characters used]

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place during the school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Guidance counselors assist 8th grade students in their course selection as they transition from middle school to high school. The Career Cruising program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community. An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance. For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Computer Science while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and college loan processes.

Response from the approved prior year Consolidated District Plan.

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place during the school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents. Electronic data walls In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Guidance counselors assist 8th grade students in their course selection as they transition from middle school to high school. The Career Cruising program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community. An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance. For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Computer Science while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and college loan processes.

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

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

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

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

[(count) of 7500 maximum characters used]

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to work through these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools.

Response from the approved prior year Consolidated District Plan.

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to work through these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Teachers and administrators are supported in the areas of literacy and math by our district coaches. These district coaches provide job-embedded coaching based on specific needs. Our coaches also provide ongoing training and growth opportunities for all administrators and teachers related to their content areas. Additional training is provided on equity, SEL, and trauma-informed practices. Private schools are allocated funds that can be used towards approved professional development.

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

Not providing

C. Title I, Part D - Delinquent

Not providing as part of the contract. The Regional Office will provide professional development to the teacher(s) they employ.

D. Title I, Part D - Neglected

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

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

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first-year teachers. The district calendar includes five early release days. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, the teacher capacities, and students performance. In the future, audits will be conducted in additional subject areas. The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area.

G. Title III - LIEP

The LIEP funds provide for professional development within district and outside of the district. Staff from the TBE and TPI programs participate in a minimum of 2 days of professional development each year specific to their work with English Learners. PD on Spanish Language Arts standards is ongoing as is PD on English Language Development standards. Staff have the opportunity to work with a consultant, watch webinars, or participate in conferences. LIEP funds are used to ensure that staff working with English Learners have additional opportunities to learn best practices in working with multilingual learners.

H. Title III - ISEP

The ISEP funds provide for professional development within district and outside of the district for staff who work with immigrant students. These students may or may not be English Learners. Professional development in cultural diversity and inclusion will support educators working with immigrant students in combination with PD listed under LIEP for multilingual learners.

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

Title IV funds are transferred into Title II.

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

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

In district training and attendance at workshops on instructional practices, assessment, co-teaching, and intervention for students. To include LBSIs, psychologists, social workers, speech pathologists, OT, PT, and

Paraprofessionals.

L. IDEA, Part B - Preschool

In district training and attendance at workshops on instructional practices, assessment, co-teaching, and intervention for students. To include LBSIs, psychologists, social workers, speech pathologists, OT, PT, and Paraprofessionals.

M. Elementary and Secondary School Emergency Relief Grant II

ESSER II funds were utilized to pay the salary of a social-emotional learning coach to support students and build teacher capacity.

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

ARP funds were utilized to pay the salary of a social-emotional learning coach to support students and build teacher capacity. ARP funds were also utilized to pay the salary of a literacy coach to support students and build teacher capacity in the area of supporting emergent readers.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment

ii. reduce the overuse of discipline practices that remove students from the classroom [1]

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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((count) of 7500 maximum characters used)

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district. Student Discipline Philosophy In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school-related settings. It is the shared responsibility of schools, families, and communities to achieve this by teaching, recognizing, and reinforcing appropriate behavior. To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Prevention of and Response to Bullying, Intimidation, and Harassment Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program. Administrators and teachers have been trained in Restorative Justice practices and these practices are being implemented in buildings and classrooms as a way to be proactive in addressing discipline. The district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days. Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc... to determine the need for additional student or staff support or training.

Response from the prior year Consolidated District Plan.

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district. Student Discipline Philosophy In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school related settings. It is the shared responsibility of schools, families and communities to achieve this by teaching, recognizing and reinforcing appropriate behavior. To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Prevention of and Response to Bullying, Intimidation, and Harassment Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program. Administrators and teachers have been trained in Restorative Justice practices and these practices are being implemented in buildings and classrooms as a way to be proactive in addressing discipline. The district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A

Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days. Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc... to determine the need for additional student or staff support or training.

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

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

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[[count] of 7500 maximum characters used)

The district will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families of homeless students to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school and district personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Response from the prior year Consolidated District Plan.

The district will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families of homeless students to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school and district personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NORMAL COMMUNITY HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0002 - NORMAL COMMUNITY WEST HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
001C - YBMC CHARTER SCH	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1002 - CHIDDIX JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1003 - PARKSIDE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1004 - KINGSLEY JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - EVANS JUNIOR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - SUGAR CREEK ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2003 - CEDAR RIDGE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2004 - CARLOCK ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - FAIRVIEW ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2006 - EUGENE FIELD ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - GLENN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2008 - COLENE HOOSE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2009 - HUDSON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2010 - OAKDALE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2012 - NORTHPOINT ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2013 - PARKSIDE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2014 - TOWANDA ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2015 - PEPPER RIDGE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2016 - PRAIRIELAND ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2017 - FOX CREEK ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/13/2021
2018 - GROVE ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2019 - BENJAMIN ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3001 - BRIGHAM ELEMENTARY	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

If a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any subgroups whose performance was significantly discrepant, and will include specific evidence based interventions to support student learning. A needs assessment will be completed and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to fulfill all student and teacher needs in order to promote an effective instructional environment. A process for monitoring the plan will be developed and implemented and will include benchmarks throughout the school year so that the plan can be adjusted as needed.

Re-display of the approved response from the prior year Consolidated District Plan.

If a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any subgroups whose performance was significantly discrepant, and will include specific evidence based interventions to support student learning. A needs assessment will be completed and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to fulfill all student and teacher needs in order to promote an effective instructional environment. A process for monitoring the plan will be developed and implemented and will include benchmarks throughout the school year so that the plan can be adjusted as needed.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process

Re-display of the approved response from the prior year Consolidated District Plan.

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Re-display of the approved response from the prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

Data available as of March 2021 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

Response from the approved prior year Consolidated District Plan.

Data available as of March 2020 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

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

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

([count] of 7500 maximum characters used)

Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

Response from the approved prior year Consolidated District Plan.

Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

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

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

([count] of 7500 maximum characters used)

No major changes in scope or nature of services.

Response from the approved prior year Consolidated District Plan.

No major changes in scope or nature of services.

*Required Field

Overview

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

PROGRAM: Foster Care Transportation Plan

PURPOSE: To comply with ESSA requirements for educational stability for students in foster care

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Richardson	Curt	Attorney for the District	richardmc@unit5.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Adelman	Joe	Director of Operations	adelmanj@unit5.org

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Backe	Maureen	Director of Elementary Ed and Title I	backem@unit5.org

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
lamboley	Michelle	Assistant Superintendent	lambolmm@unit5.org

Click here to add information for additional other personnel.

5. Other personnel

Last Name	First Name	Position/Title	Email
Uhe-Edmonds	Molly	Dep. Dir. Education and Transportation Services	molly.uhe@illinois.gov

Click here to add information for additional other personnel.

6. Other personnel

Last Name	First Name	Position/Title	Email
Sorey	Matthew	First Student Location Manager	matthew.sorey@firstgroup.com

Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

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

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

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

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC for the student. If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. If the student's foster care residence is outside District boundaries, the LEA POC will arrange for transportation to be provided, unless: 1. the student is a "child with a disability" as defined under the Individuals with Disabilities Education Act ("IDEA"); or 2. the LEA POC and DCFS POC, in consultation with one or more of the following individuals, makes a determination that it is not in student's best interest to attend the school of origin: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Executive Director of Special Services; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01. If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director Education and Transition Services will make the final decision. In determining whether a student with or without a disability in foster care should remain in his or her school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following: 1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district; 2. the appropriateness of the student's current placement at the school of origin; 3. the proximity of the school of origin to the student's foster care residence; 4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child; 6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate; 7. the child's attachment to the school of origin, including meaningful relationships with staff and peers; 8. the placement of the child's sibling(s); 9. the influence of the school climate on the child, including safety; 10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 11. the history of school transfers and how they have impacted the child; 12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest.

Response from the approved prior year Consolidated District Plan.

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC for the student. If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. If the student's foster care residence is outside District boundaries, the LEA POC will arrange for transportation to be provided, unless: 1. the student is a "child with a disability" as defined under the Individuals with Disabilities Education Act ("IDEA"); or 2. the LEA POC and DCFS POC, in consultation with one or more of the following individuals, makes a determination that it is not in student's best interest to attend the school of origin: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Executive Director of Special Services; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01. If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director Education and Transition Services will make the final decision. In determining whether a student with or without a disability in foster care should remain in his or her school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following: 1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district; 2. the appropriateness of the student's current placement at the school of origin; 3. the proximity of the school of origin to the student's foster care residence; 4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child; 6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate; 7. the child's attachment to the school of origin, including meaningful relationships with staff and peers; 8. the placement of the child's sibling(s); 9. the influence of the school climate on the child, including safety; 10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 11. the history of school transfers and how they have impacted the child; 12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. Transportation costs should not be considered when determining a child's best interest.

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

See IDEA legislation here See Section 504 here

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

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

When a foster care student is a "child with a disability" under the Individuals with Disabilities Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

Response from the approved prior year Consolidated District Plan.

When a foster care student is a "child with a disability" under the Individuals with Disabilities Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

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

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

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

When a student in foster care is an English Learner and receiving language services in his or her school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

When a student in foster care is an English Learner and receiving language services in his or her school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

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

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

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

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

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Executive Director of Special Services; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Executive Director of Special Services; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

*Required field

Transportation Plan Development

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

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

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

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

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

When it has been determined it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin. The following options should be considered when developing a transportation plan for a student in foster care: 1. a pre-existing transportation route; 2. a new transportation route; 3. route-to-route hand-offs; 4. district-to-district boundary hand-offs; 5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and 6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.*NOTE: A valid school bus driver permit is REQUIRED for these options!IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Illinois Vehicle Code. THIS INCLUDES TAXI CABS DRIVERS.REMINDER: A Multifunction School Activity Bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]The following factors will be considered when developing transportation procedures for a foster care student: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

When it has been determined it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin. The following options should be considered when developing a transportation plan for a student in foster care: 1. a pre-existing transportation route; 2. a new transportation route; 3. route-to-route hand-offs; 4. district-to-district boundary hand-offs; 5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and 6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.*NOTE: A valid school bus driver permit is REQUIRED for these options!IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Illinois Vehicle Code. THIS INCLUDES TAXI CABS DRIVERS.REMINDER: A Multifunction School Activity Bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]The following factors will be considered when developing transportation procedures for a foster care student: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

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

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

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

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

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

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

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

The following funding options will be considered when developing a transportation plan for a student in foster care: 1. Title IV-E of the Social Security Act if the student is eligible; 2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim. 4. State special education transportation funds, if the student has an IEP; and 5. Local funds IF there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin:--Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual costs by DCFS. The other 50% is claimable as Regular Transportation expenditures.

Response from the approved prior year Consolidated District Plan.

The following funding options will be considered when developing a transportation plan for a student in foster care: 1. Title IV-E of the Social Security Act if the student is eligible; 2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education

(FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim.4. State special education transportation funds, if the student has an IEP; and5. Local fundsIF there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin:--Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual costs by DCFS. The other 50% is claimable as Regular Transportation expenditures.

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

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

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

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation to the student. Instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation to the student. Instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

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

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

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

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

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

Response from the approved prior year Consolidated District Plan.

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

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

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

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

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC.

Response from the approved prior year Consolidated District Plan.

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC

*Required field

- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

06/15/2022

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly

authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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v1.2019

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v1.2021

GEPA 442 Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.2021

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Service](#)

[KRISTEN Kendrick-Weikle](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 05/27/2022
RCDT when agreed to: 17-064-0050-26

The application has been submitted for review.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	3/8/2022
Assurances were agreed to on:	5/27/2022
Consistency Check was run on:	5/27/2022
District Data Entry submitted for district review on:	5/27/2022
Business Manager	
District Administrator submitted to ISBE on:	5/27/2022
ISBE Program Administrator #1 forwarded for ISBE Program Admin #2 review on:	6/2/2022
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
1st Program Review Complete	cjwiley	06-02-2022 4:15 PM
Submitted to ISBE	weiklek	05-27-2022 8:47 AM
Submitted for Review	backem	05-27-2022 8:39 AM
Consistency Check	backem	05-27-2022 8:39 AM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		OPEN		<input type="checkbox"/>
Student Achievement		OPEN		<input type="checkbox"/>
College and Career		OPEN		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		OPEN		<input type="checkbox"/>
Title I Specific Pages				
Title I Specific - Part One	OPEN			<input type="checkbox"/>
Title I Specific - Part Two	OPEN			<input type="checkbox"/>
IDEA Specific Requirements		OPEN		<input type="checkbox"/>
Foster Care Transportation				
Foster Care Plan Contacts	OPEN			<input type="checkbox"/>
BID - School Stability	OPEN			<input type="checkbox"/>
Foster Care Transportation Plan	OPEN			<input type="checkbox"/>
Assurance Pages				
Plan Assurances		OPEN		<input type="checkbox"/>
State Assurances		OPEN		<input type="checkbox"/>
Debarment		OPEN		<input type="checkbox"/>
Lobbying		OPEN		<input type="checkbox"/>
GEPA 442		OPEN		<input type="checkbox"/>
AssurancesText		OPEN		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save

Selectable Application Print

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

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by weiklek on 6/9/2022
Completed Print Jobs

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community High School

Student(s)/Grade(s)/Group(s) Participating: Future Business Leaders of America

Dates of Trip (inclusive): 7/27/22-7/30/22 No. of School Days Missed: 0

Destination(s): Northfield Inn Hotel and Conference Center, Springfield, IL

Reason for Trip: Summer Leadership Workshop

Educational Club Athletic Contests Special Education Team Other

Name(s) of Supervisor(s): Tara Pendleton

Mode of Transportation: Activity Bus/School Bus Provided by: Unit 5

Participant Costs: \$190 Paid by: Club Funds

District Cost: \$0

Other Pertinent Information: Our FBLA officers and committee chairs will spend these days attending leadership workshops and planning events with other officer teams from around the state.

Signature of Principal: Tara M. Chapman

Date: 5/31/22

Board of Education Approval Yes No

Date: _____

Adopted: April 24, 2013
Reviewed:
Amended:

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community
Student(s)/Grade(s)/Group(s) Participating: 6 11-12 HOSA Students
Dates of Trip (inclusive): June 22-26 No. of School Days Missed: 0
Destination(s): Nashville, TN
Reason for Trip: HOSA International Leadership Conference
 Educational Club Athletic Contests Special Education Team Other
Name(s) of Supervisor(s): Joel Swanson

Mode of Transportation: Shuttle Provided by: Unit 5
Participant Costs: \$ 300 Paid by: Participant
District Cost: 0
Other Pertinent Information: _____

Signature of Principal: Tim M. [Signature]
Date: 6/3/22

Board of Education Approval Yes No
Date: _____

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal Community
Student(s)/Grade(s)/Group(s) Participating: NCHS Athletics
Dates of Trip (inclusive): School Yr 22-23 No. of School Days Missed: _____
Destination(s): Athletic Overnight trips -> See Attached Doc.
Reason for Trip: Athletic Events
 Educational Club Athletic Contests Special Education Team Other
Name(s) of Supervisor(s): Schedule B Coaches

Mode of Transportation: District Trans. Provided by: District
Participant Costs: 0 Paid by: District Budget + Athletic Activity Acts
District Cost: Transportation + Cost for State Finals meals
Other Pertinent Information: _____

Signature of Principal: Tim M. Chapman
Date: 6/6/22

Board of Education Approval Yes No
Date: _____

Normal Community High School

Athletic Department

3900 East Raab Road, Normal, IL 61761

Nic Kearfott: Athletic Director Beth Wagner: Administrative Assistant

PHONE #: (309) 557-4571 FAX # (309) 557-4540 PHONE #: (309) 557-4570

June, 2022

The following dates are requests that the Normal Community High School athletic teams anticipate needing overnight approval from the Unit 5 School District for the 2022-23 school year. Thank you for your consideration of this request.

Summer 2022

Wrestling	6/20-23/22	ISI Wrestling Camp	Cedar Rapids, IA
Girls Soccer	6/24-26/22	Burlington Invite	Burlington, IA
Boys Soccer	6/24-26/22	Burlington Invite	Burlington, IA
	7/8/22	Quad City Tournament	Moline, IL

Fall 2021

Girls Tennis	9/2/22	Edwardsville Invite	Edwardsville, IL
	9/16/22	Rolling Meadows Invite	Rolling Meadows, IL
	9/23/22	Edwardsville Invite	Edwardsville, IL
	10/14/22	IHSA Sectional	TBA
	10/19-22/22	IHSA State	Buffalo Grove, IL
Girls Golf	9/28/22	IHSA Regional	TBD
	10/2/22	IHSA Sectional	TBD
	10/6-8/22	IHSA State	Decatur, IL
Boys Golf	8/26-27/22	Edwardsville Invite	Edwardsville, IL
	9/9/22	Mattoon Invite	Mattoon, IL
	9/27/22	IHSA Regional	TBD
	10/2/22	IHSA Sectional	TBD
Boys Soccer	9/30/22	Great River Classic	Burlington, IA
	11/3-5/22	IHSA State	Naperville, IL
Volleyball	8/26/22	Plainfield North Invite	Plainfield, IL
	9/30/22	Belleville Invite	Belleville, IL
	10/14/22	Autumn Fest Invite	Glenbard, IL
Girls Swim	10/7/22	United Township Invite	East Moline, IL
	11/4/22	IHSA Sectional	TBD
	11/10-12/22	IHSA State	Evanston, IL
Cross Country	10/21/22	IHSA Regional	TBD
	10/28/22	IHSA Sectional	TBD
	11/4/22	IHSA State	Peoria, IL

Winter 2021-22

Wrestling	1/16/22	Mascoutah Invite	Mascoutah, IL
	2/3/23	IHSA Regional	TBD
	2/10/23	IHSA Sectional	TBD
	2/15-18/23	IHSA State 256	Champaign, IL

Boys Swim	1/13/2023	Jefferson Invite	Rockford, IL
	1/20/23	United Township Invite	East Moline, IL
	2/17/23	IHSA Sectional	TBD
	2/23-25/23	IHSA State	Evanston, IL
Boys Basketball	1/14-16/23	MLK Tournament	Wheaton, IL
Girls Basketball	1/14/23	Incarnate Word Academy	St. Louis, MO
Cheerleading	1/7-8/23	ICCA Championship	Springfield, IL

Spring 2022

Boys Tennis	3/30-4/1/23	Edwardsville Invite	Edwardsville, IL
	4/14/23	Moline Invite	Moline, IL
	4/21/23	Springfield Invite	Springfield, IL
	4/28/23	Belleville West Invite	Belleville, IL
	5/19/23	IHSA Sectional	TBA
	5/24-27/23	IHSA State	Chicago Suburbs
Baseball	3/17/23	PBR Kick-Off Classic	Edwardsville, IL
	3/26-24/23	Gulf Shores Invite	Gulf Shores, AL
Girls Soccer	4/28/23	Tournament of Champions	Burlington, IA
	5/25-27/22	IHSA State	Naperville, IL
Girls Track	5/18-20/23	IHSA State	Charleston, EIU
Boys Track	5/25-27/23	IHSA State	Charleston, EIU
Softball	3/27-31/23	Spring Break Trip	Murfreesboro, TN

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): Normal West H.S

Student(s)/Grade(s)/Group(s) Participating High School Athletics

Dates of Trip (inclusive): See Attachment No. of School Days Missed: _____

Destination(s): See Attachment

Reason for Trip: Athletics

Educational Club Athletic Contests Special Education Team Other

Name(s) of Supervisor(s): Head Coach of Attached teams

Mode of Transportation: Bus or Activity Bus Provided by: Unit 5

Participant Costs: _____ Paid by: _____

District Cost: X

Other Pertinent Information: _____

Signature of Principal: Wes Peoples - Athletic Director
Date: 6/13/22

Board of Education Approval Yes No

Date: _____

Adopted: April 24, 2013
Reviewed:
Amended:

Exhibit - Request for Dissolution of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to dissolve a Student Activity Fund for the purposes below:

School Name NC HS

Student Activity Fund Name Class of 1965 - 9728

1. The balance of the Student Activity Fund is \$ ∅

2. Reason for dissolution: No longer needed

3. The balance in the fund is to be transferred to:

_____ Account Title _____ Account Number

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

_____ Student Representative _____ Faculty Advisor

Tim Clark
Principal

This request was approved by the Board of Education on _____

_____ Business Manager _____ Date

Exhibit - Request for Dissolution of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to dissolve a Student Activity Fund for the purposes below:

School Name NCHS

Student Activity Fund Name International HS - 9744

1. The balance of the Student Activity Fund is \$ ∅

2. Reason for dissolution: No longer used

3. The balance in the fund is to be transferred to:

<i>Account Title</i>	<i>Account Number</i>

4. Authorized Signatures:

The following individuals authorized the dissolution of this fund:

<i>Student Representative</i>	<i>Faculty Advisor</i>

	
	<i>Principal</i>

This request was approved by the Board of Education on _____

<i>Business Manager</i>	<i>Date</i>

Exhibit - Request for Dissolution of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to dissolve a Student Activity Fund for the purposes below:

School Name NCHS

Student Activity Fund Name Class of 2020 - 9759

1. The balance of the Student Activity Fund is \$ ~~338.87~~ 338.87

2. Reason for dissolution: No longer needed

3. The balance in the fund is to be transferred to:
General Fund 9500
Account Title *Account Number*

4. **Authorized Signatures:**
The following individuals authorized the dissolution of this fund:
Student Representative Jennifer Kelly
Faculty Advisor
Principal [Signature]
Principal

This request was approved by the Board of Education on _____
Business Manager Date