

Board of Education Meeting

Thursday, June 20, 2024 7:00 PM

John E. Albright Middle School, 1110 S. Villa Ave, Villa Park, IL 60181

1. **Call to Order**

2. **Pledge of Allegiance**

3. **Roll Call**

4. **Approval of Meeting Agenda**

5. **First Comments by Visitors**

6. **Recognitions and School Spotlight**

7. **Consent Agenda**

7.A. Approval of Meeting Minutes

7.B. Approval of Treasurer's Report for May 2024

7.C. Approval of Disbursements for June 2024

7.D. Approval of P-Card Purchases for May 2024

7.E. Approval of Revolving Fund Disbursements for May 2024

7.F. Approval of Student Activity Funds Report for May 2024

7.G. Approval of Personnel Report for June 20, 2024

7.H. Approval of the Destruction of Executive Session Audio Recordings that are More Than 18 Months Old and That Have Been Adopted

8. **Superintendent Reports**

8.A. 2023-2024 Student Results

8.B. Approval of ISBE Consolidated District Plan for 2024-2025

8.C. Master Facility Plan Update

8.D. Non-Certified and Administrative Staff Tuition Reimbursement

8.E. Student Enrollment Update

9. **Finance and Operations Reports**

9.A. Approval of Resolution for Surety Bond of the School District Treasurer

9.B. Approve FGM Architects to Proceed With Pre-Referendum Construction Documents

9.C. Monthly Financial Statements Report

10. Board Committees and Meeting Updates

10.A. SASED Updates

10.B. IASB Updates

11. FTC Update

12. Notices and Communications

12.A. Freedom of Information Act (FOIA)
Requests

12.B. District 88 Board Recap Reports

12.C. Thank You Cards

13. Unfinished Business

14. New Business

15. Second Comments by Visitors

16. Future Agenda Items

17. Adjournment

18. Call to Order

19. Pledge of Allegiance

20. Roll Call

21. Approval of Meeting Agenda

22. First Comments by Visitors

23. Recognitions and School Spotlight

24. Consent Agenda

24.A. Approval of Meeting Minutes

24.B. Approval of Treasurer's Report for May 2024

24.C. Approval of Disbursements for June 2024

24.D. Approval of P-Card Purchases for May 2024

24.E. Approval of Revolving Fund Disbursements for
May 2024

24.F. Approval of Student Activity Funds Report for May
2024

24.G. Approval of Personnel Report for June 20, 2024

24.H. Approval of the Destruction of Executive
Session Audio Recordings that are More Than 18
Months Old and That Have Been Adopted

25. Superintendent Reports

- 25.A. 2023-2024 Student Results
- 25.B. Approval of ISBE Consolidated District Plan for 2024-2025
- 25.C. Master Facility Plan Update
- 25.D. Non-Certified and Administrative Staff Tuition Reimbursement
- 25.E. Student Enrollment Update

26. Finance and Operations Reports

- 26.A. Approval of Resolution for Surety Bond of the School District Treasurer
- 26.B. Approve FGM Architects to Proceed With Pre-Referendum Construction Documents
- 26.C. Monthly Financial Statements Report

27. Board Committees and Meeting Updates

- 27.A. SASSED Updates
- 27.B. IASB Updates

28. FTC Update

29. Notices and Communications

- 29.A. Freedom of Information Act (FOIA) Requests
- 29.B. District 88 Board Recap Reports
- 29.C. Thank You Cards

30. Unfinished Business

31. New Business

32. Second Comments by Visitors

33. Future Agenda Items

34. Adjournment

SALT CREEK SCHOOL DISTRICT 48

CONSENT AGENDA

June 20, 2024

The consent agenda format is designed to allow the Board to efficiently approve routine items that are typically administrative in nature, without the need to discuss each one individually. Board members will continue to receive all of the supporting materials for each item, and can ask for any of them to be considered and approved individually if more discussion on any item is requested.

Consent Agenda Items

A. Approval of Meeting Minutes

Approve Minutes from the Budget Hearing Meeting on May 16, 2024
Approve Minutes from the Regular Board Meeting on May 16, 2024

B. Approval of Treasurer's Report for May 2024

The District 48 Treasurer's Report for the period ending **May 31, 2024** is as follows:

The balance in the Education Fund is: \$ 12,387,955.37
The balance in the Operations & Maintenance Fund is: \$ 1,765,490.19
The balance in the Debt Service Fund is: \$ 423,924.70
The balance in the Transportation Fund is: \$ 1,067,199.99
The balance in the I.M.R.F. Fund is: \$ 93,368.95
The balance in the Medicare/Social Security Fund is: (12,824.97)
The balance in the Capital Projects Fund is: \$.08
And the balance in the Working Cash Fund is: \$ 281,671.93
Giving us a total of all funds of: \$ 16,006,786.24

C. Approval of Disbursements for June 2024

The District 48 disbursements for the date of May 21, 2024 is \$8420.00

\$ 8,420.00 is Education Fund
\$ 0.00 is Operations & Maintenance Fund
\$ 0.00 is Debt Fund
\$ 0.00 is Transportation Fund
\$ 0.00 is Capital Projects Fund

The District 48 disbursements for the date of June 20, 2024 is \$503,045.78

\$ 201,742.26 is Education Fund
\$ 182,259.38 is Operations & Maintenance Fund
\$ 0.00 is Debt Fund
\$ 119,044.14 is Transportation Fund
\$ 0.00 is Capital Projects Fund

D. Approval of P-Card Purchases for May/June 2024

The District 48 P-Card purchases for the month of May is \$16,478.63
The District 48 P-Card purchases for the month of June is \$17,615.92

E. Approval of Revolving Fund Disbursements for May 2024

The District 48 Revolving Fund Disbursements for the month of May is \$1,612.81

F. Approval of Student Activity Funds Report for May 2024

The District 48 Student Activity Funds balance for the month of May is \$41,744.18

G. Approval of Personnel Report for June 20, 2024

As recommended in the attached Personnel Report

H. Approval of Destruction of Adopted Executive Session Audio Recordings More Than 18 Months Old

November 16, 2022

**MINUTES OF THE REGULAR MEETING OF THE
BOARD OF EDUCATION, SCHOOL DISTRICT NO. 48,
DU PAGE COUNTY, ILLINOIS, HELD ON THURSDAY, MAY 16, 2024
AT JOHN E. ALBRIGHT MIDDLE SCHOOL
VILLA PARK, ILLINOIS**

- | | | | | | | | | | |
|--|---|------------------------|--|-----------------------|--------------|-----------------|--|-----------------|--|
| Call to Order | Mr. Cuny called the meeting to order at 7:00 p.m. | | | | | | | | |
| Roll Call | <table border="0"> <tr> <td style="vertical-align: top;">Board Members Present:</td> <td>Mr. Cuny, Mr. Downer, Mr. Blair
Mr. Van De Velde, Mr. Dickens, and Mr. Kielminski</td> </tr> <tr> <td style="vertical-align: top;">Board Members Absent:</td> <td>Mrs. Rattana</td> </tr> <tr> <td style="vertical-align: top;">Administrators:</td> <td>Dr. Zaher, Dr. Martelli, Dr. Burnett, Dr. Aulisa, Mrs. Scanlan, Mrs. Ross, and Mrs. Allard</td> </tr> <tr> <td style="vertical-align: top;">Visitors/Staff:</td> <td>Amy Thon, Mary & Bruce Cluskey, Deanna & Joe Bauers, Christina Ottaviano, David Miner, Sheila Priebe & her husband, Susan Krull and her husband, Jessica Lindeen, Tracy Schellhorn, Kayla Nikiel, Kim Ferraro, Ray Clarke, 8th Grade Cross Country team and their parents.</td> </tr> </table> | Board Members Present: | Mr. Cuny, Mr. Downer, Mr. Blair
Mr. Van De Velde, Mr. Dickens, and Mr. Kielminski | Board Members Absent: | Mrs. Rattana | Administrators: | Dr. Zaher, Dr. Martelli, Dr. Burnett, Dr. Aulisa, Mrs. Scanlan, Mrs. Ross, and Mrs. Allard | Visitors/Staff: | Amy Thon, Mary & Bruce Cluskey, Deanna & Joe Bauers, Christina Ottaviano, David Miner, Sheila Priebe & her husband, Susan Krull and her husband, Jessica Lindeen, Tracy Schellhorn, Kayla Nikiel, Kim Ferraro, Ray Clarke, 8th Grade Cross Country team and their parents. |
| Board Members Present: | Mr. Cuny, Mr. Downer, Mr. Blair
Mr. Van De Velde, Mr. Dickens, and Mr. Kielminski | | | | | | | | |
| Board Members Absent: | Mrs. Rattana | | | | | | | | |
| Administrators: | Dr. Zaher, Dr. Martelli, Dr. Burnett, Dr. Aulisa, Mrs. Scanlan, Mrs. Ross, and Mrs. Allard | | | | | | | | |
| Visitors/Staff: | Amy Thon, Mary & Bruce Cluskey, Deanna & Joe Bauers, Christina Ottaviano, David Miner, Sheila Priebe & her husband, Susan Krull and her husband, Jessica Lindeen, Tracy Schellhorn, Kayla Nikiel, Kim Ferraro, Ray Clarke, 8th Grade Cross Country team and their parents. | | | | | | | | |
| Pledge of Allegiance | The 8th Grade Cross Country team led the Pledge of Allegiance. | | | | | | | | |
| Approval of Meeting and Consent Agenda | Mr. Cuny inquired whether there were any requests for changes to the agenda or consent agenda. No changes were noted. | | | | | | | | |
| First Comments by Visitors | None | | | | | | | | |
| <u>Recognition</u> | | | | | | | | | |
| Mr. Miner | Dr. Zaher recognized Mr. Miner who has been the Co-President of the SCEA and will step down after this school year. She thanked him for his service. | | | | | | | | |
| 8th Grade Cross Country | Coach Tumilty talked about their season and introduced the team. She said what a great job they did and how much fun they had. Dr. Zaher congratulated them on becoming Conference Champions on Tuesday! | | | | | | | | |

Retirees

Dr. Zaher introduced the staff members who will be retiring at the end of the school year: Mary Cluskey, Angie Ross, Tammy Clarke, & Deanna Bauers. Mr. Cuny thanked the retirees for all their hard work and service over the years.

Consent Agenda Items

Meeting Minutes, Financials, Personnel Report, Destruction of Recordings (motion)

Mr. Cuny requested a motion to approve the Consent Agenda for May 16, 2024, consisting of the Minutes from the Regular Board Meeting of April 18, 2024, the Treasurer's Report for April 2024, the Disbursement Report for May 2024, the P-Card Purchases for April 2024, the Revolving Fund Disbursements for April 2024, the Student Activity Funds Reports for April 2024, the Regular/Routine Personnel Report for May 16, 2024, and approval of the destruction of Executive Session audio recordings that are more than 18 months old. Mr. Blair so moved. The motion was seconded by Mr. Van De Velde and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Dr. Zaher introduced Sheila Priebe as the new Interventionist at Salt Creek and Susan Krull as the new Librarian for the district.

Superintendent Reports

Release of Executive Session Minutes

The Executive Session Minutes Review Committee recommended Board approval of the release of closed meeting minutes from:	
September 2, 2021	October 20, 2022
March 17, 2022 (1st Session)	December 15, 2022
September 7, 2022	January 13, 2023
September 15, 2022	January 19, 2023

Mr. Cuny requested a motion to release the Executive Session minutes as recommended by the Executive Session Minutes Review Committee. Mr. Van De Velde so moved. The motion was seconded by Mr. Blair and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

K-5 Mathematics Curriculum Adoption

Dr. Martelli summarized the review and research the K-4 Math Committee did to recommend i-Ready Classroom Mathematics as the Kindergarten through 5th grade Math curriculum.

Dr. Martelli also thanked all the people involved in the committee for their hard work in developing the recommendation.

Mr. Cuny made a motion to approve the K-4 Math Committee's recommendation for i-Ready Classroom Mathematics curriculum for grades K through 5. Mr. Downer so moved. The motion was seconded by Mr. Van De Velde and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Master Facility Plan Update

Dr. Zaher provided a summary of the Facility Advisory Committee held on May 1, 2024. She recapped the information shared at that meeting, including the most recent master facility plan as well as the associated cost of the project. She shared that a diverse group of parents and community members were invited to this meeting to get their feedback on our plan. Board president Mr. Cuny and Vice President, Mr. Van De Velde, along with 25 other attendees, were present at this meeting.

Mr. Cuny stated that the community members were knowledgeable about our district, and their ideas were well received. Mr. Van De Velde commented that they are considering everyone's concerns.

Mrs. Allard explained how the 2016 referendum debt has been paid off and is no longer a part of the 2023 tax bills. Mrs. Allard also discussed the concept of transferring some of our fund balances from the Education and Operations & Maintenance funds into the Capital Projects fund for ongoing projects that are scheduled for the future. Mrs. Allard answered several questions about the budget and different options for the construction timeline.

Adoption of Board Policy Committee Policy Recommendations

The Board Policy Committee met on April 15, 2024, and reviewed several policy recommendations received from IASB Press Plus Policy Service, Issue 114. These policies were recommended for approval.

Mr. Blair discussed some of the Board Member policies that have changed and asked the board to review these, so they are aware. Mr. Cuny requested a motion to approve the updated Board policies as reviewed and presented by the Board Policy Committee. Mr. Blair so moved. The motion was seconded by Mr. Van De Velde. And on roll call, the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

SASED Board of Directors/Governing Board Appointment Resolution

Dr. Zaher discussed that Mr. Kielminski has indicated that he would like to resign from the Board of Directors so Dr. Zaher may now be an active member of this Board. Dr. Zaher thanked him for all of the years and time he has spent on the board.

The Board adopted an updated resolution indicating that Dr. Zaher will now be the district representative serving on the SASED Board of Directors. Mr. Blair will continue to serve as the SASED Governing Board representative and Mr. Kielminski will serve as the alternate for both the Governing Board and the Board of Directors in the event that Mr. Blair or Dr. Zaher cannot attend a meeting.

Mr. Cuny requested a motion to adopt the SASED Board of Directors/Governing Board Appointment Resolution. Mr. Van De Velde so moved. The motion was seconded by Mr. Downer and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Student Enrollment Update Dr. Zaher reported that the total enrollment is up to 510 students.

Finance & Operations Reports

2023-2024 Amended Budget Adoption

Mrs. Allard explained that the district received substantial additional funding in federal grants as well as the new CARE grant this fiscal year. For this reason, the district held a public hearing prior to this May regular meeting, therefore the Board was asked to adopt the amended budget as presented.

Mr. Cuny requested a motion to adopt the Amended 2023-24 budget. Mr. Blair so moved. The motion was seconded by Mr. Van De Velde and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

SASED Short-Term Classroom Lease

Mrs. Allard explained that Albright ~~has~~ had an unused classroom and SASED ~~has~~ requested the use of this room for the remainder of this school year at a rental fee of \$7,750.23.

Mr. Cuny requested a motion to approve the SASED lease for one (1) additional classroom at Albright M.S. from April 10, 2024, through August 10, 2024, at a lease fee of \$7,750.23. Mr. Van De Velde so moved. The motion was seconded by Mr. Downer and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

FY 2025 SASED Classroom Lease

Mrs. Allard discussed that SASED has requested to lease five classrooms and two office spaces in the school district for FY 2024-2025 at a total cost of \$139,000.

Mr. Cuny requested a motion to approve the 2024-2025 SASED classroom and office lease for \$139,000. Mr. Blair so moved. The motion was seconded by Mr. Van De Velde and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Approval of Purchase of Flat Panels

Mrs. Allard reviewed that in May 2023, the Board approved implementing Phase 1 of the purchase of Newline interactive flat panels from CDW-G. She reported on the enormous success of these flat panels and provided information on the purchase of additional flat panels, wall mounts, and mobile carts.

Mr. Cuny requested a motion to approve CDW-G as the vendor to secure NewLine Flat Panel Boards in the amount of \$148,091.90.

Mr. Dickens so moved. The motion was seconded by Mr. Van De Velde and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

2024-2027 Westway Coach Contract Extension

Mrs. Allard reviewed the proposal from Westway Coach for a three-year extension to the current contract. The increase in pricing is a result of the changing economic conditions since the original contract was awarded. Proposed increases for the three-year contract are as follows: 7.5% for 2024-25, 7.0% for 2025-26, and 6.5% for 2026-27 school years.

Mr. Cuny requested a motion to approve a three-year contract extension with Westway Coach Richlee Vans at the annual increases. Mr. Blair so moved. The motion was seconded by Mr. Downer and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Approval of Arbor Management, Inc. Renewal Contract for 2024-2025

Mrs. Allard discussed that District 48 has an Intergovernmental Agreement with School District 45 to provide breakfast and lunch through a 2024-2025 renewal contract with Arbor Management, Inc.

Mr. Cuny requested a motion to approve a renewal contract with Arbor Management, Inc. to provide breakfast and lunch service for 2024-2025. Mr. Blair so moved. The motion was seconded by Mr. Kielminski and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Approval of Prevailing Wage Posting on District Website

Mrs. Allard explained that each year the Board of Education is asked to approve the Illinois Prevailing Wages for the following school year. The approved wages appear on the district website with a link to the Illinois Department of Labor prevailing wage site as the wages are periodically adjusted throughout the year.

Mr. Cuny requested a motion to adopt the annual resolution for website publication of Illinois Prevailing Wages for the 2024-2025 school year. Mr. Van De Velde so moved. The motion was seconded by Mr. Keilminski and on roll call the following members voted aye: Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Authorization to Pay June and July Bills and Payroll

Mrs. Allard discussed that the 2024-2025 tentative budget will be presented at a required public hearing and/or adopted by the Board of Education on September 19, 2024. Keeping with past practice, the Board of Education needs to authorize the School District Treasurer to process payroll, accounts payable invoices, and payment of other financial obligations during June and July 2024. These payments will be presented for approval at the August 8, 2024 Board of Education meeting.

Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Approval of Subsurface Exploration and Geotechnical Engineering Services

Mrs. Allard discussed the ESC proposal which includes soil borings, environmental analysis, and infiltration tests in underground stormwater containment areas.

Mr. Blair, Mr. Cuny, Mr. Dickens, Mr. Downer, Mr. Kielminski & Mr. Van De Velde.

Nays: None. The motion carried unanimously.

Monthly Financial Statement Report

Mrs. Allard provided the monthly financial statements for board information and inquiries. The statements include: ISDLAF+ Monthly Statement – Current Investment Portfolio; Monthly

Revenue Report; Levels I/II/III Expenditure Report; and Student Activity Fund Accounts.

Board Committee & Meeting Updates

SASED Update Dr. Zaher discussed the fees and stated that SASED is working on becoming more transparent about billing. Mr. Blair said the governing board will meet in June to discuss paying bills.

IASB Update Mr. Blair stated that resolutions have to be in by June 23, 2024.

FTC Update Dairy Queen dine out - the last day of school

Notices and Communications

District 88 Board Recaps These Board Briefs are received from District 88 including informational items and activities.

Thank you card from SCEA Mr. Kielminski read a card sent from SCEA to the Board thanking them for the lunch provided to staff on 4/26 during the half institute day.

District Correspondence None

Unfinished Business None

New Business Mrs. Caffero asked the board members about their interest in attending the 2024 Joint Annual Conference which is November 22-24, 2024. Pre-conference registration begins on June 3.

Second Comments by Visitors
None

Future Agenda Items

Adjournment (motion) Mr. Cuny requested a motion to adjourn. Mr. Blair so moved. The motion was seconded by Mr. Dickens and on a voice vote carried unanimously.

The meeting was adjourned at 8:31 p.m.

President

Secretary

Salt Creek School District 48: Treasurer's Report May 2024

Bank Accounts

Fifth Third General Account

Bank Balance	\$ 462,695.00
Outstanding Checks	\$ (140,241.09)
Deposit In Transit	\$ 1,206.27
Total General Account	<u>\$ 323,660.18</u>

Fifth Third Revolving Account

	\$ 2,583.70
Outstanding Checks	\$ (71.34)
Deposits in Transit	\$ (12.36)
Total Revolving Account	<u>\$ 2,500.00</u>

Fifth Third Payroll Account

Bank Balance	\$ 105,016.61
Outstanding Checks	\$ (1,572.28)
Outstanding Wires	\$ -
Deposit In Transit	\$ (1,135.99)
Total Payroll Account	<u>\$ 102,308.34</u>

Illinois School District Liquid Asset Fund +

Money Market Liquid	\$ 140,412.33
Money Market Max	\$ 839,816.55
Fixed Income Investments	\$ 14,598,088.84
Total Illinois School District Liquid Asset Fund +	<u>\$ 15,578,317.72</u>

Monthly Ending Balance **\$ 16,006,786.24**

General Ledger

Cash Balances

Education Fund	\$ 12,387,955.37
Operation & Maintenance Fund	\$ 1,765,490.19
Debt Service Fund	\$ 423,924.70
Transportation Fund	\$ 1,067,199.99
Retirement Fund/IMRF	\$ 93,368.95
Retirement Fund Social Security/Medicare	\$ (12,824.97)
Capital Projects Fund	\$ 0.08
Working Cash Fund	\$ 281,671.93
Total Cash Balance	<u>\$ 16,006,786.24</u>

Respectfully Submitted By: Hunter Macek

AP Check Register

General Fund Check Register - May 21, 2024

AP Run: 06/20/2024(1) — Post Date: 2024-05-21 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name	Check Amount	
05/21/2024	39794	Check	ITSavvy LLC	8,420.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
01464154	Gumdrop Drop Tech Series - Notebook shield case	11/20/2023	4,320.00	10 E 2660 4100 14 910 000000	4,320.00
07010418	Service Ticket - Order #3794549	11/10/2023	300.00	10 E 2660 3230 14 910 000000	300.00
07011117	Service Ticket - Order #3797244	11/17/2023	1,200.00	10 E 2660 3230 14 910 000000	1,200.00
07013891	Service Ticket - Order #3809557	12/21/2023	100.00	10 E 2660 3230 14 910 000000	100.00
07015103	Service Ticket - Order #3815416	01/10/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07016240	Service Ticket - Order #3822096	01/26/2024	300.00	10 E 2660 3230 14 910 000000	300.00
07018320	Service Ticket - Order #3832187	02/16/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07019533	Service Ticket - Order #3838219	02/29/2024	200.00	10 E 2660 3230 14 910 000000	200.00
07020204	Service Ticket - Order #3841545	03/11/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07020764	Service Ticket - Order #3844095	03/15/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07022524	Service Ticket - Order #3853084	04/05/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07023784	Service Ticket - Order #3859260	04/19/2024	100.00	10 E 2660 3230 14 910 000000	100.00
07025651	Service Ticket - Order #3868551	05/10/2024	300.00	10 E 2660 3230 14 910 000000	300.00
38671	Service Ticket - Touchscreen-ED (1)	11/30/2022	100.00	10 E 2660 3230 14 910 000000	100.00
39805	Service Ticket - Touchscreen-ED (1)	04/30/2023	100.00	10 E 2660 3230 14 910 000000	100.00

AP Check Register

AP Run: 06/20/2024(1) — Post Date: 2024-05-21 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name	Check Amount	
05/21/2024	39794	Check	ITsavvy LLC	8,420.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
40105	Service Ticket - Touchscreen-ED (8)	05/31/2023	800.00	10 E 2660 3230 14 910 000000	800.00
40355	Service Ticket - Touchscreen-ED (1)	06/30/2023	100.00	10 E 2660 3230 14 910 000000	100.00
Total:					8,420.00

06/20/2024(1) Summary

Type	Count	Amount
Regular Checks:	1	8,420.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	1	8,420.00

AP Check Register

Salt Creek SD 48

Fund	Total
10 - Education	8,420.00
	8,420.00

AP Check Register

General Fund Checks - June 20, 2024

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name		Check Amount
06/20/2024	39796	Check	A T & T Mobility		2,730.37
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
287289877822x0503 2024	Wireless Phones / March 26 - April 25, 2024	04/25/2024	1,365.81		
				20 E 2540 3237 00 910 000000	1,365.81
287289877822x0603 2024	Wireless Phones / April 26 - May 25, 2024	05/25/2024	1,364.56		
				20 E 2540 3237 00 910 000000	1,364.56
06/20/2024	39797	Check	Accurate Translation Bureau, Inc.		8.10
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
24566	Over the Phone Interpreting - April 2024	04/30/2024	8.10		
				10 E 2330 3192 00 910 000000	8.10
06/20/2024	39798	Check	Afterglo Designs		577.50
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1421	Spring Newsletter Design & Spring Postcard Design	05/09/2024	577.50		
				10 E 2310 3190 00 910 000000	577.50
06/20/2024	39799	Check	Amazon Capital Services, Inc.		3,012.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
14PH-9KFW-LMW7	Balloon Countdown Supplies	05/15/2024	78.39		
				10 E 1110 4100 00 925 000000	78.39
1677-7LYM-XX7V	Business Services Supplies	06/10/2024	7.88		
				10 E 2520 4100 00 910 000000	7.88
16HT-L6L7-CV9Y	SASED Supplies - Activity Funds	05/30/2024	343.16		
				10 E 1110 4100 00 910 000000	343.16
17N7-GFR6-4W4H	Slide Clicker for Amy	05/13/2024	99.99		
				10 E 2660 4100 14 910 000000	99.99
17PF-KYWW-WM14	BOOKS	07/07/2024	21.95		
				10 E 2410 4100 00 930 000000	21.95
17YX-WTDR-71PF	Books for Parent Involvement - Title I Funds	06/10/2024	1,253.07		
				10 E 3600 4100 00 910 430000	1,253.07
1C76-7NF7-X1C6	Butterfly Tlme	05/02/2024	78.98		
				10 E 1110 4100 00 921 000000	78.98
1FDR-44JV-YJPL	District office supplies	05/07/2024	10.96		
				10 E 2320 4100 00 910 000000	10.96

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39799	Check	Amazon Capital Services, Inc.			3,012.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1GTD-PFVY-KWRW	Supplies for SASSED (Activity Account)	05/23/2024	124.74	10 E 1110 4100 00 910 000000	124.74	
1MQX-Q7ND-TP3J	SASSED Activity Fund Purchase	05/21/2024	119.05	10 E 1110 4100 00 910 000000	119.05	
1N1Y-GG9K-X3HN	books for Summer U	05/29/2024	59.22	10 E 1600 4100 00 910 000000	59.22	
1NTX-MXPL-VNLR	District Office Supplies	05/21/2024	85.50	10 E 2520 4100 00 910 000000	85.50	
1P9G-FD1N-DFH9	District office supplies	05/14/2024	153.72	10 E 2320 4100 00 910 000000	153.72	
1PNY-QNTX-HH19	Business Services Supplies	06/02/2024	7.59	10 E 2520 4100 00 910 000000	7.59	
1QXT-VFFJ-7LMG	A Team - developmental books	06/28/2024	404.40	10 E 2320 4100 00 910 000000	404.40	
1RVV-TXN3-Q1QX	Student Celebration Supplies	05/15/2024	37.98	10 E 2410 4103 00 925 000000	37.98	
1XXN-KN9Y-3TPD	FIELD Day	05/07/2024	111.32	10 E 2410 4103 00 925 000000	111.32	
1Y36-JKRK-LVP3	Daily Planner	05/15/2024	14.50	10 E 2520 4100 00 910 000000	14.50	
06/20/2024	39800	Check	Apple Inc			7,690.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
MA79571941	Apple Purchase for 2024/2025	05/17/2024	7,690.00	10 E 1110 5200 00 910 000000	7,690.00	
06/20/2024	39801	Check	Arbor Management Inc			2,882.25
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
26272	Additional Labor for Hourly Manager	04/30/2024	2,882.25	10 E 2560 3155 26 910 000000	2,882.25	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39802	Check	Aulisa, Gerrie			725.03
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/14/2024	Reimbursement for Travel to Special Education Visits for School Placements	05/14/2024	82.35			
				10 E 2410 3236 00 930 000000	82.35	
05/14/2024	Reimbursement for Student Celebrations/Incentives	05/14/2024	627.73			
				10 E 2410 4103 00 930 000000	627.73	
05/30/2024	Reimbursement for Doodle (1 month subscription)	05/30/2024	14.95			
				10 E 1120 3191 00 930 000000	14.95	
06/20/2024	39803	Check	Better Business Planning, Inc.			97.44
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
362291	COBRA Admin Fees - June 2024	06/01/2024	81.74			
				10 E 2310 2910 00 910 000000	81.74	
362292	Admin Data Feed Fees - June 2024	06/01/2024	15.70			
				10 E 2310 2910 00 910 000000	15.70	
06/20/2024	39804	Check	Burnett, Emily			917.72
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
06/07/2024	Annual Mileage Reimbursement	06/07/2024	917.72			
				10 E 1200 3330 78 910 000000	917.72	
06/20/2024	39805	Check	Caffero, Kelly			280.97
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/14/2024	Reimbursement for District Office Supplies	05/14/2024	61.76			
				10 E 2320 4100 00 910 000000	61.76	
05/16/2024	Reimbursement for Retirement/Recognition Event Supplies	05/16/2024	160.91			
				10 E 2310 4102 00 910 000000	160.91	
05/28/2024	Reimbursement for Facility Meeting Meals	05/28/2024	58.30			
				10 E 2320 4120 00 910 000000	58.30	
06/20/2024	39806	Check	Caslin, Kate A			67.25
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/21/2024	Reimbursement for Student Celebrations/Incentives	05/21/2024	67.25			
				10 E 2410 4102 00 930 000000	67.25	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39807	Check	ClientFirst Consulting Group LLC			28,911.70
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
16537	Telecome Implementation PM Phase 2	05/30/2024	565.00	10 E 2660 3100 14 910 000000	565.00	
16709	Monthly IT Support FY23-FY24	05/31/2024	27,041.70	10 E 2660 3100 14 910 000000	27,041.70	
16729	Telecom Implementation PM Phase 2	05/31/2024	1,305.00	10 E 2660 3100 14 910 000000	1,305.00	
06/20/2024	39808	Check	Comcast			668.08
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
202384246	Business Voice / May 15 - June 14, 2024	05/15/2024	668.08	20 E 2540 3237 00 910 000000	668.08	
06/20/2024	39809	Check	Constellation New Energy - Gas Division, LLC			2,740.63
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
4034133	Natural Gas for All Schools - April 2024	05/13/2024	1,816.07	20 E 2540 4650 00 910 000000	1,816.07	
4056342	Natural Gas for All Schools - May 2024	06/11/2024	924.56	20 E 2540 4650 00 910 000000	924.56	
06/20/2024	39810	Check	COTG			79.82
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
IN5247193	Monthly Metered Prints - May 23 through June 22, 2024	05/29/2024	79.82	10 E 1120 3912 00 910 000000	60.84	
				10 E 2520 3912 00 910 000000	18.98	
06/20/2024	39811	Check	Current Technologies - Managed IT Services			31,590.35
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
14809	2024 Network Switch Purchase - Board Approved March 21, 2024	05/24/2024	31,590.35	20 E 2540 5200 00 910 000000	31,590.35	
06/20/2024	39812	Check	Datamation Imaging Services Corp.			785.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
JUN-82494	Image Silo Hosting - June 2024	06/01/2024	785.40	10 E 2310 3160 00 910 000000	785.40	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39813	Check	Done Deal Promotions, LLC.			3,729.18
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
88899	PE Uniform Order	04/30/2024	2,029.26	10 E 1120 4106 58 930 000000	2,029.26	
89219	Short Sleeve "Sheffield" Soccer Jersey with 2 Color Left Chest Imprint & a 2 Color 8" # on the Back Polyester Dri-Fit - Red/Black	05/21/2024	1,699.92	10 E 1500 4106 00 930 000000	1,699.92	
06/20/2024	39814	Check	DuPage Federation On Human Services Reform			488.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
10201	Virtual &/or Face-to-Face Interpreting Services - April 2024	04/30/2024	280.41	10 E 1800 3192 00 910 000000	65.00	
				10 E 2330 3192 00 910 000000	215.41	
10327	Virtual &/or Face-to-Face Interpreting Services - May 2024	05/31/2024	207.99	10 E 1800 3192 00 910 000000	70.40	
				10 E 2330 3192 00 910 000000	137.59	
06/20/2024	39815	Check	DuPage Regional Office Of Education/ROE			406.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
79803928	Cares Collaborative - Printing Cost	05/24/2024	406.00	10 E 2122 3095 00 910 499825	406.00	
06/20/2024	39816	Check	ENGIE Resources LLC			13,979.12
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
8499375	SMS / Electricity / April 5 through May 6, 2024	05/09/2024	1,769.08	20 E 2540 4660 00 910 000000	1,769.08	
8501478	AMS / Electricity / April 8 through May 7, 2024	05/10/2024	3,293.96	20 E 2540 4660 00 910 000000	3,293.96	
8501860	SC / Electricity / April 8 through May 7, 2024	05/10/2024	953.05	20 E 2540 4660 00 910 000000	953.05	
8614469	SC / Electricity / May 7 through June 6, 2024	06/11/2024	1,327.81	20 E 2540 4660 00 910 000000	1,327.81	
8614472	AMS / Electricity / May 7 through June 6, 2024	06/11/2024	4,370.25	20 E 2540 4660 00 910 000000	4,370.25	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39816	Check	ENGIE Resources LLC			13,979.12
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
8614473	SMS / Electricity / May 6 through June 5, 2024		06/11/2024	2,264.97		
					20 E 2540 4660 00 910 000000	2,264.97
06/20/2024	39817	Check	Epic Sports			144.59
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
7658865	Volleyball Upright Horizontal Storage Brackets		04/30/2024	144.59		
					10 E 1500 4100 00 930 000000	144.59
06/20/2024	39818	Check	FGM Architects			14,385.00
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
24-4013.02-2	Pre-Referendum SD Alternates - Professional Services from March 30, 2024 to April 26, 2024		05/09/2024	14,385.00		
					20 E 2540 3150 00 910 100020	14,385.00
06/20/2024	39819	Check	Flagg Creek Water Reclamation District			28.59
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
008921-000	SMS / Sewer Fees / April 27, 2024 through May 30, 2024		05/30/2024	28.59		
					20 E 2540 3700 00 910 000000	28.59
06/20/2024	39820	Check	Follett School Solutions, Inc			1,799.89
Invoice Number	Description		Invoice Date	Invoice Amount	Account	Amount
376635F	Award books for 2024-2025		05/17/2024	142.46		
					10 E 2220 4100 00 930 000000	142.46
376637B	Award books for 2024-2025		05/22/2024	343.30		
					10 E 2220 4100 00 925 000000	343.30
376637F	Award books for 2024-2025		05/21/2024	48.27		
					10 E 2220 4100 00 925 000000	48.27
376642A	Award books 2024-2025		05/08/2024	417.51		
					10 E 2220 4100 00 921 000000	417.51
376642F	Award books 2024-2025		05/17/2024	55.20		
					10 E 2220 4100 00 921 000000	55.20
381904A	Books to replace outdated nonfiction titles		05/13/2024	435.83		
					10 E 2220 4100 00 921 000000	435.83
381904F	Books to replace outdated nonfiction titles		05/17/2024	357.32		
					10 E 2220 4100 00 921 000000	357.32

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39821	Check	Frens, Rachel			4,825.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
April 2024	Speech/Language Services for Timothy Christian Students - April 2024	05/14/2024	3,175.00			
				10 E 3700 3190 00 000 462000	3,175.00	
May 2024	Speech/Language Services for Timothy Christian Students - May 2024	06/04/2024	1,650.00			
				10 E 3700 3193 00 910 462000	1,650.00	
06/20/2024	39822	Check	Frontline Technologies Group, LLC			8,493.73
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INVUS206195	Frontline Central Solution & Applicant Tracking 07/01/2024 through 06/30/2025	07/01/2024	8,493.73			
				10 E 2640 3222 00 910 000000	8,493.73	
06/20/2024	39823	Check	Gage, Rachael			660.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1007	Yoga Classes @ SC & SMS - April & May 2024	05/16/2024	660.00			
				10 E 1110 6900 00 921 000000	330.00	
				10 E 1110 6900 00 925 000000	330.00	
06/20/2024	39824	Check	Graphic Arts Services, Inc.			1,616.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
23862	Spring Postcard	05/17/2024	1,616.00			
				10 E 2310 3190 00 910 000000	1,616.00	
06/20/2024	39825	Check	Grippe, Danielle M			43.05
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/20/2024	Reimbursement for 8th Grade Student Celebrations/Incentives	05/20/2024	43.05			
				10 E 2410 4102 00 930 000000	43.05	
06/20/2024	39826	Check	IASA DuPage Division			13,500.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
202410ASD4	Registration for DuPage IASA Coaching Cohort - Dr. Gerrie Aulisa	06/10/2024	3,950.00			
				10 E 2410 3030 91 930 000000	3,950.00	
20242003	Registration for DuPage IASA Coaching Cohort - Dr. M. Zaher	06/10/2024	1,650.00			
				10 E 2320 3030 91 910 000000	1,650.00	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39826	Check	IASA DuPage Division			13,500.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
2024210ASD4	Registration for DuPage IASA Coaching Cohort - Dr. Emily Burnett & Dr. Chris Martelli	06/10/2024	7,900.00			
				10 E 2210 3030 91 910 000000	3,950.00	
				10 E 2330 3030 91 910 000000	1,975.00	
				10 E 2640 3030 91 910 000000	1,975.00	
06/20/2024	39827	Check	IASB/Illinois Assoc. Of School Boards			12,253.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
435759	IASB Active Membership Dues	05/09/2024	4,753.00			
				10 E 2310 6400 00 910 000000	4,753.00	
437146	Subscriptions: BoardBook, Policy Reference, Press Plus Add on, Policies Online	05/31/2024	7,500.00			
				10 E 2310 3160 00 910 000000	3,200.00	
				10 E 2310 3191 00 910 000000	4,300.00	
06/20/2024	39828	Check	Illinois School District Agency			9,821.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
06/10/2024	Employee Benefits Liability Coverage - 1 Year Extended Reporting Period	06/10/2024	6,891.00			
				10 E 2311 3800 00 910 000000	6,891.00	
06/10/2024	School Board Legal Liability Coverage - Extended Claims Reporting Period Option	06/10/2024	2,930.00			
				10 E 2311 3800 00 910 000000	2,930.00	
06/20/2024	39829	Check	INSPIRA Illinois Chapter of the Nat'l School Public Relations			150.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
2333	Membership Renewal - Dr. Amy M. Zaher - through June 30, 2025	05/01/2024	150.00			
				10 E 2320 6400 00 910 000000	150.00	
06/20/2024	39830	Check	ITsavvy LLC			100.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
07027023	Service Ticket - Order #3874911	05/24/2024	100.00			
				10 E 2660 3230 14 910 000000	100.00	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39831	Check	Kriha Boucek LLC			370.50
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
6764	Legal Services - May 2024	06/07/2024	370.50	10 E 2310 3220 00 910 000000	370.50	
06/20/2024	39832	Check	Kustra-Quinn Communications, Inc.			2,750.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
March-April-May 2024	Spring 2024 Newsletter & Postcard	05/10/2024	2,750.00	10 E 2310 3190 00 910 000000	2,750.00	
06/20/2024	39833	Check	Lewicki, Anthony J			791.70
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/28/2024	Reimbursement for Athletic Awards Supplies	05/28/2024	791.70	10 E 1500 4100 00 930 000000	791.70	
06/20/2024	39834	Check	Macek, Hunter			36.89
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/31/2024	Mileage Reimbursement	05/31/2024	36.89	10 E 2520 3330 00 910 000000	36.89	
06/20/2024	39835	Check	Nelco			1,155.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
9451486	A/P Checks & Envelopes	05/13/2024	1,155.00	10 E 2520 4100 00 910 000000	1,155.00	
06/20/2024	39836	Check	Oak Brook Mechanical Services, Inc			720.33
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
38926	AMS / Kitchen Exhaust Fans / Work Order #35085	06/07/2024	720.33	20 E 2540 3190 00 910 000000	720.33	
06/20/2024	39837	Check	Orkin			390.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
261899380	AMS / Extermination Monthly Service	05/28/2024	65.00	20 E 2540 3190 00 910 000000	65.00	
261899381	SC / Extermination Monthly Service	05/14/2024	75.00	20 E 2540 3190 00 910 000000	75.00	
261899382	SMS / Extermination Monthly Service	05/28/2024	55.00	20 E 2540 3190 00 910 000000	55.00	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39837	Check	Orkin			390.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
263298035	AMS / Extermination Monthly Service	06/11/2024	65.00	20 E 2540 3190 00 910 000000	65.00	
263298036	SC / Extermination Monthly Service	06/11/2024	75.00	20 E 2540 3190 00 910 000000	75.00	
263298037	SMS / Extermination Monthly Service	06/11/2024	55.00	20 E 2540 3190 00 910 000000	55.00	
06/20/2024	39838	Check	Peerless Network, Inc.			1,084.62
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
52415	Phone Bill - May 2024	06/01/2024	1,017.70	20 E 2540 3237 00 910 000000	1,017.70	
52599	Phone Bill - May 2024	06/01/2024	66.92	20 E 2540 3237 00 910 000000	66.92	
06/20/2024	39839	Check	PLTW/Project Lead The Way, Inc.			950.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
443684	PLTW Launch Participation 2024/2025	05/17/2024	950.00	10 E 2210 6400 00 910 000000	950.00	
06/20/2024	39840	Check	Power School Group LLC			7,977.53
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
INV399227	SW-TE-S-TE1070: UNIFIED TALENT PERFORM TEACHER AND PRINCIPAL, INVOICE PERIOD 7/01/2024 TO 6/30/2025	05/28/2024	7,977.53	10 E 2310 3191 00 910 000000	7,977.53	
06/20/2024	39841	Check	Quench USA, Inc			497.14
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
07566057	Rental 06/01/2024 through 07/31/2024	06/01/2024	497.14	20 E 2540 3190 00 910 000000	497.14	
06/20/2024	39842	Check	Quinlan & Fabish			152.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
15409076	Cello Repair S/N 4523	04/10/2024	152.00	10 E 1120 3230 69 930 000000	152.00	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39843	Check	Rainbow Resource Center, Inc.			53.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
4434835	Desk tags - Part #041596	04/30/2024	53.00	10 E 1110 4100 60 921 000000	53.00	
06/20/2024	39844	Check	ReferralGPS			25,203.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1125	CARES Program - March through June 2024	05/22/2024	25,203.00	10 E 2122 3095 00 910 499825	25,203.00	
06/20/2024	39845	Check	Republic Services #551			2,757.46
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
0551-015942744	AMS / Garbage & Recycling / June 2024	05/20/2024	1,503.93	20 E 2540 3710 00 910 000000	1,503.93	
0551-015942754	SC / Garbage & Recycling / June 2024	05/20/2024	1,253.53	20 E 2540 3710 00 910 000000	1,253.53	
06/20/2024	39846	Check	Ricoh USA, Inc (lease)			1,652.71
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
108339107	1570103-3771204 - Lease Billing Period 05/30/2024 - 06/29/2024	06/05/2024	428.51	10 E 2520 3910 00 910 000000	428.51	
108339108	1570103-3771205 - Lease Billing Period 06/30/2024 - 07/29/2024	06/05/2024	1,094.74	10 E 1110 3910 00 910 000000	691.02	
				10 E 1120 3910 00 910 000000	403.72	
108339110	1570103-3810629 - Lease Billing Period 06/30/2024 - 07/29/2024	06/05/2024	129.46	10 E 1110 3910 00 910 000000	96.02	
				10 E 1120 3910 00 910 000000	33.44	
06/20/2024	39847	Check	Ricoh USA, Inc (meter)			1,547.88
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
5069492618	Metered Prints / February 17 - May 16, 2024	05/17/2024	1,547.88	10 E 1110 3912 00 910 000000	1,239.22	
				10 E 1120 3912 00 910 000000	308.66	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39848	Check	RJB Properties			72,352.26
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
Salt-176	Monthly Janitorial Services - April 2024	04/30/2024	35,914.77	20 E 2540 3180 00 910 000000	35,914.77	
Salt-177	Monthly Janitorial Services - May 2024	05/31/2024	36,437.49	20 E 2540 3180 00 910 000000	36,437.49	
06/20/2024	39849	Check	Robbins Schwartz			116.50
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
979524	For Professional Services Rendered Through April 30, 2024 (2023 Salt Creek 48 BOR 40%)	05/20/2024	116.50	10 E 2310 3220 00 910 000000	116.50	
06/20/2024	39850	Check	Ross, Angeline P			180.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/02/2024	Annual Mileage Reimbursement	05/02/2024	180.00	10 E 1110 3330 00 910 000000	180.00	
06/20/2024	39851	Check	SASED			17,903.67
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
1002400445	FY24 Itinerant PreBill	12/22/2023	14,947.54	10 E 4100 6800 00 910 000000	11,958.04	
				10 E 4100 6800 00 910 462000	2,989.50	
1002400623	FY 24 OT/PT for Timothy Christian	06/04/2024	2,956.13	10 E 4100 3193 00 910 462000	2,956.13	
06/20/2024	39852	Check	Scanlan, Lauren A			90.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
05/02/2024	Annual Mileage Reimbursement	05/02/2024	90.00	10 E 1110 3330 00 910 000000	90.00	
06/20/2024	39853	Check	School District 45			25,306.89
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
#23-24/D45-022747	May 2024 D48 and D48 SASED Meal Programs	06/11/2024	13,255.90	10 E 2560 3155 26 910 000000	13,255.90	
23-24/D45-022747	April 2024 D48 and D48 SASED Meal Programs	05/13/2024	12,050.99	10 E 2560 3155 26 910 000000	12,050.99	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39854	Check	Security Unlimited, Inc			2,010.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
62297	WO #45877 - AMS - FACP Detector Replacement	04/26/2024	930.00			
				20 E 2540 3190 00 910 000000	930.00	
62508	AMS / Tech Room / Smoke Detector Replacement	05/24/2024	1,080.00			
				20 E 2540 3190 00 910 000000	1,080.00	
06/20/2024	39855	Check	Sonitrol Chicagoland West			753.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
257176	SC / Security Services - 07/01/2024 through 09/30/2024	06/01/2024	753.00			
				20 E 2540 3900 00 910 000000	753.00	
06/20/2024	39856	Check	State Industrial Products			1,733.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
903366766	Facility Maintenance - May 2024	05/31/2024	1,733.00			
				20 E 2540 3190 00 910 000000	1,733.00	
06/20/2024	39857	Check	Telcom Innovations Group LLC			17,583.55
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
A60726D	25% Progress Billing on Telecommunications System Contract of \$70,334.17	05/09/2024	17,583.55			
				20 E 2540 5200 00 910 000000	17,583.55	
06/20/2024	39858	Check	Thomson Reuters - West			478.17
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
850298916	Residency Verification - May 2024	06/01/2024	478.17			
				10 E 2310 3190 00 910 000000	478.17	
06/20/2024	39859	Check	Timothy Christian Schools			3,257.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
03/01/2024	Reimbursement: Physical Ed, Health Ed Conference for J. Groenewold	03/01/2024	25.00			
				10 E 3700 3030 91 910 493200	25.00	
03/20/2024	Reimbursement: Neurodiversity in Action Conference for J. Kasper	03/20/2024	209.00			
				10 E 3700 3030 91 910 493200	209.00	
03/20/2024	Reimbursement: Unpacking the Social Mind & Unleashing the Superpowers Within for A. Vanderbrug	03/20/2024	398.00			
				10 E 3700 3030 91 910 493200	398.00	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name			Check Amount
06/20/2024	39859	Check	Timothy Christian Schools			3,257.40
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
04/08/2024	Reimbursement: NWEA Membership & 2024 Conference for M. Venhousen & D. Steiner	04/08/2024	630.00			
				10 E 3700 3030 91 910 493200	630.00	
04/30/2024	Reimbursement: Effective Functions Online Workshop: R. Hoving & M. Boerema	04/30/2024	500.00			
				10 E 3700 3030 91 910 493200	500.00	
04/30/2024	Reimbursement: Executive Functions Online Workshop - B. Dragstrem, N. Raddatz, A. Alhenius, C. Gutman	04/30/2024	1,000.00			
				10 E 3700 3030 91 910 493200	1,000.00	
06/03/2024	Reimbursement: Next Gen Conference Youth Mental Health for M. Schwarz	06/03/2024	495.40			
				10 E 3700 3030 91 910 493200	495.40	
06/20/2024	39860	Check	Trane U.S., Inc			10,846.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
314521056	AMS / Service Agreement #7250207 / Annual Billing 05/01/2024	05/03/2024	5,423.00			
				20 E 2540 3235 00 910 000000	5,423.00	
314521057	SC / Service Agreement #7250207 / Annual Billing 05/01/2024	05/03/2024	5,423.00			
				20 E 2540 3235 00 910 000000	5,423.00	
06/20/2024	39861	Check	US OMNI			4.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
2406-7931	Compliance Oversight Services 403(b)/457(b)	06/01/2024	4.00			
				10 E 2310 3190 00 910 000000	4.00	
06/20/2024	39862	Check	Video and Sound Service, Inc.			1,349.00
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
100458	Monthly Service Agreement for CCTV Equipment - June 2024	05/24/2024	1,349.00			
				20 E 2540 3238 00 910 000000	1,349.00	
06/20/2024	39863	Check	Village Of Villa Park			1,042.44
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount	
13-06970-00	AMS / Water & Sewer / April 30 - May 31, 2024	05/31/2024	1,042.44			
				20 E 2540 3700 00 910 000000	1,042.44	

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name	Check Amount
06/20/2024	39864	Check	Waste Management Corporate Services, Inc.	3,018.44
Invoice Number	Description		Invoice Date Invoice Amount Account	Amount
0103077-4719-5	AMS & SC / Recycling & Garbage / May 2024		05/03/2024 1,404.55	
			20 E 2540 3710 00 910 000000	1,404.55
0104967-4719-6	AMS & SC / Recycling & Garbage / June 2024		06/05/2024 1,613.89	
			20 E 2540 3710 00 910 000000	1,613.89
06/20/2024	39865	Check	Westway Coach, Inc	119,044.14
Invoice Number	Description		Invoice Date Invoice Amount Account	Amount
1010264	SC to Kane County Cougars		05/14/2024 1,213.76	
			40 E 2550 3392 00 910 000000	1,213.76
1010265	SMS to Kane County Cougars		05/14/2024 1,639.68	
			40 E 2550 3392 00 910 000000	1,639.68
1010322	AMS / Field Trip to Brookfield Zoo		05/30/2024 1,768.96	
			40 E 2550 3392 00 910 000000	1,768.96
1010326	SC / Field Trip to Brookfield Zoo		05/30/2024 986.49	
			40 E 2550 3392 00 910 000000	986.49
1010338	AMS 8th Grade Field Trip to Main Event		05/17/2024 987.04	
			40 E 2550 3392 00 910 000000	987.04
1010388	AMS / Cross Country / Lombard Commons		05/14/2024 621.70	
			40 E 2550 3391 00 910 000000	621.70
1010466	SMS / 3rd Grade Field Trip to Wendella Boat Tours		05/28/2024 613.86	
			40 E 2550 3392 00 910 000000	613.86
1010469	SMS to AMS for Step Up Day		05/13/2024 287.56	
			40 E 2550 3392 00 910 000000	287.56
1010509	SC to SMS for Step Up Day		05/17/2024 208.56	
			40 E 2550 3392 00 910 000000	208.56
1010534	SC to Morton Arboretum		05/21/2024 868.67	
			40 E 2550 3392 00 910 000000	868.67
1010546	SC to AMS for 8th Grade Clap Out		05/28/2024 625.68	
			40 E 2550 3392 00 910 000000	625.68
1010547	SMS to AMS for 8th Grade Clap Out		05/28/2024 625.68	
			40 E 2550 3392 00 910 000000	625.68

AP Check Register

AP Run: 06/20/2024 — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name	Check Amount	
06/20/2024	39865	Check	Westway Coach, Inc	119,044.14	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
1010556	HUB Fishing Club to Eldridge Park	05/10/2024	287.56	40 E 2550 3393 00 910 499815	287.56
1010565	HUB Fishing Club to OBT Nature Center	05/20/2024	287.56	40 E 2550 3393 00 910 499815	287.56
RTINV1004908	Special Education Transportation - May 2024	05/31/2024	43,323.92	40 E 2550 3390 00 910 000000	42,077.44
				40 E 2550 3395 00 910 000000	1,246.48
RTINV1004909	Regular Transportation - May 2024	05/31/2024	50,663.02	40 E 2550 3185 00 910 000000	1,662.90
				40 E 2550 3380 00 910 000000	49,000.12
RTINV1004919	Summer School Routes	06/27/2024	2,660.64	40 E 2550 3120 00 910 433100	2,660.64
RTINV1004920	Special Education Summer School Routes	06/28/2024	11,373.80	40 E 2550 3120 00 910 000000	11,373.80
Total:					495,345.78

06/20/2024 Summary

Type	Count	Amount
Regular Checks:	70	495,345.78
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	70	495,345.78

AP Check Register

AP Run: 06/20/2024 (2) — Post Date: 2024-06-20 — AP Run Type: R

Salt Creek SD 48

Check Date	Check Number	Payment Type	Name	Check Amount	
06/20/2024	39866	Check	Aulisa, Gerrie	7,700.00	
Invoice Number	Description	Invoice Date	Invoice Amount	Account	Amount
06/13/2024	Tuition Reimbursement - Doctorate Program Courses: EDL 620, EDL 601, EDL 604, EDL 608, EDL 625, CCD 699B, EDL 690, EDL 625, CCD 699B, EDL 690	06/13/2024	7,700.00		
				10 E 2310 2900 00 910 000000	7,700.00
Total:					7,700.00

06/20/2024 (2) Summary

Type	Count	Amount
Regular Checks:	1	7,700.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	1	7,700.00

AP Check Register

Salt Creek SD 48

Fund	Total
10 - Education	201,742.26
20 - Operations & Maintenance	182,259.38
40 - Transportation	119,044.14
	503,045.78



Salt Creek School District 48 Board Memorandum Information Item

Date: June 20, 2024

Subject: MAP Results

From: Dr. Christopher Martelli, Director of Curriculum and Instruction

This memo summarizes Salt Creek School District's 2023-2024 MAP results. The results are categorized as achievement (RIT scores) and growth (Fall to Spring). This memo provides a historical view of Salt Creek's achievement and growth from 2019-2024 (absent 2020 due to COVID). We want to see positive trends over time to ensure that our programming and curricular resources are meeting the needs of our students and improving their results.

Achievement

Our achievement in reading and math steadily improved in all grade levels from 2021 to 2024. Most of our grade levels are achieving at or close to pre-pandemic levels. However, our math scores have exceeded our pre-pandemic levels.

Growth

Our growth in reading and math has improved each of the last three years. Growth is measured from fall to spring. Each child receives a "projected growth target" based on normed data. Typically, 50% of students will meet their growth target nationally. However, our growth has steadily increased to the point that 62% of students met their growth target in reading and 82% met in math. We will celebrate these impressive results with our staff in August.

There are a variety of factors that play into these achievement and growth results:

- A clear focus on the K-8 grade standards led to instructional shifts.
- Math achievement was more adversely impacted by the pandemic (nationally) and, therefore, allowed us to show more growth in achievement levels.
- Over the past three years, we have implemented mediating factors to support students we know are struggling. These factors include increased staffing, curricular changes, and

programmatic/structural changes that provide additional time and support to our most academically fragile students.

- Our students, teachers, and parents have worked hard to improve student learning.

Thank you to our teachers, paraprofessionals, parents, and administrators. Our collective efforts are responsible for the impressive student results we have observed over the past three years.



**Salt Creek
District 48
2023 - 2024
MAP Results**

**June 20, 2024
Dr. Christopher Martelli**



Agenda

1. Achievement
2. Growth
3. Summary
4. Questions



Reading Achievement (Spring)

Grade	2019	2021	2022	2023	2024	National
K	161.6	157.7	156.0	159.9	160.6	153.1
1	180.8	176.4	174.5	179.5	177.4	171.4
2	186.0	188.7	190.0	190.5	190.0	185.6
3	200.3	195.5	195.5	199.5	200.3	197.1
4	208.8	205.5	204.2	208.8	211.4	204.8
5	216.0	211.9	209.1	207.4	209.4	211.0
6	219.3	215.1	218.3	216.7	214.0	215.4
7	221.1	219.4	221.2	223.0	219.2	218.4
8	227.6	221.7	221.0	224.2	224.9	221.7

Achievement, as measured by NWEA's RIT score for each grade level.



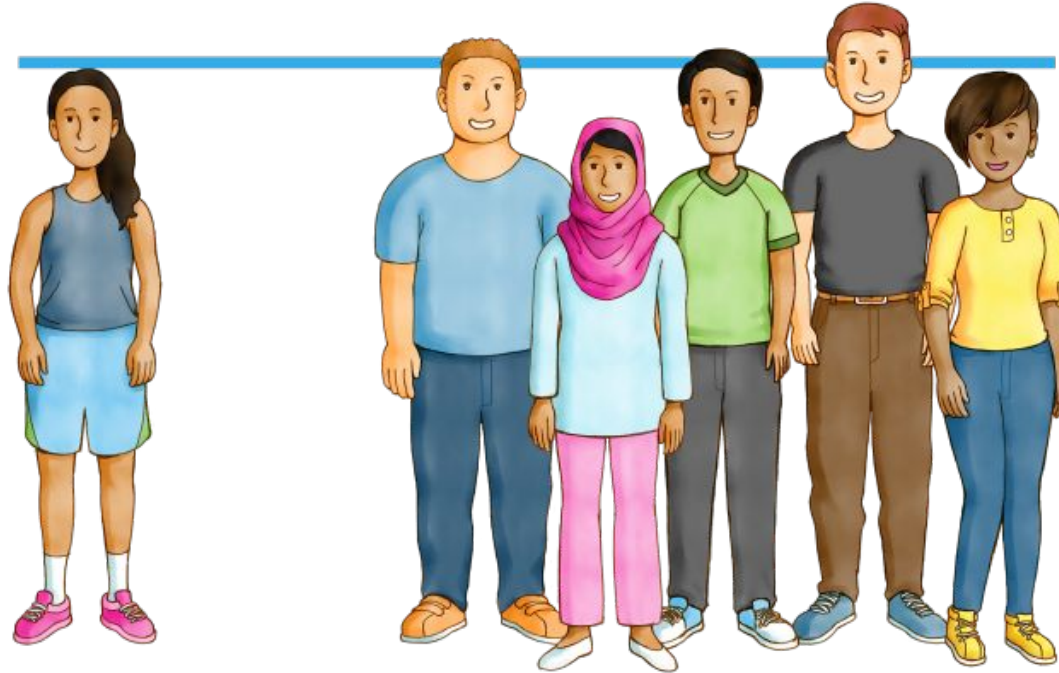
Math Achievement (Spring)

Grade	2019	2021	2022	2023	2024	National
K	164.4	163.3	163.1	166.7	170.4	157.1
1	186.6	180.7	178.8	186.9	185.2	176.4
2	189.5	190.4	192.2	195.4	198.3	189.4
3	204.9	200.7	203.3	203.7	209.6	201.1
4	215.8	210.9	211.6	211.9	221.4	210.5
5	219.8	215.1	214.9	214.2	221.0	218.8
6	224.1	219.3	222.8	223.0	225.1	222.9
7	226.9	225.4	227.7	229.2	232.3	226.7
8	237.4	234.4	229.4	236.5	237.9	230.3

Achievement, as measured by NWEA's RIT score for each grade level.

Norm-referenced (MAP)

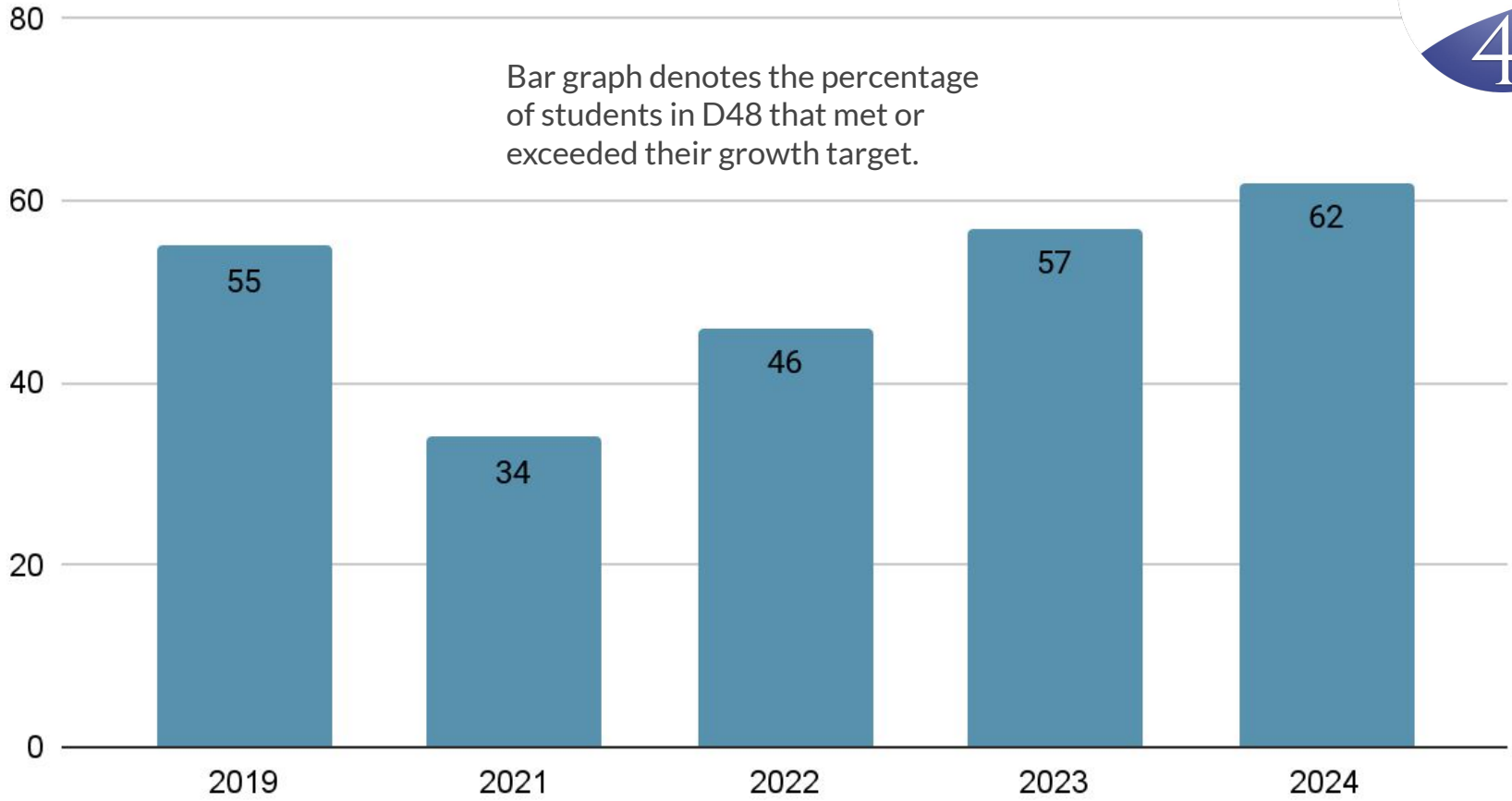
Norm-referenced tests compare a student's performance against the performance of their peers.



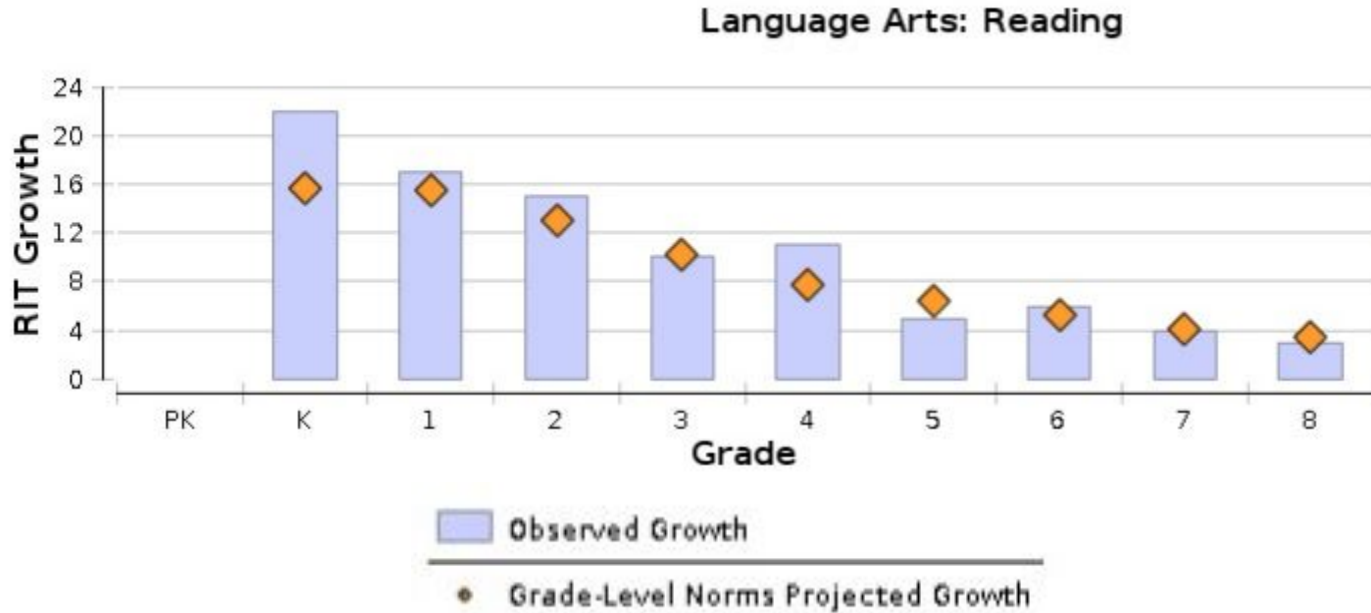
Reading Growth



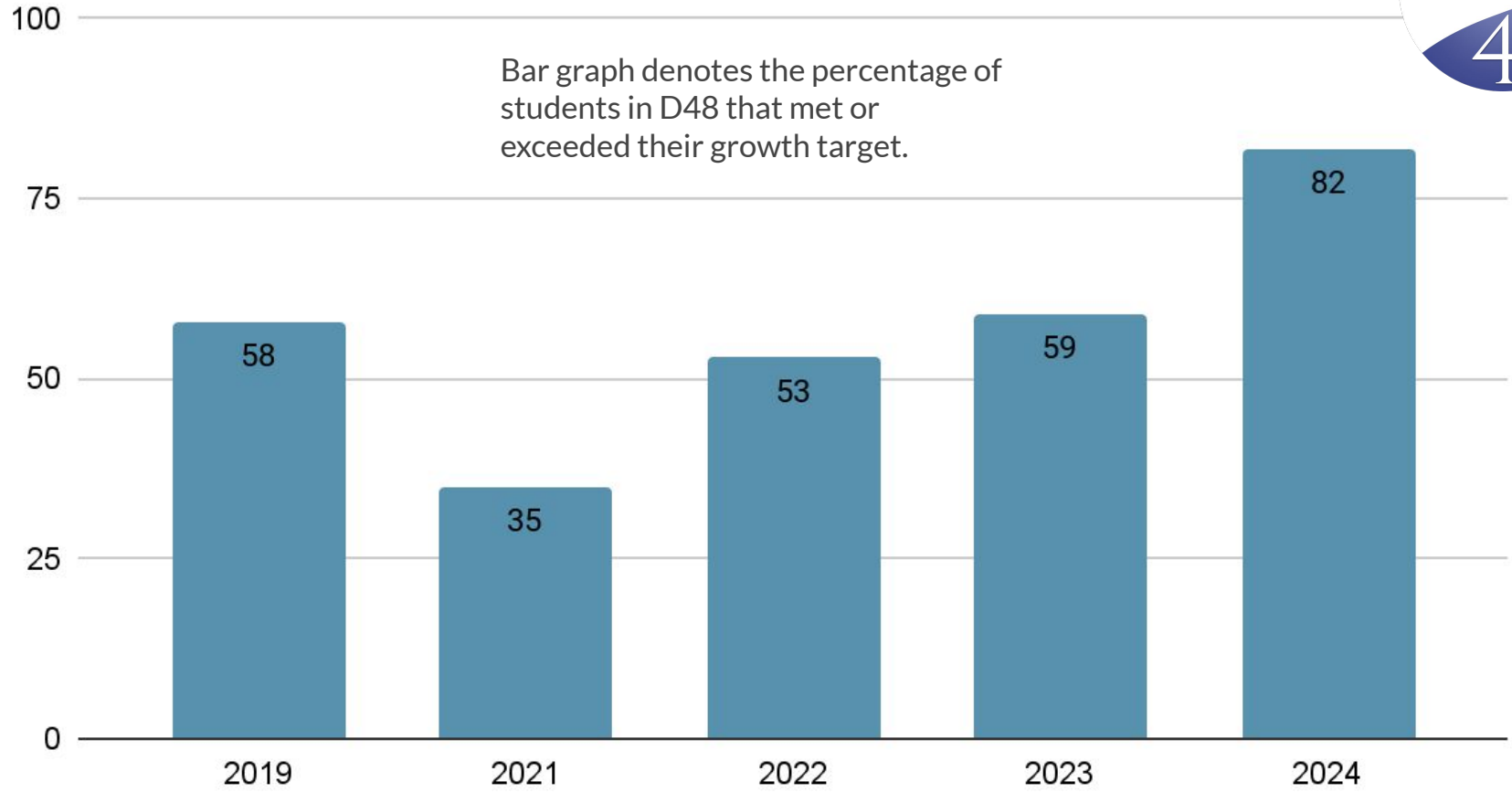
Bar graph denotes the percentage of students in D48 that met or exceeded their growth target.



Reading Growth



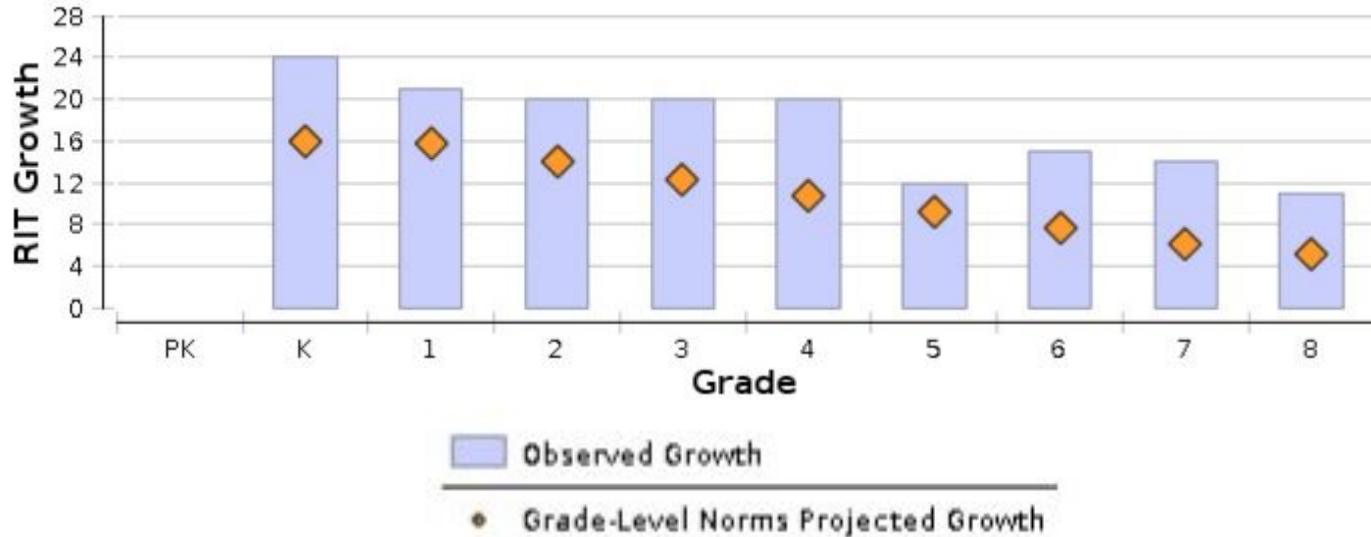
Math Growth



Math Growth



Math: Math K-12





Summary

Achievement

- Reading and Math achievement have consistently improved from '21 to '24

Growth

- Reading growth has consistently improved from '21 to '24
- Math growth has consistently improved from '21 to '24 - with dramatic improvement in '24
- In 2024 we saw every grade level exceed their growth target in Math



Questions

eGrant Management System

Printed Copy of Application

Applicant: SALT CREEK SD 48

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: SALT CREEK SD 48

Date Generated: 6/17/2024 4:00:12 PM

Generated By: cmartelli

1. Contact Information for Person Completing This Form

Last Name*

Martelli

Phone*

630 279 8400

Extension

1012

First Name*

Chris

Middle Initial

Email*

cmartelli@saltcreek48.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)

Salt Creek School District 48 is proud of our diversity. It ensures that all services are available to all students who need and qualify for them, regardless of gender, race, national origin, color, disability, or age. We pay attention to the makeup of our student body and reach out to all regarding the provision of services under the grant programs.

3. Bilingual Program Director Assurance

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

76

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

4. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs 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 2024-2025.* [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

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)

We use grant funds to coordinate services to meet our district's students' needs. We utilize Title I funds to pay a portion of our reading teacher's salary. We utilize Title II funds for staff professional learning. We anticipate this for math professional development and professional development around iReady. Title II funds also support professional development for our private school, Timothy Christian. We transfer Title IV funds into Title I to fund part of the salary of one of our reading teachers.

Response from the approved prior year Consolidated District Plan.

We use grant funds to coordinate services to meet the needs of students in our district. We utilize Title I funds to pay a portion of our reading teacher's salary. We qualify for the School Improvement Part 1003(a) grant and will utilize the funds as we work on our School Improvement goals to meet the needs of students academically and social-emotionally. We utilize Title II funds for professional learning for staff. We anticipate this being used for SEL professional learning. Additionally, Title II funds are also used to support professional development for our private school, Timothy Christian. We transfer Title IV funds into Title I to fund part of the salary of one of our reading teachers.

3. Will the LEA braid funding?*

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

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

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

N/A

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

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

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- No Transfer of Funds
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

We will move Title IV funds to Title I to help pay for a portion of the Title I teacher's salary.

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

To develop the needs of the district for this Consolidated District Plan, the district surveys parents, teachers, students, and community members to inform our program options. We have also used data from the School/District Report Cards, the Five Essentials Survey, and Student Achievement data, particularly paying attention to the subgroups, recruitment and retention data, and school improvement plans. We have worked collaboratively to coordinate across offices and increase communication on prioritizing goals and how those are funded. We started this effort through our school improvement planning process, where we identified the goals we wanted to accomplish within each school year. We contact various stakeholders for feedback and guidance on that plan. We then work with the various district departments on how we can work together to identify the appropriate funding source to address these goals.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

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

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

A. Title I, Part A - Improving Basic Programs

We have identified reading as an area of growth for our students and have used Title I funds to support reading intervention. We have provided this support via Title I funds for a number of years, collected relevant student progress data, and submitted reports via the Grant Periodic Reporting System. Our reading support teacher keeps accurate records of the ongoing progress of all students on their caseload.

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

We are heavily invested in establishing professional learning communities. Over the past year, we worked with Solution Tree to solidify our PLC concepts. Teachers will continue to identify essential standards, write common formative and summative assessments, review/analyze student results, and determine the next steps that will be taken for instructional purposes. All of this professional learning is critical to improving student results. We will also provide professional learning in the area of mathematics. Our elementary teachers will be in year one of implementing a new math resource. Lastly, we anticipate providing professional learning around implementing a new diagnostic assessment tool (iReady). Our building-level MTSS teams look at student data and student progress on assessments (MAPs, AimswebPlus, classroom) every six weeks and adjust the supplemental reading and math groups accordingly.

G. Title III - LIEP**H. Title III - ISEP****I. Title IV, Part A - Student Support and Academic Enrichment**

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

We will move Title IV funds to Title I to help pay for a portion of the Title I teacher's salary.

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

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

The program ensures that all children with disabilities receive a free, appropriate public education in the least restrictive environment. All students have educational programs. The program is designed to eliminate and prevent barriers to access. A program goal is to maintain the performance of students. The district is committed to using multiple measures for screening and diagnostics for individual programming and program planning. Data collected helps inform our staffing and program models. The district is committed to educating students in the Tier I environment with additional support.

L. IDEA, Part B - Preschool

The program ensures children with disabilities ages 3 through 5 receive comprehensive special education and related services. Students with disabilities participate in a blended service delivery model. There are no barriers to participation. The Early Childhood Program assesses incoming and outgoing students. The district includes a dual-certified teacher and an inclusion assistant in our classrooms. Our programming allows students with disabilities to participate with typically developing peers in the curriculum.

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.

District 48 will prepare students for high school by ensuring that they meet grade-level proficiency in reading, math, and writing.

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)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- 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)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,6,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Other - specify
- T. 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 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be**

requested during monitoring; keep documentation on file. [1]

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

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

([count] of 7500 maximum characters used)

We will conduct input sessions throughout the school year as we develop these student learning plans, including regular input and review sessions with our Administrative Team, MTSS Team, and families with students in the support program. We will openly solicit feedback and make adjustments as needed. Meaningful consultation will include teachers, the principal, the Title I reading teacher(s), the special education resource teacher, and the Title I coordinator. These meetings occur roughly every six weeks in each of our three buildings. The input from this group will be used to discuss and elicit feedback on the operation of the program, how students are identified, exit criteria, materials to be used in the program to support student teaching and learning, and scheduling of the support for the next school year. The general education teacher will have particular input regarding how the Title I reading program could support the classroom's ongoing English/Language Arts Program.

Response from the prior year Consolidated District Plan.

We will conduct input sessions throughout the school year as we develop these student learning plans, including regular input and review sessions with our Board of Education, Administrative Team, MTSS Team, and families with students in the support program. We will openly solicit feedback and make adjustments as needed. Meaningful consultation will include teachers, the principal, the Title I reading teacher(s), the special education resource teacher, and the Title I coordinator. The input from this group will be used to discuss and elicit feedback on the operation of the program, how students are identified, exit criteria, materials to be used in the program to support student teaching and learning, and scheduling of the support for the next school year. The general education teacher will have particular input regarding how the Title I reading program could support the ongoing English/Language Arts Program in the classrooms.

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 and diverse 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)

Our plans will include convening broad-based parent input sessions to get input regarding the program's operation. We will convene these meetings in an ongoing manner. We will also invite and solicit parent input and involvement at parent/teacher conferences, open houses, curriculum nights, and via communications from our website and newsletters. We will offer multiple opportunities for this input and will follow up with specific meetings with parents of students who have been in the program. This communication model will continue in the 2024-25 school year.

Response from the prior year Consolidated District Plan.

Our plans will include the convening of broad-based parent input sessions to get input regarding the operation of the program. We will convene these meetings in an ongoing manner and would also invite and solicit parent input and involvement at parent/teacher conferences, open houses, curriculum nights and via communications from our website and newsletters. We will offer multiple opportunities for this input and will follow up with specific meetings with parents of students that have been in the program. This communication model will continue in the 2023-24 school year.

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

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

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

([count] of 7500 maximum characters used)

In addition to our ongoing parent meetings regarding our Title I services, we will have special input sessions for parents regarding reading strategies at curriculum nights and as part of Parent/Teacher conferences. In addition, we regularly provide parents with tips and resources to access information for reading development in school and district newsletters that go to all homes. We have also coordinated with neighboring districts to engage our immigrant and EL families. These are done through BPAC meetings and other family engagement opportunities with D88.

Response from the prior year Consolidated District Plan.

In addition to our ongoing parent meetings regarding our Title I services, we will have special input sessions for parents regarding reading strategies at curriculum nights and as part of Parent/Teacher conferences. In addition, we regularly provide parents with tips and resources to access information for reading development in school and district newsletters that go to all homes.

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 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.

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	Title II <input checked="" type="radio"/> Yes <input type="radio"/> No	Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No	Nonpublic Consultation Form
Timothy Christian Elem Mid	<input type="checkbox"/>	Number of Low-Income Student(s):	Total Enrollment Number Student(s): 750	Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen 20240228153142401.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.

Prepare students for high school by ensuring that they meet grade-level proficiency in reading, math, and writing.

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)

We operate a half-day PreK program (for students 3-5 years of age) at our primary school (Salt Creek Primary School) that serves both regular and non-tuition-identified special education students. Both of these student groups transition normally and easily to the full-day kindergarten program at that same school, facilitated by ongoing meetings between the PreK and K teacher teams. We operate the MTSS/Problem-Solving Team to assess student progress and review readiness steps for each successive transition. At the district level, we have formal student data progress reviews three times yearly and look carefully at student achievement and student growth data.

Response from the approved prior year Consolidated District Plan.

We do operate a half-day PreK program (for students 3-5 years of age) at our primary school (Salt Creek Primary School) that serves both tuition regular education students and non-tuition-identified special education students. Both of these student groups transition normally and easily to the full-day kindergarten program at that same school, facilitated by ongoing meetings between the PreK and K teacher teams. We operate MTSS/Problem-Solving Team to assess student progress and review readiness steps for each successive transition. At the district level, we have formal student data progress reviews three times yearly and look carefully at student achievement and student growth data.

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.

Prepare students for high school by ensuring that they meet grade-level proficiency in reading, math, and writing.

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

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

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

([count] of 7500 maximum characters used)

Salt Creek School District 48 operates a multi-faceted Leadership Team that oversees all aspects of the curriculum district-wide. Additionally, we operate a Curriculum Leadership Team/Professional Development Committee. This committee is made up of a variety of staff members, as well as building administrators. We provide ongoing professional development for our teachers in the implementation of this curriculum. The professional development has included reading and math resources at both the primary and middle school levels. We anticipate additional professional development in the area of math in the 24-25 school year. When we adopt a new resource, we ensure that the breadth of material provides for the needs of all students. We have also provided ongoing professional development for our Professional Learning Community (PLC) structure that is utilized in all three schools. This structure provides teachers with intentional, collaborative work around how students are progressing. This work includes a focus on essential standards, writing common formative assessments, and utilizing a Multi-Tiered System of Support (MTSS) to support all students. We offer a full core curriculum and a multi-faceted specials program that allows students to take foreign language, music, art, and STEM courses. District 48 maintains high expectations and provides support for all students, including students with special needs.

Response from the prior year Consolidated District Plan.

Salt Creek School District 48 operates a multi-faceted Leadership Team that oversees all aspects of the curriculum district-wide. Additionally, we operate a Curriculum Leadership Team/Professional Development Committee. This committee is made up of a variety of staff members, as well as building administrators. We provide ongoing professional development for our teachers in the implementation of this curriculum. The professional development has included reading and math resources at both the primary and middle school levels. We anticipate additional professional development in the area of math at the elementary level and SEL professional development for our PreK-8 grade teachers in the 23-24 school year. When we adopt a new resource, we ensure that the breadth of material provides for the needs of all students. We have also provided ongoing professional development for our Professional Learning Community (PLC) structure that is utilized in all three schools. This structure provides teachers with intentional, collaborative work around how students are progressing. This work includes a focus on essential standards, writing common formative assessments, and utilizing a Multi-Tiered System of Support (MTSS) to support all students. We offer a full core curriculum as well as a multi-faceted specials program that affords students the opportunity to take foreign language, music, art, and STEM courses. District 48 maintains high expectations and provides support for all students, including students with special needs.

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]

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)

Along with mandated state assessments (IAR, ISA), we administer the iReady Diagnostic assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify students who are doing well and those who are at risk. We also look carefully at student growth using iReady and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to at-risk students, who we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

Response from the prior year Consolidated District Plan.

Along with mandated state assessments (IAR, ISA), we administer the NWEA MAP assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify students that are doing well, as well as those that are at risk. We also look carefully at student growth using NWEA MAP and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to students in the at-risk category, which we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

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

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

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

([count] of 7500 maximum characters used)

Along with mandated state assessments (IAR, ISA), we administer the iReady Diagnostic assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify students who are doing well and those who are at risk. We also look carefully at student growth using iReady and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to at-risk students, who we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

Response from the prior year Consolidated District Plan.

Along with mandated state assessments (IAR, ISA), we administer the NWEA MAP assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify students that are doing well, as well as those that are at risk. We also look carefully at student growth using NWEA MAP and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to students in the at-risk category, which we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

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]

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)

Along with mandated state assessments (IAR, ISA), we administer the iReady Diagnostic assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify

students who are doing well and those who are at risk. We also look carefully at student growth using iReady and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to at-risk students, who we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

Response from the prior year Consolidated District Plan.

Along with mandated state assessments (IAR, ISA), we administer the NWEA MAP assessments and AimswebPlus assessments for benchmarking three times per year. We utilize these assessments to analyze that data in all possible formats to identify students that are doing well, as well as those that are at risk. We also look carefully at student growth using NWEA MAP and AimswebPlus reports. We meet to review these data throughout the MTSS process (every six weeks) in each school. Additionally, we meet three times per year at the district level to review student progress. We pay careful attention to students in the at-risk category, which we identify as those scoring at or below the 30th percentile on these assessments. These students typically qualify for additional time and support through our structured Tier 2 Acceleration process. These students will typically meet with a specialized teacher for a minimum of 30 minutes per day until we have closed the gap and the child no longer needs this kind of intensive support. Salt Creek School District 48 maintains high expectations and provides support for all students, including students with special needs.

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)

Our internal analyses enable us to carefully track the progress of all groups and student characteristics, including low-income and minorities. As evidenced by a review of our teacher evaluations and credentials, we do not have any ineffective (rated needs improvement or unsatisfactory) or out-of-field teachers. We do not have a pattern of low-income or minority teachers being taught by ineffective, inexperienced, or out-of-field teachers.

Response from the prior year Consolidated District Plan.

Our internal analyses enable us to carefully track the progress of all groups and student characteristics, including low-income and minorities. As evidenced by a review of our teacher evaluations and credentials, we do not have any ineffective (rated needs improvement or unsatisfactory) or out-of-field teachers. We do not have a pattern of low-income or minority teachers being taught by ineffective, inexperienced, or out-of-field teachers.

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]**

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)

All our schools have Library Media Centers overseen by one full-time librarian and three full-time LMC aides. We are a 1:1 computing district, so our students have extensive digital experience using the LMC to support all curriculum areas. The school libraries have evolved from a "book-centered" facility to a global learning center, where technology skills are part of the day-to-day teaching and learning approach. Our libraries support several digital research resources, and students are taught how to use these resources.

Response from the prior year Consolidated District Plan.

All three schools have Library Media Centers overseen by full-time LMC aides. We are a 1:1 computing district, so our students have extensive digital experience using the LMC to support all curriculum areas. The school libraries have evolved from a "book-centered" facility to a global learning center, where technology skills are part of the day-to-day teaching and learning approach. Our libraries support several digital research resources, and students are taught how to use these resources.

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)

Regardless of achievement levels, all of our students participate in our Acceleration Block for math and literacy. We break students into more homogenous groupings during this time to meet their needs more precisely. We accelerate students' math learning as they go into 5th grade. These students are identified using a variety of objective measures to ensure we have placed our highest students with an aptitude for math. These students are provided a more rigorous learning experience to provide them with Algebra when they get into 8th grade.

Response from the prior year Consolidated District Plan.

All of our students, regardless of achievement levels, participate in our Acceleration Block for math and literacy. During this time, we break students into more homogenous groupings to more specifically meet their needs. We accelerate the learning of students in math as they go into 5th grade. These students are identified using a variety of objective measures to ensure we have identified our highest students that have an aptitude for math. These students are provided a more rigorous learning experience with the intention of providing them with Algebra when they get into 8th grade.

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.

Prepare students for high school by ensuring that they meet grade-level proficiency in reading, math, and writing.

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.

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 PreK-8 district works very closely with our high school district (DuPage High School District 88) and the other affiliated elementary districts (Addison District 4, DuPage Elementary District 45) that send students to that high school to effect a smooth transition to high school. We articulate closely in all areas of curriculum, instruction, assessment, professional development, and co-curricular activities. We collaborate on several specific transition activities and readiness assessments as we send students from eighth to ninth grade. We have an assessment program that eighth graders participate in that is used for course placement in ninth grade, and the high school conducts several visitation days to the school for the eighth graders. In addition, there is a summer school program at the high school for eighth graders who need extra reading or math help before actually starting ninth grade. This model of articulation will continue into the 2024-25 school year.

Response from the approved prior year Consolidated District Plan.

Our PreK-8 district works very closely with our high school district (DuPage High School District 88) and the other affiliated elementary districts (Addison District 4, DuPage Elementary District 45) that send students to that high school to effect a smooth transition to high school. We articulate closely in all areas of curriculum, instruction, assessment, professional development, and co-curricular activities. We collaborate on a number of specific transition activities and readiness assessments as we send students from eighth to ninth grade. We have an assessment program that eighth graders participate in that is used for course placement in ninth grade, and the high school conducts several visitation days to the school for the eighth graders. In addition, there is a summer school program at the high school for eighth graders who need extra reading or math help before actually starting ninth grade. This model of articulation will continue into the 2023-24 school year.

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.

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.

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

([count] of 7500 maximum characters used)

Elementary District. However, our PreK-8 district works very closely with our high school district (DuPage High School District 88) and the other affiliated elementary districts (Addison District 4, DuPage Elementary District 45) that send students to that high school to effect a smooth transition to high school. We articulate closely in all areas of curriculum, instruction, assessment, professional development, and co-curricular activities. We collaborate on several specific transition activities and readiness assessments as we send students from eighth to ninth grade. We have an assessment program that eighth graders participate in that is used for course placement in ninth grade, and the high school conducts several visitation days to the school for the eighth graders. In addition, there is a summer school program at the high school for eighth graders who need extra reading or math help before actually starting ninth grade. This model of articulation will continue into the 2024-25 school year.

Response from the approved prior year Consolidated District Plan.

Our PreK-8 district works very closely with our high school district (DuPage High School District 88) and the other affiliated elementary districts (Addison District 4, DuPage Elementary District 45) that send students to that high school to effect a smooth transition to high school. We articulate closely in all areas of curriculum, instruction, assessment, professional development, and co-curricular activities. We collaborate on a number of specific transition activities and readiness assessments as we send students from eighth to ninth grade. We have an assessment program that eighth graders participate in that is used for course placement in ninth grade, and the high school conducts several visitation days to the school for the eighth graders. In addition, there is a summer school program at the high school for eighth graders who need extra reading or math help before actually starting ninth grade. This model of articulation will continue into the 2023-24 school year.

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.

Prepare students for high school by ensuring that they meet grade-level proficiency in reading, math, and writing.

For each program for which funding is anticipated for the 2024-2025 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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Not providing.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

District 48 will provide math professional development with our Title II funds. Our private school, Timothy Christian, will utilize funds for various curricular and teacher trainings throughout the school year.

G. Title III - LIEP

H. Title III - ISEP

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

We will move Title IV funds to Title I to help pay for a portion of the Title I teacher's salary and, therefore, will not provide professional development with the use of Title IV funds.

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

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

District 48 utilizes professional development funds from IDEA to provide teachers and staff with opportunities for professional learning. Teacher development related to ABA, executive functioning, speech and language disorders, and trauma-informed regulation.

L. IDEA, Part B - Preschool

District 48 utilizes professional development funds from IDEA to provide teachers and staff with opportunities for professional learning. Teacher development related to ABA, executive functioning, speech and language disorders, and trauma-informed regulation.

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; 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.

Prepare students for high school by ensuring they meet grade-level proficiency in reading, mathematics, and writing.

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

([count] of 7500 maximum characters used)

We take bullying issues very seriously and, of course, have all of the ISBE-mandated bullying and harassment policies in place in the school district and review them. We utilize a Tier I Social/Emotional curriculum, The Positivity Project, which focuses on the 24 character traits of positive psychology. Students receive daily lessons throughout the school year. We communicate regularly with our students regarding expectations and appropriate behaviors and meet with our teachers regularly to reinforce the need to be alert for any behaviors of concern. While we have very few instances of overt bullying, we are vigilant regarding verbal or social media bullying and respond to any such instances immediately. We are an ethnically diverse school district, so we reinforce acceptance of all students continuously and pay particular attention to anything that looks like it might be racially or ethnically oriented. We are a district that, even before the passage of SB 100, has used discipline that removed students from the classroom very sparingly. We use disciplinary actions as an opportunity to teach appropriate behavior. In addition, we do not use any discipline that compromises student health and safety, and certainly no physical interventions. We track our discipline instances by the factors listed in this question prompt. We operate our Board Level Behavioral Interventions Committee, which annually reviews all student discipline cases to look for and respond to behavior patterns. We also collaborate closely with our local police departments regarding any community issues that would impact our schools.

Response from the prior year Consolidated District Plan.

We take bullying issues very seriously and, of course, have all of the ISBE-mandated bullying and harassment policies in place in the school district and review them. We have adopted and will implement a new Tier I Social/Emotional curriculum for the 23-24 school year. The Positivity Project program focuses on the 24 character traits of positive psychology. Students will receive daily lessons throughout the school year. We communicate regularly with our students regarding expectations and appropriate behaviors and meet with our teachers regularly to reinforce the need to be alert for any behaviors of concern. While we have very few instances of overt bullying, we are vigilant regarding verbal or social media bullying and respond to any such instances immediately. We are an ethnically diverse school district, so we reinforce acceptance of all students continuously and pay particular attention to anything that looks like it might be racially or ethnically oriented. We are a district that, even before the passage of SB 100, has used discipline that removed students from the classroom very sparingly. We use disciplinary actions as an opportunity to teach appropriate behavior. In addition, we do not use any discipline that compromises student health and safety, and certainly no physical interventions. We track all of our discipline instances by the factors listed in this question prompt. We operate our Board Level Behavioral Interventions Committee, which annually reviews all instances of student discipline to look for and respond to behavior patterns. We also collaborate closely with our local police departments regarding any community issues that would impact our schools.

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]

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

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)

We have allocated resources to help provide to and from school transportation, backpacks, and school supplies as needed for homeless students. We provide whatever academic support homeless students need and qualify for, as described in previous sections. We collaborate with other impacted districts regarding the transportation of these students to make sure they can attend school daily. We work hard to ensure that homeless students get to school and are provided the full range of support that they need and qualify for.

Response from the prior year Consolidated District Plan.

We have allocated resources to help provide to and from school transportation, backpacks, and school supplies as needed for homeless students. We provide whatever academic support homeless students need and qualify for, as described in previous sections. We collaborate with other impacted districts regarding the transportation of these students to make sure they can attend school daily. We work hard to ensure that homeless students get to school and are provided the full range of support that they need and qualify for.

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](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - JOHN E ALBRIGHT MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/18/2024
2001 - SALT CREEK ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/18/2024
2002 - STELLA MAY SWARTZ ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/18/2024

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 Needs Assessment and Programs 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.

- Prepare students for high school by ensuring they meet grade-level proficiency in reading, math, and writing.

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)

N/A

Response from the approved prior year Consolidated District Plan.

Our school district is receiving funds for a targeted support rating received at Albright Middle School because of the low performance of our children with disabilities. We received notification in the fall of 2019 that our Albright Middle School CWD did not meet the ESSA criteria. Our school board and community were then notified.We have formed a School Improvement Team including the principal, assistant principal, curriculum director, superintendent, special education director, school psychologist, parent, and teachers. We have completed an analysis of our data and have chosen an IL Empower Learning Partner to assist us through the School Improvement Plan and process to improve student outcomes based on the IL Quality Framework indicators. We have looked at student performance data against long-term goals and evidence-based interventions in our School Improvement Plan. In June 2020, our school Board approved our School Improvement Plan, and we have started implementing parts of the plan and continued to meet with our School Improvement Team. We have been working on an SEL Assessment for Albright Middle School to help us meet the needs of our students and the goals of our School Improvement Plan.

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, and/or
- 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)

We operate a 30-minute Acceleration Block of Instruction in our three schools-the blocks of Acceleration focus on reading and math progress for all students. Students identified as struggling in reading and math receive small group instruction from a specialized teacher. This teacher could be a reading or math interventionist, special education teacher, or general education teacher. These students receive focused instruction based on their specific areas of need. Additionally, these students may receive this instruction by utilizing a program more specific to their learning needs. These Acceleration Blocks aim to accelerate the learning for all students based on their current achievement, and we monitor student learning continuously. We meet every six weeks to review student progress and to make necessary adjustments to programming to ensure we are meeting the needs of our students. This model will continue into the 2024-2025 school year.

Response from the approved prior year Consolidated District Plan.

We operate two Acceleration Blocks of Instruction (30 minutes each) in our three schools. The two blocks of Acceleration focus on reading and math progress for all students. Students identified as struggling in reading and/or math receive small group instruction from a specialized teacher. This teacher could be a reading or math interventionist, special education teacher, or general education teacher. These students receive focused instruction based on their specific areas of need. Additionally, these students may receive this instruction by utilizing a program more specific to their learning needs. These Acceleration Blocks aim to accelerate the learning for all students based on their current achievement, and we progress monitor student learning continuously. We meet every six weeks to review student progress and to make necessary adjustments to programming to ensure we are meeting the needs of our students. This model will continue into the 2023-2024 school year.

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)

All three of our schools are operating in a school-wide program only.

Response from the approved prior year Consolidated District Plan.

All three of our schools are operating in a school-wide 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 Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs 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.

- Prepare students for high school by ensuring they meet grade-level proficiency in reading, math, and writing.

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)

In conjunction with SASED (our special education cooperative), District 48 contributed to a district satisfaction and needs assessment survey to gauge how well our professional development, instructional coaching, and behavior support team services meet the needs of students with disabilities and staff in the district. Needs were assessed in both self-contained special education programs, as well as itinerant and district-based services. In reviewing the needs assessment results, it was determined that more support in the area of teacher support and coaching (School Improvement/Instructional Support Team services) is needed to support students with disabilities in accessing the general education curriculum and making progress within the curriculum. IDEA grant funds will be used to purchase these services from the cooperative. IDEA grant activities and programs will be used to serve students with disabilities in the least restrictive environment.

Response from the approved prior year Consolidated District Plan.

In conjunction with SASED (our special education cooperative), District 48 contributed to a district satisfaction and needs assessment survey to gauge how well our professional development, instructional coaching, and behavior support team services meet the needs of students with disabilities and staff in the district. Needs were assessed in both self-contained special education programs, as well as itinerant and district-based services. In reviewing the needs assessment results, it was determined that more support in the area of teacher support and coaching (School Improvement/Instructional Support Team services) is needed to support students with disabilities in accessing the general education curriculum and making progress within the curriculum. IDEA grant funds will be used to purchase these services from the cooperative. IDEA grant activities and programs will be used to serve students with disabilities in the least restrictive environment. For example, using comprehensive needs assessment information, including school/district report cards, student achievement data, and the School Improvement Plan, our children with disabilities subgroup was identified as underperforming at Albright Middle School. The data gleaned from these resources allowed us to identify the need for additional support for students receiving special education 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)

In conjunction with SASED (our special education cooperative), District 48 contributed to a district satisfaction and needs assessment survey to gauge how well our professional development, instructional coaching, and behavior support team services meet the needs of students with disabilities and staff in the district. Needs were assessed in both self-contained special education programs, as well as itinerant and district-based services. In reviewing the needs assessment results, it was determined that more support in the area of teacher support and coaching (School Improvement/Instructional Support Team services) is needed to support students with disabilities in accessing the general education curriculum and making progress within the curriculum. IDEA grant funds will be used to purchase these services from the cooperative. IDEA grant funds will be used to purchase curriculum materials for the education of children with disabilities and professional development for all staff regarding differentiated instruction and supporting students with diverse learning needs. Purchased services from the special education cooperative, also funded by IDEA, expand the continuum of services provided to students with disabilities in our schools.

Response from the approved prior year Consolidated District Plan.

In conjunction with SASED (our special education cooperative), District 48 contributed to a district satisfaction and needs assessment survey to gauge how well our professional development, instructional coaching, and behavior support team services meet the needs of students with disabilities and staff in the district. Needs were assessed in both self-contained special education programs, as well as itinerant and district-based services. In reviewing the needs assessment results, it was determined that more support in the area of teacher support and coaching (School Improvement/Instructional Support Team services) is needed to support students with disabilities in accessing the general education curriculum and making progress within the curriculum. IDEA grant funds will be used to purchase these services from the cooperative. IDEA grant funds will be used to purchase curriculum materials for the education of children with disabilities and professional development for all staff regarding differentiated instruction and supporting students with diverse learning needs. Purchased services from the special education cooperative, also funded by IDEA, expand the continuum of services provided to students with disabilities in our schools.

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)

Most services remain consistent from the prior fiscal year, with additional instructional support (coaching) services provided to our District from the cooperative.

Response from the approved prior year Consolidated District Plan.

Most services remain consistent from the prior fiscal year, with additional instructional support (coaching) services provided to our District from the cooperative.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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)

Indicators 1 & 2: Graduation and Drop-Out - As the at-risk students in the lower grades grow, due to our work, they will be successful in the upper grades. Therefore, there is an increase in the number of graduates and fewer drop-outs. Social/ Emotional support will be a positive influence in academic areas. Indicator 3: Statewide Assessments - As we work with at-risk students, their statewide assessment results should show more success. Social/ Emotional support will be a positive influence in academic areas. Indicator 4: Suspension/Expulsion - As we lower the suspension/expulsion rate and work with students (re: social-emotional tools), we will see a greater impact in all areas. Indicators 5 & 6: Educational Environments - Building climate and culture will result in a more pleasant experience for all, resulting in positive growth for all. Indicator 7: Early Childhood Outcomes - We have positive outcomes in early childhood, working with the whole child on academics, S/E and behavioral growth. This will positively impact every child's schooling for years to come. Indicator 8: Parent Involvement - Strong parent involvement helps build the climate and culture for all; students will feel their parental support and want to work toward success. Indicator 12: Early Childhood Transition - Working together with parents to ensure a positive transition makes everything work smoothly. Proactive transitions are what we all seek. Indicator 13: Secondary Transition - Working together with parents to ensure a positive transition to high school makes everything work smoothly. Proactive transitions are what we all seek.

*Required field

Overview

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

PROGRAM: Youth in Care Stability

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

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Burnett"/>	<input type="text" value="Emily"/>	<input type="text" value="Director of Student Services & Human Resources"/>	<input type="text" value="eburnett@saltcreek48.org"/>

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Allard"/>	<input type="text" value="Rebecca"/>	<input type="text" value="Director of Operations and Business Services"/>	<input type="text" value="rallard@saltcreek48.org"/>

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

District 48 will provide free and appropriate public education in our schools and provide transportation, if needed, for all students placed into foster care or who change residences who qualify under the laws that relate to all educational services. We will collaborate with other school districts as needed. Those primarily responsible for this are: Emily Burnett, Director of Student Services & Human Resources, and Rebecca Allard, Director of Operations and Business Services. Given that foster care students represent a vulnerable population, Salt Creek School District 48 does everything in its power to maintain the continuity of a child's education continuity in our school system. The main factors, as cited in The Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, in this arena are the appropriateness of the current educational setting and the proximity of placement. We would place, or continue to place, the child in the appropriate school and classroom regardless of foster status and ensure that they are assessed for and receive all support services they would be eligible for. If any of this crosses responsibility with another district, we will work closely with that district to ensure that the child maintains continuity of educational service. Our leaders who oversee this process are Emily Burnett, Director of Student Services, and Becky Allard, Director of Operations and Business Services. Our goal is always to promote student success, so to that end, we would strongly consider all factors related to a child's well-being to determine if that child should stay in their school of origin or move to a school in our district. We would consult with the school of origin, assess the factors they have in place for helping that student, and consider whether that child is engaged there and if moving them would be disruptive. Our track record for homeless students and other students in need reflects the willingness to keep a child where they are and work out transportation so that their education is not disrupted. Some factors to consider include: the preferences of the child, preferences of the parents or education decision-makers, the child's attachment to the school, placement of the child's siblings, the influence of the school climate, including safety, availability, and the quality of the services that the child needs, history of school transfers, length of the commute, disability status of the child and services needed to meet that particular program, and EL status of the child and services required in that arena. The district will work with state welfare agencies to ensure all of these factors are considered and will convene appropriate meetings to consider these factors. We will make these considerations as quickly as possible to prevent discontinuity for the child. We would ensure that all mandated special services covered under IDEA and Section 504 are met. Similarly, we will make sure that all EL needs are met. As mentioned in the background and requirements section, we would strongly consider these specific factors related to transportation: safety, duration of the need for services, the time/length of travel time for the student each day, time of placement change, type of transportation available, traffic patterns, flexibility in the school schedule, the impact of extracurricular activities on transportation options, and maturity and behavioral capacity of the student. If the school or origin is in the child's best interest, we will support keeping that child in that placement. We would consider these factors in a consultative meeting with all relevant persons, including the other school or district and all adults interested in these children.

Response from the approved prior year Consolidated District Plan.

District 48 will provide a free and appropriate public education in our schools and provide transportation, if needed, for all students placed into foster care or who change residences who qualify under the laws that relate to all educational services. We will collaborate with other school districts as needed. Those primarily responsible for this are: Emily Burnett, Director of Student Services & Human Resources, and Rebecca Allard, Director of Operations and Business Services. Given that foster care students represent a vulnerable population, Salt Creek School District 48 does everything in its power to maintain the continuity of a child's education continuity in our school system. The main factors, as cited in The Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, in this arena are the appropriateness of the current educational setting and the proximity of placement. We would place, or continue to place, the child in the appropriate school and classroom regardless of foster status and ensure that the child is assessed for and receives all support services they would be eligible to receive. If any of this crosses responsibility with another district, we will work closely with that district to ensure that the child maintains continuity of educational service. Our leaders that oversee this process are Emily Burnett, Director of Student Services, and Becky Allard, Director of Operations and Business Services. Our goal is always to promote student success, so to that end, we would strongly consider all factors related to a child's well-being to determine if that child should stay in their school of origin or move to a school in our district. We would consult with the school of origin, assess the factors they have in place for helping that student, and consider whether that child is engaged there and if moving them would be disruptive. Our track record for homeless students and other students in need reflects the willingness to keep a child where they are and work out transportation so that their education is not disrupted. Some factors to consider include: the preferences of the child, preferences of the parents or education decision-makers, the child's attachment to the school, placement of the child's siblings, the influence of the school climate, including safety, availability, and the quality of the services that the child needs, history of school transfers, length of the commute, disability status of the child and services needed to meet that special program, and EL status of the child and needed services in that arena. The district will work with state welfare agencies to ensure all of these factors are considered and will convene appropriate meetings to consider these factors. We will make these considerations as quickly as possible to prevent discontinuity for the child. We would ensure that all mandated special services covered under IDEA and Section 504 are met. Similarly, we will make sure that all EL needs are met. As mentioned in the background and requirements section, we would strongly consider these specific factors related to transportation: safety, duration of the need for services, the time/length of travel time for the student each day, time of placement change, type of transportation available, traffic patterns, flexibility in the school schedule, the impact of extracurricular activities on transportation options, and maturity and behavioral capacity of the student. If the school or origin is in the child's best interest, we will support keeping that child in that placement. We would consider these factors in a consultative meeting with all relevant persons, including the other school or district and all adults interested in these children.

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 Youth in Care Stability Plan needs.

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

District 48 will continue to provide all IEP or Section 504 Plan services to children in our schools impacted by foster care or change of residence issues. As noted above, we will assess all students, provide all eligible services, and honor all IEPs and 504 Plans for students in foster care.

Response from the approved prior year Consolidated District Plan.

District 48 will continue to provide all IEP or Section 504 Plan services to children in our schools impacted by foster care or change of residence issues. As noted above, we will assess all students, provide all eligible services, and honor all IEPs and 504 Plans for students in foster care.

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

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

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

Similarly, we will continue to provide services within our EL program for all qualifying students in our district who are impacted by foster care or change of residence issues. We will also assess and provide district ELL support services for any foster students who qualify for that support.

Response from the approved prior year Consolidated District Plan.

Similarly, we will continue to provide services within our EL program for all qualifying students in our district who are impacted by foster care or change of residence issues. We will also assess and provide district ELL support services for any foster students that qualify for that support.

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

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

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

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

We have two complaint managers identified by Board Policy who would hear any disputes in these areas before such disputes go to the Superintendent or Board of Education: Becky Allard, Director of Operations and Business Services, and Emily Burnett, Director of Student Services & Human Resources. We have Board Policies that note two district hearing officers for any complaints regarding services for any students, including all services to foster students. These policies are 2:260 (Uniform Grievance Procedure), 6:260 Complaints About Curriculum, Instruction, and Educational Materials), 7:20 (Harassment of Students), and 8:70 (Accommodating Students with Disabilities). As noted previously, we always make decisions in the child's best interest and have a strong track record regarding supporting unique and creative transportation arrangements if needed. In the event of an ultimate dispute, we understand that the input of DCFS prevails and would wholeheartedly support that.

Response from the approved prior year Consolidated District Plan.

We have two complaint managers identified by Board Policy who would hear any disputes in these areas before such disputes go to the Superintendent or Board of Education: Becky Allard, Director of Operations and Business Services, and Emily Burnett, Director of Student Services & Human Resources. We have Board Policies that note two district hearing officers for any complaints regarding services for any students, including all services to foster students. These policies are 2:260 (Uniform Grievance Procedure), 6:260 Complaints About Curriculum, Instruction, and Educational Materials), 7:20 (Harassment of Students), and 8:70 (Accommodating Students with Disabilities). As noted previously, we always make decisions in the child's best interest and have a strong track record regarding supporting unique and creative transportation arrangements if needed. In the event of an ultimate dispute, we understand that the input of DCFS prevails and would wholeheartedly support that.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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.

Our staff is aware of the required Every Student Succeeds Act (ESSA) requirements for students in Youth in Care in the following ways: Our staff has regular PD on how to identify students and work with the LEA 's as well as the foster families and their rights. Under the requirements, a Best Interest Determination meeting is held to determine the best interest of the child in Youth in Care when a change of schools is being considered. Our staff is given annual PD on the forms and the meeting requirements. All factors relating to the child's best interest are considered and documented. Staff is trained to work with the LEA's on local procedures for transportation for students in Foster Care. Staff receive regular PD on working with child welfare agencies. Staff receive PD around the requirements that a student enrollment should not be delayed due to not having the normally required registration documents.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

Our Director of Student Services, Emily Burnett, and our Director of Operations and Business Services, Rebecca Allard, will collaborate and work with other school districts as needed to make sure any child who qualifies and needs special transportation is provided transportation to and from school at no charge to the families. We will ensure all students maintain continuity of school service, and if special transportation services are needed to any of our schools, we will provide that. School administrators include Emily Burnett, Director of Student Services, the Principal(s) of the impacted school(s), and Rebecca Allard, Director of Operations and Business Services. As mentioned in a previous section, we would consider these specific factors: safety, duration of the need for services, length of travel time and the times of the day such travel would take place, when a placement change might take place, types of transportation available, the school schedule, involvement in extracurriculars, and the maturity and capacity of the student to make such a change.

Response from the approved prior year Consolidated District Plan.

Our Director of Student Services, Emily Burnett, and our Director of Operations and Business Services, Rebecca Allard, will collaborate and work with other school districts as needed to make sure any child who qualifies and needs special transportation is provided transportation to and from school at no charge to the families. We will ensure all students maintain continuity of school service, and if special transportation services are needed to any of our schools, we will provide that. School administrators include Emily Burnett, Director of Student Services, the Principal(s) of the impacted school(s), and Rebecca Allard, Director of Operations and Business Services. As mentioned in a previous section, we would consider these specific factors: safety, duration of the need for services, length of travel time and the times of the day such travel would take place, when a placement change might take place, types of transportation available, the school schedule, involvement in extracurriculars, and the maturity and capacity of the student to make such a change.

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

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

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

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

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

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

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

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

As described previously, the district will ensure all children under any of these circumstances get to and from school in the most appropriate manner with no charge to the families. We will work in collaboration with State and local child welfare agencies to ensure that transportation for children in foster care is provided, arranged, and funded without disruption to educational services. We will ensure that all transportation options are funded without cost to the family. We would consider access to existing transportation routes, development of new transportation routes, public transportation if appropriate, route-to-route hand-offs, boundary hand-offs, and various private and contracted transportation services as needed. We would envision using local funds to pay for any needed transportation but understand that Title IV-E funds may be accessed for this purpose (and acknowledge that all children in foster care may not be eligible; tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion). We may also use Title I funds to pay for additional costs to transport children in foster care to their schools of origin (but acknowledge that funds reserved for comparable services for homeless children & youth may not be used for transportation). IDEA funds may be used if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation and state special education transportation funds (if the student has an IEP).

Response from the approved prior year Consolidated District Plan.

As described previously, the district will ensure all children under any of these circumstances get to and from school in the most appropriate manner with no charge to the families. We will work in collaboration with State and local child welfare agencies to ensure that transportation for children in foster care is provided, arranged, and funded without disruption to educational services. We will ensure that all transportation options are funded without cost to the family. We would consider access to existing transportation routes, development of new transportation routes, public transportation if appropriate, route-to-route hand-offs, boundary hand-offs, and various private and contracted transportation services as needed. We would envision using local funds to pay for any needed transportation but understand that Title IV-E funds may be accessed for this purpose (and acknowledge that all children in foster care may not be eligible; tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion). We may also use Title I funds to pay for additional costs to transport children in foster care to their schools of origin (but acknowledge that funds reserved for comparable services for homeless children & youth may not be used for transportation). IDEA funds may be used if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation and state special education transportation funds (if the student has an IEP).

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

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

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

We would use the Complaint Resolution Procedures outlined in our Board Policy Manual and, if needed, contact the DuPage Regional Office of Education to help resolve any dispute. We would use the Complaint Resolution Procedures noted in District Policy and/or our ROE to assist us in resolving it. Specifically, Board of Education Policies 2:260 (Uniform Grievance Procedures) and 8:70 (Accommodating Students with Disabilities) that list our Complaint Managers (Dr. Amy Zaher and Dr. Emily Burnett) and describe the complaint process will be used. These policies call for convening meetings at agreed-upon times, presentation of information, testimony as needed of those with needed information, and a fair and impartial determination of findings. The Board of Education receives the findings and is the ultimate authority in these complaints. We would follow legislation related to this issue as the first consideration.

Response from the approved prior year Consolidated District Plan.

We would use the Complaint Resolution Procedures outlined in our Board Policy Manual and, if needed, contact the DuPage Regional Office of Education to help resolve any dispute. We would use the Complaint Resolution Procedures noted in District Policy and/or our ROE to assist us in resolving it. Specifically, Board of Education Policies 2:260 (Uniform Grievance Procedures) and 8:70 (Accommodating Students with Disabilities) that list our Complaint Managers (Dr. Amy Zaher and Dr. Emily Burnett) and describe the complaint process will be used. These policies call for convening meetings at agreed-upon times, presentation of information, testimony as needed of those with needed information, and a fair and impartial determination of findings. The Board of Education receives the findings and is the ultimate authority in these complaints. We would follow legislation related to this issue as the first consideration.

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

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

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

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

We would ensure every child impacted by these issues gets to and from school free of charge in the ways checked above while any dispute is being resolved. We will provide transportation to ensure that the child is in school and that current transportation is continued. The school of origin is responsible for the transportation while all disputes are resolved.

Response from the approved prior year Consolidated District Plan.

We would ensure every child impacted by these issues gets to and from school free of charge in the ways checked above while any dispute is being resolved. We will provide transportation to ensure that the child is in school and make sure that current transportation is continued. The school of origin is responsible for the transportation while all disputes are resolved.

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

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

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

Our school offices are very aware of the unique needs of our students and regularly work with our Director of Student Services to ensure children get to and from school with no costs to the families. We have never had an issue in this arena and liberally apply whatever resources are needed so our children can attend school. Our Director of Student Services works with our Building Principals to ensure that we know all students for whom such transportation arrangements are relevant and that transportation is provided or adjusted as needed. We will discuss these processes with all staff at faculty meetings to ensure everyone knows our obligations and procedures. In addition, our school secretaries do much of the intake for students, so they will be fully informed to be alert to situations like this and make sure that the appropriate administrator is aware so appropriate arrangements can be made.

Response from the approved prior year Consolidated District Plan.

Our school offices are very aware of the unique needs of our students and regularly work with our Director of Student Services to ensure children get to and from school with no costs to the families. We have never had an issue in this arena and liberally apply whatever resources are needed so our children can attend school. Our Director of Student Services works with our Building Principals to make sure that we know all students for whom such transportation arrangements are relevant and that transportation is provided or adjusted as needed. We will discuss these processes with all staff at faculty meetings to ensure everyone is familiar with our obligations and procedures. In addition, our school secretaries do much of the intake for students, so they will be fully informed to be alert to situations like this and make sure that the appropriate administrator is aware so appropriate arrangements can be made.

*Required field

BSP Overview

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

BSP Contact Information

76 English Learners (ELs) are in the district

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

Last Name*

Phone*

First Name*

Email*

Middle

Initial

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

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

([count] of 3000 maximum characters used)

*Required field

76 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

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

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*														
1.	Salt Creek Primary School	PreK-1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
2.	Stella May Swartz School	2-4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
3.	Albright Middle School	5-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	0	
4.	Phillip J Rock Center	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
5.	Jackson Middle School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
6.	Visually Impaired Program	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
7.	STARS Autism Program	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0	
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below.
[Language Codes Alphabetical](#)

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

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

76 English Learners (ELs) are in the district

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

76 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE	<input type="checkbox"/>	TPI	<input checked="" type="checkbox"/>
-----	--------------------------	-----	-------------------------------------

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes	<input type="radio"/>	No	<input checked="" type="radio"/>
-----	-----------------------	----	----------------------------------

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes	<input type="radio"/>	No	<input checked="" type="radio"/>
-----	-----------------------	----	----------------------------------

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

76 English Learners (ELs) are in the district

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

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

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

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

Identify all members of the Bilingual Parent Advisory Committee.Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

Table with 10 rows for member information. Columns include Name, Street, Role, City, Language(s), State, Telephone, and Zip+4.

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: Name of Committee Chairperson:

A committee chair must be a member of the BPAC.

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

Projected Dates

Meeting (7/1/2024 - 6/30/2025)

Activity

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

Bilingual Advisory Committee Training (required activity).

76 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	03/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	10/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field

Board Approval, Certification, and Assurances

Instructions

- 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.

06/15/2023

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.

v.01.31.2024

Grant Application Certifications and 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 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?tol=/ecfr/browse/Title02/2cfr200_main_02.tol

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 Education 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; and
- 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, they:
 - 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.

v.04.26.2021

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 grant, 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.

v.04.23.2021

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.

v.01.31.2024

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](#)

AMY M. ZAHER

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 02/29/2024
RCDT when agreed to: 19-022-0480-02

The Consistency Check must be successfully processed before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

2/26/2024

Assurances were agreed to on:

2/29/2024

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

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
Returned for Changes	serowe	05-02-2024 10:38 AM
4th Program Review Complete	elroyreedb	04-30-2024 1:44 PM
3rd Program Review Complete	ehbandy	04-30-2024 8:28 AM
2nd Program Review Complete	esanchezmoinaNEW	04-23-2024 10:34 AM
1st Program Review Complete	nikcombs	04-11-2024 10:39 AM
Submitted to ISBE	cmartelli	04-11-2024 9:31 AM
Returned for Changes	nguzzman	03-18-2024 1:09 PM
4th Program Review Complete	jgreen812	03-13-2024 1:43 PM
3rd Program Review Complete	ehbandy	03-12-2024 9:07 AM
2nd Program Review Complete	esanchezmoinaNEW	03-04-2024 1:28 PM
1st Program Review Complete	nikcombs	02-29-2024 11:00 AM
Submitted to ISBE	AZaheD48	02-29-2024 10:29 AM

Page Review Status Instructions

Expand All

					Page Status	Open Page for editing
Consolidated District Plan						
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"/>
Youth in Care Stability Plan						
Youth in Care Stability Plan Contacts		OPEN				<input type="checkbox"/>
Best Interest Determination Plan		OPEN				<input type="checkbox"/>
Youth In Care Transportation Plan		OPEN				<input type="checkbox"/>
Bilingual Service Plan						
BSP Plan Specifics						
BSP Program Contact		OPEN				<input type="checkbox"/>
BSP Program Info		OPEN				<input type="checkbox"/>
BSP Short Form		OPEN				<input type="checkbox"/>
BSP Program Enrollment		OPEN				<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN				<input type="checkbox"/>
BSP Professional Development		OPEN				<input type="checkbox"/>
Assurance Pages						
Plan Assurances				FINAL		<input type="checkbox"/>
State Assurances				FINAL		<input type="checkbox"/>
Debarment				FINAL		<input type="checkbox"/>
Lobbying				FINAL		<input type="checkbox"/>
GEPA 442				FINAL		<input type="checkbox"/>
AssurancesText				FINAL		<input type="checkbox"/>

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by cmartelli on 6/17/2024](#)

Completed Print Jobs



Salt Creek School District 48
Board Memorandum
Action Item

Date: June 20, 2024

Subject: Non-Certified and Administrative Staff Tuition Reimbursement

Prepared by: Dr. Emily Burnett, Director of Student Services and Human Resources

Due to our small size and our uniqueness, we believe it is important to create opportunities to “grow our own” for the various staff who serve our students and staff. This memorandum presents a proposal for tuition reimbursement agreements for Non-Certified and Administrative staff pursuing ongoing education for the betterment of our school community.

The professionally negotiated agreement currently benefits our certified teachers. We would like to propose a benefit to expand this provision to encompass both graduate and doctoral studies for administrators and expand opportunities for our non-certified staff.

Draft Non-Certified Tuition Reimbursement Agreement

This agreement outlines the terms and conditions for tuition reimbursement provided by the Board to full-time non-certified staff for pre-approved college coursework. The reimbursement shall be provided according to the following guidelines:

1. Reimbursement Rate: The reimbursement rate for college credit shall not exceed \$350 per credit hour (or the equivalent in quarter-hours) up to \$1,050 per course and a maximum of \$4,200 per school year per non-certified employee.
2. Course Approval: Coursework submitted for tuition reimbursement must be approved by the Superintendent as beneficial to the district and must be from an accredited university. Evaluation of courses will adhere to the following guidelines:
 - Courses must be related to the professional assignment.Courses leading to additional certification or an education degree, as specified in section 1, are eligible for reimbursement. Non-certified staff pursuing a teaching license (PEL) or master's degree in areas identified by the District shall be reimbursed up to \$350 per credit hour up to \$1,050 per course, with the district identifying areas of need.
3. Annual Allocation: The Board will allocate \$12,600 annually from July to June for the continuing education of Non-Certified staff. Funds shall be disbursed on a first-come,

first-served basis and prioritized based on areas of need identified by the district. All coursework must be paid within the fiscal year that the course was taken. Any unexpended funds at the end of the fiscal year shall not be accumulated, and the fund for tuition reimbursement shall be reestablished the following year at \$12,600.

4. Reimbursement Process: Tuition will be reimbursed upon submission of official transcripts and proof of payment to the District Office. To qualify for reimbursement, a grade of "B" or better must be earned. Reimbursement must be submitted by the end of the course.
5. Eligibility Criteria: To be eligible for reimbursement, the employee must:
 - (a) Submit receipts of paid tuition and an official transcript or proof of grade.
 - (b) Be employed by Salt Creek School District 48 on a full-time basis for at least one year and have received approval for and completed coursework before the expiration of this agreement.
6. Repayment Clause: Should a non-certified employee who received tuition reimbursement resign within five school years following the school year in which tuition reimbursement is received, the employee shall repay the Employer the full amount of tuition reimbursement received.

Draft Administrative Tuition Reimbursement Agreement

We currently have a benefit for Administrative staff engaged in doctoral-level studies. However, the specifics of this benefit agreement were not previously outlined. This agreement outlines the terms and conditions for tuition reimbursement provided by the Board to Administrative staff for graduate and doctoral studies coursework. The reimbursement shall be provided according to the following guidelines:

1. Reimbursement Rate: The reimbursement rate for college credit shall not exceed \$350 per credit hour (or the equivalent in quarter-hours) up to \$1,050 per course and a maximum of \$4,200 per school year per Administrative employee.
2. Course Approval: Coursework submitted for tuition reimbursement must be approved by the Superintendent as beneficial to the district and must be from an accredited university. Evaluation of courses will adhere to the following guidelines:
 - Courses must be related to the professional assignment.Courses leading to additional certification or an education degree, as specified in section 1, are eligible for reimbursement. Administrative staff pursuing graduate or doctoral work in areas identified by the District shall be reimbursed up to \$350 per credit hour up to \$1,050 per course, with the district identifying areas of need.

3. Annual Allocation: The Board will allocate \$8,400 annually from July to June for the continuing education of Administrative staff. Funds shall be disbursed on a first-come, first-served basis and prioritized based on areas of need identified by the district. All coursework must be paid within the fiscal year that the course was taken. Any unexpended funds at the end of the fiscal year shall not be accumulated, and the fund for tuition reimbursement shall be reestablished the following year at \$8,400.
4. Reimbursement Process: Tuition will be reimbursed upon submission of official transcripts and proof of payment to the District Office. To qualify for reimbursement, a grade of "B" or better must be earned. Reimbursement must be submitted by the end of the course.
5. Eligibility Criteria: To be eligible for reimbursement, the employee must:
 - (a) Submit receipts of paid tuition and an official transcript or proof of grade.
 - (b) Be employed by Salt Creek School District 48 on a full-time basis for at least one year and have received approval for and completed coursework before the expiration of this agreement.
6. Repayment Clause: Should an administrative employee who received tuition reimbursement resign within five school years following the school year in which tuition reimbursement is received, the employee shall repay the Employer the full amount of tuition reimbursement received.

Becky has these funds built into the budget and next year's budget will continue to reflect the \$40,000 which allows some flexibility. Here is the breakdown of the limits of tuition reimbursement for each category:

Teachers Pursuing a Masters Degree	\$15,000
Administrators Pursuing Graduate or Doctoral	\$ 8,400
Non-Certified Staff Pursuing an Advanced Degree	\$12,600

As these funds are already in the budget, adding this small benefit for all employees, regardless of classification, would go a long way to "grow our own" within the district.

Recommendation:

To approve the provision of tuition reimbursement for non-certified staff and administrative staff as outlined.

DISTRICT 48 ENROLLMENT - JUNE 2024

June Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May June
2023 2023 2023 2023 2023 2023 2024 2024 2024 2024 2024 2024

DISTRICT 48 ENROLLMENT - JUNE 2024												
	June 2023	Aug. 2023	Sept. 2023	Oct. 2023	Nov. 2023	Dec. 2023	Jan. 2024	Feb. 2024	March 2024	April 2024	May 2024	June 2024
SALT CREEK												
Kdgn	57	50	50	51	51	51	51	51	51	51	51	50
1st	42	56	57	57	58	59	59	59	59	59	59	59
Pre-School	45	42	42	42	41	42	43	45	49	50	54	54
TOTAL	144	148	149	150	150	152	153	155	159	160	164	163
SWARTZ												
2nd	55	43	43	44	44	44	44	44	44	44	44	44
3rd	46	56	57	58	58	58	58	58	58	58	58	58
4th	50	44	48	45	46	46	45	45	45	45	45	45
TOTAL	151	143	148	147	148	148	147	147	147	147	147	147
ALBRIGHT M.S.												
5th	38	48	47	48	49	50	50	49	49	49	49	49
6th	40	40	44	44	44	43	43	42	43	44	44	45
7th	58	40	41	41	41	41	41	41	41	41	41	41
8th	51	59	64	66	64	63	65	65	65	65	65	65
TOTAL	187	187	196	199	198	197	199	197	198	199	199	200
District 48 TOT												
District 48 TOT	482	478	493	496	496	497	499	499	504	506	510	510

SASED PROGRAMS

(housed in District 48 Buildings)

June Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May June
2023 2023 2023 2023 2023 2023 2024 2024 2024 2024 2024 2024

SASED PROGRAMS												
	June 2023	Aug. 2023	Sept. 2023	Oct. 2023	Nov. 2023	Dec. 2023	Jan. 2024	Feb. 2024	March 2024	April 2024	May 2024	June 2024
SALT CREEK												
Vision - Pre-K/K												
Vision - K/1	7	3	3	3	6	6	6	6	6	6	7	7
TOTAL	7	3	3	3	6	6	6	6	6	6	7	7
SWARTZ												
Vision	5	15	16	16	13	13	13	14	14	14	14	14
TOTAL	5	15	16	16	13	13	13	14	14	14	14	14
ALBRIGHT M.S.												
Vision	9	8	8	9	9	9	9	9	9	9	9	9
TOTAL	9	8	8	9	9	9	9	9	9	9	9	9
SASED TOTAL												
SASED TOTAL	21	26	27	28	28	28	28	29	29	29	30	30

DISTRICT 48 STUDENTS/OUT-OF-DISTRICT PLACEMENTS

**June Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May June
2023 2023 2023 2023 2023 2023 2024 2024 2024 2024 2024 2024**

TOTAL	15	15	17	18	18	19	18	16	16	16	16	16
--------------	----	----	----	----	----	----	----	----	----	----	----	----

TOTAL NUMBER OF STUDENTS

**June Aug. Sept. Oct. Nov. Dec. Jan. Feb. March April May June
2023 2023 2023 2023 2023 2023 2024 2024 2024 2024 2024 2024**

SALT CREEK Sub-Total	151	151	152	153	156	158	159	161	165	166	171	170
---------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

SWARTZ Sub-Total	156	158	164	163	161	161	160	161	161	161	161	161
-----------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

ALBRIGHT Sub-Total	196	195	205	208	207	206	208	206	207	208	208	208
-------------------------------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

OUT OF DIST	15	15	17	18	18	19	18	16	16	16	16	16
--------------------	----	----	----	----	----	----	----	----	----	----	----	----

GRAND TOTAL	518	519	538	542	542	544	545	544	549	551	556	555
--------------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------



SALT CREEK SCHOOL DISTRICT NO. 48

SERVING THE COMMUNITIES OF ELMHURST • OAK BROOK • OAKBROOK TERRACE • VILLA PARK

www.saltcreek48.org

AMY M. ZAHER, ED.D.
Superintendent of Schools

ADMINISTRATIVE OFFICES
1110 S. VILLA AVE.
VILLA PARK, IL 60181
(630) 279-8400
FAX (630) 279-6167

To: Board of Education
Amy M. Zaher, ED.D., Superintendent of Schools

From: Rebecca J. Allard, Director of Operations & Business Services

Date: June 20, 2024

Subject: Approve FGM Architects to Proceed With
Pre-Referendum Construction Documents

At the May 16th board meeting and again at the June 3rd board facility committee meeting the board and administration discussed authorizing FGM Architects to continue the process of pre-referendum work of Design Development and Construction Documents.

The attached worksheet from FGM Architects outlines the costs for pre-referendum work previously approved by the board for schematic design (\$428,356.77). The document also outlines the cost to proceed to design development (\$619,277.40) and construction documents (\$1,238,554.79).

FGM is also asking for authorization for up to \$250,000 for consultants and site evaluations.

Authorizing this additional pre-referendum work will allow the district to follow the accelerated construction schedule, saving the district inflationary increases in supplies and materials. In addition, the accelerated construction schedule will minimize the disruption to student learning.

Recommendation:

Approve FGM Architects to proceed with pre-referendum work at a cost of \$ 2,107,832.19.

“Teaching Tomorrow’s Leaders”

1 Fee Detail- Basic Services- Fee Update for DD, CD

24-4013.01; 24-4013.02; 24-4013.03

1.24.24 v4 updated 6.11.24 v1

			Hard Cost	Fee %	Total fee	Schematic Design (SD)	Design Development (DD)	Construction Documents (CD)	Bid Negotiation (BN)	Contract Administration (CA)
						15.00%	20.00%	40.00%	5.00%	20.00%
A	AMS Master Planning Work (mid range) + FA allowance									
	1	Hard Cost only								
	2	Concept Budget			\$22,453,246	7.250%	\$ 1,627,860.34	complete	\$ 325,572.07	\$ 651,144.13
B	SCP Master Planning Work (mid range) + FA allowance									
	1	Hard Cost only								
	2	Concept Budget			\$8,584,284	8.500%	\$ 729,664.14	complete	\$ 145,932.83	\$ 291,865.66
C	Swartz Master Planning Work (mid range) + FA allowance									
	1	Hard Cost only								
	2	Concept Budget			\$8,692,500	8.500%	\$ 738,862.50	complete	\$ 147,772.50	\$ 295,545.00
\$ 39,730,030.00						Fee	\$428,356.77	\$ 619,277.40	\$ 1,238,554.79	future update future update

Notes

- 1 Hard cost update based on Nicholas budget dated 5.31.24/budget update attached.
- 2 Civil engineering fees and other specialty consultants are not part of Basic Services. Additional consultant services shall be billed per the Owner/Architect Agreement.
- 3 An amendment update, based on the DD estimate, may be created for the CD design phase fee. A final fee adjustment to the fee to be made based on the 95% CD Nicholas estimate (for BN/CA design phases).
- 4 This budget includes an allowance for facility assessment remodeling work, as noted below.
 - a AMS \$ 2,000,000.00
 - b SCP \$ 1,000,000.00
 - c Swartz \$ 1,000,000.00
- 5 An allowance for additional design/specialty consultant fees not included under Basic Services:

	low	high
a civil	\$ 60,000.00	\$ 100,000.00
b traffic	\$ 20,000.00	\$ 30,000.00
c soils	\$ 30,000.00	\$ 40,000.00
d estimation	\$ 12,000.00	\$ 18,000.00
e Site Survey	\$ 20,000.00	\$ 30,000.00
f Alternates	\$ 10,000.00	\$ 30,000.00
g Allowance:	\$ 152,000.00	\$ 248,000.00
- 6 Alternates will continue to be tracked as time and material efforts.

2 Base Bid Only Fee Summary

	At the start of Schematic Design (SD)	At the start of Design Development (DD)	At the start of Construction Documents (CD)	At the start of Bid Negotiation (BN)	Contract Administration-no change (CA)
SD	\$ 428,356.77				
DD		\$619,277.40			
CD			\$ 1,238,554.79		
BN				TBD	TBD
CA					
	\$ 428,356.77	\$619,277.40	\$ 1,238,554.79		

Base Bid Budget Update Based on Schematic Design Documents dated 4.26.24

Hard Costs:			
A	Construction Budgets:		
	1	Albright Middle School	\$22,453,246
	2	Salt Creek Primary	\$8,584,284
	3	Swartz Elementary School	\$8,692,500
B	Total Hard Cost:		\$39,730,030
Soft Costs:			
C	Professional Fee Allowance		
	1	Civil engineer, traffic engineer, soils engineer, survey, alternate design, architect fees, engineering fees	\$3,225,000
D	Asbestos Removal Allowance		
	1	Allowance- full scope to be developed by environmental consultant. Includes ASP and design costs.	\$230,000
E	FF&E Allowance		
	1	For spaces touched by medium remodeling or new construction	\$530,000
F	Technology Allowance		
	1	Allowance- Owner must confirm/generate budget numbers	\$300,000
G	Owner Contingency		
	1	Material testing, power charges, sanitary fees, borings, survey updates, moving fees, final cleaning, etc.	\$300,000
H	Total Soft costs		\$4,585,000
Total Project Budget- Hard Costs + Soft Costs			\$44,315,030

Alternates:			
	1	Alternate A1- remove existing gym and replace with new construction	\$3,621,137
	2	Alternate A2- additional district office remodeling	\$655,318
	3	Alternate A3- new stair at SW corner of AMS	\$1,412,294
	4	Alternate A4- additional accessible parking along Villa Ave.	\$272,907
	5	Alternate P1- classroom addition	\$1,413,593
	6	Alternate P2- add a natural playground	\$477,588
	7	Alternate P3- additional classroom exits	\$191,035



2023-24 SASED SUMMATIVE PROGRAM DATA

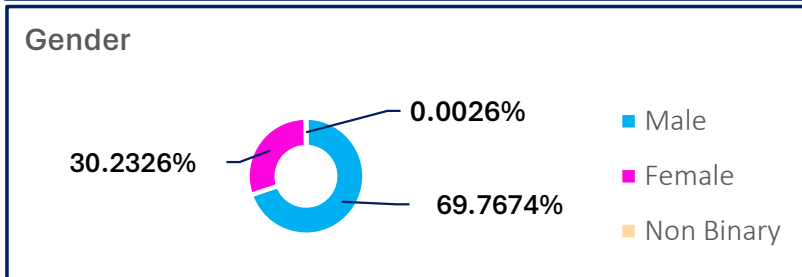
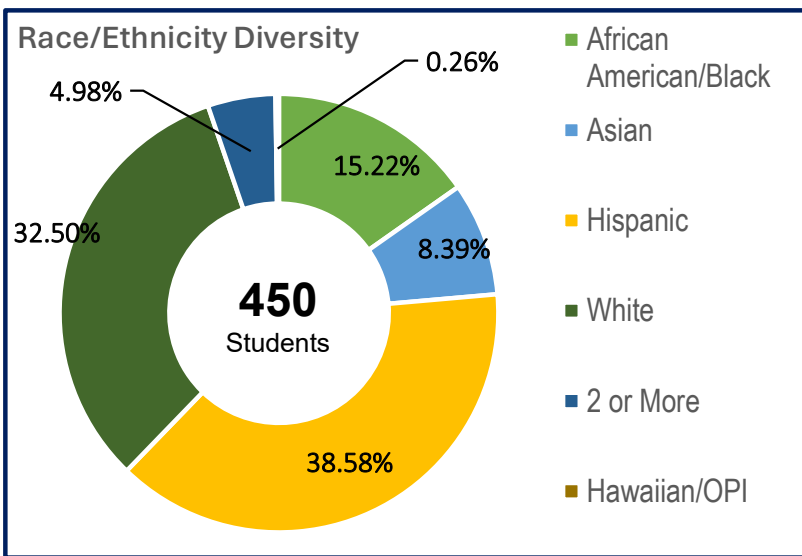
STUDENT ENROLLMENT BY PROGRAM AND GRADE BANDS

(source: Synergy)

	SASED	DHH	DIR	MN	SE	STARS	Project Search	Transition	Vision	Grade-Band Enrollment	
8.14.23	362	48	18	104	74	41	11	29	37	Early Childhood	42
Entry (+)	+ 88	+12	+ 7	+25	+28	+8	0	0	+8	Elementary	164
Exit (-)	- 63	-5	-4	-17	-23	-3	-3	-2	-6	Middle School	78
5.31.24	387	55	21	112	77	46	8	27	39	High School	71
										Transition	35

STUDENT DEMOGRAPHIC INFORMATION

(source: Synergy)



IDEA PRIMARY ELIGIBILITY		(source: Embrace)	%
O	Autism		25.90%
K	Emotional Disability		13.73%
E	Visually Impaired/Blindness		11.48%
A	Intellectual Disability		10.81%
N	Developmental Delay		9.01%
F	Hearing Impairment		7.88%
L	Other Health Impairment		6.53%
M	Multiple Disabilities		5.18%
G	Deafness		4.50%
D	Specific Learning Disability		4.05%
H	Deaf/Blindness		0.22%
P	Traumatic Brain Injury		0.22%
C	Orthopedic Impairment		0.22%
I	Speech/Language Impairment		0.22%

Low Income
54.5%

English Learners
26.9%

STUDENT ATTENDANCE, SUSPENSION, AND RTO DATA

(source: Synergy)



Chronic Absenteeism Rate 48.26%

- Illinois law defines "chronic absenteeism" as a student who misses greater than or equal to 10 percent of school days within an academic year.

Truancy Rate 12.14%

- Illinois law defines "truancy" as a student who misses between 1 and 5 percent of school days within an academic year without a valid excuse.

Chronic Truancy Rate 19.49%

- Illinois law defines "chronic truant" as a student who misses 5 percent or more of school days within an academic year without a valid excuse.

DISCIPLINE INCIDENTS		Student Count	14
Total # of days	27	ISS	OSS
		0	27
1 Day Suspension	2-3 Day Suspension	4-10 Day Suspension	
9	4	1	

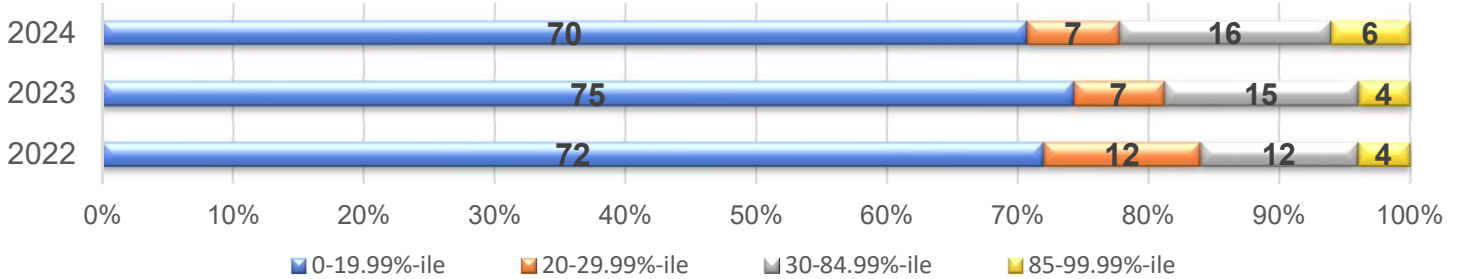
RESTRAINT AND TIME-OUT EVENTS		
RTO Events Type and Count		Students with an RTO event
Restrains 363	Time-Outs 0	45
Students w/ 1 RTO Event	Students with 2 - 4 RTO Events	Students with 5 or more RTO Events
16	10	19



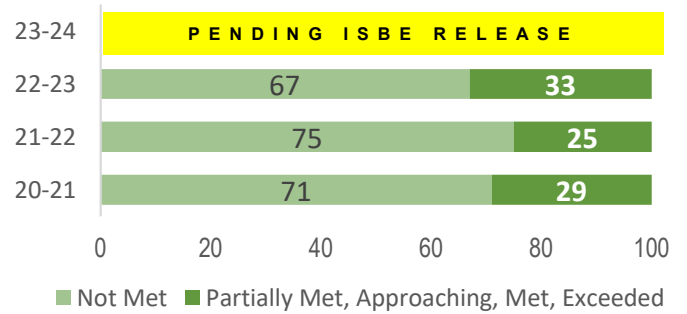
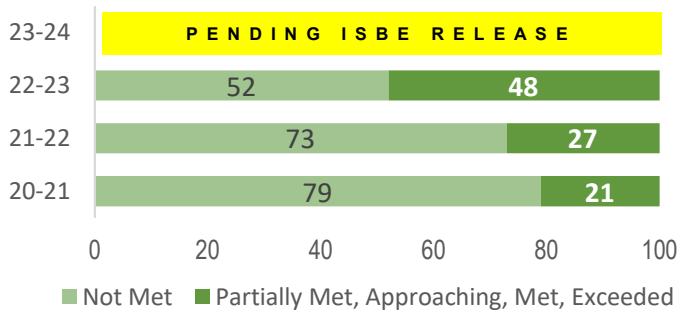
2023-24 SASED SUMMATIVE PROGRAM DATA

STUDENT ACADEMIC PROGRESS

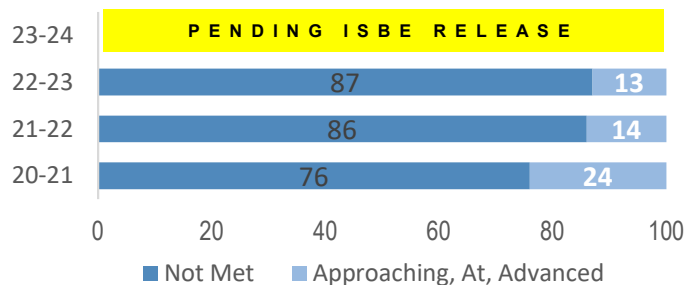
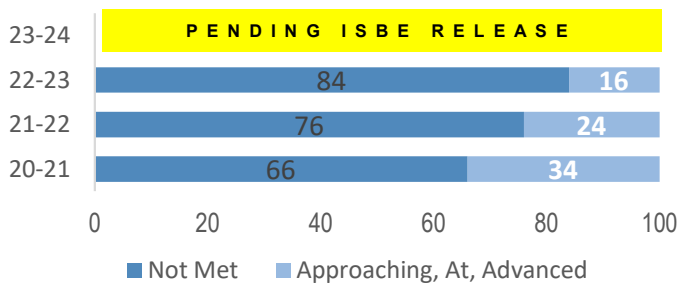
FastBridge Spring ELA Benchmark (SASED Local Assessment)



Illinois Assessment of Readiness Grades 3 – 8



Dynamic Learning Maps (DLM) Grades 3 – 11



PSAT / SAT

	20-21	21-22	22-23	23-24
PSAT 8/9	N/A	N = 5 Range: 520 - 880	N = 6 Range: 530 - 780	N = 10 Range: 400 - 820
PSAT 10	N/A	N = 5 Range: 690 - 760	N = 7 Range: 700 - 920	N = 5 Range: 570 - 920
SAT	N = 4 Range: 680 - 820	N = 11 Range: 600 - 930	N = 10 Range: 520 - 850	N = 9 Range: 460 - 910



2023-24 SASED SUMMATIVE PROGRAM DATA

District 48
Salt Creek

STUDENT ENROLLMENT BY PROGRAM AND GRADE BANDS

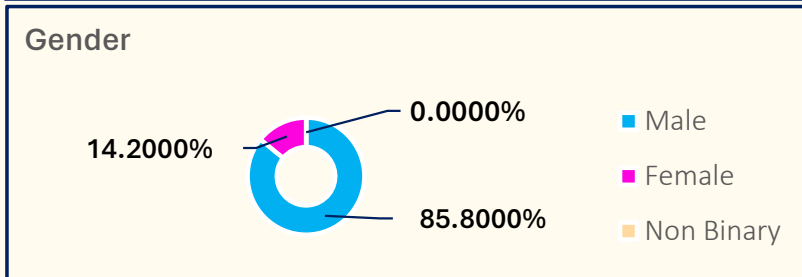
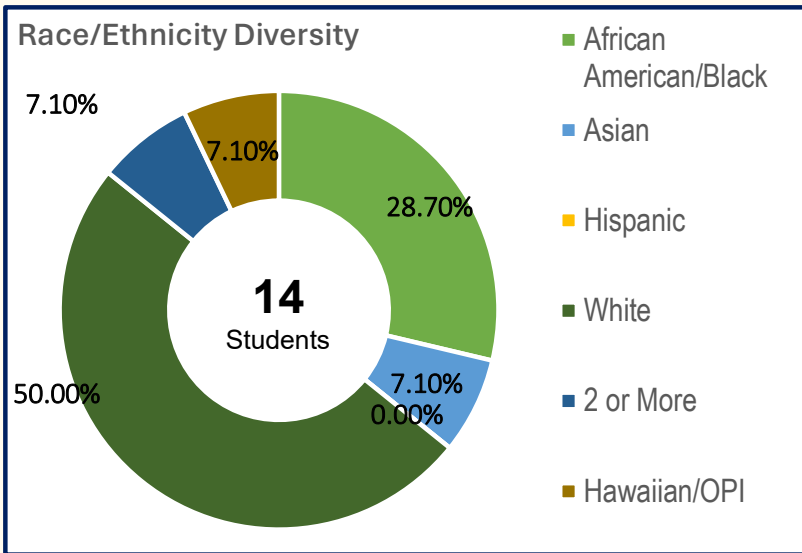
(source: Synergy)

	SASED	DHH	DIR	MN	SE	STARS	Project Search	Transition	Vision
8.14.23	13	1	0	3	2	6	N/A	N/A	1
Entry (+)	+1	0	0	0	+1	0	N/A	N/A	0
Exit (-)	-1	0	0	0	-1	0	N/A	N/A	0
5.31.24	13	1	0	3	2	6	N/A	N/A	1

Grade-Band Enrollment	
Early Childhood	3
Elementary	7
Middle School	4
High School	-
Transition	-

STUDENT DEMOGRAPHIC INFORMATION

(source: Synergy)



IDEA PRIMARY ELIGIBILITY (source: Embrace)		%
O	Autism	28.6%
K	Emotional Disability	21.5%
E	Visually Impaired/Blindness	7.1%
A	Intellectual Disability	0
N	Developmental Delay	35.7%
F	Hearing Impairment	7.1%
L	Other Health Impairment	0
M	Multiple Disabilities	0
G	Deafness	0
D	Specific Learning Disability	0
H	Deaf/Blindness	0
P	Traumatic Brain Injury	0
C	Orthopedic Impairment	0
I	Speech/Language Impairment	0

Low Income
69.2%

English Learners
35.7%

STUDENT ATTENDANCE, SUSPENSION, AND RTO DATA

(source: Synergy)



Chronic Absenteeism Rate 35.71%

- Illinois law defines "chronic absenteeism" as a student who misses greater than or equal to 10 percent of school days within an academic year.

Truancy Rate 9.09%

- Illinois law defines "truancy" as a student who misses between 1 and 5 percent of school days within an academic year without a valid excuse.

Chronic Truancy Rate 27.27%

- Illinois law defines "chronic truant" as a student who misses 5 percent or more of school days within an academic year without a valid excuse.

DISCIPLINE INCIDENTS		Student Count	1
Total # of days	2	ISS	OSS
		0	2
1 Day Suspension	2-3 Day Suspension	4-10 Day Suspension	
0	1	0	

RESTRAINT AND TIME-OUT EVENTS		
RTO Events Type and Count		Students with an RTO event
Restrains 2	Time-Outs 0	2
Students w/ 1 RTO Event	Students with 2 – 4 RTO Events	Students with 5 or more RTO Events
2	0	0

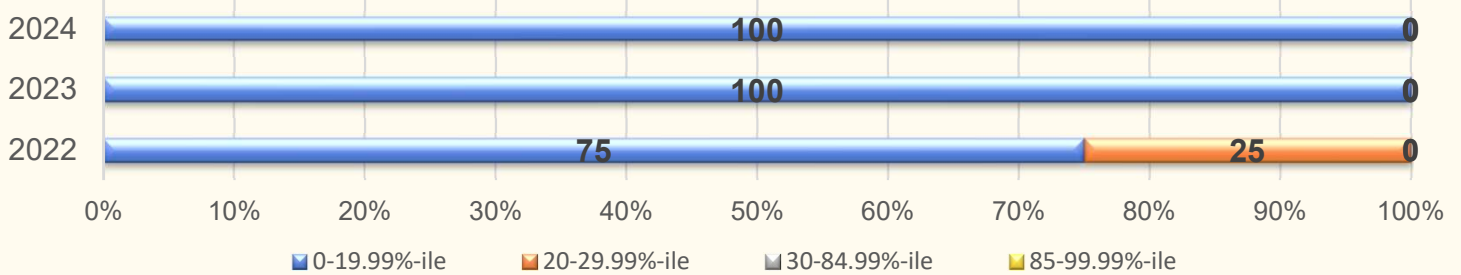


2023-24 SASED SUMMATIVE PROGRAM DATA

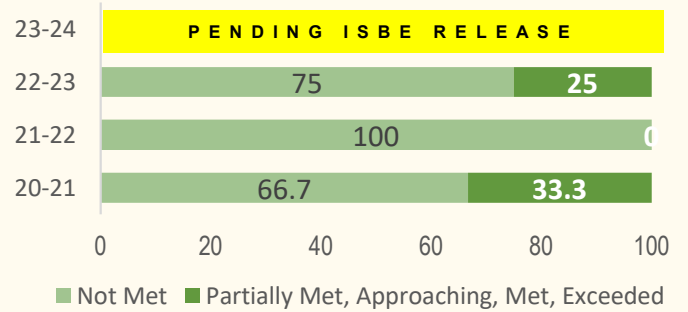
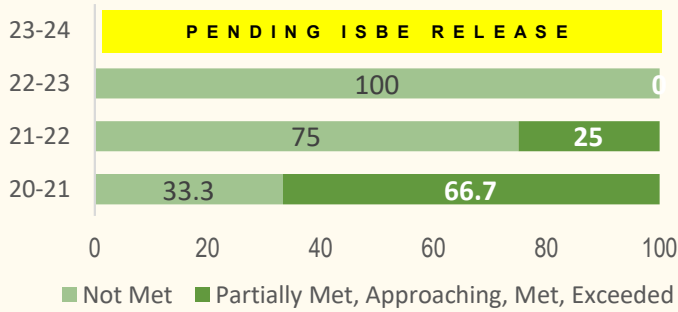
District 48
Salt Creek

STUDENT ACADEMIC PROGRESS

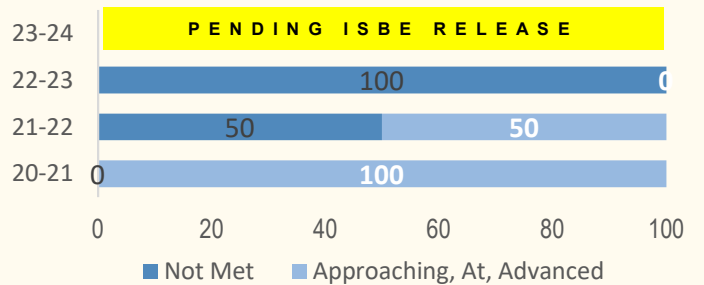
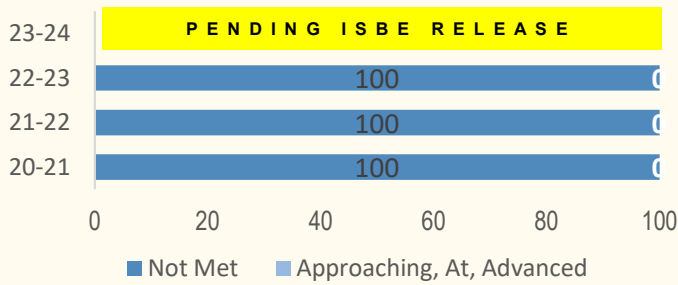
FastBridge Spring ELA Benchmark (SASED Local Assessment)



Illinois Assessment of Readiness Grades 3 – 8



Dynamic Learning Maps (DLM) Grades 3 – 11



PSAT / SAT

PSAT 8/9

PSAT 10

SAT

20-21

21-22

22-23

23-24

Not Applicable



SALT CREEK SCHOOL DISTRICT NO. 48

SERVING THE COMMUNITIES OF ELMHURST • OAK BROOK • OAKBROOK TERRACE • VILLA PARK

www.saltcreek48.org

AMY M. ZAHER, ED.D.
Superintendent of Schools
(630) 279-8400
FAX (630) 279-6167

ADMINISTRATIVE OFFICES
1110 S. VILLA AVE.
VILLA PARK, IL 60181

June 12, 2024

Mr. Frank Figueroa
Construction Analyst
Indiana, Illinois, Iowa Foundation for Fair Contracting
6170 Joliet Road, Suite 200
Countryside, IL 60525
ffigueroa@iifffc.org

Re: Freedom of Information Act Request dated June 11, 2024

Dear Mr. Figueroa,

Thank you for your correspondence sent to the district via electronic mail with your request for information pursuant to the Freedom of Information Act. In your request, received by us on June 12, 2024 you requested the following information:

- *Bid tabulations, engineers estimate and date the project was awarded.*
- *A copy of the signed contract between the School District and Patriot Pavement Maintenance Inc. ; advise the project start date and estimated completion date.*
- *A copy of Patriot Pavement Maintenance Inc. bid package to include, but not limited to, their Certificate of Insurance, bid bonds, list of subcontractors and references.*
- *Copies of any correspondence between the School District and Patriot Pavement Maintenance Inc.*

FGM Architects serves as the district representative for all Requests for Proposals and awarding of bids. Therefore, the district does not correspond directly with contractors.

Your request is granted at this time and the information requested is included with this response letter.

Sincerely,

A handwritten signature in black ink that reads "Dr. Amy M. Zaher".

Dr. Amy M. Zaher
Superintendent of Schools

“Teaching Tomorrow’s Leaders”

District 88 Board Recap

May 20, 2024

Recognition of District 88 Successes

Staff Recognition Dinner Program Cover- Design Winner

Congratulations to Willowbrook sophomore Andrea Castro for winning the Staff Recognition Dinner program cover-design contest! All District 88 students were invited to participate in the competition, where they were able to use any medium to create the program cover for the district's annual Staff Recognition event that honors employees for their years of service and upcoming retirements.

Andrea was selected by the Staff Recognition Dinner Committee as the winner out of 15 entries (submitted by nine students). As the winner, her image was featured on the program cover, and was presented with a \$100 gift card.

The Consent Agenda, which included the following items, was approved by the Board:

A. Approve meeting minutes from April 3, 2024 through April 22, 2024.

- 1) Minutes of the April 3, 2024 Behavioral Interventions Committee meeting.
- 2) Minutes of the April 8, 2024 Board meeting.
- 3) Minutes of the April 8, 2024, Closed Session Board meeting.
- 4) Minutes of the April 9, 2024 Building & Grounds meeting.
- 5) Minutes of the April 22, 2024 Board meeting.
- 6) Minutes of the April 22, 2024 Closed Session Board meeting.

B. Financial Reports

- 1) List of Bills- Vendor checks from May 2, 2024- May 15, 2024.

C. Boiler Pay Application #3- Boilers

D. Final Pay Application- WB Concession Stand

E. Final Pay Application- Transition Program Renovation

F. Donation

- A donation to Willowbrook High School of \$500.00 from the Coppersmith family.

G. Personnel

CERTIFIED STAFF APPOINTMENTS:

Amy Brown

Addison Trail English Teacher

Effective: August 12, 2024

Nydia Cabrera

Addison Trail Part-time Science Teacher

Effective: August 12, 2024

Sidney Montano

District Office Special Education Teacher- Transition Program

Effective: August 12, 2024

Francesca Holloway
Willowbrook English Teacher
Effective: August 12, 2024

Jillian Lipuma
Willowbrook English Teacher
Effective: August 12, 2024

Cory Lesniak
Addison Trail Athletic Trainer
Effective: July 01, 2024

Brandon Chastain
Willowbrook Athletic Trainer
Effective: July 01, 2024

Amy Pool
Willowbrook Athletic Trainer
Effective: July 01, 2024

CERTIFIED STAFF RETIREMENT:

Jennifer Burns
Willowbrook Math Teacher
Effective: End of 2029-2030 school year at which time Jennifer will have completed 33 years of service with District 88.

CERTIFIED STAFF RESIGNATIONS:

Portia Ransom
Willowbrook English Department Chair
Effective: May 24, 2024

Amy Weltin
Addison Trail Special Education Teacher
Effective: May 24, 2024

CLASSIFIED STAFF APPOINTMENTS:

Jesus Grado
Addison Trail Buildings and Grounds 2nd Shift Custodian
Effective: May 28, 2024

John Cianci
Willowbrook Student Supervisor
Effective: May 13, 2024

CLASSIFIED STAFF CHANGE IN STATUS:

Julie Tyszkiewicz
From District Office Part-time Vocational Coach to District Office Full-time Vocational Coach

Effective: August 14, 2024

CLASSIFIED STAFF RETIREMENT:

Lynda Jrab

Addison Trail Technology Support Specialist

Effective Date: End of 2025-2026 school year at which time Lynda will have completed 17 years of service with District 88.

REVISED CLASSIFIED STAFF RETIREMENT:

Linda Radtke

Willowbrook Music Teacher Assistant

Effective Date: End of 2025-2026 school year at which time Linda will have completed 28 years of service with District 88.

CLASSIFIED STAFF RESIGNATIONS:

Josie Kandich

Addison Trail Library Media Center Teacher Assistant

Effective: May 17, 2024

Rebecca Strunks

Addison Trail Math Teacher Assistant

Effective: May 24, 2024

Briseida Noyola

Addison Trail Special Education Teacher Assistant

Effective: June 27, 2024

Marie Portera

Addison Trail Registered Nurse

Effective: May 24, 2024

SUMMER SCHOOL STAFF APPOINTMENTS:

Title	Location	Staff
Summer School Social Worker	Addison Trail	Jennifer Dowling; Isabel Witte
Summer School Online Consumer Management Teacher	Addison Trail	Joe Mahoney
Summer School Public Speaking and Communication Teacher	Addison Trail	Lilin De La Torre; Stephen Bruns
Summer School Edgenuity Teacher	Addison Trail	Brian Bennett
Summer School Special Education Direct Instruction Credit Recovery Teacher	Addison Trail	Marina Kalic

Summer School Special Education Direct Instruction Credit Recovery Teacher	Willowbrook	Dalila Ramirez; Mary Doro
Summer School Online Consumer Management Teacher	Willowbrook	Mary Barney; Laura Lopez
Summer School Public Speaking and Communication Teacher	Willowbrook	Adam Hage; Franchesca Holloway
Summer School Edgenuity Teacher	Willowbrook	Zachary Joiner; Pete Makrinski
Summer School Driver's Education Classroom Teacher	Willowbrook	Eduardo DeLaCruz; Clyde Ware
Summer Behind The Wheel Instructor	Willowbrook	Steve Belknap; Matt Cochran; Frank DeAngelis; Eduardo DeLa Cruz; John Fouser; Michael Haussmann; William Lech; Michael Marotta; Richard Ortiz; Gary Walker; Clyde Ware
Summer School Social Worker	Willowbrook	Erik Engel
Summer School Nurse	Willowbrook	Lilia Franco
Summer School Teacher Assistant	Willowbrook	Fernando Villegas; Barbara Meredith; Melissa Nelson; David Moxley; Niklas Zimmermann; Linda Landes; Marianne Greco; Victor Noyola Jr.
Summer School Student Supervisor	Willowbrook	Laura Nork; Darryl Thompson
Summer School Progress Program Coordinator	Willowbrook	Regina Wathier

Summer School Teacher Assistant	Addison Trail	Mary Ann Miller; Nicole Estrada; Vivian Gomez
Summer School Transition Program Vocational Assistant	Addison Trail	Mari Minor
Summer School Student Supervisor	Addison Trail	Stacy Schwieger
Summer School Transition Program ESY Teacher	District Office	Lori LaBarbera
Summer School Transition Program Vocational Assistant	District Office	Julie Tyskiewicz
Summer School Coordinator	Willowbrook	Tara Murphy
Summer School EL (English Learner) Language Support Teacher	Willowbrook	Hiriany Lorenzo Paulino
Summer School EL Academic Support Credit Recovery Teacher Assistant	Willowbrook	Barbara Juvan
Summer School Special Education ESY Teacher	Willowbrook	Hannah Walsh; Tiffany Linwood; Yusuf Shah
Summer School Science Direct Instruction Credit Recovery Teacher	Willowbrook	Bradley Schmit; John Fauser
Summer School English Direct Instruction Credit Recovery Teacher	Willowbrook	Kate Wilson
Summer School Math Direct Instruction Credit Recovery Teacher	Willowbrook	Carrie Skala; Steven Bridges

Separate Action items, which include the following were approved by the Board:

A. Treasurer's Report – April 2024

- B. Budget Status Report – April 2024
- C. Amended Budget Fiscal Year 2023-24
- D. Treasurer’s Bond Renewal
- E. Food Service Management Contract
- F. Photography Services
- G. Physical Education Uniforms
- H. Custodial Supplies Purchase
- I. Spring 2025 Willowbrook High School Band, Choir, and Orchestra Orlando Trip

Discussion Items

- A. Review of Board Policies (1st Reading)- As reviewed by the Board Policy Committee
 - 1) Updated Board Policies- 2:40, 2:260, 2:265, 4:190, 5:10, 5:20, 5:300, 7:10, 7:20, 7:180
 - 2) Updated Board Policies - New 2:270
 - 3) Updated Board Policies - Rewritten 5:1000
 - 4) Updated Board Policies - Review and Monitoring 2:50, 2:60, 2:140, 4:20, 4:110, 5:35, 5:40, 6:40, 6:185

B. Summer Updates

District 88 Assistant Superintendent for Curriculum and College and Career Pathways Yvonne Tsagalis, Willowbrook Principal Dr. Daniel Krause, and Addison Trail Principal Jack Andrews shared important updates and reminders regarding summer happenings at the schools, as well as registration and residency verification information for the 2024-25 school year.

Information (no discussion)

A. Credit Card Summary

Mr. Ryan Domeracki, Chief Financial Officer, presented the district’s credit card use report for April 2024, as outlined in Board Policy 4:55 Use of Credit and Procurement Cards.

School Recognitions

Addison Trail

- The PBIS BBQ took place last week. More than 2,750 hot dogs cooked for students and staff!
- Many year-end celebrations have taken place, including the theater banquet and band banquet.
- Graduation for the class of 2024 was on Sunday with about 450 students.
- The all-staff BBQ is on Wednesday.
- As a reminder, final exams will be May 22-24, with periods 1, 3, and 4 on May 22; periods 7, 2, and 5 on May 23; and periods 8, 6, and 0/makeups on May 24.
- ATPO is back! We will be hosting 3-4 family food nights at local restaurants to help raise funds for scholarships and other events ATPO supports. 8/15/2024 at Culver’s here in Addison.

ATHLETICS

- State finalist Brooke Greaves will be competing in the girl's track 110m Hurdles.
- Baseball and softball are entering regionals. Baseball (Glenbard East on Thursday at home) Softball (St. Charles East on Wednesday at St. Charles East)

Willowbrook

- Our annual celebration of Warrior Pride and demonstration of our Warrior Code was held on Wednesday, May 15, during all lunch periods. Students enjoyed a grilled lunch as we celebrated our outstanding school year.
- The 65th annual commencement exercises for Willowbrook High School were held on Sunday, May 19, 2024, to honor nearly 500 members from the Class of 2024.
- Freshmen, Sophomore, and Junior students will be completing Final Exams beginning May 22, 2024, and concluding on May 24, 2024.

ATHLETICS

- On Wednesday, May 15th, we hosted the 64th Annual Willowbrook Athletic Booster Club Senior Athletic Banquet. Congratulations to this year's [award and scholarship recipients!](#)
- Congratulations to our Varsity Boys Track & Field Team for their 2nd place finish at this past Friday's West Suburban Conference Gold Championship Meet. Congratulations to the following student-athletes who won individual conference championships: Evan Weder (High Jump), Jordan Pate (Long Jump), and Jaden Royal (Triple Jump). Best of luck to the Warriors as they compete in the IHSA Class 3A Sectional Championships on Thursday, May 16th, at Glenbard North.
- Congratulations to Lillian Caron (1st Singles) and the team of Jasmine Langston and Abby Schnittker (1st Doubles) for competing at this past weekend's IHSA Badminton State Tournament at DeKalb High School. Special recognition to Lillian Caron on qualifying for Day 2 of the tournament and finishing as one of the Top 16 Badminton Players in the State of Illinois. Thank you student athletes and coaches for a great season!
- Congratulations to our Varsity Softball team for their recent victories over Hinsdale South (12-4), Leyden (16-12), and Proviso East (17-0), Fenton, and Proviso East. On Friday, May 17th we recognized the following Senior student-athletes: Isabella Dugo, Karman Rowe, Lindsey Rugg, Maddie Wolf, and Zada Cotto.
- Our Varsity Baseball Team is in the middle of a 5-game win streak, with recent victories over Leyden (5-0), Bolingbrook (6-2), Leyden (2x), and Lincoln-Way West.
- Congratulations to Danny Javier (Vault), Jae Newman (Floor, Vault, and High Bar), Jacob Seremak (Pommel Horse), Isaac Smith (Floor and Vault), and Jose Ulloa (Pommel Horse) for competing in the IHSGCA State Championship Meet this past Saturday, May 11th, at Hoffman Estates High School. Congratulations to Danny Javier for receiving All-State honors on the Vault with a 9th-place finish. Thank you student athletes and coaches for a great season!
- Congratulations to our Varsity Girls Soccer team for their 1-0 victory over DeKalb in this past Saturday's IHSA Regional Quarterfinal. The Warriors went on to face St. Charles North in this past Tuesday's IHSA Regional Semifinal where they lost in a valiant effort. Thank you student athletes and coaches for a great season!
- Best of luck to our Varsity Boys Tennis team as they host the IHSA Boys Tennis Sectional Championships this upcoming Friday, May 17th, and Saturday, May 18th, on the North and South Tennis courts.
- Congratulations to our Varsity Boys Volleyball team for their two-set WSC Gold victory (25-12, 25-17) over Proviso East this past Tuesday, May 14th. The Warriors dropped their IHSA Regional Quarterfinal against on Monday, May 20th at Oswego East.
- Registration for our 2024 Athletic Summer Camps is now open. Parents/guardians can register their students at: <https://dupage88.revtrak.net/rw-wbhs-athletics>

IMPORTANT DATES

May 22-24	Final Exams
June 3	Summer School & Summer Camps Begin
June 19	No School
July 4	Villa Park Parade

Action Necessitated by Closed Session

- A. Approval of Administrative-Management-Non-Union-Exempt Employees Compensation Adjustments
- B. Administrative Benefit Adjustment

BOARD OF EDUCATION MEETING DATES

All meetings are at 7:30 p.m. in the District 88 Boardroom (unless otherwise noted)

Monday, June 10, 2024:Board of Education Meeting

Monday, June 24, 2024:Board of Education Meeting

DuPage High School District 88- 2 Friendship Plaza, Addison, IL 60101

District 88 Board Recap

June 10, 2024

The Consent Agenda, which included the following items, was approved by the Board:

A. Financial Reports

- 1) List of Bills- May 2024
- 2) List of Bills- Vendor checks from May 16 –June 4, 2024

B. Copy Paper FY25 - Amendment

C. Final Pay Application for Pre-Purchased Mechanical Equipment

D. Approval of Citizens Advisory Council Applicant

E. Fundraiser(s) Exceeding \$1,000

- Addison Trail Theatre will host a car wash. The proceeds will be used to purchase costumes and the set for the fall show.

F. Donation

- A donation to Willowbrook High School in the amount of \$500.00 from St. John's Lutheran Church.

G. Personnel

CERTIFIED STAFF APPOINTMENTS

Travis Wolff

Willowbrook Guidance Department Chair

Effective: August 12, 2024

CERTIFIED STAFF RESIGNATIONS

Cameryn Wysocki

Willowbrook Part-time Italian Teacher

Effective: May 23, 2024

Dana Whittaker

Willowbrook Guidance Department Chair

Effective: May 24, 2024

CLASSIFIED STAFF APPOINTMENTS

Linda Landes

Willowbrook Special Education 1:1 Teacher Assistant

Effective: August 14, 2024

Jennifer Correa

Willowbrook Student Supervisor

Effective: August 14, 2024

REVISED CLASSIFIED MID-MANAGEMENT STAFF APPOINTMENTS:

Cory Lesniak

Addison Trail Athletic Trainer
Effective: June 01, 2024

Brandon Chastain
Willowbrook Athletic Trainer
Effective: June 01, 2024

Amy Pool
Willowbrook Athletic Trainer
Effective: June 01, 2024

Jesus Grado
Addison Trail Buildings and Grounds 2nd Shift Custodial Foreman
Effective: May 28, 2024

CLASSIFIED STAFF CHANGE IN STATUS

Carina Merino
From Addison Trail Dean's Secretary- Level II to Addison Trail Administrative Assistant- Level IV
Effective: July 01, 2024

Luisa Aguirre
From Addison Trail Attendance Secretary- Level II to Addison Trail Deans Secretary- Level II
Effective: August 05, 2024

CLASSIFIED STAFF RESIGNATIONS

Katherine Morris
Addison Trail Math Teacher Assistant
Effective: May 24, 2024

William Crowder
Addison Trail Buildings & Grounds 3rd Shift Custodian
Effective: May 29, 2024

SUMMER SCHOOL STAFF APPOINTMENTS

Kristin Carlson
Summer Behind The Wheel Instructor
Willowbrook

Arissa Bregman
Summer School Teacher Assistant
Willowbrook

Separate Action items, which include the following were approved by the Board:

- A. Early Property Tax Resolution
- B. Abatement from Working Cash Fund to Capital Projects Fund Resolution
- C. Yearbook Proposal
- D. Review of Board Policies (2nd Reading)

The Board of Education adopted the following updated Board Policies: 2:40, 2:50, 2:60, 2:140, 2:260,

2:270, 2:265, 4:20, 4:110, 4:190, 5:10, 5:20, 5:35, 5:40, 5:100, 5:300, 6:40, 6:185, 7:10, 7:20, 7:180.

Discussion Items

A. 2023-24 Strategic Plan-1st Read

The District 88 Administration recommended that the Board of Education adopt the district's updated strategic plan, effective June 24, 2024. To view District 88's updated strategic plan and online dashboard, go to www.dupage88.net/StrategicPlan2023.

B. Property/Casualty/Liability Insurance Renewal 2024-25

Mr. Ryan Domeracki, Chief Financial Officer, reported the district is a member of the Collective Liability Insurance Cooperative (CLIC), a self-funded insurance cooperative representing 190 school districts throughout Illinois. This year's annual premium reflects an increase of \$21,937 or 5.5%. This renewal reflects a five-year loss ratio that decreased slightly to 99.8% from the prior year 101.4%, the hardening insurance market and the ongoing challenges to secure cyber risk coverage.

C. Workers Compensation Insurance Renewal 2024-25

Mr. Ryan Domeracki, Chief Financial Officer, provided an update on the School Employees Loss Fund (SELF) Cooperative annual renewal meeting for 2024-25 held May 17, 2024. SELF is a cooperative of 83 school districts in Illinois that self-insure for workers compensation insurance.

School Recognitions

Addison Trail

- Summer school started on June 3rd. There are 198 students enrolled and 22 students have already earned credits.
- Three Addison Trail students from the class of 2024 were recently awarded their College and Career Pathway Endorsement in Education Teacher Preparation through the Illinois State Board of Education (ISBE). Those students are Estrella Sanchez, Kassandra Murillo Rodriguez and Maya Reyes.
- The Illinois State Board of Education and the Illinois Student Assistance Commission would like to remind seniors that there's still time to apply for the Free Application for Federal Student Aid (FAFSA). Students who plan to attend college or technical education in 2024-25 are strongly encouraged to complete the FAFSA to receive funding for post-secondary education. Qualifying undocumented students should complete the Alternative Application for Illinois Financial Aid. For free assistance with the college-planning and financial-aid process, go to <http://isac.org/connect>.
- The Principal's Welcome Letter/Registration/ Material Pick-Up information will be mailed to families in mid-July. For more information and details, go to www.dupage88.net/Registration2024-25

ATHLETICS

- Summer camps at Addison Trail have been in full swing, including activities such as Badminton, Baseball, Bowling, Cross Country, Cheer, Poms, Golf, and Wrestling. Additionally, our Soccer and Basketball camps are actively running, along with their summer league competitions.
- This summer, Addison Trail is hosting 16 camps. To register, go to www.dupage88.net/ATSummerCamps2024.

Willowbrook

- Summer school began on June 3 for students completing courses from the 2023-24 school year and/or courses required for graduation. Students are completing consumer management, public speaking, driver education and a variety of courses to fulfill graduation requirements.
- Last week, the Counseling Department began its summer hours. The Student Services Office will be open from 8 a.m. to 12:30 p.m. through June 27, except on Fridays and on June 19. A School

Counselor will be available to meet with students enrolled in summer school or who have scheduling questions or conflicts. Counselors also will be available to meet with new transfer students.

ATHLETICS

- Congratulations to David Wolff on his 4th-place finish in the 55-meter dash at the Special Olympics Illinois Summer Games! That event took place from June 7 to 9 in Bloomington-Normal.
- Athletic Summer Camps began on June 3. Camps will continue throughout June and July. To register, and for more details, go to www.dupage88.net/WBSummerCamps2024.

IMPORTANT DATES

June 19 No school

July 4 No school and Villa Park 4th of July Parade

Superintendent Report

Dr. Barbanente announced that the The Illinois State Board of Education (ISBE) will adopt the ACT to serve as the federally-required science accountability assessment for Grade 11, effective with the 2024-25 school year and no longer use the SAT assessment. The state administration of the ACT will include English, mathematics, reading, science, and writing. Students will no longer take a separate Illinois Science Assessment in Grade 11. Students in Grade 10 will take the preACT Secure, and students in Grade 9 will take the preACT 9 Secure. Tests will be administered online, unless they have a specific disability that requires paper.

Action Necessitated by Closed Session

There was no action necessitated by closed session.

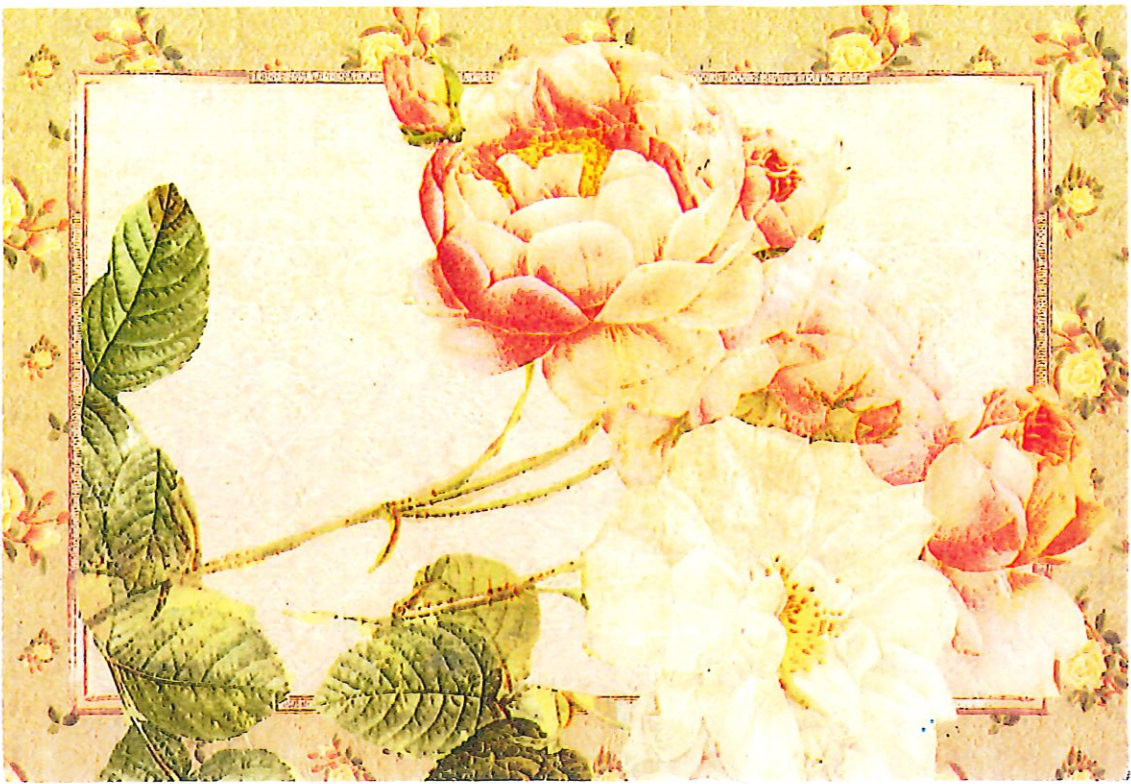
BOARD OF EDUCATION MEETING DATES

All meetings are at 7:30 p.m. in the District 88 Boardroom (unless otherwise noted)

Monday, June 24, 2024:Board of Education Meeting

Monday, August 12, 2024:Board of Education Meeting

DuPage High School District 88- 2 Friendship Plaza, Addison, IL 60101



SD48 School Board Administration
It has been a true honor to
serve as an educator in this
fine community! I thank you
for the recognition of my
commitment to our children.
My heart was humbled at by
all the kind words offered
as I enter the chapter of
retirement.

Thank you for the
monetary gift or service
and the lovely clock to
mark time as I relax!

With heartfelt love -
Deanna Bauers



Dear District 48 Board,
Thank you so much for an amazing
Retirement Party and for the
generous gift. I will always
cherish my time in the district.
17 years flew by!

Thank you for your continued
support. There is no School
Board like you and I consider
myself very lucky to work for
you.

Warm regards,
Angie Ross



To my dear Board Members-

Thank you so very much
for the wonderful party
and the retirement gifts.

More importantly, thank
you for the many years
of teamwork and friendship!
You have made my job
enjoyable for the past
23 years, thank you!
See you all in the
neighborhood! ☺

Especially the
people
like you.

Forever,

Sammy

