

**AGENDA FOR BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT #154
HELD AT THE COMMUNITY HIGH SCHOOL DISTRICT #154 AT 7:00 PM
MONDAY, JUNE 24, 2024**

- A. Call to Order
- B. Introduction of Guests
- C. Public Comments (3-5) minutes.
- D. Consent Agenda
 - 1. Read and approve the minutes of the regular and executive session of the May 28, 2024 meeting.
 - 2. Read and approve the financial obligations of the District and Treasurers report.
 - 3. Recommend acceptance of the John Swanson Trust, Kooi and Pingel Educational Loan Trust Summary Report, Union American Legion Scholarship and Franks Family Fine Arts Fund of May 31, 2024.
 - 4. Recommend approving David Engelbrecht as the District Authorized Agent for Investment Accounts, Building and Grounds, Bus Rentals, and all previously granted authority given the Superintendent according to District adopted Board of Education Policy and the School Code of Illinois for the fiscal year 2025.
 - 5. Recommend approval of the Illinois State Board of Education Consolidated District Plan for Marengo Community High School District 154.
The consolidated District Plan requires annual Board approval prior to submission to the State Board of Education.
- E. New Business
 - 1. Student Services Update 2023-2024
 - 2. Recommend a motion to adjourn to a Public Hearing to discuss the transfer of \$500,000 from the Operations and Maintenance Fund (20) to the Capital Projects Fund (60) at 7:20 pm.
 - a. Public Comments
 - b. Motion to close the transfer hearing and to reconvene to regular session at _____pm.
 - 3. Recommend approval of a Resolution to transfer \$500,000 from the Operations and Maintenance Fund 20 to the Capital Projects Fund 60
 - 4. Recommend a motion to adjourn to a Public Hearing to review the Amended FY 2024 Marengo Community High School Budget at 7:25 pm.
 - a. Public Comments
 - b. Motion to close the budget hearing and to reconvene to regular session at _____pm.

5. Recommend adoption of the Amended FY 2024 Budget for Marengo Community High School District 154.
 6. Recommend approval of the personnel report as presented.
 7. Recommend passing a Resolution of the Marengo Community High School District #154, McHenry County, Illinois asserting the Prevailing Wages of Laborers, Workmen, and Mechanics Employed on Public Works District #154.
 8. Recommend approval of the 2024-2025 Parent Student Handbook as presented.

 9. Recommend keeping the cost of school lunches at \$2.85 (the same as last year).
- F. Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6).
- G. Return from Executive Session at 10:15pm.
- H. Recommend possible action as a result of executive session.
- I. Superintendent Report
1. Complete listing of IASB calendar events - www.IASB.com/calendar
 2. IASB Kishwaukee Division News
 - a. Joint Annual Conference (Save the Date) November 22-24, 2024
 3. Newsletter June - <https://secure.smores.com/n/fsuhj>
 4. Communications
 5. Upcoming Dates:

July 29, 2024 - Board Meeting
- J. Adjournment

TUESDAY, MAY 28, 2024

Minutes of the regular scheduled public meeting of the Board of Education of Community High School District Number 154, McHenry County, Illinois, held at Marengo High School, 110 Franks Road, Marengo, Illinois, in said School District at 7 P.M.

President Todd Volkening called the meeting to order at 7:02 pm

Present in Person: Todd Volkening, Jodie Kanaly, Candice Samuelson, Shane Spring, Tony Martin
Administration Present: Superintendent David Engelbrecht

Business Manager: Michael Bognar

- A. Call to order
- B. Introduction of Guests
- C. Public Comments (3-5) minutes.
- D. Moved by Shane Spring and second by Jodie Kanaly to approve the consent agenda items as presented. Roll Call 5 Ayes 0 Nays. Motion Carried.

Consent Agenda

- 1. Read and approve the minutes of the regular and executive session minutes from May 13, 2024.
- 2. Read and approve the financial obligations of the District and the Treasurer's Report.
- 3. Recommend acceptance of the April 30, 2024 Summary Reports for the investments of the John Swanson Trust, Union American Legion donation and Franks Family Fund.
- 4. Review of the April 30, 2024 Summary Reports for the investments of Kooi and Pingel Educational Trust.

E. New Business

- 1. Presentation of Student Awards and recognition.
- 2. Motion to Table the personnel report until after executive session by Jodie Kanaly and seconded by Tony Martin. Roll Call 5 Ayes 0 Nays. Motion Carried.
- 3. Moved by Jodie Kanaly and second by Candice Samuelson to approve the disposal of surplus items including chairs, student drafting tables, smart boards, a piano, and a 2002 GM Suburban. Roll Call 5 Ayes 0 Nays. Motion Carried.
- 4. Moved by Shane Spring and second by Tony Martin the approval of the bid from Carmichael Construction for concrete repairs/replacement at a cost of \$234,818. Roll Call 5 Ayes 0 Nays. Motion Carried.
- 5. Moved by Tony Martin and second by Shane Spring the approval of the bid from Royer Asphalt for asphalt repair/replacement at a cost of \$727,458.72. Roll Call 5 Ayes 0 Nays. Motion Carried.
- 6. Moved by Shane Spring and second by Jodie Kanaly approval to purchase a Ventrac Power unit and accessories through the Schools of Illinois Cooperative at a cost of \$48,325.60 for the mower and \$12,778 for attachments. Roll Call 5 Ayes 0 Nays. Motion Carried.

7. Moved by Tony Martin and second by Shane Spring the approval to purchase a used Genie Scissor lift GS-3232 from United Rentals at a cost of \$16,500. Roll Call 5 Ayes 0 Nays. Motion Carried.
8. Presentation made on the possible purchase of property adjacent to the existing school property.
9. Moved by Candice Samuelson and second by Jodie Kanaly the approval to renew the annual contract with Partners for Prevention not to exceed \$61,275. Roll Call 5 Ayes 0 Nays. Motion Carried.
10. Moved by Tony Martin and second by Jodie Kanaly the approval for Marengo Community High School to join the Schools of Illinois Public Cooperative. Roll Call 5 Ayes 0 Nays. Motion Carried.
11. Recommend Moved by Shane Spring and second by Candice Samuelson the approval to replace our fuel dispensing and recording system with the purchase and installation of a FMLive Fuel Management System for \$23,029. Roll Call 5 Ayes 0 Nays. Motion Carried.

F. Superintendent/Board Report was presented

G. Moved by Tony Martin and second by Shane Spring to go into Executive Session at 8:05 p.m. to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6).

Returned from Executive Session at 8:57 p.m

H. Motion by _____ and second by _____ to approve the personnel report as presented.

- Resignations / Retirements
 - Faith Barnes - Bus Driver
- Hires & Raises
 - Jefferey Parsons - School Security Officer \$25 hourly
 - Michael Ashbaugh - Summer Technology \$15.50 hourly
 - Ella Martin - Student Worker \$15 hourly
 - Evan Martin - Student Worker \$15 hourly
- ESP Staff Raises

Last Name	First Name	Work Type	Wage
Ackley	Lisa	Office	\$32,862.40/year
Bankord	Noah	CustMaint	\$19.80/hour
Bardoner	Katie	Kitchen	\$17.53/hour
Bessler	Jordyn	SpecEd	\$18.73/hour
Bognar	Michael	Office	\$78,603.20/year
Boxleitner	Wade	Kitchen	\$17.53/hour
Brandmire	Brian	Kitchen	\$17.53/hour
Brosch	Elizabeth	SpecEd	\$30.06/hour
Brown	Mary	Office	\$17.45/hour

Carlson	Cheryl	Kitchen	\$17.53/hour
Clark	Cecilia	Kitchen	\$29,234.72/year
Driver	Tammie	Office	\$70,844.80/year
Enriquez	Mitzi	CustMaint	\$16.28/hour
Hogan	Deb	Kitchen	\$18.62/hour
Johnson	Scott	CustMaint	\$21.81/hour
Kane	Dan	IT	\$108,160/year
Karczewski	Laurie	Trans	\$29.70/hour
Kieser	Ashley	Nurse	\$31.78/hour
Koleno	Dora	Office	\$44,262.40/year
Kollenkark	Ed	CustMaint	\$17.53/hour
Long	Vincent	Trans	\$72,278.50/year
McGuire	Susan	Office	\$69,305.60/year
Montes-Xelhua	Veronica	Kitchen	\$17.53/hour
Olbrich	Joan	SpecEd	\$21.09/hour
Piske	Michele	Office	\$27,189/year
Rotes	Brennan	CustMaint	\$17.53/hour
Schroepfer	Tim	IT	\$65,977.60/year
Sebastian	Tim	ISS Supervisor	\$22.53/hour
Seemann	Dawn	Office	\$32,774.40/year
Speruta	Joseph	CustMaint	\$19.52/hour
Spinelli	David	CustMaint	\$17.53/hour
Stauber	Nora	Office	\$50,044.80/year
Swanson	Adam	CustMaint	\$64,480/year
Swanson	Don	CustMaint	\$97,489.60/year
Tjaden	Carrie	SpecEd	\$18.73/hour
Thorson	Lori	Trans	\$63,262.08/year
Webb	Rich	ALOP	\$98,020.64/year

I. Move to Adjourn at 9:27 p.m.

Signed:

Todd Volkening

Jodie Kanaly

MARENGO COMMUNITY HIGH SCHOOL TREASURER'S REPORT

May 2024							
NOW Account	TOTAL	EDUCATION	BUILDING	TRANSPORT	RETIREMENT	TORT	SITE
Beginning Balance	\$ 152,466.27	\$ 67,360.75	\$ 6,389.57	\$ 79,826.37	\$ (1,110.42)	\$ -	\$ -
Total Receipts + Interest	\$ 1,284,289.12	\$ 952,329.74	\$ 230,299.53	\$ 69,383.57	\$ 29,933.54	\$ 500.00	\$ 1,842.74
Total Available	\$ 1,436,755.39	\$ 1,019,690.49	\$ 236,689.10	\$ 149,209.94	\$ 28,823.12	\$ 500.00	\$ 1,842.74
Disbursements	\$ 1,381,808.55	\$ 1,064,746.85	\$ 236,689.10	\$ 49,206.74	\$ 28,823.12	\$ 500.00	\$ 1,842.74
New CD purchase	\$ -						
Ending Balance	\$ 54,946.84	\$ (45,056.36)	\$ 0.00	\$ 100,003.20	\$ -	\$ -	\$ -
Interest earned in Sweep Account \$6,557.33							
	Fund	Acct #	Start Date	Mature Date	Amount	Rate	
	ED	MM80912397			\$ 5,128.47	2.58	
	ED	SWEEP20322773220			\$ 1,344,357.47	2.40	
	ED	PMA 3362383	6/8/2023	6/7/2024	\$ 951,250.00	5.08	
	ED	PMA 10624026	7/11/2023	7/10/2024	\$ 948,500.00	5.33	
	ED	PMA10658673	8/18/2023	8/19/2024	\$ 948,600.00	5.29	
	ED	PMA10688753	9/18/2023	9/17/2024	\$ 948,400.00	5.39	
	ED	PMA10711242	10/3/2023	10/2/2024	\$ 947,850.00	5.45	
	ED	PMA10759701	11/27/2023	11/26/2024	\$ 948,300.00	5.40	
			Total Education Investments		\$ 7,042,385.94		
	Fund	Acct #	Start	Mature	Amount	Rate	
	BLDG	SWEEP20322773220			\$ 515,218.99	2.30	
	BLDG	PMA1356406	12/4/2023	6/3/2024	\$ 973,900.00	5.27	
	BLDG	PMA10628474	7/18/2023	7/17/2024	\$ 475,050.00	5.19	
			Total Building Investments		\$ 1,964,168.99		
	Fund	Acct #	Start	Mature	Amount	Rate	
	TRANS	SWEEP20322773220			\$ 301,617.34	2.30	
			Total Transportation Investments		\$ 301,617.34		
	Fund	Acct #	Start	Mature	Amount	Rate	
	RETIREMENT	SWEEP20322773220			\$ 65,269.59	2.30	
	Fund	Acct #	Start	Mature	Amount	Rate	
	TORT	SWEEP20322773220			\$ 78,817.41	2.30	
	Fund	Acct #	Start	Mature	Amount	Rate	
	SITE	SWEEP20322773220			\$ 707,197.16	2.30	
	SITE	PMA10583535	6/6/2023	6/6/2024	\$ 712,850.00	5.12	
	SITE	PMA10721468	10/17/2023	7/15/2024	\$ 720,850.00	5.35	
			Total Site Investments		\$ 2,140,897.16		
			TOTAL INVESTMENTS		\$ 11,593,156.43		

District #154 Treasurer *Juan McShure*



• *Change in the Value of Your Account*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Beginning Market Value	\$1,784,571.72	\$1,759,640.65
Deposits		
Cash	0.00	4,226.21
Distributions		
Cash	-748.00	-4,548.00
Bank Fees	0.00	-8,854.68
Change in Portfolio Value		
Income	2,664.62	25,629.21
Market Change	42,559.90	52,954.85
Ending Market Value	\$1,829,048.24	\$1,829,048.24

• *Realized Gain and Loss Summary*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Realized Capital Gain/Loss	\$2,897.94	\$4,053.72

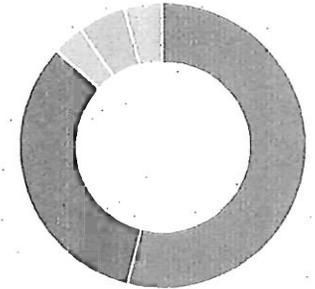
• *Income Summary*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Dividends	2,471.45	15,263.93
Mutual Fund Capital Gains Dividends	0.00	1,042.85
Interest	193.17	844.79
Return of Capital	0.00	8,477.64
Total Income	\$2,664.62	\$25,629.21
Estimated Annual Income:	\$50,778.40	



• Summary of Your Assets

	Market Value on May 31, 2024	% of Your Account for Current Period
U.S. Equity Funds	707,067.24	38.66
International Developed	207,736.43	11.36
Emerging Markets	72,702.28	3.97
Total Equity	\$987,505.95	53.99 %
Taxable Funds	469,569.89	25.67
Extended Fixed Funds	130,380.28	7.13
Total Fixed Income	\$599,950.17	32.80 %
Long/Short Equity	25,783.86	1.41
Multi-Strategy	39,499.69	2.16
Total Hedge Funds	65,283.55	3.57 %
Miscellaneous	95,665.92	5.23
Unclassified	1,702.07	0.09
Total Other	97,367.99	5.32 %
Cash Equivalents	78,940.58	4.32
Total Cash	\$78,940.58	4.32 %
Your Total Assets	\$1,829,048.24	100.00 %



- Total Equity
- Total Fixed Income
- Total Hedge Funds
- Total Other
- Total Cash

* may not add to 100% due to rounding





• *Change in the Value of Your Account*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Beginning Market Value	\$153,796.65	\$165,338.63
Deposits		
Cash	0.00	69.66
Distributions		
Cash	-15.00	-15.00
Bank Fees	0.00	-14,500.00
Change in Portfolio Value		
Income	247.38	2,912.35
Market Change	3,281.93	3,505.32
Ending Market Value	\$157,310.96	\$157,310.96

• *Realized Gain and Loss Summary*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Realized Capital Gain/Loss	\$9.54	\$321.11

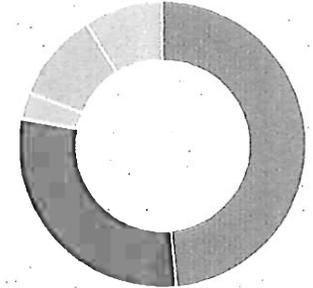
• *Income Summary*

	May 01, 2024 to May 31, 2024	Jan 01, 2024 to May 31, 2024
Dividends	226.05	1,343.47
Mutual Fund Capital Gains Dividends	0.00	79.91
Interest	21.33	102.40
Return of Capital	0.00	1,386.57
Total Income	\$247.38	\$2,912.35
Estimated Annual Income:	\$4,331.93	



• *Summary of Your Assets*

	Market Value on May 31, 2024	% of Your Account for Current Period
U.S. Equity Funds	54,615.02	34.72
International Developed	16,060.96	10.21
Emerging Markets	5,617.71	3.57
Total Equity	\$76,293.69	48.50 %
Taxable Funds	36,268.77	23.06
Extended Fixed Funds	10,081.50	6.41
Total Fixed Income	\$46,350.27	29.46 %
Long/Short Equity	1,771.37	1.13
Multi-Strategy	3,126.86	1.99
Total Hedge Funds	4,898.23	3.11 %
Miscellaneous	15,516.85	9.86
Unclassified	278.18	0.18
Total Other	15,795.03	10.04 %
Cash Equivalents	13,973.74	8.88
Total Cash	\$13,973.74	8.88 %
Your Total Assets	\$157,310.96	100.00 %



- Total Equity
- Total Fixed Income
- Total Hedge Funds
- Total Other
- Total Cash

* may not add to 100% due to rounding





INVESTMENT REPORT
 May 1, 2024 - May 31, 2024



Envelope # BQJKDHBBBJLQR

0006601 02 AB 0.544 02 TR 00054 FIEH4Y02 000000
 MARENGO COMMUNITY HIGH SCHL #2
 FRANKS FAMILY
 110 FRANKS RD
 MARENGO IL 60152-3425



BROKERAGE MARENGO COMMUNITY HIGH SCHOOL
 ► Account Number: 647-272396

Your Account Value: \$167,238.06

Change from Last Period: ▲ \$4,598.21

	This Period	Year-to-Date
Beginning Account Value	\$162,639.85	\$158,779.81
Subtractions	-	-423.77
Change in Investment Value *	4,598.21	8,882.02
Ending Account Value **	\$167,238.06	\$167,238.06
Accrued Interest (AI)	0.00	
Ending Account Value Incl. AI	\$167,238.06	

Your Advisor/Agent

BRINKER CAPITAL INV LLC
 1055 WESTLAKES DR STE 250
 BERWYN PA 19312

Phone: (800) 333-4573

Advisor/Agent Message

Advisory services offered through Orion Portfolio Solutions dba Brinker Capital Investments. Forms ADV2a, CRS, and Privacy Policy can be found at Orion.Com. Call 800.379.2513 For physical copies of these documents. Additional information is available at investment adviser public disclosure website at www.Adviserinfo.Sec.Gov by searching CRD number 107975 or SEC file number 801 57265. We have amended form ADV effective March 30, 2024 which may affect your account. Visit Orion.Com for current form ADV.

* Reflects appreciation or depreciation of your holdings due to price changes, transactions from Other Activity In or Out and Multi-currency transactions, plus any distribution and income earned during the statement period.
 ** Excludes unpriced securities.

Your Advisor is an independent organization and is not affiliated with Fidelity Investments. Brokerage services provided by **Fidelity Brokerage Services LLC (FBS)**, Member NYSE, SIPC (800) 544-6666. Brokerage accounts carried with National Financial Services LLC (NFS), Member NYSE, SIPC.



MR_CE_BQJKDHBBBJLQR_BBBB 20240531 S P



INVESTMENT REPORT
May 1, 2024 - May 31, 2024

Envelope # BQJKDHBBBHJDC

0006600 02 AB 0.544 02 TR 00054 FIEH4Y02 000000
MARENGO COMMUNITY HIGH SCHOOL
SWANSON FAMILY
110 FRANKS RD
MARENGO IL 60152-3425



Your Advisor/Agent

BRINKER CAPITAL INV LLC
1055 WESTLAKES DR STE 250
BERWYN PA 19312

Phone: (800) 333-4573

Advisor/Agent Message

Advisory services offered through Orion Portfolio Solutions dba Brinker Capital Investments. Forms ADV2a, CRS, and Privacy Policy can be found at Orion.Com. Call 800.379.2513 For physical copies of these documents. Additional information is available at investment adviser public disclosure website at www.Adviserinfo.Sec.Gov by searching CRD number 107975 or SEC file number 801 57265. We have amended Form ADV effective March 30, 2024 which may affect your account. Visit Orion.Com for current Form ADV.



BROKERAGE MARENGO COMMUNITY HIGH SCHOOL
▶ Account Number: 647-010570

Your Account Value: \$88,505.47

Change from Last Period: ▲ \$2,723.94

	This Period	Year-to-Date
Beginning Account Value	\$85,781.53	\$84,053.82
Subtractions	-	-224.25
Change in Investment Value *	2,723.94	4,675.90
Ending Account Value **	\$88,505.47	\$88,505.47
Accrued Interest (AI)	0.00	
Ending Account Value Incl. AI	\$88,505.47	

* Reflects appreciation or depreciation of your holdings due to price changes, transactions from Other Activity In or Out and Multi-currency transactions, plus any distribution and income earned during the statement period.
** Excludes unpriced securities.

Your Advisor is an independent organization and is not affiliated with Fidelity Investments. Brokerage services provided by **Fidelity Brokerage Services LLC (FBS)**, Member NYSE, SIPC (800) 544-6666. Brokerage accounts carried with National Financial Services LLC (NFS), Member NYSE, SIPC.



MR_CE_BQJKDHBBBHJDC_BB BBBB 20240531 S P



INVESTMENT REPORT
May 1, 2024 - May 31, 2024



Envelope # BQJJZFBBBJZGQ

0006602 02 AB 0.544 02 TR 00054 FIEH4Y02 000000
MARENGO COMMUNITY HIGH SCHOOL
110 FRANKS RD
MARENGO IL 60152-3425



John Swanson



BROKERAGE MARENGO COMMUNITY HIGH SCHOOL

▶ Account Number: 676-541856

Your Account Value: \$95,897.48

Change from Last Period: ▲ \$2,088.12

	This Period	Year-to-Date
Beginning Account Value	\$93,809.36	\$92,171.61
Subtractions	-	-265.00
Change in Investment Value *	2,088.12	3,990.87
Ending Account Value **	\$95,897.48	\$95,897.48
Accrued Interest (AI)	0.00	
Ending Account Value Incl. AI	\$95,897.48	

Your Advisor/Agent

BRINKER CAPITAL INV LLC
1055 WESTLAKES DR STE 250
BERWYN PA 19312

Phone: (800) 333-4573

Advisor/Agent Message

Advisory services offered through Orion Portfolio Solutions dba Brinker Capital Investments. Forms ADV2a, CRS, and Privacy Policy can be found at Orion.Com. Call 800.379.2513 For physical copies of these documents. Additional information is available at investment adviser public disclosure website at www.Adviserinfo.Sec.Gov by searching CRD number 107975 or SEC file number 801 57265. We have amended Form ADV effective March 30, 2024 which may affect your account. Visit Orion.Com for current Form ADV.

- * Reflects appreciation or depreciation of your holdings due to price changes, transactions from Other Activity In or Out and Multi-currency transactions, plus any distribution and income earned during the statement period.
- ** Excludes unpriced securities.

Your Advisor is an independent organization and is not affiliated with Fidelity Investments. Brokerage services provided by **Fidelity Brokerage Services LLC (FBS)**, Member NYSE, SIPC (800) 544-6666. Brokerage accounts carried with National Financial Services LLC (NFS), Member NYSE, SIPC.



MFLCE_BQJJZFBBBJZGQ_BB BBBB 20240531 S P S 006602 FIEH4Y02 003667



INVESTMENT REPORT
 May 1, 2024 - May 31, 2024



Envelope # BQJKDHBBBLWJR

0006598 02 AB 0.544 02 TR 00054 FIEH4Y02 000000
 MARENGO COMMUNITY HIGH SCHOOL
 110 FRANKS RD
 MARENGO IL 60152-3425



American Legion



BROKERAGE MARENGO COMMUNITY HIGH SCHOOL
 ► Account Number: 648-028843

Your Account Value: \$87,054.66

Change from Last Period: ▲ \$2,393.27

	This Period	Year-to-Date
Beginning Account Value	\$84,661.39	\$82,651.54
Subtractions	-	-220.58
Change in Investment Value *	2,393.27	4,623.70
Ending Account Value **	\$87,054.66	\$87,054.66
Accrued Interest (AI)	0.00	
Ending Account Value Incl. AI	\$87,054.66	

- * Reflects appreciation or depreciation of your holdings due to price changes, transactions from Other Activity In or Out and Multi-currency transactions, plus any distribution and income earned during the statement period.
- ** Excludes unpriced securities.

Your Advisor/Agent

BRINKER CAPITAL INV LLC
 1055 WESTLAKES DR STE 250
 BERWYN PA 19312

Phone: (800) 333-4573

Advisor/Agent Message

Advisory services offered through Orion Portfolio Solutions dba Brinker Capital Investments. Forms ADV2a, CRS, and Privacy Policy can be found at Orion.Com. Call 800.379.2513 For physical copies of these documents. Additional information is available at investment adviser public disclosure website at www.Adviserinfo.Sec.Gov by searching CRD number 107975 or SEC file number 801 57265. We have amended Form ADV effective March 30, 2024 which may affect your account. Visit Orion.Com for current Form ADV.

Your Advisor is an independent organization and is not affiliated with Fidelity Investments. Brokerage services provided by **Fidelity Brokerage Services LLC (FBS)**, Member NYSE, SIPC (800) 544-6666. Brokerage accounts carried with National Financial Services LLC (NFS), Member NYSE, SIPC.



MR_CE_BQJKDHBBBLWJR_BBBB 20240531 S P 006598 FIEH4Y02 003664



INVESTMENT REPORT
May 1, 2024 - May 31, 2024



Envelope # BQJJWFBBMLVB

0006599 02 AB 0.544 02 TR 00054 FIEH4Y02 000000
MARENGO COMMUNITY HIGH SCHOOL
110 FRANKS RD
MARENGO IL 60152-3425



American Region



BROKERAGE MARENGO COMMUNITY HIGH SCHOOL
▶ Account Number: 676-541852

Your Account Value: **\$88,672.14**

Change from Last Period: ▼ \$8,006.43

	This Period	Year-to-Date
Beginning Account Value	\$96,678.57	\$94,968.14
Subtractions	-10,000.00	-10,249.34
Change in Investment Value *	1,993.57	3,953.34
Ending Account Value **	\$88,672.14	\$88,672.14
Accrued Interest (AI)	0.00	
Ending Account Value Incl. AI	\$88,672.14	

- * Reflects appreciation or depreciation of your holdings due to price changes, transactions from Other Activity In or Out and Multi-currency transactions, plus any distribution and income earned during the statement period.
- ** Excludes unpriced securities.

Your Advisor/Agent

BRINKER CAPITAL INV LLC
1055 WESTLAKES DR STE 250
BERWYN PA 19312

Phone: (800) 333-4573

Advisor/Agent Message

Advisory services offered through Orion Portfolio Solutions dba Brinker Capital Investments. Forms ADV2a, CRS, and Privacy Policy can be found at Orion.Com. Call 800.379.2513 for physical copies of these documents. Additional information is available at investment adviser public disclosure website at www.Adviserinfo.Sec.Gov by searching CRD number 107975 or SEC file number 801 57265. We have amended Form ADV effective March 30, 2024 which may affect your account. Visit Orion.Com for current Form ADV.

Your Advisor is an independent organization and is not affiliated with Fidelity Investments. Brokerage services provided by **Fidelity Brokerage Services LLC (FBS)**, Member NYSE, SIPC (800) 544-6666. Brokerage accounts carried with National Financial Services LLC (NFS), Member NYSE, SIPC.



MR_CE_BQJJWFBBMLVB_BBBB 20240531 S P

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---

Needs Assessment Impact

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.School District's AFR

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 writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to the program page.

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

A. Title I, Part A - Improving Basic Programs

First area of need related to student achievement is in English. More students are identified as being below grade level in Reading and writing. These students are unable to assess their abilities and needs. For students who continue to show a deficit in Reading and writing after the 3 week Fresh start English class, they are placed in this class. This class is intended for students at-risk of failure due to lower reading and writing skills. Subgroup performance indicates that student who are boys and/or independent readers. There are no resource inequities. There needs to be progress monitoring, Reading intervention and professional development to help students become more independent with their reading and writing.

A program goal will be for fewer sections of Literacy Studies 10. Another goal will be for students to make gains in their individual reading levels by 2 or more months by the end of the school year.

The second area of need related to student achievement is in Math. More students are identified as being below grade level in Math, particularly not having access to Fresh start Math where we are able to assess their math abilities and needs. For students who continue to show a deficit in Math after the 3 week Fresh start Math class, they are placed in this class. This class is intended for students at-risk of failure due to lower math skills. In the past 3 years, the number of sections offered of this lower level Math class has increased each year for students who didn't have the algebraic or pre-algebraic skills. There needs to be Math intervention, progress monitoring and professional development to help students become more independent and not have to re-take Principles their sophomore year. The annual goal will be to have more students in Tier 1 by the end of the year.

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 extra professional development opportunities for teachers and principals.

Literacy Studies 9 is intended for students who are at risk for failure due to reading and writing deficits. TO have an effective, individualized setting in which smaller class size. Last year there were 3 sections of Literacy Studies 9 and 2 sections of Literacy Studies 10. Evidence of a smaller teacher to student ratio sections.) is higher than what is needed for Literacy Studies 10 (2 sections)

Professional development is necessary for these English teachers especially around the topic of the state's Literacy plan. The Reading specialist will be work teachers to implement strategies for closing any achievement gaps (low income, EL).

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

Title IV money will be used again this year to pay the annual fee for an SEL Screener. The money will also be used to pay a portion of the fees for the academic services.

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

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

There is a need to pay for a portion of many things for our special education programs. These funds will pay a portion of salary and benefits for a few para-teachers. Professional development to enhance instruction and practices of those working with special education students. A portion of contracted services for Teachers for PD. And a portion of the tuition fees for students to attend public therapeutic schools

L. IDEA, Part B - Preschool

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------

Stakeholder Involvement

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they grad 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 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 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.
 - 85% or more of the students in the Principles of Algebra and Geometry will pass.
 - 80% or more of the students in the Literacy Studies 9 class will improve their skills by the end of the year so they can go into English 10 in the Fall inste

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for varlous 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

Reading Specialist
- 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)

The Reading Specialist met with Literacy Studies teachers and the English Special Education teacher twice a month to address the needs of the student and teachers. Goals and plans for the upcoming year were decided in May. The Reading Specialist will be spending more time working individually with students especially those who have Dyslexia. The Literacy Plan will be a component in Professional development.

The math intervention team (via MTSS) met twice a month to address the needs of the students and the teachers. Goals for the upcoming year were discussed during the meetings held in the Spring.

Based on information from our Advanced Ed Report, student data and the school report card, the team was able to create measurable goals centered around ISBE's expectations. This team was also able to determine the type of Professional Development needed for staff, interventions for students who struggle and steps for School Wide

Response from the prior year Consolidated District Plan.

The District Improvement team consists of 11 stake holders whose positions are listed above. This team meet monthly for full day planning meetings regarding the District's goals. During the 2022-23 school year this team will be focused on the Accreditation process of writing goals and fulfilling the steps to meet the goals.

Based on information from our Advanced Ed Report, student data and the school report card, the team was able to create measurable goals centered around ISBE's expectations. This team was also able to determine the type of Professional Development needed for staff, interventions for students who struggle and steps for School Wide improvements.

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)

The district includes parents and family members in the development of LEA plans in multiple ways. A Parent Advisory group meets monthly to discuss current proposals, give feedback on programs, offer suggestions. Parents have the opportunity to complete two different survey's during the year from the high school. Parents have the opportunity to complete the 5 Essential survey from the state of Illinois. last school year the District completed the 5 year accreditation process in which parents were interviewed and results were shared.

Information from each of these sources is evaluated and discussed by the District Improvement Team and Building Leadership team. New plans, goals, and changes are made based on this information.

Response from the prior year Consolidated District Plan.

The district includes parents and family members in the development of LEA plans in multiple ways. A Parent Advisory group meets monthly to discuss current proposals, give feedback on programs, offer suggestions. Parents have the opportunity to complete two different survey's during the year from the high school. Parents have the opportunity to complete the 5 Essential survey from the state of Illinois. last school year the District completed the 5 year accreditation process in which parents were interviewed and results were shared.

Information from each of these sources is evaluated and discussed by the District Improvement Team and Building Leadership team. New plans, goals, and changes are made based on this information.

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

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

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

((count) of 7500 maximum characters used)

The LEA engages parents and families via multiple modalities. We have a Facebook and Twitter page. We have recently updated our web page in which we now have a mobile app that is easy to use. Our Infinite campus webpage has a parent portal in which parents can access their students grades, assignments, and attendance. We offer help sessions to parents multiple times during the year and will meet individually with parents if they struggle with this technology.

The LEA holds a Open House night in August in which parents follow their child's schedule and they get to meet the teacher and hear the expectations of the class, preferred communication mode, and homework expectations. We have a Fall parent conference day. We have a Freshman orientation night in February for all incoming 9th graders and then there are two other information meetings before school starts so that parents can learn how to access Infinite Campus, google classroom, get a tour of the building and learn about the expectations of the school, along with discipline, attendance and grading policies.

The District has hired a Spanish Translator who meets parents at the door to facilitate communication with non-spanish speaking staff members. Additionally this position also translates information that goes home in writing.

Response from the prior year Consolidated District Plan.

The LEA engages parents and families via multiple modalities. We have a Facebook and Twitter page. We have recently updated our web page in which we now have a mobile app that is easy to use. Our Infinite campus webpage has a parent portal in which parents can access their students grades, assignments, and attendance. We offer help sessions to parents multiple times during the year and will meet individually with parents if they struggle with this technology. This year we will be adding a mobile texting technology for parents who wish to interact with an AI bot. This will service will provide instant feedback in multiple language to parents when they have questions.

The LEA holds a Open House night in August in which parents follow their child's schedule and they get to meet the teacher and hear the expectations of the class, preferred communication mode, and homework expectations. We have a Fall parent conference day. We have a Freshman orientation night in February for all incoming 9th graders and then there are two other information meetings before school starts so that parents can learn how to access Infinite Campus, google classroom, get a tour of the building and learn about the expectations of the school, along with discipline, attendance and grading policies.

The District has hired a Spanish Translator who meets parents at the door to facilitate communication with non-spanish speaking staff members. Additionally this position also translates information that goes home in writing.

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, comm 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

EGMS HOME | ISBE HOME | LOGOUT

Consolidated District Plan

SESSION TIMEOUT 59:56

Close Printer Friendly Page

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

LEA has informed Private Schools of the Title II/Title IV transfer.

- Yes No N/A

Nonpublic School Consultation Form

Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Damian School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text" value="2"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> N...n

Rockford Lutheran School	<input type="checkbox"/>	○ Yes ● No Number of Low-Income Student(s): <input type="text" value="2"/>	○ Yes ● No Total Enrollment Number Student(s): <input type="text"/>	○ Yes ● No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> N...n
--------------------------	--------------------------	--	--	--	--

Comments:

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly
Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
---	------------------------------	---	--	-------------------------------------	------------------------------------	--	---

Student Achievement and Timely Graduation

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

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate with the necessary skills to succeed in the workforce.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be responsive to the 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 education that meets their needs.

District Goal(s):

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

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and sustain it.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the needs of the district. *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.* ((count) of 7500 maximum characters used)

MCHS is a comprehensive high school district. We provide a continuum of services to students so they can be educated in the least restrictive environment. There are a variety of resources available to all students so they can become as successful as they want in preparation for post-secondary, career or military. Identified students are provided with a variety of resources including Assisted Study Hall, Reading Specialists, and Interventionists. There are seven different special education programs contracted with a Reading specialist to provide professional development and individual student interventions. The District hired an Interventionist to support the needs of students. Social Emotional Lessons are completed weekly via an Advisory (homeroom) setting.

Response from the prior year Consolidated District Plan.

MCHS is a comprehensive high school district. We provide a continuum of services to students so they can be educated in the least restrictive environment. There are a variety of resources available to all students so they can become as successful as they want in preparation for post-secondary, career or military. Identified students are provided with a variety of resources including Assisted Study Hall, Reading Specialists, and Interventionists. There are seven different special education programs contracted with a Reading specialist to provide professional development and individual student interventions. The District hired an Interventionist to support the needs of students. Social Emotional Lessons are completed weekly via an Advisory (homeroom) setting.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria 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 needs of the district. *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.* ((count) of 7500 maximum characters used)

The District has a team that convenes bi-monthly to evaluate all student's progress within the building. Students are identified through a variety of measures including Incoming freshman (8th graders) take the PSAT 8/9 in December. That data, along with 8th grade teacher recommendations are used to identify students for summer school math and/or English for an intervention. These students are then placed in 9th grade math or English classes based on their performance.

Current 9th-12th graders placed in a Title 1 Math, English or Assisted Study hall/Numeracy Lab and are monitored continually through formative and address areas of weakness.

A SEL screener is given twice a year (Panorama) to assist the school in identifying at risk students. Social Emotional Groups are provided through which students may not have academic issues. These students are monitored for progress via the Program Counselor.

Response from the prior year Consolidated District Plan.

The District has a team that convenes bi-monthly to evaluate all student's progress within the building. Students are identified through a variety of measures including Incoming freshman (8th graders) take the PSAT 8/9 in December. That data, along with 8th grade teacher recommendations are used to identify students for summer school math and/or English for an intervention. These students are then placed in 9th grade math or English classes based on their performance.

Current 9th-12th graders placed in a Title 1 Math, English or Assisted Study hall/Numeracy Lab and are monitored continually through formative and address areas of weakness.

A SEL screener is given twice a year (Panorama) to assist the school in identifying at risk students. Social Emotional Groups are provided through scli may not have academic issues. These students are monitored for progress via the Program Counselor.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners 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 *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* ((count) of 7500 maximum characters used)

- 1) Assisted study Hall for students failing two or more academic classes.
- 2) A reading specialist works individually with students in relation to specific reading issues and she uses content and assignments from classes when
- 3) Parents are informed via Infinite Campus weekly if their child fails an assignment or is failing a class.
- 4) Counselors meet with struggling students to discuss plans for improvement
- 5) Procedures are in place to recommend students to the Multi-tiered System of Supports Team
- 6) Credit recovery is available to students per recommendations and qualifications.
- 7) Numeracy Lab is a math study hall to assist individual students who are struggling to meet the State academic standards.
- 8) Academic Support Wednesday's weekly to support all students who are failing any class. Transportation and lunch are provided.
- 9) Groups of 6-8 students meet with School Counselors to support academic, emotional or social skills.
- 10) Homework club is provided Monday-Thursday after school and transportation is provided two days a week.
- 11) A Math Interventionist was hired to provide individual or group instruction to identified students. This person has been designing interventions and prog
- 12) Second Social Worker hired to work with Special Education and 504 students.
- 13) Need to hire a new Translator to help students with emerging language. This position goes into classes and provides resources to the student(s) and teachers(
- 14) ALOP created this year to meet the needs of students who don't fit the traditional classroom mold. This is for students who are motivated to com

Response from the prior year Consolidated District Plan.

- 1) Assisted study Hall for students failing two or more academic classes.
- 2) A reading specialist works individually with students in relation to specific reading issues and she uses content and assignments from classes when
- 3) Parents are informed via Infinite Campus weekly if their child fails an assignment or is failing a class.
- 4) Counselors meet with struggling students to discuss plans for improvement
- 5) Procedures are in place to recommend students to the Multi-tiered System of Supports Team
- 6) Credit recovery is available to students per recommendations and qualifications.
- 7) Numeracy Lab is a math study hall to assist individual students who are struggling to meet the State academic standards.
- 8) Academic Support Wednesday's weekly to support all students who are failing any class. Transportation and lunch are provided.
- 9) Groups of 6-8 students meet with School Counselors to support academic, emotional or social skills.
- 10) Homework club is provided Monday-Thursday after school and transportation is provided two days a week.
- 11) An Interventionist was hired to provide individual or group instruction to identified students. This person will be designing interventions and prog
- 12) Second Social Worker hired to work with Special Education and 504 students.
- 13) Translator hired to help students with emerging language. This position goes into classes and provides resources to the student(s) and teachers(

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address *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* ((count) of 7500 maximum characters used)

- 1) A Reading specialist provides ongoing professional development to every content area. This PD is specific to the content area and issues that she addresses
- 2) A Math specialist provides ongoing professional development to the math department. This PD is specific to implementing the common core standards concepts.
- 3) An In-house instructional coach works with individual teachers to implement strategies and interventions to struggling students.
- 4) Teachers who go to conferences and workshop must present to all staff what they learned
- 5) A team of people are attending round table topics related to Social Emotional Learning Standards and Trauma Informed practices.
- 6) A second Social Worker was hired to help improve student learning for students who are struggling emotionally.

Response from the prior year Consolidated District Plan.

- 1) A Reading specialist provides ongoing professional development to every content area. This PD is specific to the content area and issues that she addresses
- 2) A Math specialist provides ongoing professional development to the math department. This PD is specific to implementing the common core standards concepts.
- 3) An In-house instructional coach works with individual teachers to implement strategies and interventions to struggling students.
- 4) Teachers who go to conferences and workshop must present to all staff what they learned
- 5) A team of people are attending round table topics related to Social Emotional Learning Standards and Trauma Informed practices.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being 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 *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* ((count) of 7500 maximum characters used)

The District has identified that we need an ESL teacher on staff that can provide components of a TBE program. The position was posted for last September. The District's EL population increased from 19 in 2022 to 47 in 2023 and 53 in 2024.

Response from the prior year Consolidated District Plan.

The District has identified that we need an ESL teacher on staff that can provide components of a TBE program. The position was posted for last Sep

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an oppor achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to add *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or appro* ({count} of 7500 maximum characters used)

The District Librarian attends workshops and conferences to implement and implement digital literacy skills and improve academic achievement. The digitally literate and she teaches the teachers about the different options they have when they are looking for ways to improve students academic ac audio books to all students (not just those with disabilities) so they can take advantage of high interest/low readability options also.

Response from the prior year Consolidated District Plan.

The District Librarian attends workshops and conferences to implement and implement digital literacy skills and improve academic achievement. The digitally literate and she teaches the teachers about the different options they have when they are looking for ways to improve students academic ac audio books to all students (not just those with disabilities) so they can take advantage of high interest/low readability options also.

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 add *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or appro* ({count} of 7500 maximum characters used)

The District identifies gifted and talented students through a variety of ways. IF a student is gifted we receive that information from their records wh campus then reports the students who are identified as accelerated. We use PSAT 8/9, 10, and SAT 11 scores. grades, and teacher recommendation option to take Honors, Humanities, and AP courses beginning their freshman year. These students also have the option of taking college classes of IV

Response from the prior year Consolidated District Plan.

The District identifies gifted and talented students through a variety of ways. IF a student is gifted we receive that information from their records wh campus then reports the students who are identified as accelerated. We use PSAT 8/9, 10, and SAT 11 scores. grades, and teacher recommendation option to take Honors, Humanities, and AP courses beginning their freshman year. These students also have the option of taking college classes of IV

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 stand

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

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-44-063-1540-16

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 8 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment

College and Career Readiness

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate with the 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 safe and every child.
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in ways 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.

The school District will be creating two new curriculums in the 2023-2024 school year that will be for dual credit.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

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 strengths.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address your district's 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. ([count] of 7500 maximum characters used)

Middle School students begin their transition process to the high school when we evaluate their MAP scores and teacher recommendations. . Resulting in dual credit classes in the Fall. Students who do not score above a certain level are invited to attend Freshstart Math and/or English. This is an opportunity for students to earn credit from one of the other two districts. Eighth grade students also come to the high school during the Spring and tour the Career and Vocational program for electives. Finally, the day before school starts all Freshman are participating in a Freshman Orientation day. Student's are here for the full day including building activities, Get to know you activities, lunch, lockers and daily schedule are all practiced this first day. During the following year the Freshman are intended to help them become more comfortable and acclimated to the high school.

During high school, each grade has specific activities they must do as part of the transition to life after high school. The district invites a variety of students regarding specific career options. Additionally, military recruiters and college recruiters visit the school to meet with interested students. . school student needs to take to prepare themselves for college or career readiness. Teachers are incentivized to earn their Master's degree in their field. Response from the approved prior year Consolidated District Plan.

Middle School students begin their transition process to the high school when they take the PSAT 8/9. Results of this test help the High School Guide students who do not score above a certain level are invited to attend Freshstart Math and/or English. This is an opportunity for students to become acclimated to the high school. Eighth grade students also come to the high school during the Spring and tour the Career and Vocational program that we offer. This is to help the school starts all Freshman are participating in a Freshman Orientation day. Student's are here for the full day and are grouped with other 9th grade students for building activities, lunch, lockers and daily schedule are all practiced this first day. During the following year the Freshman continue to meet with their Mentors to become more comfortable and acclimated to the high school.

During high school, each grade has specific activities they must do as part of the transition to life after high school. The district invites a variety of students regarding specific career options. Additionally, military recruiters and college recruiters visit the school to meet with interested students. . school student needs to take to prepare themselves for college or career readiness. Teachers are incentivized to earn their Master's degree in their content area.

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, demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address your district's 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. NOTE: If not applicable because district serves only grades K-8, enter Elementary District

([count] of 7500 maximum characters used)

A) The District supports a full range of career and technical education which also promote or are promoted by the academic areas. All classes earn credit for floral design, engineering, welding, autos, auto body, business, nursing, foods/catering, accounting, construction, CADD, welding, and 3d printing . In our analysis we have 9 teachers in this specific area because we believe in the need for a continuum of career and vocational experiences for students.

and work based state competitions (Skills USA). There is a full range of students who participate in these programs. Often, students whom are free noted that at-risk students do not typically fail these classes as they are actively engaged. In these classes there is a full academic curriculum that identifies a student struggling with math or reading can receive support from a Reading specialist or they can have the student work with the reading specialist.

B) In the Nursing program, students have the opportunity to be able to graduate with their CNA certification. To achieve this, student in the program number of hours.

In the Autos program, students have the opportunity to earn dual credit in either the Auto Body program or the Mechanic program.

In the Foods program, once students are in Foods III they begin working in a catering business that is run by the school. Students cater school food are also tied into a local restaurant or the school cafeteria if they are able to have employment.

In the Agriculture program, students are actively engaged throughout the year in competitions and agriculture business ventures. Students can earn

The District has an ongoing relationship with businesses in Marengo so that we can also support the needs of the community. Very often a student **Response from the approved prior year Consolidated District Plan.**

A) The District supports a full range of career and technical education which also promote or are promoted by the academic areas. All classes earn engineering, welding, autos, auto body, business, nursing, foods/catering, accounting, construction, CADD, welding, and 3d printing in support of teachers in this specific area because we believe in the need for a continuum of career and vocational experiences for students. In each of these classes state competitions (Skills USA). There is a full range of students who participate in these programs. Often, students whom are free and reduced are students do not typically fail these classes as they are actively engaged. In these classes there is a full academic curriculum that promotes reading. struggling with math or reading can receive support from a Reading specialist or they can have the student work with the reading specialist.

B) In the Nursing program, students have the opportunity to be able to graduate with their CNA certification. To achieve this, student in the program number of hours.

In the Autos program, students have the opportunity to earn dual credit in either the Auto Body program or the Mechanic program.

In the Foods program, once students are in Foods III they begin working in a catering business that is run by the school. Students cater school food are also tied into a local restaurant or the school cafeteria if they are able to have employment.

In the Agriculture program, students are actively engaged throughout the year in competitions and agriculture business ventures. Students can earn

The District has an ongoing relationship with businesses in Marengo so that we can also support the needs of the community. Very often a student

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 Pres

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154
 Application: 2024-2025 Consolidated District Plan - 00
 Cycle: Original Application

County: McHenry

Consolidated District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
-------------------------	--------------	-------------------------------	------------------------	---------------------	--------------------	--------------------------	---------------------------

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate 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 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 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.
 By May 2025, Literacy Studies 9 students will improve their independent reading levels by 1.5 grade levels.

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities

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 fun return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

The Reading Specialist will be working individually with Literacy Studies teachers to improve their instructional practices.

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

Literacy Studies 9 classes have reduced class sizes so that the teacher can provide more individualized instruction and direction to the students provided to these teachers so they are able to differentiate lessons and instructions effectively.

G. Title III - LIEP

H. Title III - ISEP

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

Professional development is given to staff regarding SEL and the Thursday SEL lessons during Advisory.

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

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

Professional development is given to special education teachers so they can provide more individualized instruction and direction to students who

L. IDEA, Part B - Preschool

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, Pa

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-44-063-1540-16

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 8 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment

Safe and Healthy Learning Environment

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
By May 2024, the number of students who go to ISS due to non- conduct behaviors will be reduced by 25%.
By May 2025, 75% of the students considering homeschool will enter the ALOP program instead.

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:
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 ac DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or app ((count) of 7500 maximum characters used)

Data from the School Discipline report will be evaluated by the DIP team this for Fall for incidences of bullying and harassment and reduction of th classroom. PD about trauma informed practices and identifying bullying will be provided. WE will be providing PD on classroom management techr withdrawing from school to do HomeSchool will be informed and encouraged to enroll their student in the ALOP program before deciding to Home Response from the prior year Consolidated District Plan.

Data from the School Discipline report will be evaluated by the DIP team this for Fall for incidences of bullying and harassment and reduction of th classroom. PD about trauma informed practices and identifying bullying will be provided. WE will be providing PD on classroom management techr students who withdraw from school we will start an ALOP. This will also be for students who have had behavioral infractions that would otherwise r

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support th 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 ac DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or app. ((count) of 7500 maximum characters used)

Once a family has registered as Homeless with the Director of Student Services, we will provide any necessary instructional materials and waive a enrollment, attendance, and success of homeless children and youth.

Response from the prior year Consolidated District Plan.

Once a family has registered as Homeless with the Principal, we will provide any necessary instructional materials and waive any fees necessary, e attendance, and success of homeless children and youth.

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 acad 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

EGMS HOME

ISBE HOME

LOGOUT

Consolidated District Plan

SESSION
TIMEOUT 59:58

Close Printer Friendly Page

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - MARENGO HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4/13/2024

Describe anticipated Reorganizations:	
--	--

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
Title I Specific - Part One							

Title I Specific Requirements - Part Two

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...

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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

- The District will ensure that the Reading Specialist is given all the time needed to work with students and teachers in the Literacy Studies class.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under pa Section 1111(d)

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

No schools identified under this part

[(count) of 7500 maximum characters used]

The District will carry out the above goals through the District Improvement plan that is on file with the State and with Concego. We are beginning t are setting forth are being met through appropriate strategies, interventions and allowable resources. The District will continue to hold monthly Disti data and progress. We will carry out responsibilities by helping the Reading specialist and teachers to have time twice a month to collaborate.

Response from the approved prior year Consolidated District Plan.

The District will carry out the above goals through the District Improvement plan that is on file with the State and with Concego. We are beginning t are setting forth are being met through appropriate strategies, interventions and allowable resources. The District will continue to hold monthly Disti data and progress.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correc

- 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, 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 Ac
TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social
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 tl educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent chl 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 add *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* ((count) of 7500 maximum characters used)

The schoolwide programs being provided is specific to the Literacy Studies 9 and 10, Principles or Transitions of Algebra and Geometry Class (9th,10 these classes is designed for those students whom are identified as being at risk of failure and/or behind in reading and/or math. The instructional c and additional personnel support for services based on individual student need. Additional support in the classroom . Assisted Study Hall and Homev students missing 10 or more assignments they must stay on after school on Tuesday's and Thursday's. Parental and student contact is made by Stu

It is a smaller setting with more academic support and progress monitoring.

Extra support implemented in these target assistance areas are a Reading specialist who works specifically with the teachers in the aforementioned classes listed are designed with low class sizes as well as a co-teacher or para-educator support.

Response from the approved prior year Consolidated District Plan.

The schoolwide programs being provided is specific to the Literacy Studies 9 and 10, Principles or Transitions of Algebra and Geometry Class (9th,10 these classes is designed for those students whom are identified as being at risk of failure and/or behind in reading and/or math. The instructional c and additional personnel support for services based on individual student need. Additional support in the classroom . Assisted Study Hall and Homev smaller setting with more academic support and progress monitoring.

Extra support implemented in these target assistance areas are a Reading specialist who works specifically with the teachers in the aforementioned classes listed are designed with low class sizes as well as a co-teacher or para-educator support.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to add *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* If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

((count) of 7500 maximum characters used)

School Wide waiver approved

Response from the approved prior year Consolidated District Plan.

School Wide waiver approved

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 standards.

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

<u>Needs Assessment Impact</u>	<u>Stakeholders</u>	<u>Private Schools Participation</u>	<u>Preschool Coordination</u>	<u>Student Achievement</u>	<u>College and Career</u>	<u>Professional Development</u>	<u>Safe Learning Environment</u>
--------------------------------	---------------------	--------------------------------------	-------------------------------	----------------------------	---------------------------	---------------------------------	----------------------------------

IDEA Specific Requirements

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 re 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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they grad 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 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 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.

- By May 2025, the number of special education students in general education classes will increase with EE codes being used to determine this.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehens 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 appr ([count] of 7500 maximum characters used)

The needs assessment guides all grant activities. Specific instructions from the Reading Specialist to assist students as well as teacher is needed to : programs available to meet the needs of all students with disabilities. Therefore, students need to be tuition out to other locations so they can receiv education and special education settings.

Response from the approved prior year Consolidated District Plan.

The needs assessment guides all grant activities. Specific instructions from the Reading Specialist to assist students as well as teacher is needed to : programs available to meet the needs of all students with disabilities. Therefore, students need to be tuition out to other locations so they can receiv education and special education settings.

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 appr ([count] of 7500 maximum characters used)

The IDEA grant will pay a portion of para-educator salaries to support students in general education classes. A portion of a contract cost to PD and c related services, instructional materials and professional development for Special education staff.

Response from the approved prior year Consolidated District Plan.

The IDEA grant will pay a portion of para-educator salaries, a portion of a contract cost to PD and direct services from the Reading Specialist, a port professional development for Special education staff.

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 appr ([count] of 7500 maximum characters used)

There are no changes in the score or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no changes in the score or nature of services from the prior fiscal year. However, we do have CEIS funds and those funds will be used to h who are outplaced.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below 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 appr ([count] of 7500 maximum characters used)

Funds are being used to support para educator salary and benefits to increase the percentage of special education students who are in the general e

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environ
Youth in Care Stability Plan Requirements				Youth in Care Stability Plan Contacts			Inte

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; other personnel are optional.

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

Last Name*	First Name*	Position/Title*
Amendt	Julie	Director of Student Services

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*
Thorson	Lori	Transportation Director

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

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Interest De	

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 re 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 or 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 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 o done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the student. District person Education. If the best interest determination decisions is that the student will remain in the current school, the foster care point of contact will notify the : worker in arranging transportation. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the sch

Factors we would also consider would be family and friend ties to the school and community of origin, proximity of other locations that the student could and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. Additional factors we will consider will be: How long is the placement expected to last and what is the permanent plan?

How many schools has the child attended this year? The past few years?

How strong is the child academically? Which school does the child prefer? Why?

Does the child have siblings placed in the school? Other safety issues to consider

Does the child have positive peer relationships? Connection to staff?

Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?

How would the length of commute impact the child?

Does the youth have any anxieties about the upcoming move or changes in his/her life?

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else w include the Transportation Director, and Principal or Director of Special Education. If the best interest determination decisions is that the student will rem origin transportation designee, who will then assist the child welfare agency worker in arranging transportation. Due to the mobility rate of youth experie origin.

Factors we would also consider would be family and friend ties to the school and community of origin, proximity of other locations that the student could and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. Additional factors we will consider will be: How long is the placement expected to last and what is the permanent plan?

How many schools has the child attended this year? The past few years?

How strong is the child academically? Which school does the child prefer? Why?

Does the child have siblings placed in the school? Other safety issues to consider

Does the child have positive peer relationships? Connection to staff?

Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?

How would the length of commute impact the child?

Does the youth have any anxieties about the upcoming move or changes in his/her life?

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

[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. *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.* If this is a student with a disability and has an IEP or 504, the Director of Special Education will be involved to ensure that the Transportation Plan in the IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual n Response from the approved prior year Consolidated District Plan.

If this is a student with a disability and has an IEP or 504, the Director of Special Education will be involved to ensure that the Transportation Plan in the IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual n

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. *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.* The Director of Special Education is also the Bilingual Director so she will be involved to ensure that the legal requirement for children who are English Le school of origin in comparison to local schools. Transportation time and appropriateness of programs. Response from the approved prior year Consolidated District Plan.

The Director of Special Education is also the Bilingual Director so she will be involved to ensure that the legal requirement for children who are English Le school of origin in comparison to local schools. Transportation time and appropriateness of programs.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the
Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination if 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. *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.* The dispute process for any disagreements amongst parties will start with a formal complaint to the District, DCFS or ISBE. First, a meeting to discuss the Compromises are best done when everyone knows the laws and the limits of the other parties. Ultimately DCFS has the final say if a resolution cannot be Response from the approved prior year Consolidated District Plan.

The dispute process for any disagreements amongst parties will start with a formal complaint to the District, DCFS or ISBE. First, a meeting to discuss the Compromises are best done when everyone knows the laws and the limits of the other parties. Ultimately DCFS has the final say if a resolution cannot be

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for

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. In the Fall of 2024 we will be having a mandated training regarding Youth in Care and McKinney Vento.

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
Youth in Care Stability Plan Requirements				Youth in Care Stability Plan Contacts		Interest De	

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. Be sure to include the factors that should be considered when developing the transportation procedures for a student.

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. 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 the plan. Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the child. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of time in care, and anything else DCFS says we should consider.

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the child. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of time in care, and anything else DCFS says we should consider.

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 be licensed and insured. See 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.

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. 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 the plan. Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the child. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of time in care, and anything else DCFS says we should consider.

Response from the approved prior year Consolidated District Plan.

Determining the best interest of the affected child for placement will be done by appropriate District personnel, Foster care personnel and any one else who has direct involvement and knowledge of the child. District personnel will include the Transportation Director, and Principal or Director of Special Education. Factors that we would consider are IEP requirements and needs, age of the student versus length of time in care, and anything else DCFS says we should consider.

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

The dispute resolution process that will be used if either the District or DCFS has difficulty coming up with an agreement on how to provide transportation services. Before it ever gets to that point we would have multiple face to face conversation so that both parties could be heard and a compromise found.

Response from the approved prior year Consolidated District Plan.

The dispute resolution process that will be used if either the District or DCFS has difficulty coming up with an agreement on how to provide transportation services.

agency. Before it ever gets to that point we would have multiple face to face conversation so that both parties could be heard and a compromise found.

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. **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 the plan.** While disputes are being resolved, the student will receive their education and the School of Origin is responsible for the transportation costs while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan. While disputes are being resolved, the student will receive their education and the School of Origin is responsible for the transportation costs while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if needed.

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. **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 the plan.**

For a student who is already enrolled and becomes eligible for a transportation plan: First, I will initiate the plan with the Director of Transportation and District Support staff of the plan for the student via email and in person contact regarding the plan.

All school personnel, including all support staff will be provided staff development regarding the process for initiating a transportation plan if they become eligible for a transportation plan at the beginning of the school year.

Response from the approved prior year Consolidated District Plan.

For a student who is already enrolled and becomes eligible for a transportation plan: First, I will initiate the plan with the Director of Transportation and District Support staff of the plan for the student via email and in person contact regarding the plan.

All school personnel, including all support staff will be provided staff development regarding the process for initiating a transportation plan if they become eligible for a transportation plan at the beginning of the school year.

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

County: McHenry

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
BSP Overview							
BSP Program Contact	BSP Program Info	BSP Short Form		BSP Program Enrollment			Parent Ac

BSP Contact Information

47 English Learners (ELs) are in the district

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

Last Name*

Amendt

Phone*

815 334 5855

First Name*

Julie

Email*

amendtj@mchs154.org

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)

We just became a TBE program last year. We are still looking for a qualified individual to oversee this program.

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

[Click to Return to Application Select](#)

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Learni
BSP Overview							
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment				

BSP District Program Information

47 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)						Number of PEL Teachers with ESL Endorsement Only		
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bil Endorsement Only	
1.	Marengo Community High School	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0
2.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

17.			<input type="checkbox"/>										
18.			<input type="checkbox"/>										
19.			<input type="checkbox"/>										
20.			<input type="checkbox"/>										
21.			<input type="checkbox"/>										
22.			<input type="checkbox"/>										
23.			<input type="checkbox"/>										
24.			<input type="checkbox"/>										
25.			<input type="checkbox"/>										

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that teachers.

([count] of 2500 maximum characters used)

The District will ensure that EL students receive appropriate language support for their education from teachers who receive PD in vocabulary instruction and audio books, and materials. Students who have ACCESS scores of 1 or 2 will be placed accordingly in classes that will support English language use. They can Newcomers will be placed in an ELL Foundations class to help them learn basic English

Newcomers and students with ACCESS scores of 1-3 will be placed in an Assisted Study Hall so they can receive more academic support for classes.

Newcomers will receive extended time accommodations so that materials can be translated and homework can be translated for the teacher to grade.

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 8

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
BSP Overview							
BSP Program Contact	BSP Program Info	BSP Short Form		BSP Program Enrollment	Parent Ac		

BSP Program Enrollment

47 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

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?*

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 ratio on students' records.

Part-Time Transitional Bilingual Education (TBE) Placement

*Required field

Close Printer Friendly P

Applicant: MARENGO COMM HS DIST 154

County: McHenry

Consolidated District Plan

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
BSP Overview							
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	Parent Ac			

TBE Parent Advisory Committee

47 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 Ad 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 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) the member. Indicate the member's home address and phone number where they can be reached.

Name	Angelica Vargas	Role	Parent	Language(s)	
Street	18915 River Rd.	City	Marengo	State	
Name	Isabel Magana	Role	Parent	Language(s)	
Street	510 3rd Ave	City	Marengo	State	
Name	Ana Vega	Role	Parent	Language(s)	
Street	422 1st Avenue	City	Marengo	State	
Name	Renee Schermerhorn	Role	CM	Language(s)	
Street	816 E. Grant Hwy	City	Marengo	State	
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	
Name		Role		Language(s)	
Street		City		State	

Name

Street

Role

City

Language(
State

Name

Street

Role

City

Language(
State

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on be 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 r

Projected Dates

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

Activity

1.	<input type="text" value="08/22/2024"/>	Bilingual Advisory Committee Training (required activity).
2.	<input type="text" value="10/24/2024"/>	BACT - course curriculum update, update of new staff, FAFSA, updates from EL Directors conference
3.	<input type="text" value="02/27/2025"/>	BACT - Dual course needs
4.	<input type="text" value="06/19/2025"/>	Bilingual Service planning

[Close Printer Friendly P](#)

Applicant: MARENGO COMM HS DIST 154
 Application: 2024-2025 Consolidated District Plan - 00
 Cycle: Original Application

County: McHenry

Consolidated District Plan

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 25-CDP-00-44-063-1540-16

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment
BSP Overview							
BSP Program Contact	BSP Program Info	BSP Short Form		BSP Program Enrollment			Parent Ac

BSP Professional Development

47 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 Learner helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities include 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: Student Learning; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: 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.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<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"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/28/2024	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	
<input checked="" type="checkbox"/> Others (Specify): Translation programs	08/14/2024	<input checked="" type="checkbox"/>	

*Required field

MARENGO COMMUNITY HIGH SCHOOL DISTRICT 154
110 FRANKS ROAD
MARENGO, ILLINOIS 60152

R E S O L U T I O N

At the regular meeting of the Board of Education of Marengo Community High School District 154, McHenry County, Marengo, Illinois held on June 24, 2024, said Board of Education resolved to transfer \$500,000 (five hundred thousand dollars) from the Building Fund 20 to the Capital Projects Fund 60 to earmark these funds for the purchase and development of property adjacent to the existing school property.

On a roll call vote the measure was _____.

Members voted: “aye” _____.

Members voted “nay” _____.

Said Board herewith instructs the Treasurer of said school district to reflect such a change in the financial records of the school district.

Vice President – David Schultz

Secretary –Jodie Kanaly



MARENGO COMMUNITY HIGH SCHOOL

District #154

110 Franks Road Marengo, Illinois 60152

Phone 815-568-6511

www.mchs154.org

Fax 815-568-6510

David N. Engelbrecht, Ed.S.
Superintendent

Mr. Jay Mullens, Ed.S.
Principal

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF SCHOOL FINANCE SECTION
SPRINGFIELD, IL 62777-0001

JUNE 24, 2024

AMENDED SCHOOL DISTRICT BUDGET FORM

JULY 1, 2023 – JUNE 30, 2024

(Section 17-1 School Code of Illinois)

Budget of Community High School District No. 154 County of McHenry, State of Illinois, for the Fiscal Year Beginning July 1, 2023 and ending June 30, 2024. Whereas the Board of Education of Community High School District 154 County of McHenry, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board will make the same conveniently available to public inspection for at least thirty days prior to final action thereon:

NOW, THEREFORE, be it Resolved by the Board of Education of said District as follows:

Section 1: That the fiscal year of this School District be and the same hereby is fixed and declared to be beginning July 1, 2023 and ending June 30, 2024.

Section 2: That the following amended budget containing an estimate of amounts available in each fund, separately, and of expenditures from each be and the same hereby adopted as the amended budget of this school district for the said fiscal year. Adopted the 24th day of June, 2024 by a roll call vote of ____ Ayes, and ____ Nays

Signed:

President

Secretary



MARENGO COMMUNITY HIGH SCHOOL

District #154

110 Franks Road Marengo, Illinois 60152

Phone 815-568-6511

www.mchs154.org

Fax 815-568-6510

David N. Engelbrecht, Ed.S.
Superintendent

Mr. Jay Mullens, Ed.S.
Principal

CERTIFICATE OF COMPLIANCE WITH REVENUE ACT

We, the undersigned, do hereby certify that we are the Secretary and Chief Fiscal Officer of the Board of Education of Community High School – Marengo-School #154, County of McHenry, State of Illinois; and

We do further certify that the Board of Education of said district at a regularly convened meeting held on the 24th day of June, 2024 adopted an amended budget which contains the estimates of revenues by source anticipated to be received in the following year, a true and correct copy of which said budget as adopted is attached hereto.

Chief Fiscal Officer
Community High School, Marengo
District #154, County of McHenry
State of Illinois

Secretary, Board of Education
Community High School, Marengo
District #154, County of McHenry
State of Illinois

Date

Date

MCHS Coaches, Sponsors, Advisors, and Coordinators for 2024-2025

Name	Sport	Placement	Season	Name	Activity	Placement	Date
Forsythe, Paul	Head Football	I/13	Fall	Nance, Dwain	Athletic Director	J/3	Annual
Young, Steve	Asst Football	G/13	Fall	Riedl, Sis	Math Team	A/5	Jan-Feb
Nolan, Cole	Asst Football	G/1	Fall	Stellmach, Todd	Marching Band	I/13	Aug-Oct
Wignes, Brad	Asst Football	G/12	Fall	Carter, Matthew	Percussion Instructor	E/6	Aug-Oct
Naranjo, Nick	Asst Football	G/7	Fall	Hostetler, Marcus	Marching Band Tech - Brass	B/2	Aug-Oct
Wroble, Brian	Asst Football	G/13	Fall	TBD	Marching Band Tech - Woodwind	TBD	Aug-Oct
Boxleitner, Wade	Asst Football	G/13	Fall	Zugay, Christine	Colorguard	E/9	Aug-Oct
Kimmel, John	Volunteer Football		Fall	Zugay, Christine	Winter Guard	F/2	Dec-March
Danny Schenk	Volunteer Football		Fall	Doerrfeld, Paul	Accompanist	D/3	Annual
Renwick, Brianna	Head Cheer - Football	E/4	Fall	Obert, Heather	FFA	I/13	Annual
McManus, Kristie	Asst Cheer - Football	D/7	Fall	Palek, Katie	HOSA	C/4	Annual
Jasinski, Allison	Head Volleyball	I/1	Fall	Lindah, Kristina	Yearbook	D/13	Annual
Zierer, Claire	Asst Volleyball	G/4	Fall	Amendt, Derek	ACES	B/5	Jan-May
Chayer, Becky	Asst Volleyball	G/13	Fall	Lutes, Lisa	AFS	B/3	Annual
Orozco, Sergio	Head Boys Soccer	H/7	Fall	Robinson, Merrick	Chess	C/2	Oct-Jan
Bartula, Michelle	Asst Boys Soccer	F/7	Fall	Holton, Brandon	Head Scholastic Bowl	D/7	Jan-March
Kane, Erika	Head Girls Tennis	F/12	Fall	Behn, Danielle	Asst Scholastic Bowl	B/5	Jan-March
Robinson, Merrick	Asst. Girls Tennis	E/3	Fall	Martin, Carrie	National Honor Society	C/8 50%	Annual
Hoffmeister, Kim	Head Cross Country	F/6	Fall	Lesniak, Kelly	National Honor Society	C/8 50%	Annual
Moerhlin, Aaron	Asst. Cross Country	E/3	Fall	Tippins, Alicia	Reading Club	B/13	Annual
Martinez, Rafael	Boys Golf	F/8	Fall	Long, Vince	SkillsUSA	C/11 50%	Mar-May
Olson, Chad	Girls Golf	F/7	Fall	Schirmer, Dan	SkillsUSA	C/11 50%	Mar-May
Kane, Dan	eSports	E/2	Fall	Brosch, Betsy	PRIDE	B/6	Annual
Burke, Jeremy	Head Boys Basketball	I/6	Winter	Behn, Danielle	Student Council	E/10 50%	Annual
Lee, Ephraim	Asst Boys Basketball	G/4	Winter	Olson, Maureen	Student Council	E/9 50%	Annual
Volkening, Ben	Asst Boys Basketball	G/6	Winter	Wignes, Kate	Theatre Director Fall Play	F/13	Aug-Nov
TBD	Asst Boys Basketball	TBD	Winter	Wignes, Kate	Theatre Director Spring Musical	F/13	Jan-March
Hanson, Elisa	Head Girls Basketball	I/5	Winter	TBD	Asst Dir/Fall Play	TBD	Aug-Nov
Bartula, Michelle	Asst Girls Basketball	G/6	Winter	TBD	Asst Dir/Spring Musical	TBD	Jan-March
Bessler, Jordyn	Asst Girls Basketball	G/4	Winter	DeVar, Alayna	Musical Vocals	B/13	Jan-March
Randall, Erin	Asst Girls Basketball	G/4	Winter	Stellmach, Todd	Pit Band	B/13	Jan-March
Miller, Chad	Head Wrestling	I/3	Winter	Tynis, Heather	Choreographer	B/13	Jan-March
Sacco, Carmen	Asst Wrestling	G/2	Winter	TBD	Costumer	TBD	Jan-March

MCHS Coaches, Sponsors, Advisors, and Coordinators for 2024-2025

Name	Sport	Placement	Season	Name	Activity	Placement	Date
Renwick, Brianna	Head Cheer - Basketball	F/4	Winter	Stellmach, Todd	Tabletop Club	B/2	Annual
McManus, Kristie	Asst Cheer - Basketball	E/7	Winter	Joyce, Kathleene	Freshman Mentoring	E/13 50%	Annual
Czlapinski, Phil	Girls Bowling	F/6	Winter	Olson, Maureen	Freshman Mentoring	E/13 50%	Annual
Riedl, Sis	Boys Bowling	F/3	Winter	Lesniak, Kelly	Freshman Class Sponsor	B/9	Annual
Wignes, Brad	Head Boys Indoor Track	C/11	Spring	Hatcher, Jennifer	Freshman Class Sponsor	B/1	Annual
Hoffmeister , Kim	Head Girls Indoor Track	C/3	Spring	Rich, Mike	Sophomore Class Sponsor	B/2	Annual
Nance, Dwain	Head Softball	H/13	Spring	Martin, Carrie	Sophomore Class Sponsor	B/6	Annual
Jasinski, Rob	Asst Softball	F/10	Spring	Schirmer, Dan	Junior Class Sponsor	B/13	Annual
Jasinski, Allison	Asst Softball	F/4	Spring	Young, Steve	Junior Class Sponsor	B/11	Annual
Ruelius, Veronica	Asst Softball	F/2	Spring	Martinez, Rafael	Senior Class Sponsor	B/8	Annual
Orozco, Sergio	Head Girls Soccer	H/7	Spring	Price, Todd	Senior Class Sponsor	B/7	Annual
Burke, Jeremy	Asst Girls Soccer	G/13	Spring	Forsythe, Paul	Summer Weight Room	B/13	Summer
Naranjo, Nick	Head Baseball	H/6	Spring	Fecarotta, Bob	Fall Weight Room	B/13	Fall
Mansfield, Rob	Asst Baseball	F/13	Spring	Mansfield, Rob	Winter Weight Room	B/13 50%	Winter
Young, Steve	Asst Baseball	F/13	Spring	Young, Steve	Winter Weight Room	B/13 50%	Winter
Boxleitner, Wade	Asst Baseball	F/4	Spring	Martinez, Rafael	Spring Weight Room	B/6	Spring
Hoffmeister , Kim	Head Girls Track	H/3	Spring	Holton, Brandon	English Division Chair	C/8	Annual
Robinson, Merrick	Asst Girls Track	F/2	Spring	Mansfield, Rob	Math Division Chair	C/8	Annual
Wignes, Brad	Head Boys Track	H/12	Spring	Lesniak, Kelly	Science Division Chair	C/5	Annual
Forsythe, Paul	Asst Boys Track	F/13	Spring	Fecarotta, Bob	Social Studies Division Chair	C/13	Annual
Kane, Dan	eSports	E/2	Spring	Dobbertin, Meg	PE/Driver Ed/Health Division Chair	C/5	Annual
				Martin, Carrie	CTE Division Chair	C/5	Annual
				Olson, Maureen	Student Services Division Chair	C/2	Annual
				Nelson, Anya	Special Education Division Chair	C/10	Annual
				Stellmach, Todd	Fine Arts/Foreign Lang Division Chair	C/4	Annual

McHenry County Prevailing Wage Rates posted on 5/20/2024

Trade Title	Rg	Type	C	Base	Foreman	Overtime					Pension	Vac	Trng	Other Ins	Add OT 1.5x owed	Add OT 2.0x owed
						M-F	Sa	Su	Hol	H/W						
ASBESTOS ABT-GEN	All	ALL		48.90	49.90	1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91		0.00	0.00
ASBESTOS ABT-MEC	All	BLD		40.59	43.84	1.5	1.5	2.0	2.0	15.22	15.16	0.00	0.88		2.80	5.60
BOILERMAKER	All	BLD		55.76	60.77	2.0	2.0	2.0	2.0	6.97	26.44	0.00	3.34		0.00	0.00
BRICK MASON	All	BLD		50.81	55.89	1.5	1.5	2.0	2.0	12.50	23.01	0.00	1.16	0.00	0.00	0.00
CARPENTER	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.77	1.20	0.81		0.00	0.00
CEMENT MASON	All	ALL		50.70	52.70	2.0	1.5	2.0	2.0	11.89	27.82	0.00	0.80	0.00	0.00	0.00
CERAMIC TILE FINISHER	All	BLD		45.62	45.62	1.5	1.5	2.0	2.0	12.75	15.64	0.00	1.04	0.00	0.00	0.00
CERAMIC TILE LAYER	All	BLD		53.14	58.14	1.5	1.5	2.0	2.0	12.75	19.41	0.00	1.12	0.00	0.00	0.00
COMMUNICATION TECHNICIAN	All	BLD		45.48	47.88	1.5	1.5	2.0	2.0	14.37	18.21	0.00	0.91		0.00	0.00
ELECTRIC PWR EQMT OP	All	ALL		50.82	69.34	1.5	1.5	2.0	2.0	7.25	14.22	0.00	1.52	1.52	8.63	17.26
ELECTRIC PWR GRNDMAN	All	ALL		39.04	69.34	1.5	1.5	2.0	2.0	7.25	10.93	0.00	1.17	1.17	6.63	13.27
ELECTRIC PWR LINEMAN	All	ALL		61.09	69.34	1.5	1.5	2.0	2.0	7.25	17.10	0.00	1.83	1.83	10.38	20.76
ELECTRIC PWR TRK DRV	All	ALL		40.46	69.34	1.5	1.5	2.0	2.0	7.25	11.33	0.00	1.21	1.21	6.87	13.75
ELECTRICIAN	All	ALL		54.61	59.01	1.5	1.5	2.0	2.0	16.24	21.75	0.00	1.64	0.00	0.00	0.00
ELEVATOR CONSTRUCTOR	All	BLD		65.12	73.26	2.0	2.0	2.0	2.0	16.08	20.56	5.20	0.70		0.00	0.00
FENCE ERECTOR	E	ALL		48.48	50.48	1.5	1.5	2.0	2.0	13.68	18.32	0.00	0.75	0.00	0.00	0.00
FENCE ERECTOR	W	ALL		41.04	45.96	1.5	1.5	2.0	2.0	13.06	27.05	0.00	0.00	0.00	0.00	0.00
GLAZIER	All	BLD		49.75	51.25	1.5	2.0	2.0	2.0	15.44	25.36	0.00	2.07	0.00	0.00	0.00
HEAT/FROST INSULATOR	All	BLD		54.12	57.37	1.5	1.5	2.0	2.0	15.22	17.86	0.00	0.88		4.15	8.30
IRON WORKER	E	ALL		57.00	59.00	2.0	2.0	2.0	2.0	17.05	25.56	0.00	0.49		0.00	0.00
IRON WORKER	W	ALL		45.18	50.60	2.0	2.0	2.0	2.0	13.06	32.22	0.00	1.80	0.00	0.00	0.00
LABORER	All	ALL		48.90	49.65	1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91		0.00	0.00
LATHER	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.77	1.20	0.81		0.00	0.00
MACHINIST	All	BLD		55.74	59.74	1.5	1.5	2.0	2.0	9.93	8.95	1.85	1.47		0.00	0.00
MARBLE FINISHER	All	ALL		38.75	52.46	1.5	1.5	2.0	2.0	12.50	20.95	0.00	0.66	0.00	0.00	0.00
MARBLE SETTER	All	BLD		49.96	54.96	1.5	1.5	2.0	2.0	12.50	22.31	0.00	0.85	0.00	0.00	0.00

McHenry County Prevailing Wage Rates posted on 5/20/2024

MATERIAL TESTER I	All	ALL		38.90		1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91		0.00	0.00
MATERIALS TESTER II	All	ALL		43.90		1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91		0.00	0.00
MILLWRIGHT	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.77	1.20	0.81		0.00	0.00
OPERATING ENGINEER	All	BLD	1	56.60	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	2	55.30	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	3	52.75	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	4	51.00	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	5	60.35	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	6	57.60	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	BLD	7	59.60	60.60	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	FLT		41.00	41.00	1.5	1.5	2.0	2.0	20.90	17.85	2.00	2.15		0.00	0.00
OPERATING ENGINEER	All	HWY	1	54.80	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	2	54.25	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	3	52.20	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	4	50.80	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	5	49.60	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	6	57.80	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
OPERATING ENGINEER	All	HWY	7	55.80	58.80	1.5	1.5	2.0	2.0	22.95	20.05	2.00	2.70		0.00	0.00
ORNAMENTAL IRON WORKER	E	ALL		55.01	57.51	2.0	2.0	2.0	2.0	14.23	26.00	0.00	2.00	0.00	0.00	0.00
PAINTER	All	ALL		51.55	53.55	1.5	1.5	1.5	2.0	17.98	7.15	0.00	1.55	0.00	0.00	0.00
PAINTER - SIGNS	All	BLD		45.49	51.09	1.5	1.5	2.0	2.0	8.20	16.81	0.00	0.00	0.00	0.00	0.00
PILEDRIIVER	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.77	1.20	0.81		0.00	0.00
PIPEFITTER	All	BLD		55.00	58.00	1.5	1.5	2.0	2.0	12.65	22.85	0.00	3.12	0.00	0.00	0.00
PLASTERER	All	BLD		48.75	51.68	1.5	1.5	2.0	2.0	17.33	20.33	0.00	1.15	0.00	0.00	0.00
PLUMBER	All	BLD		56.80	60.20	1.5	1.5	2.0	2.0	17.00	17.29	0.00	1.73		0.00	0.00
ROOFER	All	BLD		49.25	54.25	1.5	1.5	2.0	2.0	11.83	16.14	0.00	1.11	0.00	0.00	0.00
SHEETMETAL WORKER	All	BLD		54.25	56.96	1.5	1.5	2.0	2.0	13.60	19.43	0.00	1.59	2.62	0.00	0.00
SPRINKLER FITTER	All	BLD		56.60	59.35	1.5	1.5	2.0	2.0	14.45	18.80	0.00	0.75	0.00	0.00	0.00
STEEL ERECTOR	E	ALL		57.00	59.00	2.0	2.0	2.0	2.0	17.05	25.56	0.00	0.49	0.00	0.00	0.00

McHenry County Prevailing Wage Rates posted on 5/20/2024

STONE MASON	All	BLD		50.81	55.89	1.5	1.5	2.0	2.0	12.50	23.01	0.00	1.16	0.00	0.00	0.00
SURVEY WORKER	All	BLD		48.90	49.65	1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91	0.00	0.00	0.00
SURVEY WORKER	All	HWY		48.90	49.65	1.5	1.5	2.0	2.0	15.28	18.00	0.00	0.91	0.00	0.00	0.00
TERRAZZO FINISHER	All	BLD		46.94	46.94	1.5	1.5	2.0	2.0	12.75	17.73	0.00	1.07	0.00	0.00	0.00
TERRAZZO MECHANIC	All	BLD		50.85	54.35	1.5	1.5	2.0	2.0	12.75	19.12	0.00	1.10	0.00	0.00	0.00
TRAFFIC SAFETY WORKER I	All	HWY		40.10	41.70	1.5	1.5	2.0	2.0	10.60	9.35	0.00	1.00	0.00	0.00	0.00
TRAFFIC SAFETY WORKER II	ALL	HWY		41.10	42.70	1.5	1.5	2.0	2.0	10.60	9.35	0.00	1.00	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	1	43.54	44.09	1.5	1.5	2.0	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	2	43.69	44.09	1.5	1.5	2.0	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	3	43.89	44.09	1.5	1.5	2.0	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	4	44.09	44.09	1.5	1.5	2.0	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TUCK POINTER	All	BLD		50.53	51.53	1.5	1.5	2.0	2.0	9.55	21.72	0.00	1.11	0.00	0.00	0.00

Legend

Rg Region

Type Trade Type - All,Highway,Building,Floating,Oil & Chip,Rivers

C Class

Base Base Wage Rate

OT M-F Unless otherwise noted, OT pay is required for any hour greater than 8 worked each day, Mon through Fri. The number listed is the multiple of the base wage.

OT Sa Overtime pay required for every hour worked on Saturdays

OT Su Overtime pay required for every hour worked on Sundays

OT Hol Overtime pay required for every hour worked on Holidays

H/W Health/Welfare benefit

Vac Vacation

Trng Training

Other Ins Employer hourly cost for any other type(s) of insurance provided for benefit of worker.

Explanations MCHENRY COUNTY

IRON WORKERS (EAST) - Starting at the Wisconsin Line at Route 47 South to Route 14. Then Route 14 Southeast to Virginia Road. Then Virginia Road Southeast to Route 31, Route 31 South to Kane County Line.

FENCE ERECTOR (EAST) - Same as IRON WORKER ABOVE.

ORNAMENTAL IRON WORKER (EAST) - Same as IRON WORKER ABOVE.

McHenry County Prevailing Wage Rates posted on 5/20/2024

STEEL ERECTOR (EAST) - Same as IRON WORKER ABOVE.

The following list is considered as those days for which holiday rates of wages for work performed apply: New Years Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day and Veterans Day in some classifications/counties. Generally, any of these holidays which fall on a Sunday is celebrated on the following Monday. This then makes work performed on that Monday payable at the appropriate overtime rate for holiday pay. Common practice in a given local may alter certain days of celebration. If in doubt, please check with IDOL.

EXPLANATION OF CLASSES

ASBESTOS - GENERAL - removal of asbestos material/mold and hazardous materials from any place in a building, including mechanical systems where those mechanical systems are to be removed. This includes the removal of asbestos materials/mold and hazardous materials from ductwork or pipes in a building when the building is to be demolished at the time or at some close future date.

ASBESTOS - MECHANICAL - removal of asbestos material from mechanical systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes, all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials, for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings, swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATIONS TECHNICIAN

Construction, installation, maintenance and removal of telecommunication facilities (voice, sound, data and video), telephone, security systems, fire alarm systems that are a component of a multiplex system and share a common cable, and data inside wire, interconnect, terminal equipment, central offices, PABX and equipment, micro waves, V-SAT, bypass, CATV, WAN (wide area network), LAN (local area networks), and ISDN (integrated system digital network), pulling of wire in raceways, but not the installation of raceways.

McHenry County Prevailing Wage Rates posted on 5/20/2024

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of scaffolding, polishing if needed, patching, waxing of material if damaged, pointing up, caulking, grouting and cleaning of marble, holding water on diamond or Carborundum blade or saw for setters cutting, use of tub saw or any other saw needed for preparation of material, drilling of holes for wires that anchor material set by setters, mixing up of molding plaster for installation of material, mixing up thin set for the installation of material, mixing up of sand to cement for the installation of material and such other work as may be required in helping a Marble Setter in the handling of all material in the erection or installation of interior marble, slate, travertine, art marble, serpentine, alberene stone, blue stone, granite and other stones (meaning as to stone any foreign or domestic materials as are specified and used in building interiors and exteriors and customarily known as stone in the trade), carrara, sanionyx, vitrolite and similar opaque glass and the laying of all marble tile, terrazzo tile, slate tile and precast tile, steps, risers treads, base, or any other materials that may be used as substitutes for any of the aforementioned materials and which are used on interior and exterior which are installed in a similar manner.

MATERIAL TESTER I: Hand coring and drilling for testing of materials; field inspection of uncured concrete and asphalt.

MATERIAL TESTER II: Field inspection of welds, structural steel, fireproofing, masonry, soil, facade, reinforcing steel, formwork, cured concrete, and concrete and asphalt batch plants; adjusting proportions of bituminous mixtures.

OPERATING ENGINEER - BUILDING

Class 1. Asphalt Plant; Asphalt Spreader; Autograde; Backhoes with Caisson Attachment; Batch Plant; Benoto (requires Two Engineers); Boiler and Throttle Valve; Caisson Rigs; Central Redi-Mix Plant; Combination Back Hoe Front End-loader Machine; Compressor and Throttle Valve; Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Conveyor (Truck Mounted); Concrete Paver Over 27E cu. ft; Concrete Paver 27E cu. ft. and Under: Concrete Placer; Concrete Placing Boom; Concrete Pump (Truck Mounted); Concrete Tower; Cranes, All; Cranes, Hammerhead; Cranes, (GCI and similar Type); Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derricks, Traveling; Formless Curb and Gutter Machine; Grader, Elevating; Grouting Machines; Heavy Duty Self-Propelled Transporter or Prime Mover; Highlift Shovels or Front Endloader 2-1/4 yd. and over; Hoists, Elevators, outside type rack and pinion and similar machines; Hoists, One, Two and Three Drum; Hoists, Two Tugger One Floor; Hydraulic Backhoes; Hydraulic Boom Trucks; Hydro Vac (and similar equipment); Locomotives, All; Motor Patrol; Lubrication Technician; Manipulators; Pile Drivers and Skid Rig; Post Hole Digger; Pre-Stress Machine; Pump Cretes Dual Ram; Pump Cretes: Squeeze Cretes-Screw Type Pumps; Gypsum Bulker and Pump; Raised and Blind Hole Drill; Roto Mill Grinder; Scoops - Tractor Drawn; Slip-Form Paver; Straddle Buggies; Operation of Tie Back Machine; Tournapull; Tractor with Boom and Side Boom; Trenching Machines.

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks; Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists, Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine; Hoists, Tugger Single Drum; Laser Screed; Rock Drill (Self-Propelled); Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors, All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator; Generators; Heaters, Mechanical; Hoists, Inside Elevators

McHenry County Prevailing Wage Rates posted on 5/20/2024

(remodeling or renovation work); Hydraulic Power Units (Pile Driving, Extracting, and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 4. Bobcats and/or other Skid Steer Loaders; Oilers; and Brick Forklift.

Class 5. Assistant Craft Foreman.

Class 6. Gradall.

Class 7. Mechanics; Welders.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines; ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types: Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dredges; Elevators, Outside type Rack & Pinion and Similar Machines; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver Truck Mounted; Hoists, One, Two and Three Drum; Heavy Duty Self-Propelled Transporter or Prime Mover; Hydraulic Backhoes; Backhoes with shear attachments up to 40' of boom reach; Lubrication Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Snow Melters; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Operation of Tieback Machine; Tractor Drawn Belt Loader; Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Traffic Barrier Transfer Machine; Trenching; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.; Concrete Spreader; Concrete Curing Machine, Burlap Machine, Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; Hydro Excavating (excluding hose work); Laser Screed; All Locomotives, Dinky; Off-Road Hauling Units (including articulating) Non Self-Loading Ejection Dump; Pump Cretes: Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper - Single/Twin Engine/Push and Pull; Scraper - Prime Mover in Tandem (Regardless of Size); Tractors pulling attachments, Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

McHenry County Prevailing Wage Rates posted on 5/20/2024

Class 3. Boilers; Brooms, All Power Propelled; Cement Supply Tender; Compressor, Common Receiver (2); Concrete Mixer (Two Bag and Over); Conveyor, Portable; Farm-Type Tractors Used for Mowing, Seeding, etc.; Forklift Trucks; Grouting Machine; Hoists, Automatic; Hoists, All Elevators; Hoists, Tugger Single Drum; Jeep Diggers; Low Boys; Pipe Jacking Machines; Post-Hole Digger; Power Saw, Concrete Power Driven; Pug Mills; Rollers, other than Asphalt; Seed and Straw Blower; Steam Generators; Stump Machine; Winch Trucks with "A" Frame; Work Boats; Tamper-Form-Motor Driven.

Class 4. Air Compressor; Combination - Small Equipment Operator; Directional Boring Machine; Generators; Heaters, Mechanical; Hydraulic Power Unit (Pile Driving, Extracting, or Drilling); Light Plants, All (1 through 5); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Pumps, Well Points; Vacuum Trucks (excluding hose work); Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 5. SkidSteer Loader (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Dowell Machine with Air Compressor; Gradall and machines of like nature.

OPERATING ENGINEERS - FLOATING

Diver. Diver Wet Tender, Diver Tender, ROV Pilot, ROV Tender

SURVEY WORKER

Operates survey equipment (such as levels, transits, data collectors, GPS and robotic total stations) for the purpose of performing construction layout and/or grade checking.

SURVEY FOREMAN

Operates survey equipment (such as levels, transits, data collectors, GPS and robotic total stations) for the purpose of performing construction layout and/or grade checking; oversees survey crew operations; and/or coordinates work of survey crews.

TRAFFIC SAFETY Worker I

Traffic Safety Worker I - work associated with the delivery, installation, pick-up and servicing of safety devices during periods of roadway construction, including such work as set-up and maintenance of barricades, barrier wall reflectors, drums, cones, delineators, signs, crash attenuators, glare screen and other such items, and the layout and application or removal of conflicting and/or temporary roadway markings utilized to control traffic in construction zones, as well as flagging for these operations.

TRAFFIC SAFETY WORKER II

Work associated with the installation and removal of permanent pavement markings and/or pavement markers including both installations performed by hand and installations performed by truck.

TRUCK DRIVER - BUILDING, HEAVY AND HIGHWAY CONSTRUCTION

McHenry County Prevailing Wage Rates posted on 5/20/2024

Class 1. Two or three Axle Trucks. A-frame Truck when used for transportation purposes; Air Compressors and Welding Machines, including those pulled by cars, pick-up trucks and tractors; Ambulances; Batch Gate Lockers; Batch Hopperman; Car and Truck Washers; Carry-alls; Fork Lifts and Hoisters; Helpers; Mechanics Helpers and Greasers; Oil Distributors 2-man operation; Pavement Breakers; Pole Trailer, up to 40 feet; Power Mower Tractors; Self-propelled Chip Spreader; Skipman; Slurry Trucks, 2-man operation; Slurry Truck Conveyor Operation, 2 or 3 man; Teamsters; Unskilled Dumpman; and Truck Drivers hauling warning lights, barricades, and portable toilets on the job site.

Class 2. Four axle trucks; Dump Crets and Adgetors under 7 yards; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnapulls or Turnatrailers when pulling other than self-loading equipment or similar equipment under 16 cubic yards; Mixer Trucks under 7 yeards; Ready-mix Plant Hopper Operator, and Winch Trucks, 2 Axles.

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnatrailers or turnapulls when pulling other than self-loading equipment or similar equipment over 16 cubic yards; Explosives and/or Fission Material Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit; Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole and Expandable Trailers hauling material over 50 feet long; Slurry trucks, 1-man operation; Winch trucks, 3 axles or more; Mechanic--Truck Welder and Truck Painter.

Class 4. Six axle trucks; Dual-purpose vehicles, such as mounted crane trucks with hoist and accessories; Foreman; Master Mechanic; Self-loading equipment like P.B. and trucks with scoops on the front.

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials that may be used by the Mosaic Terrazzo Mechanic, and the mixing, grinding, grouting, cleaning and sealing of all Marble, Mosaic, and Terrazzo work, floors, base, stairs, and wainscoting by hand or machine, and in addition, assisting and aiding Marble, Masonic, and Terrazzo Mechanics.

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

Landscaping work falls under the existing classifications for laborer, operating engineer and truck driver. The work performed by landscape plantsman and landscape laborer is covered by the existing classification of laborer. The work performed by landscape operators (regardless of equipment used or its size) is covered by the classifications of operating engineer. The work performed by landscape truck drivers (regardless of size of truck driven) is covered by the classifications of truck driver.

McHenry County Prevailing Wage Rates posted on 5/20/2024

MATERIAL TESTER & MATERIAL TESTER/INSPECTOR I AND II

Notwithstanding the difference in the classification title, the classification entitled "Material Tester I" involves the same job duties as the classification entitled "Material Tester/Inspector I". Likewise, the classification entitled "Material Tester II" involves the same job duties as the classification entitled "Material Tester/Inspector II".