Board of Education Meeting

Monday, April 15, 2024 6:00 PM
Central 301 District Office, 275 South St, P.O. Box 396, Burlington, IL 60109

1. **Meeting Call to Order**
A. Roll Call
B. Approval of Agenda
2. **Pledge of Allegiance**
3. **Public Open Forum**
A. Recognition of Visitors
B. Recognition of Seal of Biliteracy Students
C. Public Comments
4. **Action Reports**
A. Consent Agenda
1) Minutes:
Regular Meeting March 18, 2024
Special Meeting April 1, 2024
2) Treasurer's Reports
3) Payment of Bills
4) Payment of Bills - Northern Kane County Regional Vocational System
5) Personnel Report
B. Approve ACES Team Overnight Trip
C. Approve SkillsUSA Overnight Trip
D. Approve Mid-Valley Joint Agreement
E. Approve Consolidated District Plan
5. **Information Items**
A. Facilities Update
B. Next Step Discussions for Enrollment Challenges
C. Rental of Route 47 Property
D. FFA Rental of Route 47 Property
E. Enrollment Report
6. **Freedom of Information Act**
A. Ms. Tecza - We received a request for information regarding Dr. Mongan's employment agreement, compensation, bonus structure, and meeting minutes when approved.
B. Ms. McDevitt - We received a request for information regarding Orton Gillingham certification, training, and accreditation.
C. Ms. Nodurft - We received a request for information regarding the sale of property on Rohrsen Road.
D. Ms. Dubanowski - We received a request for a complete list of reading materials at Central High School.
7. **Executive Session**
A. Adjourn to Closed Session to Hear Information Regarding:
The appointment, employment, resignation, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee or against legal counsel for the public body to determine its validity [5 ILCS 120/2(c)(1)]. Student disciplinary cases [5 ILCS 120/2(c)(9)]. The placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2(c)(10)]. Litigation, when an action against, affecting or on behalf of the particular public body has been

filed and is pending before a court or administration tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting [5 ILCS 120/2(c)(11)]. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06 [5 ILCS 120/2(c)(21)].

8. **Open Session**

A. Adjourn Closed Session to Return to Open Session

B. Action Items from Closed Session

1) Approval of March 18, 2024 Executive Session Minutes

2) Approval of April 1, 2024 Executive Session Minutes

9. **Adjourn**

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Laura Taubery

TO: Dr. Esther Mongan, Superintendent, and District 301 Board of Education

CC: Patrick Podgorski, Stephen Buchs

DATE: April 9, 2024

RE: Seal of Biliteracy

Central District #301 is proud to present the current 2023-2024 State Seal of Biliteracy Award Winners & State Commendation toward Biliteracy Award Winners.

The State Seal of Biliteracy is a recognition given to graduating high school students who have demonstrated a high level of proficiency in English and in reading, writing, listening and speaking in another language(s). The Seal is affixed to the diploma and designated on the transcript.

The State Commendation toward Biliteracy is a recognition given to graduating high school students who have demonstrated significant progress towards achieving a high level of proficiency in English and in reading, writing, listening, and speaking in another language.

Students may apply for the Seal or Commendation during any year in high school, but Seals and Commendations will only be awarded at graduation, if their scores are verified. Participation for the Seal is open to all Central 301 high school students, including students who learn another language outside of school.

Illinois public universities will accept the State Seal of Biliteracy as equivalent to two (2) years of foreign language credit if a student's high school transcript indicates that he or she received the State Seal of Biliteracy. Students also can earn college credit, distinguish themselves on resumes and college applications, earn scholarships and help to continue their understanding of meeting advanced language goals.

We are pleased to announce that this year Central High School had 40 students (grades 9-12) test in the areas of reading, writing, speaking and listening in German, Spanish, Polish, Mandarin and Hindi. Below is a list of **Seal recipients and students earning the Commendation** at Central High School for the 2023-2024 school year.

Commendations:
Robert Anderson - German
Emma Larson - German
Joselyn Pelka - German
Kai Ribbens - German
Matthew Solov - German
Aarya Thakkar - Spanish
Jenna Brandes - German

Seal:
Isela Barajas - Spanish
Andrea Guzman - Spanish
Lucia Lopez-Magllanes - Spanish
Nicole Sanborn - Spanish
Adriana Sifuentes - Spanish
Victoria Zielinski - Polish
Gisellel Narvaez - Spanish
Eirini Karvasis - Spanish
Rahemeen Khan - German
Kyrie Yarger - Spanish
Melissa Montero-Segura - Spanish

Congratulations to these 18 students on their hard work and dedication to continuing their education in multiple languages. We are proud of these students who represent both heritage learners and foreign language learners and look forward to seeing what else they accomplish.

Central Community Unit School District 301
Board of Education Minutes

Where:	Central CUSD #301 District Office	Meeting:	Regular
Date:	March 18, 2024	Time:	6:00 p.m.

Board Members Present	
Junaid Afeef	N
Marc Falk	Y
Dornetria Hemphill	Y
Eric Nolan	Y
Morgan Pappas	Y
Fred Vogt	Y
Jeff Gorman	Y

Administrators Present	
Esther Mongan	Y
Matthew Haug	Y
Daina Pflug	Y
Christine Barr	Y
Shayne Birkmeier	Y
Stephen Buchs	Y
Daniel Carpenter	N
Graydon Engle	Y
Sarah Farrington	N
Jesse Hawley	N
Ted Juske	Y
Kelsey Keith	N
Theresa Kolkebeck	N
Kim Lewis	N
Megan Minehart	N
Matt Newquist	Y
Sarah Nolan	Y
Alex Paszt	Y
Edgar Pereda	N
Patrick Podgorski	Y
Dan Polowy	Y
Pam Porto	N
Mike Potsic	Y
Curtis Price	N
Tamara Proberts	N
Matt Rodewald	Y
Melissa Rourke	Y
Vicki Shadel	Y
Erica Snyder	Y
Andrew Speiden	Y
Laura Taubery	N
Brian Tobin	N
Jessica VonSchnase	N

Roll Call — Roll was called at 6:00 p.m.

Present: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
Absent: Afeef

Approve Agenda — Motion by Falk, second by Pappas, to approve the agenda as presented.

Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
Voting no: None
Absent: Afeef

Consent Agenda	Motion by Nolan, second by Pappas, to approve the consent agenda as presented. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve Resolution for Dismissal of Part-Time Teachers	Motion by Nolan, second by Falk, to approve the Resolution for Dismissal of Part-Time Teachers as presented. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve Girls Wrestling Overnight Trip	Motion by Falk, second by Hemphill, to approve the girls wrestling team's overnight trip to the IHSA State competition that occurred February 22 to 24, 2024. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve Math Team Overnight Trip	Motion by Falk, second by Hemphill, to approve the math team's overnight trip to the ICTM State Math Contest scheduled for April 5 to 6, 2024. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve German American Partnership Program 2025	Motion by Pappas, second by Falk, to approve the German American Partnership Program trip scheduled for June 13 to 28, 2025. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve Cheer Team Donation	Motion by Falk, second by Pappas, to approve the anonymous donation to the Cheer Team activity account in the amount of $4,200. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Approve IHSA Membership Renewal	Motion by Pappas, second by Falk, to approve the IHSA Membership Renewal for the 2024-2025 School Year. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef

Approve Fox Valley Career Center Joint Agreement	Motion by Falk, second by Pappas, to approve the Fox Valley Career Center Joint Agreement for the 2024-2025 school year.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef
Executive Session	Motion by Falk, second by Pappas, to adjourn open session and move into executive session at 6:40 p.m.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef
Open Session	Motion by Falk, second by Hemphill, to adjourn executive session and return to open session at 7:19 p.m.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef
Approve February 20, 2024 Executive Session Minutes	Motion by Nolan, second by Hemphill, to approve the February 20, 2024 Executive Session Minutes.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef
Approve February 22, 2024 Executive Session Minutes	Motion by Nolan, second by Pappas, to approve the February 22, 2024 Executive Session Minutes.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef
Adjourn	Motion by Hemphill, second by Falk, to adjourn at 7:46 p.m.	
	Voting yes:	Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
	Voting no:	None
	Absent:	Afeef

BOE Meeting

1. Roll Call

2. Pledge of Allegiance

3. Public Open Forum

   3.A <u>Recognition of Visitors</u> – President Gorman and Superintendent Mongan welcomed attendees and those watching remotely.

   3.B <u>Public Comments</u> – Public comments were shared regarding concerns over transparency and the District's request for a state representative to sponsor a bill to increase the bond debt limit without

notifying the community.

4. Action Items

4.A Consent Agenda – Business Manager Pflug reviewed the revenues and expenditures. The District did not receive any impact or transition fees since the last Board meeting. The bills payable reports are typical for March. The Illinois State Board of Education School Nutrition Programs department completed an audit at Prairie View Grade School and Prairie Knolls Middle School in January. There were some minor findings that we have already corrected. The District will need to update our wellness plan by June. The resource management review was in compliance. These audits are typically completed every three to five years.

4.B Approve Resolution for Dismissal of Part-Time Teachers – Assistant Superintendent Haug shared that this is an annual process in which we release all part-time teachers and that teachers will get written notification of Board action tomorrow.

4.C Approve Girls Wrestling Overnight Trip – Athletics and Activities Director Juske shared that two athletes qualified for the State competition held February 22-24, 2024 and each came back with a fifth place finish.

4.D Approve Math Team Overnight Trip – Athletics and Activities Director Juske shared that we will have teams participating in four different events at the ICTM State Math Contest April 5-6, 2024.

4.E Approve German American Partnership Program 2025 – Athletics and Activities Director Juske shared that we are seeking approval to participate in the GAPP program, with students and two chaperones traveling to Germany June 13 to 28, 2025.

4.F Approve Cheer Team Donation – Business Manager Pflug shared that the District received an anonymous donation of $4,200 to be used for the Cheer Team's supplies, awards and services needed.

4.G Approve IHSA Membership Renewal – Athletics and Activities Director Juske shared that we would like to continue our membership with the Illinois High School Association (IHSA) for the 2024-2025 school year to continue to provide competition opportunities for our student athletes.

4.H Approve Fox Valley Career Center Joint Agreement – Curriculum Director Buchs shared that we would like to continue our agreement with the Fox Valley Career Center in order to provide additional CTE opportunities to our students, allowing them access to courses we are not able to provide ourselves or within the Regional Career Pathways.

5. Information Items

5.A Facilities Update – Facilities Director Polowy shared that the classroom addition at CHS is going very well and should be under roof by the beginning of April. He anticipates that we will be able to make up the days we lost due to inclement weather. We are currently working to finalize the MOU with Kane County so we can begin the Plato Road widening project. All of the generators and parts are on site for LL, HBT, PV and the facilities building and they will start work on the LL generator over spring break. All generators should be up and running by the start of the 2024-2025 school year.

5.D Math 1, 2, and 3 Textbook Adoption Proposal – Curriculum Director Buchs is proposing the adoption of new textbooks for the Math 1, Math 2, and Math 3 courses. We would purchase a class set of each textbook for each level, with an additional class set for CMS, as well as an online license for each student. The online resources that accompany the textbook will provide extra

support to our students and are available at all times. There are still some math classes that do not have textbooks, and the Board would like to see us find textbooks for those classes in the future, as well. The proposed textbooks will be on display at the District Office and will come to the Board for approval in May.

5.E Enrollment Report – The enrollment report is in the Board packet and there were no questions.

6. Freedom of Information Act

6.A Ms. Warren - We received a request for architectural and/or structural roof framing plans for the original 1991 and subsequent additions for CHS and invoices from the District's architect since April 2023. – We were able to comply with the request.

6.B Ms. Knox - We received a request for the fire capacity and current enrollment in each school. – We were able to comply with the request.

6.C Coca-Cola - We received a request for our current beverage agreement. – We were able to comply with the request.

6.D LRS - We received a request for information regarding our current waste and recycling contract. - We were able to comply with the request.

7. Executive Session

7.A Adjourn to Closed Session - The Board adjourned to closed session to hear information regarding exceptions 2(c)(1), 2(c)(2), 2(c)(10), 2(c)(11) and 2(c)(21).

8. Open Session

8.A Adjourn Closed Session to Return to Open Session

8.B Action Items from Closed Session

8.B.1 Approval of February 20, 2024 Executive Session Minutes - The Board approved the Executive Session Minutes from the February 20, 2024 Board meeting.

8.B.2 Approval of February 22, 2024 Executive Session Minutes - The Board approved the Executive Session Minutes from the February 22, 2024 Board meeting.

8.C Board Discussion Regarding Public Comments - Board members discussed the public comments shared during the open session.

9. Adjourn

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Jeff Gorman - Board President Marc Falk - Board Secretary

Central Community Unit School District 301
Board of Education Minutes
Special Meeting

Where:	Central CUSD #301 District Office	Meeting:	Special
Date:	April 1, 2024	Time:	5:30 p.m.

Board Members Present		**Administrators Present**	
Junaid Afeef	N	Esther Mongan	Y
Marc Falk	Y		
Dornetria Hemphill	Y		
Eric Nolan	Y		
Morgan Pappas	Y		
Fred Vogt	Y		
Jeff Gorman	Y		

Roll Call	Roll was called at 5:30 p.m. Present: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Absent: Afeef
Approve Agenda	Motion by Falk, second by Pappas, to approve the agenda as presented. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Executive Session	Motion by Falk, second by Pappas, to adjourn open session and move into executive session at 5:31 p.m. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Open Session	Motion by Nolan, second by Hemphill, to adjourn executive session and return to open session at 6:29 p.m. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef
Resolution for Student Residency Decision/Action - Student 2024-01	Motion by Nolan, second by Hemphill, to adopt the Resolution Determining Student Residency Status, finding that Student 2024-01 is not a legal resident of the district and shall be assessed tuition for the period of the Student's non-resident attendance. Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman Voting no: None Absent: Afeef

Adjourn — Motion by Falk, second by Pappas, to adjourn at 6:31 p.m.

Voting yes: Falk, Hemphill, Nolan, Pappas, Vogt, Gorman
Voting no: None
Absent: Afeef

BOE Meeting

1. Meeting Call to Order
   1.A Roll Call

   1.B Approval of Agenda

2. Public Comment - There was no public comment.

3. Executive Session
   3.A Adjourn to Closed Session - The Board adjourned to closed session to hear information regarding exception 2(c)(10).

4. Open Session
   4.A Adjourn Closed Session to Return to Open Session

   4.B Resolution for Student Residency Decision/Action - Student 2024-01 - The Board adopted, after consideration in closed session, the Resolution Determining Student's Residency Status, finding that Student 2024-01 is not a legal resident of the District and shall be assessed tuition for the period of the Student's non-resident attendance.

5. Adjourn

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Jeff Gorman - Board President — Marc Falk - Board Secretary

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

TO: Dr. Esther Mongan, Superintendent, Board of Education

FROM: Daina Pflug, Business Manager

DATE: April 15, 2024

RE: Board Financial Report

- The Revenue and Expenditure Summary Reports are included in your Board Packet. Revenues are currently at 49.26% compared to 45.39% a year ago. Expenditures are at 65.67% as compared to 57.04% a year ago.

- The district received $21,883.24 in impact fees for February for 3 home starts and $8,042.63 for March for 1 new home start. There were no transition fees received this month.

- The bills payable reports for both Central 301 and Northern Kane are typical for the month of March. There are payments for construction and student chrome books included this month.

Impact Fee Analysis

Date	City/Village	Amount	Houses	Transition Fees	Fund	YTD	YTD
FY24		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/24/2023	City of Elgin (June)	176,832.85	23	10,815.00	Debt Svc		
8/4/2023	City of Elgin (July)	180,868.94	20	0.00	Debt Svc		
9/18/2023	City of Elgin (Aug)	138,819.68	15	0.00	Debt Svc		
10/10/2023	City of Elgin (Sept)	77,817.32	11	0.00	Debt Svc/Cap Proj		
11/10/2023	City of Elgin (Oct)	123,632.15	13	0.00	Capital Projects		
12/12/2023	City of Elgin (Nov)	153,710.28	16	0.00	Capital Projects		
1/10/2024	City of Elgin (Dec)	77,969.08	11	0.00	Capital Projects		
2/13/2024	City of Elgin (Jan)	94,529.94	12	0.00	Capital Projects		
3/19/2024	City of Elgin (Feb)	21,883.24	3	0.00	Capital Projects		
4/11/2024	City of Elgin (Mar)	8,042.63	1	0.00	Capital Projects	1,054,106.11	125
Total FY24		**$ 1,054,106.11**	**125**	**$ 10,815.00**			
	Budget FY24-Cap Proj	486,350.00		30,000.00			
	Budget FY24-Debt Svc	513,650.00					
FY23		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/11/2022	City of Elgin (June)	155,657.58	23	7,210.00	Debt Svc		
8/8/2022	City of Elgin (July)	215,312.61	25	0.00	Debt Svc		
9/12/2022	City of Elgin (Aug)	102,314.19	14	7,210.00	Debt Svc		
10/7/2022	City of Elgin (Sept)	116,694.00	15	0.00	Debt Svc/Cap Proj		
11/17/2022	City of Elgin (Oct)	50,046.00	9	0.00	Capital Projects		
12/20/2022	City of Elgin (Nov)	49,555.31	8	0.00	Capital Projects		
1/10/2022	City of Elgin (Dec)	35,062.12	5	0.00	Capital Projects		
2/10/2023	City of Elgin (Jan)	68,098.46	10	0.00	Capital Projects		
3/7/2023	City of Elgin (Feb)	36,518.05	6	0.00	Capital Projects		
4/7/2023	City of Elgin (Mar)	42,443.76	8	0.00	Capital Projects	871,702.08	123
5/8/2023	City of Elgin (Apr)	97,222.19	13	0.00	Capital Projects		
6/12/2023	City of Elgin (May)	134,362.45	17	0.00	Capital Projects		
Total FY23		**$ 1,103,286.72**	**153**	**$ 14,420.00**			
	Budget FY23-Cap Proj	900,000.00		55,000.00			
	Budget FY23-Debt Svc	515,800.00					
FY22		(Capital Projects/Debt Svc fund)		(Ed fund)			
7/13/2021	City of Elgin (June)	142,895.33	22	29,425.04	Debt Svc		
8/16/2021	City of Elgin (July)	72,627.88	14	0.00	Debt Svc		
10/5/2021	City of Elgin (Aug)	185,073.87	32	0.00	Debt Svc		
11/2/2021	City of Elgin (Sept)	56,813.62	10	4,190.04	Debt Svc		
11/8/2021	City of Elgin (Oct)	113,970.16	16	0.00	Debt Svc/Cap Proj		
12/6/2021	Kane County	3,454.40	2	0.00	Land Cash/Cap Proj		
12/13/2021	City of Elgin (Nov)	138,752.49	22	2,095.02	Capital Projects		
1/10/2022	City of Elgin (Dec)	121,286.29	15	0.00	Capital Projects		
2/8/2022	City of Elgin (Jan)	36,526.53	5	9,305.02	Capital Projects		
3/7/2022	City of Elgin (Feb)	106,896.38	18	9,305.02	Capital Projects		
4/12/2022	City of Elgin (Mar)	291,910.58	37	0.00	Capital Projects	1,270,207.53	193
5/11/2022	City of Elgin (Apr)	271,003.52	30	0.00	Capital Projects		
6/17/2022	City of Elgin (May)	163,200.44	19	0.00	Capital Projects		
Total FY22		**$ 1,704,411.49**	**242**	**$ 54,320.14**			
	Budget FY22-Cap Proj	478,000.00		140,000.00			
	Budget FY22-Debt Svc	522,000.00					

FD	Description	March 2023-24 Beginning Balance	March 2023-24 Deposits	March 2023-24 Withdrawals	March 2023-24 Monthly Activity	Ending Balance
10	IMPREST-DISTRICT	2,712.23	3,000.00	3,613.00	-613.00	2,099.23
10	IMPREST-CHS	1,991.11	6,000.00	4,377.44	1,622.56	3,613.67
10	CASH IN BANK-EDUCATION	5,679,955.34	4,346,231.76	4,078,546.08	267,685.68	5,947,641.02
10	CASH IN BANK - PAYROLL	2,485.86	2,779,923.30	2,780,889.17	-965.87	1,519.99
10	PAYFLEX ACCOUNT	4,294.15	16,112.86	18,824.67	-2,711.81	1,582.34
10	PETTY CASH	1,380.00				1,380.00
10	INVESTMENT- BUSINESS NOW/SWEEP	17,347,776.64	66,603.87	2,406,210.82	-2,339,606.95	15,008,169.69
10	CHS ACTIVITY CASH	171,209.21	58,096.03	17,630.09	40,465.94	211,675.15
10	ELEM MS ACTIVITY CASH	35,427.34	5,089.25	3,692.82	1,396.43	36,823.77
10	INTERGOVERNMENTAL A/R NK					
10		23,247,231.88	7,281,057.07	9,313,784.09	-2,032,727.02	21,214,504.86
20	IMPREST-DISTRICT					
20	CASH IN BANK-O&M	92,000.95	1,316,505.04	1,012,874.13	303,630.91	395,631.86
20	CASH IN BANK - PAYROLL	1,003.54	185,664.00	184,898.67	765.33	1,768.87
20	INVESTMENT-BUSINESS NOW/SWEEP	434,124.72	39,259.40	200,000.00	-160,740.60	273,384.12
20		527,129.21	1,541,428.44	1,397,772.80	143,655.64	670,784.85
30	CASH IN BANK-DEBT SERVICE	3,963.50		475.00	-475.00	3,488.50
30	INVESTMENT-BUSINESS NOW/SWEEP	1,660,788.62	6,376.32		6,376.32	1,667,164.94
30		1,664,752.12	6,376.32	475.00	5,901.32	1,670,653.44
40	IMPREST-DISTRICT					
40	CASH IN BANK-TRANSPORTATION	1,038,268.62	22.07	267,421.97	-267,399.90	770,868.72
40	CASH IN BANK - PAYROLL	1,349.54	198,575.92	198,838.57	-262.65	1,086.89
40	INVESTMENT-BUSINESS NOW/SWEEP	5,787,148.36	22,218.78		22,218.78	5,809,367.14
40		6,826,766.52	220,816.77	466,260.54	-245,443.77	6,581,322.75
50	CASH IN BANK-IMRF	254,370.25	119,310.20	272,895.53	-153,585.33	100,784.92
50	CASH IN BANK-PAYROLL		116,990.18	116,990.18		
50	INVESTMENT-BUSINESS NOW/SWEEP	2,488,570.05	9,554.45		9,554.45	2,498,124.50
50	INTERGOVERNMENTAL A/R NK					
50		2,742,940.30	245,854.83	389,885.71	-144,030.88	2,598,909.42
60	CASH IN BANK-CAPITAL PROJECT	648,063.98	1,021,883.24	1,176,884.21	-155,000.97	493,063.01
60	INVESTMENTS-BUSINESS NOW/SWEEP	4,611,512.01	17,705.13	1,000,000.00	-982,294.87	3,629,217.14
60		5,259,575.99	1,039,588.37	2,176,884.21	-1,137,295.84	4,122,280.15
70	CASH IN BANK-WORKING CASH	483.44				483.44
70	INVESTMENT-BUSINESS NOW/SWEEP	2,908,825.12	11,167.95		11,167.95	2,919,993.07
70		2,909,308.56	11,167.95		11,167.95	2,920,476.51
80	CASH IN BANK-TORT	64,742.77		19,138.83	-19,138.83	45,603.94
80	INVESTMENT- BUSINESS NOW/SWEEP	861,481.78	3,307.52		3,307.52	864,789.30
80		926,224.55	3,307.52	19,138.83	-15,831.31	910,393.24
	Grand Asset Totals	44,103,929.13	10,349,597.27	13,764,201.18	-3,414,603.91	40,689,325.22

Number of Accounts: 30

********** End of report **********

Central Community Unit School Dist. 301
Revenue Summary Report
March 2024

	2023-24 Original Budget	% of Fund	March MTD	2023-24 FYTD	Remaining Budget	FYTD Percent
10-Education Fund						
Total Local Revenue	44,744,579.00	59.71%	402,395.77	22,985,301.26	21,759,277.74	51.37%
Total State Revenue	25,795,166.00	34.42%	113,522.02	6,861,153.20	18,934,012.80	26.60%
Total Federal Revenue	4,394,851.00	5.86%	1,517,170.36	3,612,104.21	782,746.79	82.19%
Total Education Fund	**74,934,596.00**	**100.00%**	**2,033,088.15**	**33,458,558.67**	**41,476,037.33**	**44.65%**
20-O&M Fund						
Total Local Revenue	7,150,590.00	63.89%	39,534.40	3,776,554.18	3,374,035.82	52.81%
Total State Revenue	4,042,208.00	36.11%	1,098,850.98	2,793,225.98	1,248,982.02	69.10%
Total Federal Revenue	-	0.00%	-	245,891.16	(245,891.16)	0.00%
Total Other Revenue	-	0.00%	10,000.00	60,000.00	(60,000.00)	0.00%
Total O&M Fund	**11,192,798.00**	**100.00%**	**1,148,385.38**	**6,875,671.32**	**4,317,126.68**	**61.43%**
30-Debt Service Fund						
Total Local Revenue	9,393,341.00	100.00%	6,376.32	5,161,026.88	4,232,314.12	54.94%
Total Debt Service Fund	**9,393,341.00**	**100.00%**	**6,376.32**	**5,161,026.88**	**4,232,314.12**	**54.94%**
40-Transportation Fund						
Total Local Revenue	2,978,519.00	51.36%	22,218.78	1,638,948.54	1,339,570.46	55.03%
Total State Revenue	2,820,265.00	48.64%	-	2,085,392.75	734,872.25	73.94%
Total Federal Revenue	-	0.00%	-	6,208.00	(6,208.00)	0.00%
Total Transportation Fund	**5,798,784.00**	**100.00%**	**22,218.78**	**3,730,549.29**	**2,068,234.71**	**64.33%**
50-IMRF/SS Fund						
Total Local Revenue	1,984,100.00	100.00%	9,554.45	1,182,965.78	801,134.22	59.62%
Total IMRF/SS Fund	**1,984,100.00**	**100.00%**	**9,554.45**	**1,182,965.78**	**801,134.22**	**59.62%**
60-Capital Projects Fund						
Total Local Revenue	555,350.00	100.00%	39,588.37	678,008.76	(122,658.76)	122.09%
Total Capital Projects Fund	**555,350.00**	**100.00%**	**39,588.37**	**678,008.76**	**(122,658.76)**	**122.09%**
70-Working Cash Fund						
Total Local Revenue	146,810.00	100.00%	11,167.95	151,466.52	(4,656.52)	103.17%
Total Working Cash Fund	**146,810.00**	**100.00%**	**11,167.95**	**151,466.52**	**(4,656.52)**	**103.17%**
80-Tort Fund						
Total Local Revenue	999,374.00	100.00%	3,307.52	490,201.11	509,172.89	49.05%
Total Tort Fund	**999,374.00**	**100.00%**	**3,307.52**	**490,201.11**	**509,172.89**	**49.05%**
Revenue-All Funds						
1000 Total Local Revenue	67,952,663.00	64.71%	534,143.56	36,064,473.03	31,888,189.97	53.07%
3000 Total State Revenue	32,657,639.00	31.10%	1,212,373.00	11,739,771.93	20,917,867.07	35.95%
4000 Total Federal Revenue	4,394,851.00	4.19%	1,517,170.36	3,864,203.37	530,647.63	87.93%
7000 Total Other Revenue	-	0.00%	10,000.00	60,000.00	(60,000.00)	0.00%
Total Revenue-All Funds	**105,005,153.00**	**100.00%**	**3,273,686.92**	**51,728,448.33**	**53,276,704.67**	**49.26%**

Central Community Unit School Dist. 301
Revenue Detail Report
March 2024

Account Number	Description	2023-24 Original Budget	March MTD	2023-24 FYTD	Remaining Budget	FYTD Percent
10R000 1110 0000	TAXES	33,632,222.00	$ -	$ 16,210,273.43	$ 17,421,948.57	48.20%
10R000 1140 0000	SPECIAL ED TAXES	6,924,957.00	$ -	$ 3,402,161.39	$ 3,522,795.61	49.13%
10R001 1510 0000	INTEREST	456,000.00	$ 66,603.87	$ 964,856.99	$ (508,856.99)	211.59%
10R002 1611 0000	LUNCH, STUDENTS	1,119,000.00	$ 111,572.11	$ 951,978.25	$ 167,021.75	85.07%
10R002 1620 0000	LUNCH, ADULTS	2,500.00	$ -	$ -	$ 2,500.00	0.00%
10R000 1711 0000	ATHLETIC ADMISSION	55,000.00	$ 1,936.00	$ 42,239.00	$ 12,761.00	76.80%
10R000 1720 0000	ATHLETIC PART FEE	146,000.00	$ 5,860.00	$ 145,560.00	$ 440.00	99.70%
10R002 1720 0000	OTHER FEES	297,800.00	$ 21,062.94	$ 189,924.17	$ 107,875.83	63.78%
10R000 1799 0000	ACTIVITY ACCOUNTS REVENUE	545,000.00	$ 63,185.28	$ 289,384.52	$ 255,615.48	53.10%
10R000 1811 0000	TEXTBOOK INCOME	900,000.00	$ 97,353.44	$ 365,654.29	$ 534,345.71	40.63%
10R000 1830 0000	TECHNOLOGY FEES	350,000.00	$ 34,763.00	$ 99,947.18	$ 250,052.82	28.56%
10R000 1930 0000	TRANSITION FEES	30,000.00	$ -	$ 10,815.00	$ 19,185.00	36.05%
10R000 1950 0000	REFUND OF PRIOR YEAR EXPEND	100,000.00	$ -	$ 285,838.59	$ (185,838.59)	285.84%
10R000 1970 0000	DRIVERS ED B-T-W	66,100.00	$ 1,350.40	$ 14,042.00	$ 52,058.00	21.24%
10R002 1991 0000	CAREER PATHWAYS	70,000.00	$ -	$ -	$ 70,000.00	0.00%
10R000 1999 0000	OTHER LOCAL REVENUES	50,000.00	$ (1,291.27)	$ 12,626.45	$ 37,373.55	25.25%
Total Local Revenue		**44,744,579.00**	**$ 402,395.77**	**$ 22,985,301.26**	**$ 21,759,277.74**	**51.37%**
10R000 3001 0000	EVIDENCE-BASE FUNDING	8,066,540.00	$ -	$ 6,029,375.00	$ 2,037,165.00	74.75%
10R001 3001 0000	EVIDENCE-BASE FUNDING-MV COOP	250,000.00	$ -	$ 41,241.71	$ 208,758.29	16.50%
10R002 3001 0000	EVIDENCE BASED FUNDING-ALOP	95,000.00	$ 6,682.46	$ 46,777.22	$ 48,222.78	49.24%
10R000 3100 0000	SPECIAL ED - PRIVATE FACILITY	600,000.00	$ -	$ 504,161.37	$ 95,838.63	84.03%
10R000 3120 0000	SPECIAL ED - ORPHANAGE	59,730.00	$ -	$ 40,745.73	$ 18,984.27	68.22%
10R000 3220 0000	CAREER & TECHNICAL EDUCATION	42,927.00	$ 16,655.00	$ 75,029.16	$ (32,102.16)	174.78%
10R000 3235 0000	CTE AGRICULTURE EDUCATION	1,970.00	$ -	$ 2,927.00	$ (957.00)	148.58%
10R002 3235 0000	CTE FFA 3 CIRCLES GRANT	27,745.00	$ -	$ -	$ 27,745.00	0.00%
10R000 3360 0000	STATE FREE LUNCH & BREAKFAST	1,000.00	$ 184.56	$ 3,266.18	$ (2,266.18)	326.62%
10R000 3370 0000	DRIVER ED	45,500.00	$ -	$ 23,622.28	$ 21,877.72	51.92%
10R000 3998 0000	TRS-ON BEHALF PAYMENTS	16,500,000.00	$ -	$ -	$ 16,500,000.00	0.00%
10R000 3999 0000	OTHER STATE REVENUE	100,747.00	$ 90,000.00	$ 90,000.00	$ 10,747.00	89.33%
10R001 3999 0000	LIBRARY GRANT	4,007.00	$ -	$ 4,007.55	$ (0.55)	100.01%
Total State Revenue		**25,795,166.00**	**$ 113,522.02**	**$ 6,861,153.20**	**$ 18,934,012.80**	**26.60%**
10R000 4210 0000	NAT'L SCHOOL LUNCH PROGRAM	610,000.00	$ 45,665.01	$ 399,212.69	$ 210,787.31	65.44%
10R000 4300 0000	TITLE I LOW INCOME	234,068.00	$ 157,897.00	$ 206,325.00	$ 27,743.00	88.15%
10R000 4400 0000	TITLE IV-A SSAE GRANT	14,869.00	$ 18.00	$ 13,653.00	$ 1,216.00	91.82%
10R000 4600 0000	IDEA PRESCHOOL	10,455.00	$ 723.00	$ 8,056.00	$ 2,399.00	77.05%
10R000 4620 0000	IDEA FLOW THROUGH	989,157.00	$ 259,906.00	$ 940,920.00	$ 48,237.00	95.12%
10R000 4625 0000	IDEA FLOW THROUGH ROOM & BOARD	400,000.00	$ -	$ 179,991.07	$ 220,008.93	45.00%
10R000 4745 0000	CARL PERKINS	20,950.00	$ -	$ 28,216.77	$ (7,266.77)	134.69%
10R000 4905 0000	TITLE III IEP GRANT	12,612.00	$ -	$ 566.00	$ 12,046.00	4.49%
10R000 4909 0000	TITLE III ELL-TBE/TPI LIPLEPS	42,941.00	$ 982.00	$ 44,660.00	$ (1,719.00)	104.00%
10R000 4932 0000	TITLE II-TEACHER QUALITY	60,871.00	$ 21,549.00	$ 22,871.00	$ 38,000.00	37.57%
10R000 4991 0000	MEDICAID MATCHING-ADMIN OUTREACH	100,000.00	$ 4,430.35	$ 32,810.63	$ 67,189.37	32.81%
10R000 4992 0000	MEDICAID MATCHING-FEE FOR SVC	290,000.00	$ -	$ 28,112.05	$ 261,887.95	9.69%
10R001 4998 0000	ESSER DIGITAL EQUITY GRANT	1,584,000.00	$ 1,026,000.00	$ 1,584,000.00	$ -	100.00%
10R003 4998 0000	ESSER III GRANT (ARP)	23,128.00	$ -	$ 120,768.00	$ (97,640.00)	522.17%
10R004 4998 0000	ARP IDEA FLOW-THROUGH	-	$ -	$ 139.00	$ (139.00)	0.00%
10R005 4998 0000	ARP IDEA PRESCHOOL	1,800.00	$ -	$ 1,803.00	$ (3.00)	100.17%
Total Federal Revenue		**4,394,851.00**	**$ 1,517,170.36**	**$ 3,612,104.21**	**$ 782,746.79**	**82.19%**
Total Education Fund		**74,934,596.00**	**$ 2,033,088.15**	**$ 33,458,558.67**	**$ 41,476,037.33**	**44.65%**
20R000 1111 0000	TAXES	6,586,895.00	$ -	$ 3,257,039.78	$ 3,329,855.22	49.45%
20R000 1230 0000	CORP PERSONAL PROPERTY TAX	254,995.00	$ 24,148.15	$ 125,514.93	$ 129,480.07	49.22%
20R001 1510 0000	INTEREST	190,700.00	$ 15,111.25	$ 327,893.10	$ (137,193.10)	171.94%
20R001 1720 0000	PARKING FEES	32,000.00	$ (50.00)	$ 30,500.00	$ 1,500.00	95.31%
20R000 1910 0000	RENTALS	48,000.00	$ 325.00	$ 29,036.50	$ 18,963.50	60.49%
20R000 1950 0000	REFUND OF PRIOR YEAR EXPENDITURES	3,000.00	$ -	$ 5,902.67	$ (2,902.67)	196.76%
20R000 1999 0000	OTHER REVENUE	35,000.00	$ -	$ 667.20	$ 34,332.80	1.91%
Total Local Revenue		**7,150,590.00**	**$ 39,534.40**	**$ 3,776,554.18**	**$ 3,374,035.82**	**52.81%**
20R000 3001 0000	EVIDENCE-BASE FUNDING	3,992,208.00	$ 1,098,850.98	$ 2,743,225.98	$ 1,248,982.02	68.71%
20R000 3925 0000	SCHOOL MAINTENANCE GRANT	50,000.00	$ -	$ 50,000.00	$ -	100.00%
Total State Revenue		**4,042,208.00**	**$ 1,098,850.98**	**$ 2,793,225.98**	**$ 1,248,982.02**	**69.10%**
20R000 4999 0000	OTHER REVENUE	-	$ -	$ 245,891.16	$ (245,891.16)	0.00%
Total Federal Revenue		**-**	**$ -**	**$ 245,891.16**	**$ (245,891.16)**	**0.00%**
20R000 7300 0000	SALE OR COMPENSATION FOR ASSET	-	$ 10,000.00	$ 60,000.00	$ (60,000.00)	0.00%
Total Other Revenue		**-**	**$ 10,000.00**	**$ 60,000.00**	**$ (60,000.00)**	**0.00%**
Total O&M Fund		**11,192,798.00**	**$ 1,148,385.38**	**$ 6,875,671.32**	**$ 4,317,126.68**	**61.43%**

Central Community Unit School Dist. 301
Revenue Detail Report
March 2024

Account Number	Description	2023-24 Original Budget	March MTD	2023-24 FYTD	Remaining Budget	FYTD Percent
30R000 1112 0000	TAXES	8,814,821.00	$ -	$ 4,451,214.15	$ 4,363,606.85	50.50%
30R001 1510 0000	INTEREST	64,870.00	$ 6,376.32	$ 196,162.73	$ (131,292.73)	302.39%
30R000 1930 0000	IMPACT FEES	513,650.00	$ -	$ 513,650.00	$ -	100.00%
Total Local Revenue		**9,393,341.00**	**$ 6,376.32**	**$ 5,161,026.88**	**$ 4,232,314.12**	**54.94%**
Total Debt Service Fund		**9,393,341.00**	**$ 6,376.32**	**$ 5,161,026.88**	**$ 4,232,314.12**	**54.94%**
40R000 1113 0000	TAXES	2,848,619.00	$ -	$ 1,400,888.23	$ 1,447,730.77	49.18%
40R000 1415 0000	FIELD TRIP FEES	600.00	$ -	$ 257.00	$ 343.00	42.83%
40R001 1510 0000	INTEREST	107,300.00	$ 22,218.78	$ 225,203.34	$ (117,903.34)	209.88%
40R000 1950 0000	PRIOR YEAR REFUND	17,000.00	$ -	$ 2,475.82	$ 14,524.18	14.56%
40R000 1999 0000	OTHER REVENUE	5,000.00	$ -	$ 10,124.15	$ (5,124.15)	202.48%
Total Local Revenue		**2,978,519.00**	**$ 22,218.78**	**$ 1,638,948.54**	**$ 1,339,570.46**	**55.03%**
40R000 3500 0000	STATE AID, REGULAR	1,591,844.00	$ -	$ 1,240,624.73	$ 351,219.27	77.94%
40R000 3510 0000	STATE AID, SPECIAL ED	1,228,421.00	$ -	$ 844,768.02	$ 383,652.98	68.77%
Total State Revenue		**2,820,265.00**	**$ -**	**$ 2,085,392.75**	**$ 734,872.25**	**73.94%**
40R003 4998 0000	ESSER III GRANT (ARP)	-	$ -	$ 6,208.00	$ (6,208.00)	0.00%
Total Federal Revenue		**-**	**$ -**	**$ 6,208.00**	**$ (6,208.00)**	**0.00%**
Total Transportation Fund		**5,798,784.00**	**$ 22,218.78**	**$ 3,730,549.29**	**$ 2,068,234.71**	**64.33%**
50R000 1114 0000	IMRF TAXES	918,375.00	$ -	$ 462,781.06	$ 455,593.94	50.39%
50R000 1151 0000	SOC SEC/MEDICARE TAXES	945,375.00	$ -	$ 462,781.06	$ 482,593.94	48.95%
50R000 1230 0000	CORP PERSONAL PROPERTY TAX	70,000.00	$ -	$ 101,366.76	$ (31,366.76)	144.81%
50R001 1510 0000	INTEREST	50,350.00	$ 9,554.45	$ 156,036.90	$ (105,686.90)	309.90%
Total Local Revenue		**1,984,100.00**	**$ 9,554.45**	**$ 1,182,965.78**	**$ 801,134.22**	**59.62%**
Total IMRF/SS Fund		**1,984,100.00**	**$ 9,554.45**	**$ 1,182,965.78**	**$ 801,134.22**	**59.62%**
60R001 1510 0000	INTEREST	69,000.00	$ 17,705.13	$ 145,595.28	$ (76,595.28)	211.01%
60R000 1930 0000	IMPACT FEES	486,350.00	$ 21,883.24	$ 532,413.48	$ (46,063.48)	109.47%
Total Local Revenue		**555,350.00**	**$ 39,588.37**	**$ 678,008.76**	**$ (122,658.76)**	**122.09%**
Total Capital Projects Fund		**555,350.00**	**$ 39,588.37**	**$ 678,008.76**	**$ (122,658.76)**	**122.09%**
70R000 1115 0000	TAXES	94,790.00	$ -	$ 46,531.41	$ 48,258.59	49.09%
70R001 1510 0000	INTEREST	52,020.00	$ 11,167.95	$ 104,935.11	$ (52,915.11)	201.72%
Total Local Revenue		**146,810.00**	**$ 11,167.95**	**$ 151,466.52**	**$ (4,656.52)**	**103.17%**
Total Working Cash Fund		**146,810.00**	**$ 11,167.95**	**$ 151,466.52**	**$ (4,656.52)**	**103.17%**
80R000 1120 0000	TAXES	945,374.00	$ -	$ 462,781.06	$ 482,592.94	48.95%
80R001 1510 0000	INTEREST	14,000.00	$ 3,307.52	$ 27,420.05	$ (13,420.05)	195.86%
80R000 1999 0000	REFUND PRIOR YEAR EXPENDITURES	40,000.00	$ -	$ -	$ 40,000.00	0.00%
Total Local Revenue		**999,374.00**	**$ 3,307.52**	**$ 490,201.11**	**$ 509,172.89**	**49.05%**
Total Tort Fund		**999,374.00**	**$ 3,307.52**	**$ 490,201.11**	**$ 509,172.89**	**49.05%**
	Revenue-All Funds					
1000	Total Local Revenue	67,952,663.00	$ 534,143.56	$ 36,064,473.03	$ 31,888,189.97	53.07%
3000	Total State Revenue	32,657,639.00	$ 1,212,373.00	$ 11,739,771.93	$ 20,917,867.07	35.95%
4000	Total Federal Revenue	4,394,851.00	$ 1,517,170.36	$ 3,864,203.37	$ 530,647.63	87.93%
7000	Total Other Revenue	-	$ 10,000.00	$ 60,000.00	$ (60,000.00)	0.00%
	Total Revenue-All Funds	**105,005,153.00**	**$ 3,273,686.92**	**$ 51,728,448.33**	**$ 53,276,704.67**	**49.26%**

Central Community Unit School Dist. 301
Expenditure Summary by Fund Report
March 2024

	2023-24 Original Budget	% of Fund	March MTD	2023-24 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
10-Education							
1000 Salaries	33,570,709.00	44.91%	2,736,390.46	24,351,628.84	-	9,219,080.16	72.54%
2000 Benefits	10,068,735.00	13.47%	791,945.34	7,559,679.92	-	2,509,055.08	75.08%
3000 Purchased Services	3,630,687.00	4.86%	157,361.39	1,792,626.94	156,446.86	1,681,613.20	53.68%
4000 Supplies	3,240,491.00	4.33%	115,777.73	1,407,429.99	998,311.51	834,749.50	74.24%
5000 Capital Outlay	1,282,500.00	1.72%	-	1,274,960.40	39,476.52	(31,936.92)	102.49%
6000 Other/Dues/Fees	21,883,284.00	29.27%	248,958.11	2,896,728.27	77,260.50	18,909,295.23	13.59%
7000 Non-Capital Equipment	1,081,906.00	1.45%	12,222.99	807,495.65	46,029.20	228,381.15	78.89%
Total Education Fund	**74,758,312.00**	**100.00%**	**$ 4,062,656.02**	**$ 40,090,550.01**	**$ 1,317,524.59**	**33,350,237.40**	**55.39%**
20-O&M							
1000 Salaries	2,331,955.00	13.25%	184,226.41	1,644,256.08	-	687,698.92	70.51%
2000 Benefits	661,315.00	3.76%	47,326.19	475,172.13	-	186,142.87	71.85%
3000 Purchased Services	1,322,300.00	7.51%	59,973.93	845,230.92	31,967.86	445,101.22	66.34%
4000 Supplies	1,469,000.00	8.34%	107,041.85	1,363,307.40	30,340.76	75,351.84	94.87%
5000 Capital Outlay	11,665,000.00	66.27%	585,412.97	10,673,654.29	285,983.00	705,362.71	93.95%
6000 Other/Dues/Fees	53,800.00	0.31%	-	3,508.24	70.00	50,221.76	6.65%
7000 Non-Capital Equipment	100,000.00	0.57%	19,884.51	158,939.33	-	(58,939.33)	158.94%
Total O&M	**17,603,370.00**	**100.00%**	**$ 1,003,865.86**	**$ 15,164,068.39**	**$ 348,361.62**	**2,090,939.99**	**88.12%**
30-Debt Service							
3000 Purchased Services	3,400.00	0.04%	475.00	825.00	-	2,575.00	24.26%
6000 Other/Bonds	9,233,076.00	99.96%	-	8,802,600.00	-	430,476.00	95.34%
Total Debt Service	**9,236,476.00**	**100.00%**	**$ 475.00**	**$ 8,803,425.00**	**$ -**	**433,051.00**	**95.31%**
40-Transportation							
1000 Salaries	2,461,740.00	44.30%	196,395.25	1,783,893.22	-	677,846.78	72.46%
2000 Benefits	148,305.00	2.67%	17,437.42	146,415.25	-	1,889.75	98.73%
3000 Purchased Services	2,282,056.00	41.06%	17,539.91	1,944,082.96	4,537.53	333,435.51	85.39%
4000 Supplies	581,500.00	10.46%	36,729.37	331,321.16	19,434.42	230,744.42	60.32%
5000 Capital Outlay	20,000.00	0.36%	-	-	-	20,000.00	0.00%
6000 Other/Dues/Fees	60,000.00	1.08%	963.50	9,775.60	94.00	50,130.40	16.45%
7000 Non-Capital Equipment	4,000.00	0.07%	-	4,195.39	-	(195.39)	104.88%
Total Transportation	**5,557,601.00**	**100.00%**	**$ 269,065.45**	**$ 4,219,683.58**	**$ 24,065.95**	**1,313,851.47**	**76.36%**
50-IMRF/SS							
2000 Benefits	1,923,966.00	100.00%	153,585.33	1,382,271.52	-	541,694.48	71.84%
Total IMRF/SS	**1,923,966.00**	**100.00%**	**$ 153,585.33**	**$ 1,382,271.52**	**$ -**	**541,694.48**	**71.84%**
60-Capital Projects							
5000 Capital Outlay	550,000.00	100.00%	1,176,884.21	1,176,884.21	-	(626,884.21)	213.98%
Total Capital Projects	**550,000.00**	**100.00%**	**$ 1,176,884.21**	**$ 1,176,884.21**	**$ -**	**(626,884.21)**	**213.98%**
70-Working Cash							
6000 Transfers	-		$ -	$ -	$ -	-	0.00%
Total Working Cash	**-**	**0.00%**	**$ -**	**$ -**	**$ -**	**-**	**0.00%**
80-Tort							
3000 Purchased Services	995,000.00	100.00%	19,138.83	115,517.92	66.00	879,416.08	11.62%
Total Tort	**995,000.00**	**100.00%**	**$ 19,138.83**	**$ 115,517.92**	**$ 66.00**	**879,416.08**	**11.62%**
Total Expenditures	**110,624,725.00**		**$ 6,685,670.70**	**$ 70,952,400.63**	**$ 1,690,018.16**	**37,982,306.21**	**65.67%**
Expenditures Across All Funds							
1000 Salaries	38,364,404.00	34.68%	$ 3,117,012.12	$ 27,779,778.14	$ -	10,584,625.86	72.41%
2000 Benefits	12,802,321.00	11.57%	$ 1,010,294.28	$ 9,563,538.82	$ -	3,238,782.18	74.70%
3000 Purchased Services	8,233,443.00	7.44%	$ 254,489.06	$ 4,698,283.74	$ 193,018.25	3,342,141.01	59.41%
4000 Supplies	5,290,991.00	4.78%	$ 259,548.95	$ 3,102,058.55	$ 1,048,086.69	1,140,845.76	78.44%
5000 Capital Outlay	13,517,500.00	12.22%	$ 1,762,297.18	$ 13,125,498.90	$ 325,459.52	66,541.58	99.51%
6000 Other/Dues/Fees/Bonds	31,230,160.00	28.23%	$ 249,921.61	$ 11,712,612.11	$ 77,424.50	19,440,123.39	37.75%
7000 Non-Capital Equipment	1,185,906.00	1.07%	$ 32,107.50	$ 970,630.37	$ 46,029.20	169,246.43	85.73%
Total Expenditures Across all Funds	**110,624,725.00**	**100.00%**	**$ 6,685,670.70**	**$ 70,952,400.63**	**$ 1,690,018.16**	**37,982,306.21**	**65.67%**

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
95 PERCENT GROUP LLC	INV144886	Comprehension Workbook	10E008 1110 4200 00 000000 0000	240.90
95 PERCENT GROUP LLC	INV144700	Reading Team	10E004 1110 4200 00 000000 0000	49.00
			Totals for 95 PERCENT GROUP LLC	289.90
A & G GLASS & MIRROR	26552456	Window Repair CHS	20E001 2540 3230 00 000000 0000	432.21
			Totals for A & G GLASS & MIRROR, INC	432.21
ACTE	677601	ACTE Conference S. Buchs, May 1-3	10E001 2212 6400 00 000000 0000	475.00
			Totals for ACTE	475.00
ADVANCE AUTO PARTS	2454-498018	HVAC Motor Blower	40E001 2550 4100 00 000000 0000	55.79
ADVANCE AUTO PARTS	2454-499210	Battery	40E001 2550 4100 00 000000 0000	99.04
ADVANCE AUTO PARTS	2454-499853	Shop Parts	40E001 2550 4100 00 000000 0000	117.48
			Totals for ADVANCE AUTO PARTS	272.31
ADVOCATE SHERMAN OCC	854837	Post Accident Drug Screen	80E001 2362 3820 00 000000 0000	66.00
ADVOCATE SHERMAN OCC	855175	Bus Driver Randoms	40E001 2550 3190 00 000000 0000	250.00
ADVOCATE SHERMAN OCC	854890	Bus Driver Physicals	40E001 2550 3190 00 000000 0000	971.00
			Totals for ADVOCATE SHERMAN OCCUPATIONAL	1,287.00
AGUINAGA, JACOB	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	43.46
			Totals for AGUINAGA, JACOB	43.46
AHW LLC	11826102	Grounds Supplies	20E001 2540 4120 00 000000 0000	80.63
AHW LLC	11838319	Grounds Supplies	20E001 2540 4120 00 000000 0000	346.20
AHW LLC	11838826	Grounds Supplies	20E001 2540 4120 00 000000 0000	13.22
AHW LLC	11842424	Grounds Supplies	20E001 2540 4120 00 000000 0000	7.73
AHW LLC	11846566	Grounds Supplies	20E001 2540 4120 00 000000 0000	153.16
AHW LLC	11849320	Grounds Supplies	20E001 2540 4120 00 000000 0000	36.80
AHW LLC	11849323	Grounds Supplies	20E001 2540 4120 00 000000 0000	0.00
			Totals for AHW LLC	637.74
ALEXANDER LEIGH CENT	4424	March Monthly Tuition	10E001 1912 6700 00 000000 0000	8,598.88
			Totals for ALEXANDER LEIGH CENTER FOR AU	8,598.88
ALITOVSKI, AYTEN	Uniform FY24	2023-2024 Uniform Reimbursement	10E002 2560 4110 00 000000 0000	87.50
			Totals for ALITOVSKI, AYTEN	87.50
ALPHA BAKING COMPANY	240260067023	Bread	10E011 2560 4100 00 000000 0000	159.20
ALPHA BAKING COMPANY	240260071020	Bread	10E010 2560 4100 00 000000 0000	54.57
ALPHA BAKING COMPANY	240273058026	Bread	10E003 2560 4100 00 000000 0000	66.72
ALPHA BAKING COMPANY	240273060025	Bread	10E002 2560 4100 00 000000 0000	195.55
ALPHA BAKING COMPANY	240273065028	Bread	10E004 2560 4100 00 000000 0000	85.92
ALPHA BAKING COMPANY	240273068022	Bread	10E005 2560 4100 00 000000 0000	68.90
ALPHA BAKING COMPANY	240260074018	Bread	10E011 2560 4100 00 000000 0000	140.90
ALPHA BAKING COMPANY	240273072029	Bread	10E002 2560 4100 00 000000 0000	348.00
ALPHA BAKING COMPANY	240273072031	Bread	10E004 2560 4100 00 000000 0000	26.20
ALPHA BAKING COMPANY	240273074024	Bread	10E002 2560 4100 00 000000 0000	232.97
ALPHA BAKING COMPANY	240260064017	Bread	10E008 2560 4100 00 000000 0000	39.30
ALPHA BAKING COMPANY	240260071019	Bread	10E008 2560 4100 00 000000 0000	77.89
ALPHA BAKING COMPANY	240260078014	Bread	10E008 2560 4100 00 000000 0000	65.31
ALPHA BAKING COMPANY	240260078015	Bread	10E010 2560 4100 00 000000 0000	37.02
ALPHA BAKING COMPANY	240273079023	Bread	10E004 2560 4100 00 000000 0000	117.96
ALPHA BAKING COMPANY	240273065026	Bread	10E002 2560 4100 00 000000 0000	341.66
ALPHA BAKING COMPANY	240273065027	Bread	10E003 2560 4100 00 000000 0000	50.44
ALPHA BAKING COMPANY	240273072030	Bread	10E003 2560 4100 00 000000 0000	110.92

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
ALPHA BAKING COMPANY	240273079022	Bread	10E003 2560 4100 00 000000 0000	36.68
ALPHA BAKING COMPANY	240273081024	Bread	10E002 2560 4100 00 000000 0000	224.28
			Totals for ALPHA BAKING COMPANY	2,480.39
AMAZON CAPITAL SERVI	1443-L9QP-L4VF	Wellness Staff Meeting Supplies	10E003 2410 4100 00 000000 0000	41.94
AMAZON CAPITAL SERVI	17KH-V3HR-6PNV	2024-2025 Supplies Castelluccio	10E008 1110 4100 00 000000 0000	122.42
AMAZON CAPITAL SERVI	1D7W-QC1N-4CML	Plastic Chair Mat Credit, Apply to Inv# 1MQT-YHNV-71L9	40E001 2550 4110 00 000000 0000	-54.00
AMAZON CAPITAL SERVI	1D9D-R96M-RD3K	Library Supplies	10E008 2220 4100 00 000000 0000	177.94
AMAZON CAPITAL SERVI	1DQ4-C699-79VP	Instructional Supplies	10E011 1120 4110 00 000000 0000	22.76
AMAZON CAPITAL SERVI	1FHM-V6CN-GJQN	Replacement Book	10E003 2220 4300 00 000000 0000	15.60
AMAZON CAPITAL SERVI	1FW9-P7T4-YLW6	Instructional Supplies	10E011 1120 4110 00 000000 0000	168.98
AMAZON CAPITAL SERVI	1KW6-XCX6-9RCT	IC Supplies	10E002 2212 4100 00 000000 0000	361.27
AMAZON CAPITAL SERVI	1N1H-KTXY-6KR1	Athletic Supplies	10E011 1500 4100 00 000000 0000	65.75
AMAZON CAPITAL SERVI	1N4Y-YKTT-9D4K	Maintenance Supplies	20E001 2540 4110 00 000000 0000	948.68
AMAZON CAPITAL SERVI	1PV4-7LV6-1P17	2024-2025 Supplies Perry	10E008 1110 4100 00 000000 0000	125.82
AMAZON CAPITAL SERVI	1QFL-7TLT-4KKF	2024-2025 Supplies Ferrante	10E008 1110 4100 00 000000 0000	127.00
AMAZON CAPITAL SERVI	1QL3-Q4PM-HQGF	Staff Appreciation Game	10E008 2410 4100 00 000000 0000	38.96
AMAZON CAPITAL SERVI	1QRW-NYHD-7711	Pocket Chart Frame	10E010 2410 4100 00 000000 0000	50.62
AMAZON CAPITAL SERVI	1R3C-GY17-GQKL	ELA Book Cowser and Eskridge	10E003 1120 4100 00 000000 0000	26.70
AMAZON CAPITAL SERVI	1LM3-MGCN-NJ4M	ELA Books and Game Cowser and Eskridge	10E003 1120 4100 00 000000 0000	207.12
AMAZON CAPITAL SERVI	1W64-3RYC-9M3P	ELL Supplies	10E008 1800 4100 00 000000 0000	200.77
AMAZON CAPITAL SERVI	11K9-PJLR-W417	Goodie Bags for State Trips	10E002 1500 4100 00 000000 0000	51.98
AMAZON CAPITAL SERVI	1J36-C1P9-TCGN	Bankers Box File Storage	40E001 2550 4110 00 000000 0000	26.24
AMAZON CAPITAL SERVI	11K9-PJLR-WJ6L	Math Instructional Supplies	10E011 1120 4110 00 000000 0000	303.18
AMAZON CAPITAL SERVI	14PL-MRCC-YKYW	Library Books	10E003 2220 4300 00 000000 0000	33.03
AMAZON CAPITAL SERVI	17G3-4T7H-KTN9	Instructional Supplies 7 Red	10E011 1120 4110 00 000000 0000	213.80
AMAZON CAPITAL SERVI	1G46-6H3K-XR1J	Nurse Supplies	10E011 1120 4250 00 000000 0000	119.07
AMAZON CAPITAL SERVI	1GY7-XWQV-1GRL	Kitchen Supplies	10E002 2560 4900 00 000000 0000	111.89
AMAZON CAPITAL SERVI	1GY7-XWQV-1GRL	Kitchen Supplies	10E003 2560 4900 00 000000 0000	30.59
AMAZON CAPITAL SERVI	1GY7-XWQV-1GRL	Kitchen Supplies	10E005 2560 4900 00 000000 0000	28.80
AMAZON CAPITAL SERVI	1H73-DQQ1-4RP7	SpEd Art Supplies	10E002 1130 4100 00 000000 0000	22.99
AMAZON CAPITAL SERVI	1HHP-6N3F-Q1YG	English Supplies	10E002 1130 4200 00 000000 0000	461.01
AMAZON CAPITAL SERVI	1LD3-TNKV-6Y77	Grounds Supplies	20E001 2540 4120 00 000000 0000	43.77
AMAZON CAPITAL SERVI	1NFX-JKCP-QYV4	SPED Supplies	10E011 1205 4100 00 000000 0000	44.94
AMAZON CAPITAL SERVI	1NFX-JKCP-V6TR	Instructional Supplies 6th SS	10E011 1120 4110 00 000000 0000	64.94
AMAZON CAPITAL SERVI	1QL3-Q4PM-X9P7	Testing Headphones, Recess Lock	10E005 2410 4100 00 000000 0000	223.79
AMAZON CAPITAL SERVI	1V7M-PCPV-C7QD	Psychologist Supplies	10E011 2140 4100 00 000000 0000	106.91
AMAZON CAPITAL SERVI	1WKK-CJCP-Y9JG	ISA and IAR Testing Supplies	10E003 2410 4100 00 000000 0000	37.95
AMAZON CAPITAL SERVI	1G7R-DXNM-PJFP	Gervino Classroom Supplies	10E004 1110 4100 00 000000 0000	118.09
AMAZON CAPITAL SERVI	14D1-N6XL-KNMN	PKMS CTEI Supplies	10E002 1130 4100 00 322000 0000	872.39
AMAZON CAPITAL SERVI	1F1J-NTGD-D9N1	Tech Supplies	10E001 2660 4100 00 000000 0000	208.09
AMAZON CAPITAL SERVI	1HRP-N196-1JLY	DO Supplies	10E001 2520 4100 00 000000 0000	35.84
AMAZON CAPITAL SERVI	1LXW-NYNC-GGNK	DO Supplies	10E001 2520 4100 00 000000 0000	218.27
AMAZON CAPITAL SERVI	1NFX-JKCP-Y3WH	CMS CTE Supplies	10E002 1130 4100 00 322000 0000	138.00
AMAZON CAPITAL SERVI	1W6X-WFJK-J1VT	DO Supplies	10E001 2520 4100 00 000000 0000	22.56
AMAZON CAPITAL SERVI	11P1-GKRV-QNFC	FL Supplies	10E002 1130 4100 00 000000 0000	187.02
AMAZON CAPITAL SERVI	13CF-CHKW-P6LP	FL Supplies	10E002 1130 4100 00 000000 0000	144.42
AMAZON CAPITAL SERVI	1443-L9QP-T6LG	Replacement Library Book	10E008 2220 4300 00 000000 0000	11.99
AMAZON CAPITAL SERVI	1696-GCDC-XKWF	2024-2025 Nurse Supplies	10E008 1110 4250 00 000000 0000	94.53
AMAZON CAPITAL SERVI	1K6Q-3RKP-LQFK	Library Book Order	10E008 2220 4300 00 000000 0000	615.00
AMAZON CAPITAL SERVI	16F4-GNPT-KCRR	Library Book Order	10E008 2220 4300 00 000000 0000	7.99
AMAZON CAPITAL SERVI	19G3-MHGK-R4C1	English Supplies	10E002 1130 4100 00 000000 0000	39.96
AMAZON CAPITAL SERVI	1JLV-16FJ-P76L	Instructional Supplies	10E011 1120 4110 00 000000 0000	59.96
AMAZON CAPITAL SERVI	1L4G-YKRP-9H67	Library Book	10E008 2220 4300 00 000000 0000	10.29

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
AMAZON CAPITAL SERVI	1MJL-TYKV-WD91	Science Supplies	10E011 1120 4110 00 000000 0000	460.30
AMAZON CAPITAL SERVI	1PJ1-FK9W-VNYP	Art Supplies	10E008 1110 4100 00 000000 0000	35.94
AMAZON CAPITAL SERVI	1PNH-D3GH-XRPV	Instructional Supplies	10E011 1120 4110 00 000000 0000	161.87
AMAZON CAPITAL SERVI	1VYH-9TXW-QKLR	PE Supplies	10E011 1120 4110 00 000000 0000	190.66
AMAZON CAPITAL SERVI	1WGG-FW1T-47KD	Instructional Supplies	10E011 1120 4110 00 000000 0000	53.94
AMAZON CAPITAL SERVI	1WHW-R3W9-N1YM	EC Supplies	10E008 1225 4100 00 000000 0000	487.48
AMAZON CAPITAL SERVI	1WLQ-KRLF-LK74	Science Supplies	10E002 1130 4100 00 000000 0000	150.71
AMAZON CAPITAL SERVI	1X1J-9J1G-XXJP	2024-2025 Casey Supplies	10E008 1110 4100 00 000000 0000	20.98
AMAZON CAPITAL SERVI	177F-9NCX-R6TH	2024-2025 Casey Supplies	10E008 1110 4100 00 000000 0000	80.47
AMAZON CAPITAL SERVI	1XRN-HRNJ-Y14J	Math Intervention Supplies	10E011 1120 4110 00 000000 0000	217.10
AMAZON CAPITAL SERVI	113V-G67Y-CNF6	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-11.81
AMAZON CAPITAL SERVI	16GQ-MRVK-CWPK	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-12.23
AMAZON CAPITAL SERVI	16GY-Q3LJ-CKNT	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-27.02
AMAZON CAPITAL SERVI	1HHC-NYC7-CXXD	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-34.24
AMAZON CAPITAL SERVI	1J3K-KN1L-CPWT	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-11.81
AMAZON CAPITAL SERVI	1JG4-MLTV-CMWN	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-35.43
AMAZON CAPITAL SERVI	1KMK-LHT3-D69J	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-17.12
AMAZON CAPITAL SERVI	1LXW-NYNC-CQ4L	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-17.12
AMAZON CAPITAL SERVI	1QQP-DTCM-9WLD	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-17.12
AMAZON CAPITAL SERVI	1RMQ-96GQ-CW7N	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-27.03
AMAZON CAPITAL SERVI	1RWJ-WJ61-CXCM	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-11.80
AMAZON CAPITAL SERVI	1V3G-C14P-D4GY	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-17.12
AMAZON CAPITAL SERVI	1VQV-MTWY-D4JL	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-11.81
AMAZON CAPITAL SERVI	1W6X-WFJK-CQHG	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-17.12
AMAZON CAPITAL SERVI	1WJH-GP6X-DCYH	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-51.39
AMAZON CAPITAL SERVI	1VW9-MKCC-HK49	Building Thinking Classrooms in Mathematics Books	10E001 2320 4100 00 000000 0000	178.30
AMAZON CAPITAL SERVI	13H9-CYWH-R1XV	2024-2025 Coppola	10E008 1110 4100 00 000000 0000	123.03
AMAZON CAPITAL SERVI	147L-MQMG-V67G	SS Instructional Supplies	10E011 1120 4110 00 000000 0000	179.00
AMAZON CAPITAL SERVI	167V-3LCD-1J3R	Kindergarten Garden Project	10E008 1110 4100 00 000000 0000	52.94
AMAZON CAPITAL SERVI	1D1L-37FD-9PTC	SS Instructional Supplies	10E011 1120 4110 00 000000 0000	313.10
AMAZON CAPITAL SERVI	1D7G-FRN4-JQYN	2024-2025 Supplies Madzy	10E008 1110 4100 00 000000 0000	11.80
AMAZON CAPITAL SERVI	1F7Y-HLGT-1JMT	2024-2025 Morrissey	10E008 1110 4100 00 000000 0000	123.48
AMAZON CAPITAL SERVI	1G17-3NDQ-TJM7	2024-2025 Carani	10E008 1110 4100 00 000000 0000	114.13
AMAZON CAPITAL SERVI	1HQJ-F949-1PJV	Nurse Supplies	10E003 1120 4250 00 000000 0000	296.37
AMAZON CAPITAL SERVI	1HQY-1WMY-Q31N	2024-2025 Strohm	10E008 1110 4100 00 000000 0000	117.59
AMAZON CAPITAL SERVI	1HQY-1WMY-XN6G	2024-2025 Coughlan	10E008 1110 4100 00 000000 0000	120.42
AMAZON CAPITAL SERVI	1LLF-CV9Y-CQ31	2024-2025 Valentini	10E008 1110 4100 00 000000 0000	153.32
AMAZON CAPITAL SERVI	1LNV-PHNT-3LRD	2024-2025 Zuhn	10E008 1110 4100 00 000000 0000	166.16
AMAZON CAPITAL SERVI	1MJL-TYKV-XD9X	Library Supplies	10E003 2220 4100 00 000000 0000	32.87
AMAZON CAPITAL SERVI	1NC4-NFF9-43PQ	2024-2025 Brown	10E008 1110 4100 00 000000 0000	128.78

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
AMAZON CAPITAL SERVI	1PX7-QXPR-3TW6	2024-2025 O'Dekirk	10E008 1110 4100 00 000000 0000	122.92
AMAZON CAPITAL SERVI	1QQP-DTCM-T9CG	2024-2025 Brock	10E008 1110 4100 00 000000 0000	95.02
AMAZON CAPITAL SERVI	1RWJ-WJ61-NXKC	Math Supplies	10E011 1120 4110 00 000000 0000	17.98
AMAZON CAPITAL SERVI	1VQV-MTWY-TKW9	SS Instructional Supplies	10E011 1120 4110 00 000000 0000	39.90
AMAZON CAPITAL SERVI	1XX1-JPXF-T19G	2024-2025 Hennig	10E008 1110 4100 00 000000 0000	154.13
AMAZON CAPITAL SERVI	1XX1-JPXF-VW6M	2024-2025 Galliart	10E008 1110 4100 00 000000 0000	119.16
AMAZON CAPITAL SERVI	1XXW-KC6T-DPCC	2024-2025 Madzy	10E008 1110 4100 00 000000 0000	100.17
AMAZON CAPITAL SERVI	1Y9T-6JKV-VV3N	2024-2025 Cherry	10E008 1110 4100 00 000000 0000	153.57
AMAZON CAPITAL SERVI	1F16-LF99-CPYF	Residency Hearing Supplies	10E001 2310 3100 00 000000 0000	130.81
AMAZON CAPITAL SERVI	19RX-GF6V-7DMF	Title III EL Supplies	10E001 1100 4100 00 490900 0000	265.60
AMAZON CAPITAL SERVI	1V9J-J7HJ-3G4D	Title III EL Supplies	10E001 1100 4100 00 490900 0000	619.27
AMAZON CAPITAL SERVI	14LQ-J7VJ-46TX	OT Items LL	10E001 1200 4100 00 462000 0000	207.07
AMAZON CAPITAL SERVI	1K9M-XQ9X-D41X	Student OT Item	10E001 1200 4100 00 462000 0000	178.00
AMAZON CAPITAL SERVI	1F7Y-HLGT-97H3	DO Coffee and Supplies	10E001 2520 4100 00 000000 0000	38.56
AMAZON CAPITAL SERVI	1PMF-NXNK-FLP9	DO Coffee and Supplies	10E001 2520 4100 00 000000 0000	131.21
AMAZON CAPITAL SERVI	1XNK-LNNM-HMRQ	DO Coffee Credit, Apply to Inv# 1F7Y-HLGT-97H3	10E001 2520 4100 00 000000 0000	-38.56
AMAZON CAPITAL SERVI	16W3-LCLG-D3P7	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-38.39
AMAZON CAPITAL SERVI	1D77-VJLG-CNLD	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-19.19
AMAZON CAPITAL SERVI	1JLD-F9J9-CLK3	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-134.33
AMAZON CAPITAL SERVI	147L-MQMG-4F6T	General Supplies	10E004 1110 4100 00 000000 0000	19.95
AMAZON CAPITAL SERVI	1NXV-63MW-73H4	General Supplies	10E004 1110 4100 00 000000 0000	18.67
AMAZON CAPITAL SERVI	1NXV-63MW-73H4	General Supplies	10E004 2410 4100 00 000000 0000	54.37
AMAZON CAPITAL SERVI	1NXV-63MW-73H4	General Supplies	10E004 1225 4100 00 000000 0000	13.99
AMAZON CAPITAL SERVI	1L99-JL77-MGPX	Food Service Microwave Oven	10E002 2410 4100 00 000000 0000	97.54
AMAZON CAPITAL SERVI	16WH-GQNG-D4QH	Musical Supplies	10E002 1130 4900 00 000000 0000	532.08
AMAZON CAPITAL SERVI	1RMQ-96GQ-Q9C7	Drama Supplies	10E002 1130 4900 00 000000 0000	259.98
AMAZON CAPITAL SERVI	169M-67N6-144T	Library Supplies	10E002 2220 4100 00 000000 0000	5.03
AMAZON CAPITAL SERVI	1HVY-CC14-CRPJ	Library Supplies	10E002 2220 4100 00 000000 0000	639.91
AMAZON CAPITAL SERVI	1XDP-LRC3-FGWM	Library Supplies	10E002 2220 4100 00 000000 0000	638.20
AMAZON CAPITAL SERVI	1VW9-MKCC-FCKR	Library Supplies	10E002 2220 4100 00 000000 0000	626.11
AMAZON CAPITAL SERVI	1JM4-VCTD-FML1	English Supplies	10E002 1130 4100 00 000000 0000	194.46
AMAZON CAPITAL SERVI	1L99-JL77-XKJM	English Supplies	10E002 1130 4100 00 000000 0000	53.20
AMAZON CAPITAL SERVI	1JLV-16FJ-TMMX	Science Supplies	10E002 1130 4100 00 000000 0000	162.17
AMAZON CAPITAL SERVI	1PMF-NXNK-GLQ3	Psych Supplies	10E002 2140 4100 00 000000 0000	242.88
AMAZON CAPITAL SERVI	1RQQ-MNVV-11GY	Envelopes	40E001 2550 4110 00 000000 0000	17.15
AMAZON CAPITAL SERVI	1Y6K-H4CV-CHMX	Uzbek Dictionaries	10E001 1100 4100 00 490900 0000	35.50
AMAZON CAPITAL SERVI	1YFG-F79G-D9MG	Office Supplies	40E001 2550 4110 00 000000 0000	43.86
AMAZON CAPITAL SERVI	14D1-N6XL-CHVW	ELA Supplies	10E011 1120 4110 00 000000 0000	272.61
AMAZON CAPITAL SERVI	1FPN-FHTC-7CRM	ELA Supplies	10E011 1120 4110 00 000000 0000	16.99
AMAZON CAPITAL SERVI	1CD9-KLGJ-HC7R	Spanish and Mongolian Dictionaries	10E001 1100 4100 00 490900 0000	44.63
AMAZON CAPITAL SERVI	1331-T6L9-F47Q	Library Supplies	10E002 2220 4100 00 000000 0000	569.50
AMAZON CAPITAL SERVI	17H1-RK6J-796J	Library Credit, Apply to Inv# 1331-T6L9-F47Q	10E002 2220 4100 00 000000 0000	-31.78
AMAZON CAPITAL SERVI	19TN-WQN9-3MYX	Guidance Supplies	10E002 2120 4100 00 000000 0000	48.27
AMAZON CAPITAL SERVI	1HNJ-WGRR-6JGX	Library Credit, Apply to Inv# 1331-T6L9-F47Q	10E002 2220 4100 00 000000 0000	-19.88
AMAZON CAPITAL SERVI	1T3K-MGFL-94M6	Costume Credit, Apply to Inv# 1WR6-C34V-LQDK	10E002 1130 4900 00 000000 0000	-35.00
AMAZON CAPITAL SERVI	1WH9-LFF3-7GK7	Testing Supplies	10E002 2120 4100 00 000000 0000	85.58
AMAZON CAPITAL SERVI	1QLV-WYFH-JGQR	IC Supplies	10E002 2212 4100 00 000000 0000	272.26
AMAZON CAPITAL SERVI	1Q1Q-VK4G-H99G	Office Supplies	10E001 2520 4100 00 000000 0000	58.28

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
AMAZON CAPITAL SERVI	1VLJ-1N6M-C4P7	Admin White Board	10E001 2630 4100 00 000000 0000	132.99
AMAZON CAPITAL SERVI	1X9G-HDMD-4JGD	DO Coffee	10E001 2520 4100 00 000000 0000	24.02
			Totals for AMAZON CAPITAL SERVICES, INC	18,244.60
AMERICAN RED CROSS H	29017104	CPR Training Manikins	10E001 2130 4100 00 462000 0000	3,667.59
AMERICAN RED CROSS H	29017104	CPR Training Manikins	10E001 2130 4100 00 460000 0000	315.00
AMERICAN RED CROSS H	22665416	CPR and AED Certification	10E002 1130 3190 00 000000 0000	155.00
			Totals for AMERICAN RED CROSS HEALTH & S	4,137.59
APPLE INC	MA68771650	Athletics iPads for Coaches	10E002 1500 4100 00 000000 0000	598.00
			Totals for APPLE INC	598.00
ARCO MECHANICAL EQUI	21759	Toxalert Refrigerant Monitoring System Calibration	20E001 2540 3100 00 000000 0000	650.00
			Totals for ARCO MECHANICAL EQUIPMENT SAL	650.00
ASTOUND BUSINESS SOL	416615501-001675	Internet	10E001 2660 3160 00 000000 0000	1,107.07
			Totals for ASTOUND BUSINESS SOLUTIONS/RC	1,107.07
BALLARD, COURTNEY	Tuition 3-24	Tuition Reimbursement SPED 6565	10E005 1110 2300 00 000000 0000	450.00
			Totals for BALLARD, COURTNEY	450.00
BATAVIA HIGH SCHOOL	Apr 5	CHS Boys Varsity Track Contract 4/5/24	10E002 1500 6400 00 000000 0000	200.00
BATAVIA HIGH SCHOOL	Mar 1	CHS Boys Varsity Track Contract 3/1/24	10E002 1500 6400 00 000000 0000	200.00
			Totals for BATAVIA HIGH SCHOOL	400.00
BENDER, AMY	Mar 14-15	Prof Dev Illinois Reading Conference	10E011 2210 6400 00 000000 0000	250.00
			Totals for BENDER, AMY	250.00
BIG SIGNS.COM INC	22933	Athletic Supplies	10E011 1500 4100 00 000000 0000	364.00
			Totals for BIG SIGNS.COM INC	364.00
BLACKBURN, PATRICK	Uniform FY24b	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	74.88
BLACKBURN, PATRICK	Uniform FY24c	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	23.46
			Totals for BLACKBURN, PATRICK	98.34
BLUE CROSS BLUE SHIE	Dental 03-24	Dental Claims	10E002 1130 2230 00 000000 0000	-1,004.80
BLUE CROSS BLUE SHIE	Dental 03-24	Dental Claims	20E001 2540 2230 00 000000 0000	-282.70
BLUE CROSS BLUE SHIE	Dental 03-24	Dental Claims	40E001 2550 2230 00 000000 0000	91.93
			Totals for BLUE CROSS BLUE SHIELD	-1,195.57
BOATNER	3312024.2	Student Support Services	10E001 2210 3100 00 462000 0000	750.00
			Totals for BOATNER	750.00
BOB JASS CHEVROLET I	284600	Air Compressor Replacement and Wheel Alignment	40E001 2550 7100 00 000000 0000	1,486.27
BOB JASS CHEVROLET I	284999	Transportation AC Repairs	40E001 2550 3230 00 000000 0000	534.13
			Totals for BOB JASS CHEVROLET INC	2,020.40
BOSTON HIGASHI SCHOO	2402600	Feb Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	24,221.65
BOSTON HIGASHI SCHOO	2402613	Feb Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	24,221.65

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
BOSTON HIGASHI SCHOO	2403600	Mar Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	25,776.95
BOSTON HIGASHI SCHOO	2403613	Mar Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	25,776.95
			Totals for BOSTON HIGASHI SCHOOL, INC	99,997.20
BRANNSTROM, DAVID	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	183.85
			Totals for BRANNSTROM, DAVID	183.85
BROOKES PUBLISHING	1284642	ASQ Online Screens	10E001 1110 4100 00 460000 0000	46.50
BROOKES PUBLISHING	1285490	Ages and Stages Spanish Version	10E001 1110 4100 00 460000 0000	271.20
			Totals for BROOKES PUBLISHING	317.70
BSN SPORTS, INC	924925509	2023-2024 B&G Winter Uniform Order	20E002 2540 4110 00 000000 0000	3,753.42
			Totals for BSN SPORTS, INC	3,753.42
BUCKEYE POWER SALES	PS103015	Generator PV	20E008 2540 5400 00 392500 0000	54,337.66
BUCKEYE POWER SALES	PS103018	Generator HBT	20E004 2540 5400 00 392500 0000	79,939.66
			Totals for BUCKEYE POWER SALES CO, INC	134,277.32
CALIBER TOWING AND R	24-31957	Bus 76 Towing Charges	40E001 2550 3700 00 000000 0000	275.00
			Totals for CALIBER TOWING AND RECOVERY I	275.00
CALO-CHANGE ACADEMY	INV084433	Speech Therapy Services	10E001 2150 3100 00 462000 0000	150.03
CALO-CHANGE ACADEMY	INV085024	March Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	14,914.98
CALO-CHANGE ACADEMY	INV085025	March Monthly Tuition, Room and Board	10E001 1912 6700 00 000000 0000	14,914.98
			Totals for CALO-CHANGE ACADEMY AT LAKE O	29,979.99
CAMELOT THERAPEUTIC	INV186356	Feb Monthly Tuition	10E001 1912 6700 00 000000 0000	16,816.80
			Totals for CAMELOT THERAPEUTIC SCHOOLS,	16,816.80
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 4100 00 000000 0000	48.22
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 7100 00 000000 0000	1,169.94
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	25.17
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	764.60
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	10.00
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	448.92
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	309.87
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 4100 00 000000 0000	603.24
CARDMEMBER SERVICE	7577 04-24	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	148.87
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2320 6400 00 000000 0000	144.48
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2660 6400 00 000000 0000	144.48
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2520 4100 00 000000 0000	42.00
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2520 4100 00 000000 0000	42.00
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2520 3100 00 000000 0000	14.95
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2630 3100 00 000000 0000	42.50
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum,	10E001 2630 3100 00 000000 0000	99.99

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		Administrative Expenses		
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2630 3100 00 000000 0000	74.90
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E001 2520 3100 00 000000 0000	859.00
CARDMEMBER SERVICE	7577 04-24a	E. Mongan Curriculum, Administrative Expenses	10E002 2212 4100 00 000000 0000	97.99
			Totals for CARDMEMBER SERVICE	5,091.12
CAROLINA BIOLOGICAL	52495636 RI	Science Instructional Supplies	10E011 1120 4110 00 000000 0000	118.25
			Totals for CAROLINA BIOLOGICAL SUPPLY CO	118.25
CBT NUGGETS	S-10116538	Annual CBT Nuggets Subscription	10E001 2660 3160 00 000000 0000	4,472.00
			Totals for CBT NUGGETS	4,472.00
CDW GOVERNMENT, INC	ZR00454919	Google Workspace for Education	10E001 2660 3160 00 000000 0000	1,359.56
			Totals for CDW GOVERNMENT, INC	1,359.56
CENTRAL DUPAGE HOSPI	301-111523	Homebound Tutoring	10E001 1200 3140 00 462000 0000	525.00
CENTRAL DUPAGE HOSPI	301-031224	Homebound Tutoring	10E001 1200 3140 00 462000 0000	840.00
			Totals for CENTRAL DUPAGE HOSPITAL	1,365.00
CHERUKU, NARESH	Feb 2024	Transportation Reimbursement Jan 31-Feb 29	40E001 2550 3320 00 000000 0000	196.78
			Totals for CHERUKU, NARESH	196.78
CHILD THERAPY AND RE	21231	Speech Services	10E001 2150 3100 00 462000 0000	379.50
			Totals for CHILD THERAPY AND REHABILITAT	379.50
CIPRIANO, ANGELA	Mar 3	Reimb SS Instructional Supplies	10E011 1120 4110 00 000000 0000	156.20
CIPRIANO, ANGELA	Mar 12	Reimburse for Instructional Supplies	10E011 1120 4110 00 000000 0000	31.18
			Totals for CIPRIANO, ANGELA	187.38
CITY OF ELGIN	330845-39520 03/	Water Service PKMS	20E001 2540 3700 00 000000 0000	1,848.50
CITY OF ELGIN	330845-42337 03/	Water Service CT	20E001 2540 3700 00 000000 0000	1,307.90
			Totals for CITY OF ELGIN	3,156.40
CLARY, STACI	Feb 29	Homebound Tutoring	10E001 1200 3140 00 462000 0000	140.00
CLARY, STACI	Mar 2024	Homebound Tutoring	10E001 1200 3140 00 462000 0000	480.00
			Totals for CLARY, STACI	620.00
CLASSLINK, INC	e-116504	ClassLink Annual Renewal 7/1/24-6/30/25	10E001 2660 3160 00 000000 0000	20,839.55
			Totals for CLASSLINK, INC	20,839.55
COFFMAN TRUCK SALES,	50364	Replace Upper and Lower Valve Assembly	40E001 2550 3230 00 000000 0000	402.00
			Totals for COFFMAN TRUCK SALES, INC	402.00
COMMUNITY THERAPY CO	2110	Speech Therapy Services CHS	10E001 2150 3100 00 462000 0000	3,696.00
			Totals for COMMUNITY THERAPY CORP	3,696.00
COMPASS HEALTH CENTE	792219	Homebound Tutoring	10E001 1200 3140 00 462000 0000	340.00
COMPASS HEALTH CENTE	859138	Homebound Tutoring	10E001 1200 3140 00 462000 0000	580.00
			Totals for COMPASS HEALTH CENTER PLLC	920.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
COSTELLO, KIMBERLY	Registration Ref	Refund of Registration and Tech Fees for 23-24	10R000 1811 0000 00 000000 0000	120.00
COSTELLO, KIMBERLY	Registration Ref	Refund of Registration and Tech Fees for 23-24	10R000 1830 0000 00 000000 0000	50.00
			Totals for COSTELLO, KIMBERLY	170.00
COUNTRY DONUTS	April 22	Coyote Of The Month Breakfast	10E008 2410 4100 00 000000 0000	192.85
			Totals for COUNTRY DONUTS	192.85
COVINGTON, ELIZABETH	Mar 9	Reimburse for Robotics Tournament Food	10E002 1500 4900 00 000000 0000	46.00
			Totals for COVINGTON, ELIZABETH	46.00
CRYSTAL LAKE CENTRAL	Apr 20	CHS Girls Varsity Lacrosse Jamboree 4/20/24	10E002 1500 6400 00 000000 0000	230.00
CRYSTAL LAKE CENTRAL	Apr 26	CHS Boys Varsity Track Contract 4/26/24	10E002 1500 6400 00 000000 0000	285.00
			Totals for CRYSTAL LAKE CENTRAL HIGH SCH	515.00
DEMCO	7448334	Library Supply Order	10E008 2220 4100 00 000000 0000	189.43
DEMCO	7446758	Library Supplies	10E005 2220 4100 00 000000 0000	127.48
DEMCO	7453618	Library Supplies	10E008 2220 4100 00 000000 0000	33.44
DEMCO	7452345	Library Supplies	10E010 2220 4100 00 000000 0000	93.79
DEMCO	7455238	Media Supplies	10E011 2220 4100 00 000000 0000	458.32
DEMCO	7458814	Library Supplies	10E002 2220 4100 00 000000 0000	104.91
			Totals for DEMCO	1,007.37
DIAMOND GRAPHICS	15905	Carbon Copy Field Trip Forms	10E001 2210 4100 00 000000 0000	275.00
			Totals for DIAMOND GRAPHICS	275.00
DUPAGE FEDERATION ON	9902	Translation Services	10E001 1800 3190 00 000000 0000	806.25
			Totals for DUPAGE FEDERATION ON HUMAN	806.25
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 4120 00 000000 0000	62.52
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 3900 00 000000 0000	525.01
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 3900 00 000000 0000	726.68
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 4120 00 000000 0000	52.54
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 4120 00 000000 0000	23.13
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	-1,000.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	562.38
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	562.38
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	296.03
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	103.70
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	525.03

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	349.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	63.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 4910 00 000000 0000	77.36
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	40.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E003 2220 4100 00 000000 0000	75.94
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	280.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	2.30
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	2.30
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	5.80
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	40.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E004 2560 6400 00 000000 0000	220.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E008 2560 6400 00 000000 0000	220.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	40E001 2550 6400 00 000000 0000	40.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	6,280.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 3900 00 000000 0000	409.41
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 4100 00 000000 0000	89.23
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 3900 00 000000 0000	847.37
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	240.00
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10R000 1999 0000 00 000000 0000	397.30
ELAN CORPORATE PAYME	5013 04-24	Athletics, Accounts Payable, Activity Expenses	10E002 1500 6400 00 000000 0000	140.00
			Totals for ELAN CORPORATE PAYMENT SYSTEM	12,258.41
ELGIN KEY & LOCK CO	240459	Maintenance Supplies	20E001 2540 4110 00 000000 0000	804.93
ELGIN KEY & LOCK CO	240461	Maintenance Supplies	20E001 2540 7100 00 000000 0000	662.40
ELGIN KEY & LOCK CO	240469	Maintenance Supplies	20E001 2540 4110 00 000000 0000	132.36
			Totals for ELGIN KEY & LOCK CO INC	1,599.69
ENTEC SERVICES INC	SIN053890	Quarterly Billing for Technical Support Program	20E001 2540 3100 00 000000 0000	1,958.25
			Totals for ENTEC SERVICES INC	1,958.25
EOSULLIVAN CONSULTIN	2-2024	Information Communication Consulting	10E001 2310 3100 00 000000 0000	5,000.00
EOSULLIVAN CONSULTIN	3-2024	Information Communication Consulting	10E001 2310 3100 00 000000 0000	8,751.75
			Totals for EOSULLIVAN CONSULTING LLC	13,751.75

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
ERIKSSON ENGINEERING	30192	Professional Services Rendered Future HS	20E002 2540 5410 00 000000 0000	17,875.00
ERIKSSON ENGINEERING	30196	Professional Services Rendered for Future HS	20E002 2540 5410 00 000000 0000	25,365.00
			Totals for ERIKSSON ENGINEERING ASSOCIAT	43,240.00
FARWELL, TESSA	Tuition 3-24	Tuition Reimbursement EDU 6220	10E002 1130 2300 00 000000 0000	450.00
			Totals for FARWELL, TESSA	450.00
FEECE OIL COMPANY	4056898	Fuel	40E001 2550 4640 00 000000 0000	7,009.41
FEECE OIL COMPANY	4056920	Fuel, Drivers Ed February 2024	10E002 1730 4100 00 000000 0000	204.70
FEECE OIL COMPANY	4056920	Fuel, Drivers Ed February 2024	40E001 2550 4640 00 000000 0000	2,352.56
FEECE OIL COMPANY	4058176	Fuel	40E001 2550 4640 00 000000 0000	3,579.41
FEECE OIL COMPANY	4058182	Fuel	40E001 2550 4640 00 000000 0000	2,979.86
FEECE OIL COMPANY	4058737	DEF Fuel Additive	40E001 2550 4640 00 000000 0000	449.55
FEECE OIL COMPANY	2200532	Kerosene	40E001 2550 4100 00 000000 0000	1,180.94
FEECE OIL COMPANY	4059067	Fuel	40E001 2550 4640 00 000000 0000	4,532.13
FEECE OIL COMPANY	4059097	Fuel	40E001 2550 4640 00 000000 0000	3,342.85
FEECE OIL COMPANY	4059937	Fuel	40E001 2550 4640 00 000000 0000	5,328.66
FEECE OIL COMPANY	4059948	Fuel	40E001 2550 4640 00 000000 0000	2,536.42
FEECE OIL COMPANY	4061265	Fuel	40E001 2550 4640 00 000000 0000	5,167.97
FEECE OIL COMPANY	4061274	Fuel	40E001 2550 4640 00 000000 0000	3,870.41
			Totals for FEECE OIL COMPANY	42,534.87
FETTING, RONALD	Uniform FY24	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	172.76
			Totals for FETTING, RONALD	172.76
FLINN SCIENTIFIC, IN	2980366	Science Supplies	10E002 1130 4100 00 000000 0000	391.08
FLINN SCIENTIFIC, IN	42960 CM	Credit for Order No 22-78989	10E002 1130 4100 00 000000 0000	-96.84
FLINN SCIENTIFIC, IN	42607 CM	FY22 Credit, Apply to Inv# 2714003	10E002 1130 4100 00 000000 0000	-505.60
FLINN SCIENTIFIC, IN	2980803	Science Supplies	10E002 1130 4100 00 000000 0000	653.16
FLINN SCIENTIFIC, IN	2985289	Science Supplies	10E002 1130 4100 00 000000 0000	530.98
FLINN SCIENTIFIC, IN	2985454	Science Supplies	10E002 1130 4100 00 000000 0000	700.24
FLINN SCIENTIFIC, IN	2985519	Science Supplies	10E002 1130 4100 00 000000 0000	1,311.30
FLINN SCIENTIFIC, IN	2986396	Science Supplies	10E002 1130 4100 00 000000 0000	0.00
			Totals for FLINN SCIENTIFIC, INC	2,984.32
FOLLETT CONTENT SOLU	362951	Education Media Supplies	10E011 2220 4300 00 000000 0000	154.27
FOLLETT CONTENT SOLU	325225F	Educational Books	10E011 2220 4300 00 000000 0000	246.01
FOLLETT CONTENT SOLU	328909F	Birthday Book Club	10E004 1110 4900 00 000000 0000	159.87
FOLLETT CONTENT SOLU	331126A	Education Books	10E011 2220 4300 00 000000 0000	437.02
FOLLETT CONTENT SOLU	362951F	Media Supplies	10E011 2220 4300 00 000000 0000	70.05
FOLLETT CONTENT SOLU	343090A	Library Books	10E004 2220 4300 00 000000 0000	366.38
FOLLETT CONTENT SOLU	343626	Library Books	10E003 2220 4300 00 000000 0000	237.27
FOLLETT CONTENT SOLU	343626F	Library Books	10E003 2220 4300 00 000000 0000	156.83
			Totals for FOLLETT CONTENT SOLUTIONS, LL	1,827.70
FOX TECH TRANSITION	SESINV-036318	Mar Monthly Tuition	10E001 1912 6700 00 000000 0000	4,714.50
			Totals for FOX TECH TRANSITION PROGRAM	4,714.50
FOX VALLEY FIRE & SA	IN00657178	Ansul Tank System Testing LL	20E001 2540 3100 00 000000 0000	247.94
FOX VALLEY FIRE & SA	IN00657180	Ansul Tank System Testing CHS	20E001 2540 3100 00 000000 0000	369.90
			Totals for FOX VALLEY FIRE & SAFETY CO	617.84

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
FRANKLIN'S FRAMES &	Mar 16	Class Composite Framing	10E008 2410 4100 00 000000 0000	136.05
			Totals for FRANKLIN'S FRAMES & ART	136.05
GAFFNEY, JOHN	Mar 14	Residency Hearing	10E001 2310 3100 00 000000 0000	1,340.00
			Totals for GAFFNEY, JOHN	1,340.00
GALESKI, MICHAEL	Tuition 2-24	Tuition Reimbursement EDU 6380	10E010 1110 2300 00 000000 0000	450.00
			Totals for GALESKI, MICHAEL	450.00
GBC DOCUMENT FINISHI	4728284999	Laminator Rolls	10E005 2410 4100 00 000000 0000	239.33
			Totals for GBC DOCUMENT FINISHING	239.33
GECAN, RYAN	Uniform FY24a	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	41.08
			Totals for GECAN, RYAN	41.08
GEM DOCK & DOOR INC	7038	Garage Door Spring Repairs	40E001 2550 3230 00 000000 0000	998.00
GEM DOCK & DOOR INC	7065	Service Call for Garage Doors	40E001 2550 3700 00 000000 0000	360.60
			Totals for GEM DOCK & DOOR INC	1,358.60
GENEVA HIGH SCHOOL	Apr 13	CHS Boys Varsity, Fresh/Soph Track Contract 4/13/24	10E002 1500 6400 00 000000 0000	350.00
			Totals for GENEVA HIGH SCHOOL	350.00
GENOA-KINGSTON HIGH	Apr 24	CHS Boys JV Track Contract 4/24/24	10E002 1500 6400 00 000000 0000	125.00
			Totals for GENOA-KINGSTON HIGH SCHOOL	125.00
GENSERVE, LLC	413802-IN	Generator Preventative Maintenance CHS	20E001 2540 3100 00 000000 0000	383.00
GENSERVE, LLC	413807-IN	Generator Preventative Maintenance CHS	20E001 2540 3100 00 000000 0000	419.00
			Totals for GENSERVE, LLC	802.00
GORDON FLESCH COMPAN	IN14580693	Staple Refill	10E008 1110 4170 00 000000 0000	229.07
GORDON FLESCH COMPAN	IN14585460	Staples for Copier	10E005 1110 4170 00 000000 0000	104.86
GORDON FLESCH COMPAN	IN14587479	Black and Color Copies	10E001 2410 3250 00 000000 0000	10,926.39
GORDON FLESCH COMPAN	IN14596420	Lexmark Translation Assistant	10E001 2410 3250 00 000000 0000	1,000.00
GORDON FLESCH COMPAN	IN14607696	Black and Color Copies	10E001 2410 3250 00 000000 0000	353.85
GORDON FLESCH COMPAN	IN14607697	Black and Color Copies	10E001 2410 3250 00 000000 0000	1,791.65
GORDON FLESCH COMPAN	IN14606541	Copier Staples	10E002 2410 4100 00 000000 0000	434.91
GORDON FLESCH COMPAN	IN14606542	Copier Staples	10E002 2410 4100 00 000000 0000	434.91
GORDON FLESCH COMPAN	I00907424	Copiers	10E001 2410 3250 00 000000 0000	3,995.61
GORDON FLESCH COMPAN	IN14514178	Dec Black and Color Copies	10E001 2410 3250 00 000000 0000	8,473.63
GORDON FLESCH COMPAN	IN14546402	Jan Black and Color Copies	10E001 2410 3250 00 000000 0000	5,910.96
			Totals for GORDON FLESCH COMPANY INC	33,655.84
GORDON FOOD SERVICE	9007329013	Food, Supplies	10E002 2560 4100 00 000000 0000	5,246.11
GORDON FOOD SERVICE	9007329013	Food, Supplies	10E002 2560 4900 00 000000 0000	399.55
GORDON FOOD SERVICE	9007373439	Food	10E005 2560 4100 00 000000 0000	619.01
GORDON FOOD SERVICE	9007373442	Food	10E005 2560 4100 00 000000 0000	52.13
GORDON FOOD SERVICE	9007376874	Food	10E011 2560 4100 00 000000 0000	2,104.02
GORDON FOOD SERVICE	9007376875	Food	10E011 2560 4100 00 000000 0000	1,222.60
GORDON FOOD SERVICE	9007376876	Supplies	10E011 2560 4900 00 000000 0000	354.19
GORDON FOOD SERVICE	9007376900	Food, Supplies	10E010 2560 4100 00 000000 0000	1,233.87
GORDON FOOD SERVICE	9007376900	Food, Supplies	10E010 2560 4900 00 000000 0000	44.62
GORDON FOOD SERVICE	9007390868	Food	10E002 2560 4100 00 000000 0000	3,068.14

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
GORDON FOOD SERVICE	9007390905	Food, Supplies	10E004 2560 4100 00 000000 0000	2,015.97
GORDON FOOD SERVICE	9007390905	Food, Supplies	10E004 2560 4900 00 000000 0000	92.19
GORDON FOOD SERVICE	9007617179	Food, Supplies	10E010 2560 4100 00 000000 0000	1,117.02
GORDON FOOD SERVICE	9007617179	Food, Supplies	10E010 2560 4900 00 000000 0000	153.79
GORDON FOOD SERVICE	2001048247	Food Credit, Apply to Inv# 9007633568	10E002 2560 4100 00 000000 0000	-26.30
GORDON FOOD SERVICE	9007573098	Food, Supplies	10E002 2560 4100 00 000000 0000	4,749.53
GORDON FOOD SERVICE	9007573098	Food, Supplies	10E002 2560 4900 00 000000 0000	433.81
GORDON FOOD SERVICE	9007617117	Food, Supplies	10E005 2560 4100 00 000000 0000	850.44
GORDON FOOD SERVICE	9007617117	Food, Supplies	10E005 2560 4900 00 000000 0000	194.24
GORDON FOOD SERVICE	9007617145	Food, Supplies	10E011 2560 4100 00 000000 0000	2,947.70
GORDON FOOD SERVICE	9007617145	Food, Supplies	10E011 2560 4900 00 000000 0000	321.49
GORDON FOOD SERVICE	9007633568	Food, Supplies	10E002 2560 4100 00 000000 0000	2,405.62
GORDON FOOD SERVICE	9007633568	Food, Supplies	10E002 2560 4900 00 000000 0000	66.44
GORDON FOOD SERVICE	9007633677	Food, Supplies	10E004 2560 4100 00 000000 0000	1,457.88
GORDON FOOD SERVICE	9007633677	Food, Supplies	10E004 2560 4900 00 000000 0000	89.24
GORDON FOOD SERVICE	2001054809	Food Credit, Apply to Inv# 9007376893	10E008 2560 4100 00 000000 0000	-104.26
GORDON FOOD SERVICE	2001054812	Food Credit, Apply to Inv# 9007376893	10E008 2560 4100 00 000000 0000	-156.39
GORDON FOOD SERVICE	9007376891	Food	10E008 2560 4100 00 000000 0000	1,872.32
GORDON FOOD SERVICE	9007376893	Food	10E008 2560 4100 00 000000 0000	312.78
GORDON FOOD SERVICE	9007617172	Food, Supplies	10E008 2560 4100 00 000000 0000	1,152.21
GORDON FOOD SERVICE	9007617172	Food, Supplies	10E008 2560 4900 00 000000 0000	216.24
GORDON FOOD SERVICE	9007860142	Food, Supplies	10E005 2560 4100 00 000000 0000	737.91
GORDON FOOD SERVICE	9007860142	Food, Supplies	10E005 2560 4900 00 000000 0000	44.62
GORDON FOOD SERVICE	9007861727	Food, Supplies	10E008 2560 4100 00 000000 0000	2,938.82
GORDON FOOD SERVICE	9007861727	Food, Supplies	10E008 2560 4900 00 000000 0000	167.08
GORDON FOOD SERVICE	9007861745	Food, Supplies	10E010 2560 4100 00 000000 0000	1,728.30
GORDON FOOD SERVICE	9007861745	Food, Supplies	10E010 2560 4900 00 000000 0000	72.16
GORDON FOOD SERVICE	9007861753	Food	10E010 2560 4100 00 000000 0000	119.43
GORDON FOOD SERVICE	9007877590	Food, Supplies	10E004 2560 4100 00 000000 0000	1,687.99
GORDON FOOD SERVICE	9007877590	Food, Supplies	10E004 2560 4900 00 000000 0000	121.02
GORDON FOOD SERVICE	9007088338	Food	10E003 2560 4100 00 000000 0000	1,087.67
GORDON FOOD SERVICE	9007088340	Supplies	10E003 2560 4900 00 000000 0000	65.97
GORDON FOOD SERVICE	9007147944	Food	10E003 2560 4100 00 000000 0000	1,066.92
GORDON FOOD SERVICE	9007147957	Supplies	10E003 2560 4900 00 000000 0000	278.64
GORDON FOOD SERVICE	9007329022	Food	10E003 2560 4100 00 000000 0000	947.08
GORDON FOOD SERVICE	9007390882	Food	10E003 2560 4100 00 000000 0000	956.04
GORDON FOOD SERVICE	9007390884	Supplies	10E003 2560 4900 00 000000 0000	63.39
GORDON FOOD SERVICE	9007573118	Food	10E003 2560 4100 00 000000 0000	1,052.91
GORDON FOOD SERVICE	9007633622	Food	10E003 2560 4100 00 000000 0000	760.20
GORDON FOOD SERVICE	9007633628	Supplies	10E003 2560 4900 00 000000 0000	296.65
GORDON FOOD SERVICE	9007816737	Food, Supplies	10E002 2560 4100 00 000000 0000	4,629.76
GORDON FOOD SERVICE	9007816737	Food, Supplies	10E002 2560 4900 00 000000 0000	631.23
GORDON FOOD SERVICE	9007816751	Supplies	10E003 2560 4900 00 000000 0000	99.69
GORDON FOOD SERVICE	9007861696	Food	10E011 2560 4100 00 000000 0000	219.76
GORDON FOOD SERVICE	9007861698	Food, Supplies	10E011 2560 4100 00 000000 0000	314.82
GORDON FOOD SERVICE	9007861698	Food, Supplies	10E011 2560 4900 00 000000 0000	332.63
GORDON FOOD SERVICE	9007861701	Food	10E011 2560 4100 00 000000 0000	1,157.52
GORDON FOOD SERVICE	9007877560	Food, Supplies	10E002 2560 4100 00 000000 0000	637.02
GORDON FOOD SERVICE	9007877560	Food, Supplies	10E002 2560 4900 00 000000 0000	530.24
GORDON FOOD SERVICE	9007877576	Food	10E003 2560 4100 00 000000 0000	1,287.71
			Totals for GORDON FOOD SERVICE INC	58,539.38
GRAINGER	9027072884	Maintenance Supplies	20E001 2540 7100 00 000000 0000	2,616.72

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
			Totals for GRAINGER	2,616.72
GREEN CLOSET CREATIV	2072	Website Development	10E001 2660 3160 00 000000 0000	1,351.00
			Totals for GREEN CLOSET CREATIVE	1,351.00
GREENLEE, RYAN	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	53.27
			Totals for GREENLEE, RYAN	53.27
GRZESIAK, EDWARD	Mar 5	Reimbursement Maintenance Supplies	20E001 2540 4110 00 000000 0000	7.94
			Totals for GRZESIAK, EDWARD	7.94
HAHN, EMILY	Feb 26	Reimburse Culture Blast Supplies	10E002 2410 4100 00 000000 0000	50.07
			Totals for HAHN, EMILY	50.07
HAMPSHIRE AUTO PARTS	681891	Grounds Supplies	20E001 2540 4120 00 000000 0000	62.36
HAMPSHIRE AUTO PARTS	682461	Grounds Supplies	20E001 2540 4120 00 000000 0000	6.60
			Totals for HAMPSHIRE AUTO PARTS	68.96
HARGRAVE BUILDERS, I	21824	CHS Doorway Renovation	20E001 2540 3230 00 000000 0000	5,094.00
HARGRAVE BUILDERS, I	21825	District Office Renovation	20E001 2540 3230 00 000000 0000	23,496.00
HARGRAVE BUILDERS, I	21826	CHS Press Box Renovation	20E001 2540 3230 00 000000 0000	11,093.00
HARGRAVE BUILDERS, I	21890	District Office Renovation	20E001 2540 3230 00 000000 0000	12,841.00
HARGRAVE BUILDERS, I	21891	District Office Renovation	20E001 2540 3230 00 000000 0000	9,512.00
			Totals for HARGRAVE BUILDERS, INC	62,036.00
HEROLD, LEAH	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	53.87
			Totals for HEROLD, LEAH	53.87
HINCKLEY SPRING WATE	14870571 030924	B & G Bottled Water	20E001 2540 3700 00 000000 0000	416.67
HINCKLEY SPRING WATE	2448865 033024	Water Filtration System	40E001 2550 3700 00 000000 0000	70.03
			Totals for HINCKLEY SPRING WATER COMPANY	486.70
HODGES LOIZZI EISENH	61704	Feb Legal Fees	80E001 2369 3180 00 000000 0000	21,161.08
			Totals for HODGES LOIZZI EISENHAMMER ROD	21,161.08
HOME DEPOT PRO	791986367	Maintenance Supplies	20E001 2540 4110 00 000000 0000	47.50
HOME DEPOT PRO	792219198	Maintenance Supplies	20E001 2540 4110 00 000000 0000	52.92
HOME DEPOT PRO	792437337	Maintenance Supplies	20E001 2540 4110 00 000000 0000	117.50
HOME DEPOT PRO	792437345	Maintenance Supplies	20E001 2540 4110 00 000000 0000	105.00
HOME DEPOT PRO	792685406	Custodial Supplies	20E001 2540 4100 00 000000 0000	46.89
HOME DEPOT PRO	792685414	Custodial Supplies	20E001 2540 4100 00 000000 0000	55.41
HOME DEPOT PRO	792942096	Custodial Supplies	20E001 2540 4100 00 000000 0000	47.65
HOME DEPOT PRO	792987067	Maintenance Supplies	20E001 2540 4110 00 000000 0000	11.98
HOME DEPOT PRO	792987901	Maintenance Supplies	20E001 2540 4110 00 000000 0000	19.98
HOME DEPOT PRO	793043993	Maintenance Supplies	20E001 2540 4110 00 000000 0000	11.00
HOME DEPOT PRO	793712688	Maintenance Supplies	20E001 2540 4110 00 000000 0000	282.09
HOME DEPOT PRO	794196733	Maintenance Supplies	20E001 2540 4110 00 000000 0000	224.37
HOME DEPOT PRO	794428177	Maintenance Supplies	20E001 2540 4110 00 000000 0000	22.68
HOME DEPOT PRO	794428185	Maintenance Supplies	20E001 2540 4110 00 000000 0000	110.58
HOME DEPOT PRO	795102540	Maintenance Supplies	20E001 2540 4110 00 000000 0000	1,644.55
HOME DEPOT PRO	795102557	Maintenance Supplies	20E001 2540 4110 00 000000 0000	8.40
HOME DEPOT PRO	795102565	Custodial Supplies	20E001 2540 4100 00 000000 0000	67.92
HOME DEPOT PRO	794196741	Transportation Parts	40E001 2550 4100 00 000000 0000	214.04
HOME DEPOT PRO	795335959	Custodial Supplies	20E001 2540 4100 00 000000 0000	2,686.67
HOME DEPOT PRO	795335967	Custodial Supplies	20E001 2540 4100 00 000000 0000	2,731.50

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
HOME DEPOT PRO	795335975	Custodial Supplies	20E001 2540 4100 00 000000 0000	4,009.40
HOME DEPOT PRO	795335983	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,400.83
HOME DEPOT PRO	795335991	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,422.96
HOME DEPOT PRO	795336007	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,533.69
HOME DEPOT PRO	795336015	Custodial Supplies	20E001 2540 4100 00 000000 0000	2,406.80
			Totals for HOME DEPOT PRO	19,282.31
HUNTLEY FORD	265506	Grounds Vehicle Repair	20E002 2540 3230 00 000000 0000	186.35
HUNTLEY FORD	265780	Grounds Vehicle Repair	20E002 2540 3230 00 000000 0000	505.00
			Totals for HUNTLEY FORD	691.35
HUNTLEY HIGH SCHOOL	Feb 23c	CHS Boys Varsity Indoor Track Contract 2/23/24	10E002 1500 6400 00 000000 0000	300.00
HUNTLEY HIGH SCHOOL	Mar 15a	CHS Boys Varsity Indoor Track Contract 3/15/24	10E002 1500 6400 00 000000 0000	300.00
			Totals for HUNTLEY HIGH SCHOOL	600.00
ILLINOIS PRINCIPALS	443448	AA#4025 Artificial Intelligence in the School Setting Training	10E001 2520 6400 00 000000 0000	199.00
			Totals for ILLINOIS PRINCIPALS ASSOCIATI	199.00
ILLINOIS SCHOOL SERV	257CG-0028	Caps and Gowns	10E002 1130 4900 00 000000 0000	12,662.25
			Totals for ILLINOIS SCHOOL SERVICES	12,662.25
IMEG CONSULTANTS COR	23007807.00-1	Professional Services Rendered New HS	20E002 2540 5410 00 000000 0000	525,253.01
			Totals for IMEG CONSULTANTS CORP.	525,253.01
INTER STATE STUDIO &	48319	Principal Supplies	10E011 2410 4100 00 000000 0000	135.05
			Totals for INTER STATE STUDIO & PUBLISHI	135.05
JJ KELLER & ASSOCIAT	9108830282	Transportation Pre-Trip Books	40E001 2550 4100 00 000000 0000	2,651.73
			Totals for JJ KELLER & ASSOCIATES INC	2,651.73
JW PEPPER & SON, INC	366055105	Band Supplies	10E011 1120 4110 00 000000 0000	61.00
JW PEPPER & SON, INC	366211044	Band Supplies	10E011 1120 4110 00 000000 0000	81.29
JW PEPPER & SON, INC	366215570	Band Supplies	10E011 1120 4110 00 000000 0000	165.90
			Totals for JW PEPPER & SON, INC	308.19
K LOG, INC	24-327271-1	Conference Room Chairs	10E001 2540 4100 00 399900 0000	788.12
			Totals for K LOG, INC	788.12
KANE COUNTY REGIONAL	8002400145	February Fingerprinting	10E001 2520 3100 00 000000 0000	120.00
			Totals for KANE COUNTY REGIONAL OFFICE O	120.00
KENILWORTH MEDIA INC	75-A24957	Vet Tech AVA Exams	10E002 2230 4100 00 474500 0000	2,700.00
			Totals for KENILWORTH MEDIA INCORPORATED	2,700.00
KING, NICHOLAS	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	190.84
			Totals for KING, NICHOLAS	190.84
LAKESHORE LEARNING M	329087031824	SPED Divider	10E004 1205 4100 00 000000 0000	263.35
			Totals for LAKESHORE LEARNING MATERIALS	263.35
LARKIN HIGH SCHOOL	Apr 13	CHS Softball Contract 4/13/24	10E002 1500 6400 00 000000 0000	350.00
			Totals for LARKIN HIGH SCHOOL	350.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
LARSON & DARBY GROUP	44205	Professional Services Rendered CHS Addition	20E002 2540 5400 00 000000 0000	3,426.00
			Totals for LARSON & DARBY GROUP	3,426.00
LEISNER, MELISSA	Mar 15	Prof Dev Illinois Reading Conference	10E011 2210 6400 00 000000 0000	250.00
			Totals for LEISNER, MELISSA	250.00
LEITNER, BRAD	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	67.87
			Totals for LEITNER, BRAD	67.87
LOVE YOUR CLASSROOM	1233	Consultation and Training	10E001 2210 3100 00 462000 0000	4,054.07
			Totals for LOVE YOUR CLASSROOM LLC	4,054.07
LRP PUBLICATIONS	4604286	Annual Subscription Renewal	10E001 2210 3100 00 462000 0000	1,874.00
			Totals for LRP PUBLICATIONS	1,874.00
MALCOR ROOFING OF IL	4505	Roof Repairs CT	20E002 2540 3230 00 000000 0000	775.00
MALCOR ROOFING OF IL	4506	Roof Repairs CHS	20E002 2540 3230 00 000000 0000	1,225.00
MALCOR ROOFING OF IL	4507	Roof Repairs CT	20E002 2540 3230 00 000000 0000	1,225.00
MALCOR ROOFING OF IL	4508	Roof Repairs PKMS	20E002 2540 3230 00 000000 0000	1,375.00
MALCOR ROOFING OF IL	4509	Roof Repairs CHS	20E002 2540 3230 00 000000 0000	1,425.00
MALCOR ROOFING OF IL	4510	Roof Repairs HBT	20E002 2540 3230 00 000000 0000	1,938.00
			Totals for MALCOR ROOFING OF ILLINOIS IN	7,963.00
MARENGO HIGH SCHOOL	Mar 22	CHS Softball Contract 3/22/24	10E002 1500 6400 00 000000 0000	375.00
			Totals for MARENGO HIGH SCHOOL	375.00
MCCARTHY, MATTHEW	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	39.24
			Totals for MCCARTHY, MATTHEW	39.24
MCCUISTON HOSPITALIT	3906CR	Transportation Credit, Apply to Inv# 3906	40E001 2550 3310 00 000000 0000	-180.00
MCCUISTON HOSPITALIT	5204	Private Transportation	40E001 2550 3310 00 000000 0000	360.00
MCCUISTON HOSPITALIT	5205	Private Transportation	40E001 2550 3310 00 000000 0000	900.00
MCCUISTON HOSPITALIT	5206	Private Transportation	40E001 2550 3310 00 000000 0000	540.00
MCCUISTON HOSPITALIT	5207	Private Transportation	40E001 2550 3310 00 000000 0000	720.00
			Totals for MCCUISTON HOSPITALITY LLC	2,340.00
MENARDS, ELGIN	76077	Maintenance Supplies	20E001 2540 4110 00 000000 0000	445.92
MENARDS, ELGIN	76278	Maintenance Supplies	20E001 2540 4110 00 000000 0000	55.41
MENARDS, ELGIN	76353	Maintenance Supplies	20E001 2540 4110 00 000000 0000	117.96
MENARDS, ELGIN	76605	Maintenance Supplies	20E001 2540 4110 00 000000 0000	151.79
MENARDS, ELGIN	76581	Transportation Supplies	40E001 2550 4100 00 000000 0000	73.44
MENARDS, ELGIN	76870	Transportation Parts	40E001 2550 4100 00 000000 0000	39.96
MENARDS, ELGIN	77125	Maintenance Supplies	20E001 2540 4110 00 000000 0000	57.20
			Totals for MENARDS, ELGIN	941.68
MENTA ACADEMY DEKALB	SESINV-035959	Mar Monthly Tuition	10E001 1912 6700 00 000000 0000	3,179.68
MENTA ACADEMY DEKALB	SESINV-035960	Mar Monthly Tuition	10E001 1912 6700 00 000000 0000	6,090.24
			Totals for MENTA ACADEMY DEKALB	9,269.92
MEZA, ALFREDO	Uniform FY24b	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	37.51
			Totals for MEZA, ALFREDO	37.51

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
MHS INC	ORD-398089-D8B1Y	Online Assessment for MHS	10E001 2230 3190 00 462000 0000	550.00
			Totals for MHS INC	550.00
MIDWEST TRANSIT EQUI	R322003782:01	Bus Electrical Repair	40E001 2550 3230 00 000000 0000	217.83
MIDWEST TRANSIT EQUI	X106044158:01	LED Lights	40E001 2550 4100 00 000000 0000	89.25
MIDWEST TRANSIT EQUI	X106044170:01	Amber Light	40E001 2550 4100 00 000000 0000	20.02
MIDWEST TRANSIT EQUI	X106044170:02	Amber Clearance Light	40E001 2550 4100 00 000000 0000	10.01
MIDWEST TRANSIT EQUI	X106044190:01	LED Lights Credit, Apply to Inv# X106044158:01	40E001 2550 4100 00 000000 0000	-89.25
MIDWEST TRANSIT EQUI	X106044207:01	3 Rear Amber Lights	40E001 2550 4100 00 000000 0000	154.11
MIDWEST TRANSIT EQUI	R322003780:01	Bus 76 Repair	40E001 2550 3230 00 000000 0000	345.82
MIDWEST TRANSIT EQUI	R322003781:01	Bus 76 Repair Credit, Apply to Inv# R322003780:01	40E001 2550 3230 00 000000 0000	-345.82
MIDWEST TRANSIT EQUI	R322003768:01	Stop Arm and Alarm Issues	40E001 2550 3230 00 000000 0000	230.55
MIDWEST TRANSIT EQUI	X106044195:01	3 Amber Warning Lights	40E001 2550 4100 00 000000 0000	456.75
MIDWEST TRANSIT EQUI	X106044220:01	Amber Warning Lights Credit, Apply to Inv# X106044195:01	40E001 2550 4100 00 000000 0000	-456.75
MIDWEST TRANSIT EQUI	R322003799:01	Bus 76 Repair Credit, Apply to Inv# R322003782:01	40E001 2550 3230 00 000000 0000	-217.83
MIDWEST TRANSIT EQUI	X106044367:01	Amber Light Credit, Apply to Inv# X106044170:01	40E001 2550 4100 00 000000 0000	-20.02
MIDWEST TRANSIT EQUI	X106044368:01	Clearance Light Credit, Apply to Inv# X106044170:02	40E001 2550 4100 00 000000 0000	-10.01
			Totals for MIDWEST TRANSIT EQUIPMENT, IN	384.66
MILLENNIUM INVESTIGA	10893	Residency Surveillance	10E001 2310 3100 00 000000 0000	1,267.50
			Totals for MILLENNIUM INVESTIGATIONS	1,267.50
MINEHART, MEGAN	2129682	Reimburse Boomerang Renewal 3/2024-3/2025	10E011 2410 3900 00 000000 0000	179.76
			Totals for MINEHART, MEGAN	179.76
MUSIC & ARTS CENTER,	INV043207664	Band Supplies	10E002 1130 4100 00 000000 0000	293.00
MUSIC & ARTS CENTER,	INV043223740	Band Supplies	10E002 1130 4100 00 000000 0000	68.00
MUSIC & ARTS CENTER,	INV043341444	Band Supplies	10E002 1130 4100 00 000000 0000	28.00
			Totals for MUSIC & ARTS CENTER, INC	389.00
NAPER SETTLEMENT	10944238	4th Grade Field Trip 5/3/24	10E005 1110 3900 00 000000 0000	208.00
			Totals for NAPER SETTLEMENT	208.00
NASSP	9001778560	CHS National Honor Society Affiliation 7/2024-6/2025	10E002 1500 6400 00 000000 0000	385.00
			Totals for NASSP	385.00
NICOR GAS	81115810004 02-2	Nicor Gas Delivery DO	20E001 2540 4650 00 000000 0000	362.66
NICOR GAS	71598710003 02-2	Nicor Delivery Fee LL	20E005 2540 4650 00 000000 0000	471.22
NICOR GAS	96617810005 02-2	Nicor Delivery Fee HBT	20E004 2540 4650 00 000000 0000	748.12
NICOR GAS	1617810005 03-24	Gas Service Transportation	40E001 2550 4650 00 000000 0000	539.49
			Totals for NICOR GAS	2,121.49
NIHIP	Apr 2024 Final	Medical Claims	10E002 1130 2210 00 000000 0000	2.74
NIHIP	Apr 2024 Final	Medical Claims	10E002 1130 2220 00 000000 0000	1,515.15
NIHIP	Apr 2024 Final	Medical Claims	20E001 2540 2210 00 000000 0000	1.10
NIHIP	Apr 2024 Final	Medical Claims	40E001 2550 2220 00 000000 0000	-814.38
			Totals for NIHIP	704.61

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
NOLAN, SARAH	Mar 2024	March Mileage Reimbursement	10E001 2330 3320 00 000000 0000	21.44
			Totals for NOLAN, SARAH	21.44
NOMELLINI, LAURIE	Uniform FY24	2023-2024 Uniform Reimbursement	10E011 2560 4110 00 000000 0000	115.00
			Totals for NOMELLINI, LAURIE	115.00
NORMOYLE, KATIE	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	56.62
			Totals for NORMOYLE, KATIE	56.62
NORTHERN ILLINOIS UN	May16a	CHS 2024 Graduation Venue Final	10E002 2410 3100 00 000000 0000	11,300.00
			Totals for NORTHERN ILLINOIS UNIVERSITY	11,300.00
NOWICKI, KRISTEN	Mar 2024	March Mileage Reimbursement	10E001 1205 3320 00 000000 0000	75.72
			Totals for NOWICKI, KRISTEN	75.72
NRG	HS44123969	Gas Service All Buildings	20E001 2540 4650 00 000000 0000	433.28
NRG	HS44123969	Gas Service All Buildings	20E002 2540 4650 00 000000 0000	4,877.25
NRG	HS44123969	Gas Service All Buildings	20E003 2540 4650 00 000000 0000	1,741.69
NRG	HS44123969	Gas Service All Buildings	20E004 2540 4650 00 000000 0000	1,341.03
NRG	HS44123969	Gas Service All Buildings	20E005 2540 4650 00 000000 0000	757.55
NRG	HS44123969	Gas Service All Buildings	20E008 2540 4650 00 000000 0000	1,845.57
NRG	HS44123969	Gas Service All Buildings	20E010 2540 4650 00 000000 0000	1,689.58
NRG	HS44123969	Gas Service All Buildings	20E011 2540 4650 00 000000 0000	2,743.59
			Totals for NRG	15,429.54
OFFICE DEPOT/ODP BUS	353670058001	Classroom Supplies	10E004 1110 4100 00 000000 0000	291.79
OFFICE DEPOT/ODP BUS	353670065001	Classroom Supplies	10E004 1110 4100 00 000000 0000	100.45
OFFICE DEPOT/ODP BUS	353668861001	Classroom Supplies	10E004 1110 4100 00 000000 0000	139.05
OFFICE DEPOT/ODP BUS	358500240001	B&G Office Supplies	20E001 2540 4110 00 000000 0000	73.60
OFFICE DEPOT/ODP BUS	359469806001	B&G Office Supplies	20E001 2540 4110 00 000000 0000	9.79
			Totals for OFFICE DEPOT/ODP BUSINESS SOL	614.68
PAR, INC	IN-00307363	Digital Assessments	10E001 2230 3190 00 462000 0000	285.00
			Totals for PAR, INC	285.00
PAROLA, SCOTT	Mar 2024	March Mileage Reimbursement	10E003 1500 3320 00 000000 0000	36.98
			Totals for PAROLA, SCOTT	36.98
PARRA, ROBERTO	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	123.49
			Totals for PARRA, ROBERTO	123.49
PAULUS, KIMBERLY	Feb 29	Reimburse Scholastic Bowl EOY Party	10E011 1500 4100 00 000000 0000	133.81
PAULUS, KIMBERLY	Mar 18	Reimburse Scholastic Bowl Board Shipping	10E011 1500 3230 00 000000 0000	17.90
PAULUS, KIMBERLY	April 3	Reimb Mentor and Protege Meeting Supplies	10E001 2212 4100 00 000000 0000	54.32
PAULUS, KIMBERLY	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	54.54
			Totals for PAULUS, KIMBERLY	260.57
PEARSON NCS	25094277	Online Protocols	10E001 2230 3190 00 462000 0000	562.50
			Totals for PEARSON NCS	562.50
PEERLESS NETWORK, IN	46594	Phones	20E001 2540 3400 00 000000 0000	1,217.79
			Totals for PEERLESS NETWORK, INC.	1,217.79

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
PEPSI COLA GEN BOT I	32629557	Pepsi Products	10E002 2560 4100 00 000000 0000	284.92
PEPSI COLA GEN BOT I	32629558	Pepsi Products	10E002 2560 4100 00 000000 0000	1,593.59
PEPSI COLA GEN BOT I	80011008	CHS Athletics Pepsi Order	10E002 1500 4900 00 000000 0000	524.00
PEPSI COLA GEN BOT I	32522559	Pepsi Products	10E011 2560 4100 00 000000 0000	462.20
PEPSI COLA GEN BOT I	80011006	Pepsi Products	10E002 2560 4100 00 000000 0000	1,018.86
PEPSI COLA GEN BOT I	80011007	Pepsi Products	10E002 2560 4100 00 000000 0000	167.60
PEPSI COLA GEN BOT I	26456608	Pepsi Products	10E002 2560 4100 00 000000 0000	402.24
PEPSI COLA GEN BOT I	26456610	Pepsi Products	10E002 2560 4100 00 000000 0000	1,764.70
PEPSI COLA GEN BOT I	32629560	Pepsi Products	10E003 2560 4100 00 000000 0000	362.68
PEPSI COLA GEN BOT I	32629561	Pepsi Order	10E008 2410 4900 00 000000 0000	335.06
			Totals for PEPSI COLA GEN BOT INC	6,915.85
PORTER, CARSON	Feb 19	Yearbook Club Supplies Reimbursement	10E003 1120 3900 00 000000 0000	11.85
PORTER, CARSON	Mar 6	Yearbook Club Supplies Reimbursement	10E003 1120 3900 00 000000 0000	140.45
PORTER, CARSON	Mar 2024	March Mileage Reimbursement	10E003 1500 3320 00 000000 0000	36.98
			Totals for PORTER, CARSON	189.28
PORTO, BRETT	Tuition 2-24	Tuition Reimbursement EDU 6380	10E008 1110 2300 00 000000 0000	450.00
			Totals for PORTO, BRETT	450.00
POTSIC, MICHAEL	Mar 2024	March Mileage Reimbursement	10E001 2330 3320 00 000000 0000	116.59
			Totals for POTSIC, MICHAEL	116.59
PRICE, CURTIS	May 3-6	Reimburse Athletic Director Conference May 3-6	10E002 1500 6400 00 000000 0000	208.00
			Totals for PRICE, CURTIS	208.00
PRIOLA, RACHEL	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	112.36
PRIOLA, RACHEL	Tuition 3-24	Tuition Reimbursement EDU 6070	10E001 2212 2300 00 000000 0000	300.00
			Totals for PRIOLA, RACHEL	412.36
QUINLAN & FABISH	14825460	Band Supplies and Repairs	10E003 1120 4100 00 000000 0000	115.00
QUINLAN & FABISH	14825463	Band Supplies and Repairs	10E003 1120 4100 00 000000 0000	96.00
QUINLAN & FABISH	14825465	Band Supplies and Repairs	10E003 1120 4100 00 000000 0000	97.00
			Totals for QUINLAN & FABISH	308.00
REAGAN, STACY	Mar 2024	March Mileage Reimbursement	10E001 2212 3320 00 000000 0000	48.78
			Totals for REAGAN, STACY	48.78
REALLY GOOD STUFF	8468680	1st Grade 2024-2025 Resource, Take Home Folders	10E008 1110 4100 00 000000 0000	353.87
REALLY GOOD STUFF	8477350	2024-2025 Casey Supplies	10E008 1110 4100 00 000000 0000	21.94
			Totals for REALLY GOOD STUFF	375.81
REINKE INTERIOR SUPP	30013289	Ceiling Grid for DO Renovation	20E001 2540 4110 00 000000 0000	1,194.56
			Totals for REINKE INTERIOR SUPPLY CO, IN	1,194.56
REVTRAK	Fees 03-24	March credit card fees	10E001 2520 3100 00 000000 0000	2,652.34
			Totals for REVTRAK	2,652.34
RIDDELL ALL AMERICAN	952029240	Athletic Helmet Repairs	10E011 1500 3230 00 000000 0000	2,770.18
RIDDELL ALL AMERICAN	952029147	CMS Football Equipment	10E003 1500 3230 00 000000 0000	3,367.42
			Totals for RIDDELL ALL AMERICAN SPORTS C	6,137.60

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
RIVER CITY RACE MANA	2024-TF6	CHS Boys Indoor Track Fat Timing	10E002 1500 3190 00 000000 0000	950.00
RIVER CITY RACE MANA	2024-TF7	CHS Girls Indoor Track Fat Timing	10E002 1500 3190 00 000000 0000	950.00
RIVER CITY RACE MANA	2024-TF9	FVC Girls Track Meet Fat Timing 3/15/24	10E002 1500 3900 00 000000 0000	950.00
			Totals for RIVER CITY RACE MANAGEMENT LL	2,850.00
ROADWAY TOWING & SER	22010	Safety Lane	40E001 2550 6400 00 000000 0000	94.00
			Totals for ROADWAY TOWING & SERVICE, INC	94.00
ROCHESTER 100 INC	INV069511	2024-2025 Nicky's Folders	10E008 1110 4100 00 000000 0000	1,076.25
			Totals for ROCHESTER 100 INC	1,076.25
ROEDER, AMIE	Mar 1a	Prof Dev Music and Arts Clinic	10E010 2210 6400 00 000000 0000	65.00
			Totals for ROEDER, AMIE	65.00
RONDO ENTERPRISES IN	183331	Grounds Supplies	20E001 2540 4120 00 000000 0000	45.90
			Totals for RONDO ENTERPRISES INC	45.90
ROUTE 47 TRANSPORTAT	Mar 2024	Private Transportation	40E001 2550 3310 00 000000 0000	2,475.00
			Totals for ROUTE 47 TRANSPORTATION SERVI	2,475.00
RUNDIO, CARL	Uniform FY24	2023-2024 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	243.75
			Totals for RUNDIO, CARL	243.75
SAGE PUBLISHING	980734KI	PLC Summer Academy for Paulus, Brannstrom, Priola, and Neil	10E002 2212 6400 00 000000 0000	474.00
SAGE PUBLISHING	980734KI	PLC Summer Academy for Paulus, Brannstrom, Priola, and Neil	10E003 2212 6400 00 000000 0000	474.00
SAGE PUBLISHING	980734KI	PLC Summer Academy for Paulus, Brannstrom, Priola, and Neil	10E010 2212 6400 00 000000 0000	474.00
SAGE PUBLISHING	980734KI	PLC Summer Academy for Paulus, Brannstrom, Priola, and Neil	10E011 2212 6400 00 000000 0000	474.00
			Totals for SAGE PUBLISHING	1,896.00
SCHOLASTIC BOOK FAIR	W5482267BF	Spring Book Fair PV	10E008 1110 4900 00 000000 0000	3,763.78
			Totals for SCHOLASTIC BOOK FAIRS-15	3,763.78
SCHOLASTIC CLASSROOM	M7368634 7A	Classroom Reading Magazines	10E004 1110 4200 00 000000 0000	410.27
			Totals for SCHOLASTIC CLASSROOM MAGAZINE	410.27
SCHOOL HEALTH CORPOR	CINV000009544	Nurse Supplies	10E010 1110 4250 00 000000 0000	338.81
			Totals for SCHOOL HEALTH CORPORATION	338.81
SCHOOL NURSE SUPPLY,	996933-IN	Bandages	10E004 1110 4250 00 000000 0000	57.45
			Totals for SCHOOL NURSE SUPPLY, INC	57.45
SCHOOL SPECIALTY LLC	208133769264	Office Supplies	10E008 2410 4100 00 000000 0000	125.54
SCHOOL SPECIALTY LLC	208133816868	2024-2025 Lesson Plan Books	10E008 1110 4100 00 000000 0000	344.50
SCHOOL SPECIALTY LLC	208133851620	Reading Supplies	10E011 1120 4110 00 000000 0000	165.91
SCHOOL SPECIALTY LLC	208133853129	Instructional Supplies	10E011 1120 4100 00 000000 0000	313.52
			Totals for SCHOOL SPECIALTY LLC	949.47
SCHOOLMART	453245	Instructional Supplies	10E011 1120 4110 00 000000 0000	324.00
			Totals for SCHOOLMART	324.00
SCHREUR, LAMBERTUS	Mar 2024	March Mileage Reimbursement	10E001 2660 3320 00 000000 0000	53.44

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
			Totals for SCHREUR, LAMBERTUS	53.44
SEAL OF ILLINOIS	12422	March Monthly Tuition	10E001 1912 6700 00 000000 0000	17,792.74
			Totals for SEAL OF ILLINOIS	17,792.74
SERVICE CONCEPTS, IN	32769	Replaced start capacitor on beverage cooler at PKMS	10E011 2560 3230 00 000000 0000	39.10
SERVICE CONCEPTS, IN	32792	Replaced bearing on upper wash arm of dishwasher at CT	10E010 2560 3230 00 000000 0000	343.05
SERVICE CONCEPTS, IN	32793	Dishwasher maintenance at HBT	10E004 2560 3230 00 000000 0000	0.00
SERVICE CONCEPTS, IN	32794	Maintenance Supplies	20E001 2540 4110 00 000000 0000	350.72
SERVICE CONCEPTS, IN	32795	Maintenance Supplies	20E001 2540 4110 00 000000 0000	21.42
SERVICE CONCEPTS, IN	32796	Maintenance Supplies	20E001 2540 3100 00 000000 0000	0.00
SERVICE CONCEPTS, IN	32821	Maintenance Supplies	20E001 2540 4110 00 000000 0000	205.12
SERVICE CONCEPTS, IN	32822	Maintenance	20E001 2540 3100 00 000000 0000	0.00
SERVICE CONCEPTS, IN	32818	Replaced defrost termination switch and timer for walk in freezer at CMS	10E003 2560 3230 00 000000 0000	342.92
SERVICE CONCEPTS, IN	32819	Replaced pilot assemblies on stove at PKMS	10E011 2560 3230 00 000000 0000	1,465.92
SERVICE CONCEPTS, IN	32820	Replaced pressure reducing valve on dishwasher at HBT	10E004 2560 3230 00 000000 0000	352.31
SERVICE CONCEPTS, IN	32844	Maintenance Supplies	20E001 2540 4110 00 000000 0000	476.25
SERVICE CONCEPTS, IN	32845	Maintenance Supplies	20E001 2540 3100 00 000000 0000	0.00
SERVICE CONCEPTS, IN	32871	Maintenance Supplies	20E001 2540 4110 00 000000 0000	2,328.24
SERVICE CONCEPTS, IN	32872	Maintenance Supplies	20E001 2540 4110 00 000000 0000	793.98
SERVICE CONCEPTS, IN	32873	Maintenance Supplies	20E001 2540 3100 00 000000 0000	0.00
			Totals for SERVICE CONCEPTS, INC	6,719.03
SERVICE SANITATION I	8804851	Port O Lets PKMS Athletic Fields	20E001 2540 3100 00 000000 0000	247.40
SERVICE SANITATION I	8805516	Port O Lets CHS Athletic Fields	20E001 2540 3100 00 000000 0000	785.22
SERVICE SANITATION I	8814438	Service of Mobile Classrooms and Port O Lets CHS	20E001 2540 3100 00 000000 0000	695.40
SERVICE SANITATION I	8814439	Service of Mobile Classrooms and Port O Lets PKMS	20E001 2540 3100 00 000000 0000	281.10
SERVICE SANITATION I	8814440	Service of Mobile Classrooms and Port O Lets CHS	20E001 2540 3100 00 000000 0000	1,348.40
SERVICE SANITATION I	8814441	Service of Mobile Classrooms and Port O Lets CT	20E001 2540 3100 00 000000 0000	2,781.60
SERVICE SANITATION I	8814442	Service of Mobile Classrooms and Port O Lets HBT	20E001 2540 3100 00 000000 0000	2,781.60
SERVICE SANITATION I	8814443	Service of Mobile Classrooms and Port O Lets PV	20E001 2540 3100 00 000000 0000	2,781.60
SERVICE SANITATION I	8814444	Service of Mobile Classrooms and Port O Lets LL	20E001 2540 3100 00 000000 0000	1,390.80
			Totals for SERVICE SANITATION INC	13,093.12
SHAH, AARYA	Feb 28	Reimburse for Culture Blast Supplies	10E002 1130 4900 00 000000 0000	126.56
			Totals for SHAH, AARYA	126.56
SHALES MCNUTT CONSTR	24-004-01	Bond Cost for Plato Rd	20E001 2540 3100 00 000000 0000	776.00
SHALES MCNUTT CONSTR	23-004-01	Bond Cost for CHS Addition	20E001 2540 3100 00 000000 0000	7,902.00
SHALES MCNUTT CONSTR	24-005-01a	Fencing and Sand Bags for Generator Install	20E001 2540 3100 00 000000 0000	760.00
SHALES MCNUTT CONSTR	24-005-02	Fencing and Sand Bags for	20E001 2540 3100 00 000000 0000	168.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		Generator Install		
SHALES MCNUTT CONSTR	80-517-02	Preliminary Geotechnical Report Future HS	20E002 2540 5410 00 000000 0000	29,000.00
SHALES MCNUTT CONSTR	Appl No 7	CHS Classroom Addition	20E002 2540 5400 00 000000 0000	960,601.55
SHALES MCNUTT CONSTR	80-517-03	Consulting Fees New HS	20E002 2540 5410 00 000000 0000	32,090.20
			Totals for SHALES MCNUTT CONSTRUCTION	1,031,297.75
SHEA, DOMINIQUE	March 2024	Mar Mileage Reimbursement	10E001 2210 3100 00 462000 0000	45.56
			Totals for SHEA, DOMINIQUE	45.56
SHOTT, JAROD	Tuition 2-24	Tuition Reimbursement EDU 6380	10E010 1110 2300 00 000000 0000	300.00
			Totals for SHOTT, JAROD	300.00
SKILLS USA INC	CI-12959-202403	Skills USA Membership for Administrators and Students	10E002 1130 3100 00 322000 0000	180.00
SKILLS USA INC	CI-12959-202403	Skills USA Membership for Administrators and Students	10E002 1400 4110 00 000000 0000	938.00
			Totals for SKILLS USA INC	1,118.00
SKILLS USA INC ILLIN	2429	CHS Competition Registration, Hotels	10E002 1500 3120 00 000000 0000	8,676.00
SKILLS USA INC ILLIN	2429	CHS Competition Registration, Hotels	10E002 1130 3100 00 322000 0000	4,800.00
			Totals for SKILLS USA INC ILLINOIS	13,476.00
SOFT WATER CITY, INC	PM03285	Water Softener Maintenance Transportation	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03304	Water Softener Maintenance LL	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03305	Water Softener Maintenance CT	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03306	Water Softener Maintenance PV	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03307	Water Softener Maintenance PKMS	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03308	Water Softener Maintenance HBT	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03309	Water Softener Maintenance DO	20E001 2540 3100 00 000000 0000	55.00
SOFT WATER CITY, INC	PM03310	Water Softener Maintenance CHS	20E001 2540 3100 00 000000 0000	55.00
			Totals for SOFT WATER CITY, INC	440.00
SONITROL CHICAGOLAND	253786	LL Security Services 6/1/23-8/31/23	20E001 2540 3100 00 000000 0000	585.00
SONITROL CHICAGOLAND	254024	CHS Security Services 7/1/23-9/30/23	20E001 2540 3100 00 000000 0000	2,760.00
SONITROL CHICAGOLAND	254025	CMS Security Services 7/1/23-9/30/23	20E001 2540 3100 00 000000 0000	2,331.00
SONITROL CHICAGOLAND	254026	PKMS Security Services 7/1/23-9/30/23	20E001 2540 3100 00 000000 0000	2,091.00
SONITROL CHICAGOLAND	254289	DO Security Services 8/1/23-10/31/23	20E001 2540 3100 00 000000 0000	588.00
SONITROL CHICAGOLAND	254290	HBT Security Services 8/1/23-10/31/23	20E001 2540 3100 00 000000 0000	642.00
SONITROL CHICAGOLAND	254291	PV Security Services 8/1/23-10/31/23	20E001 2540 3100 00 000000 0000	1,044.00
SONITROL CHICAGOLAND	254292	CT Security Services 8/1/23-10/31/23	20E001 2540 3100 00 000000 0000	1,311.00
SONITROL CHICAGOLAND	254520	LL Security Services 9/1/23-11/30/23	20E001 2540 3100 00 000000 0000	585.00
SONITROL CHICAGOLAND	254756	CHS Security Services 10/1/23-12/31/23	20E001 2540 3100 00 000000 0000	2,760.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
SONITROL CHICAGOLAND	254757	CMS Security Services 10/1/23-12/31/23	20E001 2540 3100 00 000000 0000	2,331.00
SONITROL CHICAGOLAND	254758	PKMS Security Services 10/1/23-12/31/23	20E001 2540 3100 00 000000 0000	2,091.00
SONITROL CHICAGOLAND	255020	DO Security Services 11/1/23-1/31/24	20E001 2540 3100 00 000000 0000	588.00
SONITROL CHICAGOLAND	255021	HBT Security Services 11/1/23-1/31/24	20E001 2540 3100 00 000000 0000	642.00
SONITROL CHICAGOLAND	255022	PV Security Services 11/1/23-1/31/24	20E001 2540 3100 00 000000 0000	1,044.00
SONITROL CHICAGOLAND	255023	CT Security Services 11/1/23-1/31/24	20E001 2540 3100 00 000000 0000	1,311.00
SONITROL CHICAGOLAND	255483	Installation and Security Services Maintenance/Trans Bldg	20E001 2540 3100 00 000000 0000	607.17
SONITROL CHICAGOLAND	255484	Installation and Security Services Maintenance/Trans Bldg	20E001 2540 3100 00 000000 0000	1,635.83
SONITROL CHICAGOLAND	255504	Installation and Security Services DO-void	20E001 2540 3100 00 000000 0000	4,531.87
			Totals for SONITROL CHICAGOLAND WEST	29,478.87
SOUND AND LIGHT INC	Mar 8	DJ Cancellation Fee	10E011 2410 3900 00 000000 0000	100.00
			Totals for SOUND AND LIGHT INC	100.00
SPECIALIZED EDUCATIO	INV186640	Feb Monthly Tuition	10E001 1912 6700 00 000000 0000	6,869.40
			Totals for SPECIALIZED EDUCATION OF ILLI	6,869.40
STATE FIRE MARSHAL	9691619	Campbell Hausfeld Air Tank Certificate Fee LL	20E001 2540 6400 00 000000 0000	70.00
			Totals for STATE FIRE MARSHAL	70.00
SUMMIT SCHOOL, INC	36288	March Monthly Tuition	10E001 1912 6700 00 000000 0000	18,849.60
			Totals for SUMMIT SCHOOL, INC	18,849.60
SUNCLOUD HEALTH, S.C	2210-377	Homebound Tutoring	10E001 1200 3140 00 462000 0000	680.00
			Totals for SUNCLOUD HEALTH, S.C.	680.00
SUPER DUPER PUBLICAT	2897812A	Speech Language Supplies	10E008 2150 4100 00 000000 0000	137.85
			Totals for SUPER DUPER PUBLICATIONS	137.85
TANNER'S AUTO AND TR	864	B and G Vehicle Repair	20E002 2540 3230 00 000000 0000	449.28
			Totals for TANNER'S AUTO AND TRUCK REPAI	449.28
TEAM REHABILITATION	INV-003548	CHS Athletic Trainer	10E002 1500 3190 00 000000 0000	8,291.25
			Totals for TEAM REHABILITATION SERVICES	8,291.25
TESTA PRODUCE	5656052	Fresh Produce	10E010 2560 4100 00 000000 0000	81.75
TESTA PRODUCE	5656125	Fresh Produce	10E004 2560 4100 00 000000 0000	81.75
TESTA PRODUCE	5658237	Fresh Produce	10E005 2560 4100 00 000000 0000	19.50
TESTA PRODUCE	5662132	Fresh Produce	10E002 2560 4100 00 000000 0000	126.70
			Totals for TESTA PRODUCE	309.70
THE ADVERTISING STOR	182695	Honor Roll Ribbon Magnets	10E011 1120 4900 00 000000 0000	2,202.00
			Totals for THE ADVERTISING STORE, INC	2,202.00
THE COSTUMER	545419.1.4	Musical Rental Costumes	10E002 1130 3900 00 000000 0000	4,440.88
			Totals for THE COSTUMER	4,440.88

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
THERAPY TRAVELERS, L	INV98123	Contracted SpEd Teacher	10E001 1205 3100 00 000000 0000	2,500.00
THERAPY TRAVELERS, L	INV98535	Contracted SpEd Teacher	10E001 1205 3100 00 000000 0000	3,100.00
THERAPY TRAVELERS, L	INV98932	Contracted SpEd Teacher	10E001 1205 3100 00 000000 0000	3,100.00
THERAPY TRAVELERS, L	INV99292	Contracted SpEd Teacher	10E001 1205 3100 00 000000 0000	2,840.00
			Totals for THERAPY TRAVELERS, LLC	11,540.00
THREE RIVERS MAIL OR	15711	Grow a Frog Kits	10E005 1110 4100 00 000000 0000	79.90
			Totals for THREE RIVERS MAIL ORDER	79.90
TITOCK, THOMAS JR	Feb 21	Mileage Reimbursement IESA Regional Seeding Meeting	10E011 1500 3320 00 000000 0000	58.69
TITOCK, THOMAS JR	Mar 14	Reimburse for Wrestling EOY Party	10E011 1500 4100 00 000000 0000	184.87
			Totals for TITOCK, THOMAS JR	243.56
TRAFERA, LLC	I000964757	Chromebook for SpEd student	10E001 1200 4100 00 462000 0000	1,218.00
TRAFERA, LLC	I000981774	Chromebooks for CHS	10E001 1100 4110 00 000000 0000	860,200.00
			Totals for TRAFERA, LLC	861,418.00
TROPHIES BY GEORGE	9903-487-24	CHS FVC Girls Track Medals and Trophy	10E002 1500 3900 00 000000 0000	842.60
			Totals for TROPHIES BY GEORGE	842.60
ULTIMATESLP	199569264	UltimateSLP Renewal	10E004 2150 4100 00 000000 0000	139.92
			Totals for ULTIMATESLP	139.92
UNITY SCHOOL BUS PAR	555727-INa	Credit for Duplicate Payment for Bus Brooms	40E001 2550 4110 00 000000 0000	-22.50
UNITY SCHOOL BUS PAR	576273-IN	Alarm and Brackets	40E001 2550 4100 00 000000 0000	138.99
UNITY SCHOOL BUS PAR	577276-CM	Turn Signal Credit	40E001 2550 4100 00 000000 0000	-15.00
			Totals for UNITY SCHOOL BUS PARTS	101.49
US BANK EQUIPMENT FI	524526191	Copiers	10E001 2410 3250 00 000000 0000	3,016.81
US BANK EQUIPMENT FI	500-0631111-000	Copier Lease Payoff	10E001 2410 3250 00 000000 0000	4,783.99
			Totals for US BANK EQUIPMENT FINANCE, IN	7,800.80
VALENTINI, MARK	Mar 5	Reimburse for Girls BBall EOY Party	10E011 1500 4110 00 000000 0000	113.60
			Totals for VALENTINI, MARK	113.60
VERIZON WIRELESS SER	9959286603	B&G Cell Phone MiFi Emergency Phones	20E001 2540 3400 00 000000 0000	996.22
			Totals for VERIZON WIRELESS SERVICES LLC	996.22
VEX ROBOTICS, INC	726888	CMS CTE Supplies	10E002 1130 4100 00 322000 0000	668.52
			Totals for VEX ROBOTICS, INC	668.52
VILLAGE OF BURLINGTO	119 04-24	Water Service DO	20E001 2540 3700 00 000000 0000	48.50
			Totals for VILLAGE OF BURLINGTON	48.50
VIRCO INC	92025861a	Classroom 149 Desks and Chairs	10E010 1110 4100 00 000000 0000	5,481.00
			Totals for VIRCO INC	5,481.00
VIRTRU CORPORATION	INV-125341	Virtru for Email Subscription	10E001 2660 3160 00 000000 0000	5,781.60
			Totals for VIRTRU CORPORATION	5,781.60

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
VOCK, ANDREW	Tuition 3-24	Tuition Reimbursement EDU 6380	10E002 1130 2300 00 000000 0000	300.00
			Totals for VOCK, ANDREW	300.00
WAKOH WEAR INC	2024-0032	Scholastic Bowl Polos	10E011 1500 4110 00 000000 0000	376.00
			Totals for WAKOH WEAR INC	376.00
WALKER, SHARON	Dec 20	Prof Dev 2023 Midwest Music Clinic	10E003 2210 6400 00 000000 0000	210.00
WALKER, SHARON	Mar 2024	March Mileage Reimbursement	10E003 1120 3320 00 000000 0000	30.15
WALKER, SHARON	Mar 2024	March Mileage Reimbursement	10E005 1110 3320 00 000000 0000	30.15
			Totals for WALKER, SHARON	270.30
ZUHN, ASHLEY	Mar 1	Prof Dev2024 Music and Arts Clinic	10E008 2210 6400 00 000000 0000	65.00
			Totals for ZUHN, ASHLEY	65.00
			Totals for checks	3,404,258.82

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	8,548.82	1,403,293.61	1,411,842.43
20	OPERATIONS AND MAINTENANCE	0.00	0.00	1,914,408.01	1,914,408.01
40	TRANSPORTATION FUND	0.00	0.00	56,781.30	56,781.30
80	TORT FUND	0.00	0.00	21,227.08	21,227.08
*** Fund Summary Totals ***		0.00	8,548.82	3,395,710.00	3,404,258.82

********** End of report **********

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
CAMPTON UNITED SOCCE	21394	CHS Soccer Field Rental	10E002 1500 3190 00 000000 0000	520.00
			Totals for CAMPTON UNITED SOCCER CLUB	520.00
CASEBOLT, JASON	Feb 22	CMS Girls Basketball Official 2/22/24	10E003 1500 3190 00 000000 0000	80.00
			Totals for CASEBOLT, JASON	80.00
ENGEN, LUCAS	Feb 21	PKMS Girls Basketball Official 2/21/24	10E011 1500 3190 00 000000 0000	80.00
ENGEN, LUCAS	Feb 22	CMS Girls Basketball Official 2/22 and 2/26, 2 Games	10E003 1500 3190 00 000000 0000	160.00
			Totals for ENGEN, LUCAS	240.00
ERWIN, SCOTT	Mar 8	CHS Track Meet Official & Shells 3/8/24	10E002 1500 3190 00 000000 0000	204.00
			Totals for ERWIN, SCOTT	204.00
HAMPTON INN BLOOMING	April 5-6	State Hotels for CHS Math Team April 5-6	10E002 1500 3120 00 000000 0000	2,169.44
			Totals for HAMPTON INN BLOOMINGTON-WEST	2,169.44
JACOBI, KEITH	Mar 8b	CHS Track Meet Official & Shells 3/8/24	10E002 1500 3190 00 000000 0000	204.00
JACOBI, KEITH	Mar 9a	CHS Track Meet Official & Shells 3/9/24	10E002 1500 3190 00 000000 0000	204.00
			Totals for JACOBI, KEITH	408.00
JOHNSON, ERIK	Feb 20	PKMS Girls Basketball Official 2/20/24	10E011 1500 3190 00 000000 0000	80.00
			Totals for JOHNSON, ERIK	80.00
KIELBASA, JOSEPH	Feb 27	CMS Girls Basketball Official 2/27/24	10E003 1500 3190 00 000000 0000	80.00
			Totals for KIELBASA, JOSEPH	80.00
MCGUINNIS, JOHN	Feb 26	CMS Girls Basketball Official 2/26/24	10E003 1500 3190 00 000000 0000	80.00
			Totals for MCGUINNIS, JOHN	80.00
MOELLER, DAVID	Feb 21	PKMS Girls Basketball Official 2/21/24	10E011 1500 3190 00 000000 0000	80.00
MOELLER, DAVID	Feb 27	CMS Girls Basketball Official 2/27/24	10E003 1500 3190 00 000000 0000	80.00
			Totals for MOELLER, DAVID	160.00
SCHULTZ, PAUL	Sept-Oct 2	PKMS Football Official Assigning Fee 2023	10E011 1500 3190 00 000000 0000	72.00
			Totals for SCHULTZ, PAUL	72.00
SMIGIEL, ALLAN	Feb 20	PKMS Girls Basketball Official 2/20/24	10E011 1500 3190 00 000000 0000	80.00
			Totals for SMIGIEL, ALLAN	80.00
WOODWARD, JAMES	Mar 9	CHS Track Meet Official & Shells 3/9/24	10E002 1500 3190 00 000000 0000	204.00
			Totals for WOODWARD, JAMES	204.00

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
			Totals for checks	4,377.44

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	0.00	4,377.44	4,377.44
*** Fund Summary Totals ***		0.00	0.00	4,377.44	4,377.44

********** End of report **********

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
DISCOVERY CENTER MUS	Apr 2	3rd Grade Field Trip Discovery Center 4/2 and 4/4/24	10E010 1110 3900 00 000000 0000	1,313.50
			Totals for DISCOVERY CENTER MUSEUM	1,313.50
DUPAGE CHILDREN'S MU	Mar 12a	HBT 1st Grade Field Trip 3/12/24	10E004 1110 3900 00 000000 0000	707.50
			Totals for DUPAGE CHILDREN'S MUSEUM	707.50
NAPER SETTLEMENT	10907494	4th Grade Field Trip Naper Settlement 4/19/24	10E010 1110 3900 00 000000 0000	912.00
			Totals for NAPER SETTLEMENT	912.00
PETTY CASH	March 8	Petty Cash for Spring Book Fair	10E008 1110 4900 00 000000 0000	350.00
			Totals for PETTY CASH	350.00
THE MORTON ARBORETUM	23460333	2nd Grade Field Trip	10E005 1110 3900 00 000000 0000	330.00
			Totals for THE MORTON ARBORETUM	330.00
			Totals for checks	3,613.00

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	0.00	3,613.00	3,613.00
*** Fund Summary Totals ***		0.00	0.00	3,613.00	3,613.00

********** End of report **********

Northern Kane County Regional Vocational System
Revenues and Expenditures Report
March 2024

Revenues

Source	Description	2023-24 Original Budget	% of Fund	March MTD	2023-24 FYTD	Budget Remaining	FYTD Percent
1999-00	Other Local Revenue	24,250.00	3.58%	4,850.00	14,550.00	9,700.00	60.00%
Total Local Revenues		**24,250.00**	**3.58%**	**4,850.00**	**14,550.00**	**9,700.00**	**60.00%**
3220-00	Career & Technical Education	1,320,526.00	63.88%	15,000.00	1,300,759.00	19,767.00	98.50%
3220-02	CTE Educator Pathway	45,233.00	2.19%	-	20,000.00	25,233.00	44.22%
Total State Revenues		**1,365,759.00**	**66.07%**	**15,000.00**	**1,320,759.00**	**45,000.00**	**96.71%**
4745-00	Perkins V Grant	677,270.00	32.76%	33,422.00	365,795.00	311,475.00	54.01%
Total Federal Revenues		**677,270.00**	**32.76%**	**33,422.00**	**365,795.00**	**311,475.00**	**54.01%**
Total Revenues		**2,067,279.00**	**102.41%**	**53,272.00**	**1,701,104.00**	**366,175.00**	**82.29%**

Expenditures

Object	Description	2023-24 Original Budget	% of Fund	March MTD	2023-24 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
1000	Salaries	225,967.00	10.91%	14,472.84	134,728.72	-	91,238.28	59.62%
2000	Benefits	72,484.00	3.50%	3,696.21	31,931.64	-	40,552.36	44.05%
3000	Purchased Services	80,900.00	3.91%	1,001.50	49,461.12	-	31,438.88	61.14%
4000	Supplies	10,651.00	0.51%	-	6,206.60	-	4,444.40	58.27%
6000	Other/Dues/Fees	1,680,927.00	81.17%	202,849.52	1,276,532.34	-	404,394.66	75.94%
Total Expenditures		**2,070,929.00**	**100.00%**	**222,020.07**	**1,498,860.42**	**-**	**572,068.58**	**72.38%**

FD	Description	March 2023-24 Beginning Balance	March 2023-24 Deposits	March 2023-24 Withdrawals	March 2023-24 Monthly Activity	Ending Balance
97	NKRVS CASH	799,169.29	53,272.00	222,020.07	-168,748.07	630,421.22
97		799,169.29	53,272.00	222,020.07	-168,748.07	630,421.22
	Grand Asset Totals	799,169.29	53,272.00	222,020.07	-168,748.07	630,421.22

Number of Accounts: 1

********** End of report **********

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
CENTRAL COMMUNITY USD 301	Mar FY24 CTE	FY24 CTE March	97E110 4140 6400 03 322000	163.82
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2120 1100 00 474500	4,139.17
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2120 2100 00 474500	1,217.52
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2210 1100 00 474500	1,631.92
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2210 2100 00 474500	392.75
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2330 1100 00 474500	12.08
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2620 2100 00 474500	101.92
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2620 1100 00 474500	437.50
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2120 1100 00 322000	4,139.17
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2120 2100 00 322000	1,217.52
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2210 1100 00 322000	1,631.92
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2210 2100 00 322000	302.50
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2330 1100 00 322000	1,958.75
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2330 2100 00 322000	367.50
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2620 1100 00 322000	522.33
CENTRAL COMMUNITY USD 301	Mar 2024	NK Reimb Payroll and Benefits March 2024	97E110 2620 2100 00 322000	96.50
			Totals for CENTRAL COMMUNITY USD 301	18,332.87
COMMUNITY UNIT SCHOOL DIST 300	Nov 28	ACTE Vision 2023 Travel and Meals, J. Sieczkowski and B. Owen	97E110 2210 3100 00 322000	1,064.34
			Totals for COMMUNITY UNIT SCHOOL DIST 30	1,064.34
COMMUNITY UNIT SCHOOL DIST 303	Mar FY24 CTE	FY24 CTE March	97E110 4140 6400 04 322000	5,673.45
COMMUNITY UNIT SCHOOL DIST 303	Mar FY24 Perkins	FY24 Perkins March	97E110 4140 6400 04 474500	4,083.97
			Totals for COMMUNITY UNIT SCHOOL DIST 30	9,757.42
SCHOOL DISTRICT U-46	Feb FY24 CTE	FY24 CTE February	97E110 4140 6400 01 322000	23,277.63
			Totals for SCHOOL DISTRICT U-46	23,277.63
			Totals for checks	52,432.26

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
97	NORTHERN KANE REG VOC SYSTEM	0.00	0.00	52,432.26	52,432.26
*** Fund Summary Totals ***		0.00	0.00	52,432.26	52,432.26

********** End of report **********

CENTRAL
UNIT SCHOOL DISTRICT 301

CCUSD #301 Personnel Report
April 15, 2024

New Hire – Non-Certified

Name	School	Position
Ermel, Lauren	CHS	Cook (6 hours)
Pasholk, Allison	PKMS	Cook (6 hours)

Voluntary Transfer – Certified

Name	School	Position	Effective Date
Buetow, Sara	HBT	First Grade Teacher	24-25 School Year
Capetillo, Nicolette	CHS	Special Education Teacher	24-25 School Year
Gurney, Gemma	CHS	Social Studies Teacher	24-25 School Year
Jensen, Jenna	CHS	Math Teacher	24-25 School Year
Long, Kenny	CHS	EL Teacher	24-25 School Year
Neil, Vincent	DO	Instructional Coach	24-25 School Year
Rodriguez Montero, Ignacio	CMS	Spanish Teacher	24-25 School Year

Resignation – Certified

Name	School	Position	Effective Date
Barr, Christine	PV	Principal	June 30, 2024
Colado, Isabel	PV	Fifth Grade Teacher	End of SY24
Daudelin, Jasmine	HBT	Second Grade Teacher	End of SY24

Leave of Absence – Certified

Name	School	Position	Effective Date
Brierley, Brittany	PV	SLP	3/11/2024 to 3/22/2024
Devona, Nicole	HBT	Social Worker	4/1/2024 to EOY
Herold, Leah	DO	Instructional Coach	Intermittent
Mesik, Kristen	CMS	Math Teacher	9/16/2024 to 12/20/2024
Rodewald, Matt	DO	Director of Communications	4/8/2024 to 5/23/2024
Turk, Hannah	LL	Third Grade Teacher	2/2/2024 to 4/30/2024

Leave of Absence – Non-Certified

Name	School	Position	Effective Date
Gaydos, Thomas	Transportation	Bus Driver	1/8/2024 to EOY
Groble, Lauran	Transportation	Bus Driver	5/6/2024 to EOY
Kamp, Drew	HBT	Custodian	4/8/2024 to Unknown
Kamp, Kory	PKMS	Custodian	4/8/2024 to Unknown
Kamp, Sue	CT	Cook	4/8/2024 to Unknown
Slager, Mary	DO	Payroll and Benefits Specialist	3/21/2024 to 3/22/2024 then Intermittent
Sliwa, Linda	Transportation	Bus Driver	4/1/2024 to 4/18/2024

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Ted Juske, Athletics & Activities Director

TO: District 301 Board of Education, Dr. Mongan, Superintendent

DATE: April 3, 2024

RE: ACES Team Overnight Trip for State

Our ACES Team Coach Kelli Stoner is requesting to take the ACES Team State Qualifiers down to state for competition April 10-11, 2024.

ACES qualified as a team for the state competition after placing first in our sectional competition at NIU. The team will be heading to Eastern Illinois University on April 10th for the competition on April 11th. Students will compete in the following subject area tests: English, Math, Biology, Physics, Chemistry, Engineering Graphics, and Computer Science.

STATE ACADEMIC CHALLENGE COMPETITION SPONSORED BY EASTERN ILLINOIS UNIVERSITY

9:00-10:00 AM	REGISTRATION OF ALL PARTICIPANTS
10:00 -10:15 AM	GENERAL MEETING OF ALL PARTICIPANTS
10:20 - 10:35 AM	TEST INSTRUCTIONS AND MATERIAL DISTRIBUTION
10:40 - 11:20 AM	FIRST TESTING SESSION
11:40 - 12:20 PM	SECOND TESTING SESSION
12:30 - 1:50 PM	LUNCH BREAK
2:00 - 2:30 PM	PRESENTATION OF AWARDS

ACES Team State Qualifiers:

Haylie Cunningham
Aadi Thakkar
Thomas Devol
Ethan Olvera
Lakshmi Abhiraj Seela
Merissa Tosello
Danielle Durckel
Lauren Viebrock
Aarya Shah
Tristan Sanceda
Alan Perez
Karel Saligumba
Emma Larsen

CENTRAL
UNIT SCHOOL DISTRICT 301

These are the rankings of our students from Sectionals that got them to State:

	ENGLISH	MATH	BIOLOGY	CHEMISTRY	ENGINEERING GRAPHICS	COMPUTER SCIENCE	PHYSICS
Danielle Durckel			1				1
Ethan Olvera						1	2
Abhi Seela					3		3
Eirini Karavasis	1						
Shuba Shah	2			2			
Lauren Viebrock	3				2		
Merissa Tosello			3				
Emma Larsen			3				
Alan Perez					1		
Thomas Devol					3	3	
Karel Saligumba						2	
Aarya Shah				3			
Haylie Cunningham		2					

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Ted Juske, Athletics & Activities Director

TO: District 301 Board of Education, Dr. Mongan, Superintendent

DATE: April 15, 2024

RE: SkillsUSA Team trip to Peoria April 25 - 27, 2024

Our SkillsUSA Sponsors (Matt Bilen, Shawn Loomis, and Elizabeth Covington) are requesting to take the Team to Peoria for the SkillsUSA state competition April 25 - 27, 2024.

> *"The State Leadership and Skills Conference is the pinnacle conference for the students in SkillsUSA Illinois. Each year SkillsUSA Illinois heads to Peoria, IL for this showcase of career and technical education students. More than 5,000 individuals — including students, teachers, and business partners — are expected to participate in the multi-day event."*

Central High School has 29 students competing at the state level in Video Productions, Business and Robotics.

- Hotel - Embassy Suites 100 Conference Center Dr, East Peoria, IL 61611. Payment for the hotel rooms and competitions will be made payable to SkillsUSA Illinois, Inc.
- Bus driver - Students and advisors will travel in a district regular school bus along with a certified driver.
- Participants:
  - Students attending are: Gopika Pashnath, Sadie Marquardt, Nihaar Takhar, Nather Takhar, Sophia Stallings, Maggie Stallings, Maya Alex, Nicole Nguyen, Kanav Kapur, Sohan Shah, Shubh Shah, Sanay Gulati, Grace Brigante, Rukmini Gangavarapu, Ryan Kersting, Jeremy Barcenas, Ethan Olvera, Aidan Olvera, Thomas Devol, Brayden McElmury, Jacob Bryla, Dane Heinlein, Maddie Hargadon, Mia Ortiz, Gio Episcopo, Jack Garcia, Nerivette Garcia, Alina Bobrova, Dakkon Eilrich.
  - Advisors are: Matt Bilen, Shawn Loomis & Elizabeth Covington.
- Send-off date - April 25th - Students and advisors plan to depart from school around 11:30 am.
- Copy of itinerary is attached: SkillsUSA-Tentative Agenda - TC 24 (1) (1).pdf



SkillsUSA ILLINOIS

THE CHAMPIONSHIPS 2024

ILLINOIS' ELITE CAREER COMPETITIONS

INTERACTIVE TENTATIVE AGENDA

THURSDAY, APRIL 25

7 a.m.	Career Competitions Begin	PCC – Exhibit Halls C & D
	7 a.m. TeamWorks	
	8 a.m. Automotive Service Tech. *(C/PS)*, Diesel Equipment Tech. *(HS)*, Heavy Equipment Opr. *(C/PS)*	
	12 p.m. Welding Fabrication	
	3 p.m. Health Knowledge Bowl	
2p.m. – 6:30 p.m.	Skills Fest	Madison/ Fulton St.
	Conference Registration *(new location)*	
	SkillsUSA Illinois Store Open *(closes at 6:15 p.m.)*	
4 p.m.	Hotel Check-in Begins	Conference Hotels
7 p.m.	Opening Session *(Doors open at 6:30 p.m.)*	PCC – Exhibit Halls A & B
Following	Career Competition Orientations	PCC – Competition Locations
Midnight	Curfew *(for all participants)*	Conference Hotels

FRIDAY, APRIL 26

5:30 a.m. – 8 a.m.	Breakfast Hot "Grab and Go"	Conference Hotels
6 a.m.	Career Competitions Begin *(varies, check app)*	Competition Locations
8 a.m.	SkillsUSA Illinois Store Open *(closes at 4:30 p.m.)*	PCC – Exhibit Hall B
8 a.m. – 5 p.m.	Test Center *(last check-in at 4 p.m.)*	TBA
8 a.m. – 4:30 p.m.	The Championships: Open To the Public	PCC
11 a.m. – 1 p.m.	Lunch *(provided, 30 minutes for each competitor)*	PCC – Outside Exhibit Hall C
3:30 p.m.	Joint (HS/CPS) Delegate Session	TBA
7:05 p.m.	Champions Night *(Doors open at 6:05 p.m.)*	Dozer Park
Midnight	Curfew *(for all participants)*	Conference Hotels

SATURDAY, APRIL 27

6:30 a.m. – 8 a.m.	Breakfast Hot "Grab and Go"	Conference Hotels
8:30 a.m.	Awards Sessions *(Doors open at 8 a.m.)*	PCC – Exhibit Hall A & B

CONFERENCE LOCATIONS

Suggested Conference Attire

Peoria Civic Center (PCC)
201 SW Jefferson Ave
Peoria, IL 61602

Gerber Collision & Glass (GCG)
741 Taylor St.
East Peoria, IL 61611

Illinois Central College East Peoria Campus (ICC-EP)
1 College Dr.
East Peoria, IL 61635

Illinois Central College Peoria Campus – (ICC-P)
5407 N University St
Peoria, IL 61614

CENTRAL
UNIT SCHOOL DISTRICT 301

TO: Board of Education

FROM: Esther Mongan, Superintendent

DATE: April 15, 2024

RE: Mid-Valley Special Education Cooperative Articles of Joint Agreement

Attached is the Mid-Valley Special Education Cooperative Articles of Joint Agreement that were updated through the Cooperative. I have provided the changes below.

Original Language	Changed language
Article III: The funding for any capital Improvement project shall be pro rata, based upon the most current Fall Housing Report for the entire student population of each Member District.	The Governing Board will develop a fund balance for capital improvement before districts incur additional fees. Member District Business Managers will meet annually to give a recommendation to the Governing Board for the funding of the capital improvement balance.
Section 2: Programs and Services 2B: Commitment to Classroom Space. All language besides the red changes were original	Before April 1 of each year, each Member District shall commit to the Executive Director and the Governing Board the location and number of classrooms to be offered for purposes of providing special education programs and services for the following school year and shall specify any current classrooms that will not be available for special education programs and services for the next year. The classroom space provided in the districts shall be comparable in size, location, and quality to classrooms used to support students with disabilities enrolled in district-level programs.
Article III: Program Section 1. Arrangement for Physical Facilities New Language	The Governing Board will develop a fund balance for capital improvement before districts incur additional fees. Member District Business Managers will meet

	annually to give a recommendation to the Governing Board for the funding of the capital improvement balance.
Section IA. Classroom Use Agreements Each Member District furnishing a classroom shall receive rental payment from Mid-Valley Special Education Cooperative for the expenses associated with using the classroom by the Mid-Valley Special Education Cooperative Classroom Use Agreement	Each Member District furnishing a classroom shall receive rental payment as a tuition credit from Mid-Valley Special Education Cooperative for the expenses associated with using the classroom by the Mid-Valley Special Education Cooperative Classroom Use Agreement
Section 2A. Determination of Programs The Executive Director shall recommend to the Governing Board each year the nature and type of programs and services Mid-Valley Special Education Cooperative shall provide to the Member Districts for the next school year. Such programs and services shall be approved.	The Executive Director shall recommend to the Governing Board no later than March 1st of each year the nature and type of programs and services Mid-Valley Special Education Cooperative shall provide to the Member Districts for the next school year. Such programs and services shall be approved by the Governing Board by the May board meeting of each year.
Section 2B. Commitment to Classroom Space Each year, each Member District shall commit to the Executive Director and the Governing Board the location and number of classrooms to be offered for purposes of providing special education programs and services for the following school year and shall specify any current classrooms that will not be available for special education programs and services for the next year.	Before April 1 of each year, each Member District shall commit to the Executive Director and the Governing Board the location and number of classrooms to be offered for purposes of providing special education programs and services for the following school year and shall specify any current classrooms that will not be available for special education programs and services for the next year. The classroom space provided in the districts shall be comparable in size, location, and quality to classrooms used to support students with disabilities enrolled in district-level programs.
Section 2C. Responsibilities of Member Districts who Host a Mid-Valley Special Education Cooperative Classroom. New Language	Mid-Valley Special Education Cooperative classrooms, the teachers, support staff, and students are considered an integral part of the learning community of the host school. The Host Buildings shall adhere

	to the following responsibilities: Provide a comparable size and condition classroom to other classrooms within the building; Provide classroom furniture with the same style and quality as the other classrooms in the building, including chairs, tables, teacher desks, flags, shelves, and storage; Technology in the classroom shall be consistent with other classrooms in the building, including phones, projectors, and other equipment; Staff devices shall be provided to any Mid-Valley Special Education Cooperative certified staff members assigned to classrooms in the district for 100% of the time. These devices shall be the same provided to district staff; Certified staff members assigned to the district less than 100% shall be provided access to a district device within the building for printing; Staff access to a color printer to allow staff to provide visual supports and specialized materials for Mid-Valley Special Education Cooperative students; Mid-Valley Special Education Cooperative staff shall be assigned the same access to building entry as the district staff (key fobs, district ID, continued access for weekend and summer work); Mid-Valley Special Education Cooperative staff shall be assigned login names/passwords and email addresses; Mid-Valley Special Education Cooperative classrooms and staff shall be supported

	with the same utilities, janitorial, and cleaning and maintenance support as other classrooms and staff within the building; Mid-Valley Special Education Cooperative students shall be provided with a 1:1 device comparable to those offered to students of the same chronological age. The home district shall provide specialized AAC devices; Mid-Valley Special Education Cooperative staff and families shall receive the same building and district communication regarding special events, school closures, and other notifications as district staff and families; Personnel (building nurse, secretary, librarian, etc.) and spaces (gym, library, computer labs, etc) available to all students in the building; Health services provided to the general population, including daily medication, first aid, screenings, and emergency care; Opportunities for participation in the general education environment, non-academic activities, and extracurricular activities as identified in the child's Individualized Education Program (IEP); Access to free or reduced lunch for students who meet the qualifications outlined in their home districts.
Section 2D. Responsibilities of Mid-Valley Special Education Cooperative and Staff Assigned to Host Buildings - New Language	Instructional support, supervision, staff evaluation, and student or staff discipline in collaboration with building and district administration; Attendance shall be recorded by the Mid-Valley Special Education

	Cooperative's classroom teacher. If the Districts require that Mid-Valley Special Education Cooperative teachers take attendance at the school level as well, Mid-Valley Special Education Cooperative teachers shall support this request; Facilitating IEPs and parent meetings with the home district team; Providing specialized health services for conditions related to the student's disabilities, such as tube feeding, suctioning, etc; Providing specialized technology, furniture, and equipment for students to access the school environment; Following the host school's calendar regarding Parent/Teacher conferences and Open Houses; Providing support for additional costs for color printing.
Section 2E. Responsibilities of Mid-Valley Special Education Cooperative Families - New Language	Completing the registration process for their home districts and Mid-Valley Education Cooperative Programs; Completing the application for free & reduced lunches in their home districts; Following the host-schools guidelines for drop-off and pick-up procedures, visiting the building, and participating in special events such as field trips or extracurricular activities.
Section 3. Transportation Districts shall arrange for transportation of students attending Mid-Valley Special Education Cooperative programs. Billing and payment for transportation of special education students shall be handled	Member Districts shall arrange for transportation of students attending Mid-Valley Special Education Cooperative programs. Billing and payment for transportation of special education students shall be handled directly

directly between the carrier and the sending district.	between the carrier and the sending district. The Mid-Valley Special Education Cooperative shall arrange for transportation of students for vocational training and field trips that occur during the school day. The Mid-Valley Special Education Cooperative shall bill the districts for the costs of transportation related to vocational training and field trips. The costs of these trips will not be included in the annual tuition.
Section 4. Employment of Mid-Valley Special Education Cooperative Staff Mid-Valley Special Education Cooperative's program staff shall be the Mid-Valley Special Education Cooperative employees, including all appropriately credentialed special education teachers, related service personnel, and educational support personnel. Any full-time professional worker employed by the Cooperative who spends more than fifty percent (50%) of his/her time in one Member District shall not be required to work a different teaching schedule than the other professional workers in that Member District.	Section 4. Employment of Mid-Valley Special Education Cooperative Staff Mid-Valley Special Education Cooperative's program staff shall be the Mid-Valley Special Education Cooperative employees, including all appropriately credentialed special education teachers, related service personnel, and educational support personnel. Any full-time professional worker employed by the Cooperative who spends more than fifty percent (50%) of his/her time in one Member District shall not be required to work a different teaching schedule than the other professional workers in that Member District. With the approval of the Governing Board, Member Districts may provide their staff to support specialized services such as Adaptive Physical Education. Member Districts shall receive payment in the form of a tuition credit for such services in those cases.
Section 5D (should be 5E) Billing - New Language	The Mid-Valley Special Education Cooperative will maintain an accounting system to accurately determine each program's costs. These costs will then be equitably apportioned among Member Districts based on student enrollment in each program.

	Initial Billing: Participating Member Districts will receive an invoice in June or July, reflecting 70% of the estimated annual tuition for the upcoming academic year based on projected student enrollment. This initial invoice is due by July 30th. A second and final invoice, covering the remaining 30% of the annual tuition, will be sent out and is due by November 15th. Year-End Reconciliation: A final accounting will occur after the fiscal year concludes. If there are discrepancies between estimated and actual costs, Member Districts will either be issued additional invoices or receive refunds as appropriate, or funds will be distributed to the Capital Improvement fund balance.
Section 5E (should be 5F). Administrative District Management Cost - New language	Mid-Valley Special Education Cooperative will reimburse the Administrative District the direct costs for conducting the business of the Cooperative as agreed by the parties according to the expenses enumerated and outlined in writing and presented each year by the Administrative District by the Governing Board's March meeting. These administrative fees cover the costs of buildings and grounds, telephone service, instructional technology, mail service, and other items as needed. This reimbursement will be in the form of a tuition credit to the Administrative Agent.
Article IV: Services to Students Outside of the Mid-Valley Special Education Cooperative - New Language	The Executive Director, advised by District Liaisons, may recommend to the Governing Board the admission of students from outside Member Districts if space and resources permit. The minimum tuition for these students will be 110% of program costs, as defined by

	Section 14-7.01 of the School Code, which pertains to students with disabilities attending schools outside their home district. The Executive Director may also recommend to the Governing Board the removal of a student from the program, subject to approval by the Governing Board and in compliance with applicable laws.
Section 2A. Distribution of Assets - New Language	The Cooperative shall return to each then-current Member District any unspent Federal or State Funds generated by students in the Cooperative (i.e., "carryover"). Once the Mid-Valley Special Education Cooperative has accounted for all its remaining assets and liabilities, any remaining assets after such accounting and payment of liabilities shall be distributed evenly to each Member District. The proceeds shall be distributed evenly to each Member District if the Mades-Johnstone facility is sold.

Mid-Valley Special Education Cooperative
Articles of Joint Agreement



Amended April 3, 2024

ARTICLES OF JOINT AGREEMENT
FOR THE
MID-VALLEY SPECIAL EDUCATION COOPERATIVE

Article I: General Information

Section 1. Name of Joint Agreement

The name of this special education organization shall be the Mid-Valley Special Education Joint Agreement, hereafter referred to as the Mid-Valley Special Education Cooperative. The Mid-Valley Special Education Cooperative shall operate as a legal entity pursuant to Section 10-22.31 of the School Code (105 ILCS 5/10-22.31) or any successor statute.

Section 2. Purpose

The purpose of the Mid-Valley Special Education Cooperative is to provide comprehensive special education and related services to Member Districts for families with children with identified special education needs or students with social-emotional or behavioral needs. Included in the services and supports the Mid-Valley Special Education Cooperative shall provide are direct, special education or at-risk programs and services, related services, consultation, technical assistance, and staff development.

Section 3. Membership

School Districts 101, 301, 302, 303, and 304 are the Mid-Valley Special Education Cooperative Member Districts. A non-member public school district may petition Mid-Valley Special Education Cooperative for membership. The petition must be submitted in writing to the Governing Board (as defined in Article 2) of Mid-Valley Special Education Cooperative. If the Governing Board approves the proposed petition by 75% of those members present, it shall be submitted to the individual Boards of Education for approval. The Governing Board may impose additional terms and conditions of admission as it deems appropriate. Still, in all cases, the school district petitioning for membership must, at a minimum, provide a resolution adopted by their Board of Education stating the school district's agreement to abide by these Articles of Joint Agreement and Mid-Valley Special Education Cooperative's policies and procedures.

Unless the Governing Board provides otherwise, the new Member District must pay an admittance fee per pupil basis as designated by the Governing Board based upon the most current Fall Housing Report for the entire student population of the applicant school district. For the initial membership year, new Member Districts shall be assessed their pro rata share of the current fiscal year's administrative, supervisor, and operating and personnel costs, as detailed in Article III, Section 5.

Section 3A. Responsibilities of Member Districts

The Member Districts shall have the following rights and responsibilities as members of the Mid-Valley Special Education Cooperative:

1. Member Districts shall promptly and fully pay all bills for services submitted to them by Mid-Valley Special Education Cooperative;

2. Member Districts shall commit their Superintendents or designee to regularly attend the Governing Board meetings, which will be held monthly;

3. Member Districts shall have the right to receive appropriate services, programs, and administrative support from Mid-Valley Special Education Cooperative consistent with these Articles of Joint Agreement and Mid-Valley Special Education Cooperative policy;

4. Member Districts shall be responsible for providing a free appropriate public education to all students with disabilities residing within their respective school districts, whether the Member District or Mid-Valley Special Education Cooperative provides the special education services;

5. Member Districts shall assist the Governing Board in accomplishing the purposes outlined in these Articles of Joint Agreement. Further, Member Districts shall work collaboratively to provide for the needs of all special education students within the Member Districts;

6. Member Districts shall perform and provide such other services as determined by the Governing Board consistent with the law and the purpose of the Mid-Valley Special Education Cooperative;

7. Member Districts shall have other responsibilities as this Agreement outlines.

Section 4. Amendment of Joint Agreement

If a Member District desires to recommend a change to the Articles of Joint Agreement, the Member District shall submit the proposed modification to the Governing Board for review and consideration. If the proposed amendment to the Articles of Joint Agreement is approved by the Governing Board by a majority vote of those members present, it shall be submitted to the individual Boards of Education for approval. The Articles of Joint Agreement shall be amended upon approval by at least 75% of the Boards of Education of the Member Districts within 90 calendar days of the Governing Board's approval unless such time is extended by action of the Governing Board. The amendment to the Articles of Joint Agreement shall become effective upon the date of the Member District Boards of Education action approving the change to the Articles that meets the 75% threshold for approval unless a different effective date is specified.

Section 5. Procedures for Withdrawal of Member District from Joint Agreement

The Member District withdrawal process from the Joint Agreement is governed by Section 10-22.31 of the School Code, (105 ILCS 5/10-22.31),which specifically outlines the withdrawal procedures outlined under the school code.

Section 5A. Voluntary Withdrawal by the Member District

1. Any Member District may seek to withdraw from the Mid-Valley Special Education Cooperative by following the process provided for in Section 10-22.31 of the School Code (105 ILCS 5/10-22.31) or any successor legislation.

2. A Member District seeking to withdraw from the Cooperative shall present a resolution from its Board of Education authorizing the withdrawal and a petition seeking withdrawal to the Governing Board. The petition for withdrawal must be submitted to the Governing Board by January 31 in the calendar year before the year in which the withdrawal becomes effective. The petition will be approved if all Member District Boards of Education support the withdrawal petition by written resolution. The Member District Boards of Education shall approve or deny the withdrawal petition on or before September 1 of the calendar year the petition was submitted, or the petition shall be deemed denied. Petitions approved by consent of the Member Districts shall be effective on July 1 in the calendar year following the year the petition was submitted.

3. If the petition for withdrawal is not approved by concurring resolutions of all of the Member Districts as provided above, the Member District seeking to withdraw may petition the Regional

Board(s) of School Trustees, which exercises jurisdiction over any of the Member Districts for withdrawal from the Cooperative as provided in Section 10-22.31 of the School Code. (105 ILCS 5/10-22.31) All withdrawals approved by the Regional Board(s) of School Trustees shall become effective on July 1 unless otherwise approved by the Governing Board.

4. Member Districts that voluntarily withdraw from the Mid-Valley Special Education Cooperative may request continued participation in select Mid-Valley Special Education Cooperative programs or services after withdrawal. Such a request shall be granted upon approval by a majority vote of the Governing Board. If the Governing Board allows a former Member District to continue to participate in Mid-Valley Special Education Cooperative services, the Governing Board shall enter into a written agreement with the former Member Districts setting forth the mutually agreed upon terms and conditions for participation.

Section 5B. Removal of Member District

Membership in Mid-Valley Special Education Cooperative is conditioned upon the Member District's continued compliance with the terms of these Articles of Joint Agreement and Mid-Valley Special Education Cooperative's policies. If the Governing Board finds that a Member District has materially breached these Articles of Joint Agreement or the Cooperative's policies, the Governing Board may put said Member District on written notice for such failure. Said notice shall detail the items that the Governing Board deems sufficient cause to justify removal of the Member District if not remedied. If, after ninety (90) calendar days from the date of the written notice to the Member District, or such other greater time as may be specified by the Governing Board, the Member District has not remediated the failure as determined by the Governing Board, the Governing Board may remove the Member District according to the following procedure:

1. **Notice.** Upon approval of the majority of the Governing Board, the Executive Director shall send written notice to the Board of Education of the Member District in question, specifying in detail the item(s) which the Governing Board deems sufficient cause to justify the removal of the Member District from Mid-Valley Special Education Cooperative.

2. **Hearing**. Should the Member District fail to take remedial action required in the notice to the satisfaction of the Governing Board, the Governing Board shall, upon reasonable written notice, call a special meeting, at which time the matter shall be brought before the Governing Board for hearing and action. At least thirty (30) days prior written notice of the time and place of such hearing shall be provided.

3. **Action.** A 75% vote of all the Governing Board members, excluding the representative for the Member District subject to the removal of proceedings, shall be required to terminate the membership of a Member District. Removal for membership shall not relieve the Member District of the obligations incurred during membership in Mid-Valley Special Education Cooperative, and such termination shall become effective by July 1 following the date of action by the Governing Board.

Section 5C. Accounting of Assets and Liabilities upon Withdrawal or Removal

If any Member District withdraws or is removed from Mid-Valley Special Education Cooperative, the Member District shall forfeit any claim or right it may have for any of Mid-Valley Special Education Cooperative's assets unless the Cooperative dissolves within five (5) years of the Member District's effective date of withdrawal or removal from the Cooperative or the Mades-Johnstone facility is sold within fifteen (15) years of such effective date. In that case, the

withdrawn or removed Member District shall be entitled to a distribution of assets by Article V, Section 2.A of these Articles of Joint Agreement. Notwithstanding the above, the Mid-Valley Special Education Cooperative shall return to the withdrawing or removed member board any unspent Federal or State Funds generated by students in the withdrawing Member District (i.e., "carryover").

Any withdrawn or removed Member District, however, shall continue to be liable for its proportionate share of any costs, expenses, and liabilities that the Mid-Valley Special Education Cooperative incurred while it was a Member District (the "Surviving Liabilities") and shall continue to pay the Surviving Liabilities until they have been paid in full. For purposes of this section, the Surviving Liabilities are intended to refer to liability arising from said Member District's transactions, events, acts, or omissions occurring on or before the effective date of the withdrawal or removal of that Member District. The Surviving Liabilities shall not include personnel costs accruing or attributable to any year after the effective date of the Member District's withdrawal or removal.

Section 5D. Legal Costs and Expenses Upon Withdrawal or Removal

In the event of withdrawal or removal proceedings under Section 5, the Member District is solely responsible for all legal costs and expenses incurred due to such proceedings, including but not limited to Mid-Valley Special Education Cooperative's attorney's fees, any auditor or accounting fees incurred by Mid-Valley Special Education Cooperative related to the withdrawal and costs related to the hearing before the Regional Board of School Trustees, including court reporter and other fees assessed by the Regional Board of School Trustees.

Article II: Organization and Operation

Section 1. Governing Board

The Mid-Valley Special Education Cooperative Governing Board shall consist of the superintendents or their designee/alternate from each Member District. Member Districts may temporarily appoint their special education liaisons as a Superintendent's designee. The Chairperson of the Governing Board shall be the Superintendent from District 303 or his designee responsible for conducting the Governing Board meetings and approving the agenda for such meetings. The Executive Director shall prepare agendas for Governing Board meetings with the advice and input of the members of the Governing Board. In addition to the Chairperson, there shall be a Vice Chairperson, a Treasurer, and a Secretary of the Governing Board for the Mid-Valley Special Education Cooperative. The Secretary shall keep and disseminate meeting minutes to Governing Board members. The Treasurer shall be the Business Manager from District 303. The Vice Chairperson of the Governing Board shall be determined by a majority vote of the Superintendents on or before the August board meeting.

Section 1A. Responsibilities of the Governing Board

The responsibility for the management and governance of the Mid-Valley Special Education Cooperative shall be vested in the Governing Board. The Governing Board has the following duties:

1. To receive and review proposed amendments to these Articles of Joint Agreement;

2. To adopt an annual budget after a public hearing by the School Code before September 1st of each year.

3. To determine the nature and extent of services Mid-Valley Special Education Cooperative shall provide to its Member Districts;

4. To determine the need for site acquisition, construction, and capital improvement and to take appropriate and necessary action to acquire essential sites, to build new construction or improve existing Mid-Valley Special Education Cooperative school buildings, and make appropriate and necessary capital improvements to Mid-Valley Special Education Cooperative's school buildings;

5. To expend funds as provided in the adopted budget for the fiscal year;

6. To-incur debt as provided under the School Code;

7. To approve all payments and direct all appropriate action for payment of Mid-Valley Special Education Cooperative indebtedness;

8. To employ the Executive Director and to approve the employment of other personnel; to set salaries and terms of employment of same;

9. To approve the resignation and dismissal of any employee;

10. To evaluate the performance of the Executive Director on an annual basis;

11. To lease or purchase real estate for use by the Mid-Valley Special Education Cooperative, including, but not limited to, buildings, rooms, and grounds;

12. To adopt an annual calendar of monthly meetings and to hold such meetings by the laws of the State of Illinois;

13. To establish Governing Board committees as deemed necessary;

14. To establish basic policies and procedures relating to the provision of special education and related services to students throughout the Mid-Valley Special Education Cooperative on behalf of the Member Districts consistent with these Articles of Joint Agreement, the Individuals with Disabilities Education Act, the School Code, and such other policies and procedures necessary for the orderly and proper operation of the Cooperative consistent with these Articles of Joint Agreement;

15. To approve contracts of service providers, labor unions, and professional organizations and amendments to it;

16. To address such other matters and take action as necessary or appropriate for the operation of the Mid-Valley Special Education Cooperative as permitted by law and as consistent with these Articles of Joint Agreement.

17. To accept grants or gifts to the Mid-Valley Special Education Cooperative.

Board and approved by each of the Boards of Education of the Member Districts. The funding for any capital improvement project shall be equally shared among the Member Districts.

The Governing Board will develop a fund balance for capital improvement before districts incur additional fees. Member District Business Managers will meet annually to recommend to the Governing Board that the capital improvement balance be funded.

Section IA. Classroom Use Agreements

Each Member District furnishing a classroom shall receive rental payment as a tuition credit from Mid-Valley Special Education Cooperative for the expenses associated with using the classroom by the Mid-Valley Special Education Cooperative Classroom Use Agreement, which may be updated from time to time at the discretion of the Executive Director.

Section 2: Programs and Services

Mid-Valley Special Education Cooperative shall provide programs and services to the staff members of the Member Districts and the students identified as being disabled according to the Individuals with Disabilities Education Act, as well as those students identified by the Member Districts with social-emotional or behavioral needs. Those programs and services may include instructional, consultative, supervisory, administrative, diagnostic, transportation, and related services and any other services called for by the Individuals with Disabilities Education Act or Article 14 of the School Code or the implementing regulations for those laws. Article 14 outlines the services and supports available to children with disabilities in Illinois.

Section 2A. Determination of Programs

The Executive Director shall recommend to the Governing Board by March 1st of each year the nature and type of programs and services Mid-Valley Special Education Cooperative shall provide to the Member Districts for the next school year. The Governing Board shall approve such programs and services by the May board meeting of each year.

Section 2B. Commitment to Classroom Space

Before April 1 of each year, each Member District shall commit to the Executive Director and the Governing Board the location and number of classrooms to be offered for special education programs and services for the following school year and shall specify any current classrooms that will not be available for special education programs and services for the next year. The classroom space provided in the member districts shall be comparable in size, location, and quality to classrooms used to support students with disabilities enrolled in district-level programs.

Section 2C. Responsibilities of Member Districts who Host a Mid-Valley Special Education Cooperative Classroom

Mid-Valley Special Education Cooperative classrooms, the teachers, support staff, and students are considered an integral part of the learning community of the host school. The Host Buildings shall adhere to the following responsibilities:

Section 2. Administrative District

District 303 shall be the administrative District. As the Administrative District, District 303 shall serve as the fiscal and legal agent for the Mid-Valley Special Education Cooperative. Additionally, the services provided by the Administrative District to the Cooperative and their costs shall be outlined in writing annually, as agreed upon by the Governing Board and the Administrative District at the March meeting of the Governing Board.

Section 3. Administrative Structure

Section 3A. Executive Director:

The Executive Director shall be directly responsible to the Governing Board and serve as the State Approved Director of Special Education on behalf of the Member Districts. The Executive Director shall be evaluated annually by the Governing Board. The Executive Director shall report directly to the Superintendent from District 303, which serves as the Administrative District, regarding day-to-day operations. The Executive Director shall also communicate with the Superintendents of the other Member Districts. Although communications shall be directed to the Superintendent of District 303, the Superintendent of District 303 must refrain from taking action separate from or inconsistent with the actions of the Governing Board.

Section 3B. Duties of Executive Director:

The Executive Director shall be responsible for the daily administration and management of the Mid-Valley Special Education Cooperative by these Articles of Joint Agreement, Governing Board policies and procedures, and applicable law. The Executive Director shall provide regular and timely reports to the Governing Board. The Executive Director shall recommend to the Governing Board the hiring or dismissal of such administrative, supervisory, certificated, and educational support personnel as the Executive Director deems appropriate. The Executive Director shall also establish applicable job duties and functions for all personnel and directly supervise and evaluate such personnel or appoint an appropriately certified designee(s) to supervise and evaluate all personnel. The Executive Director shall perform other duties as the Governing Board assigns.

Section 3C. District Liaisons & Chief School Business Officers (CSBOs)

The District Liaisons, which shall consist of representatives from each of the Member Districts who serve in the capacity of Director of Special Education Services and Chief School Business Officer or similar positions, shall be an advisory body to the Mid-Valley Executive Director and CSBO and shall not control either the Executive Director or the Governing Board of the Mid-Valley Special Education Cooperative. The Executive Director shall meet monthly with the District Liaisons, and the CSBO shall meet quarterly with the District CSBOs to seek advice and counsel relating to the daily administration and management of the Mid-Valley Special Education Cooperative and the needs of the Member Districts.

Article III: Program

Section 1. Arrangement for Physical Facilities

Member Districts shall provide classrooms for classes placed in their districts. The Mid-Valley Special Education Cooperative may build or acquire additional classrooms as the Governing Board approves. The funding for the construction of the Cooperative facilities must be recommended by the Governing

1. Provide a classroom of comparable size and condition to other classrooms within the building;

2. Provide classroom furniture with the same style and quality as the other classrooms in the building, including chairs, tables, teacher desks, flags, shelves, and storage;

3. Technology in the classroom shall be consistent with other classrooms in the building, including phones, projectors, and other equipment;

4. Staff devices shall be provided to any Mid-Valley Special Education Cooperative certified staff members assigned to classrooms in the district for 100% of the time. These devices shall be the same as those provided to district staff;

5. Certified staff members assigned to the district less than 100% shall be provided access to a district device within the building for printing;

6. Staff access to a color printer to allow staff to provide visual supports and specialized materials for Mid-Valley Special Education Cooperative students;

7. Mid-Valley Special Education Cooperative staff shall be assigned the same access to building entry as the district staff (key fobs, district ID, continued access for weekend and summer work);

8. Mid-Valley Special Education Cooperative staff shall be assigned login names/passwords and email addresses;

9. Mid-Valley Special Education Cooperative classrooms and staff shall be supported with the same utilities, janitorial, and cleaning and maintenance support as other classrooms and staff within the building;

10. Mid-Valley Special Education Cooperative students shall be provided with a 1:1 device comparable to those offered to students of the same chronological age. The home district shall provide specialized AAC devices;

11. Mid-Valley Special Education Cooperative staff and families shall receive the same building and district communication regarding special events, school closures, and other notifications as district staff and families;

12. Personnel (building nurse, secretary, librarian, etc.) and spaces (gym, library, computer labs, etc) available to all students in the building;

13. Health services provided to the general population, including daily medication, first aid, screenings, and emergency care;

14. Opportunities for participation in the general education environment, non-academic activities, and extracurricular activities as identified in the child's Individualized Education Program (IEP);

15. Access to free or reduced lunch for students who meet the qualifications outlined in their home districts.

Section 2D. Responsibilities of Mid-Valley Special Education Cooperative and Staff Assigned to Host Buildings

1. Instructional support, supervision, staff evaluation, and student or staff discipline in collaboration with building and district administration;

2. Attendance shall be recorded by the Mid-Valley Special Education Cooperative's classroom teacher. If the Districts require that Mid-Valley Special Education Cooperative teachers take attendance at the school level as well, Mid-Valley Special Education Cooperative teachers shall support this request;

3. Facilitating IEPs and parent meetings with the home district team;

4. Providing specialized health services for conditions related to the student's disabilities, such as tube feeding, suctioning, etc;

5. Providing specialized technology, furniture, and equipment for students to access the school environment;

6. Following the host school's calendar regarding Parent/Teacher conferences and Open Houses;

7. Providing support for additional costs for color printing.

Section 2E. Responsibilities of Mid-Valley Special Education Cooperative Families

1. Completing the registration process for their home districts and Mid-Valley Education Cooperative Programs;

2. Completing the application for free & reduced lunches in their home districts;

3. Following the host school's drop-off and pick-up procedures guidelines, visiting the building, and participating in special events such as field trips or extracurricular activities.

Section 3. Transportation

Member Districts shall arrange for transportation of students attending Mid-Valley Special Education Cooperative programs. Billing and payment for transportation of special education students shall be handled directly between the carrier and the sending district. The Mid-Valley Special Education Cooperative shall arrange for students to be transported for vocational training and field trips during the school day. The Mid-Valley Special Education Cooperative shall bill the districts for the costs of transportation related to vocational training and field trips. The costs of these trips will not be included in the annual tuition.

Section 4. Employment of Mid-Valley Special Education Cooperative Staff

Mid-Valley Special Education Cooperative's program staff shall be the Mid-Valley Special Education Cooperative employees, including all appropriately credentialed special education teachers, related service personnel, and educational support personnel. Any full-time professional worker employed by the Cooperative who spends more than fifty percent (50%) of his/her time in one Member District shall not be required to work a different teaching schedule than the other professional workers in that Member

2. Initial Billing: Participating Member Districts will receive an invoice in June or July, reflecting 70% of the estimated annual tuition for the upcoming academic year based on projected student enrollment.

    a. This initial invoice is due by July 30th.

    b. A second and final invoice, covering the remaining 30% of the annual tuition, will be sent out and is due by November 15th.

    c. Year-End Reconciliation: A final accounting will occur after the fiscal year concludes. If there are discrepancies between estimated and actual costs, Member Districts will either be issued additional invoices or receive refunds as appropriate, or funds will be distributed to the Capital Improvement fund balance.

Section 5E. Administrative District Management Cost

Mid-Valley Special Education Cooperative will reimburse the Administrative District the direct costs for conducting the business of the Cooperative as agreed by the parties according to the expenses enumerated and outlined in writing and presented each year by the Administrative District by the Governing Board's March meeting. These administrative fees cover the costs of buildings and grounds, telephone service, instructional technology, mail service, and other items as needed. This reimbursement will be in the form of a tuition credit to the Administrative Agent.

Article IV: Services to Students Outside of the Mid-Valley Special Education Cooperative

The Executive Director, advised by District Liaisons, may recommend to the Governing Board the admission of students from other school districts outside the Member Districts if space and resources permit. The minimum tuition for these students will be 110% of their program costs, as defined by Section 14-7.01 of the School Code, which pertains to students with disabilities attending schools outside their home district. The Executive Director may also recommend to the Governing Board the removal of a student from the program, subject to approval by the Governing Board and in compliance with applicable laws.

Article V: Dissolution Procedures

Section 1. Dissolution Procedures

Dissolution of the Mid-Valley Special Education Cooperative may be authorized by the affirmative vote of 75% of the entire membership of the Governing Board in the following manner:

1. Any member of the Governing Board may submit a resolution with the Chairperson proposing that the Mid-Valley Special Education Cooperative be dissolved. The question of such a solution shall be submitted to a vote at a meeting of the Governing Board, which may be a regular or special meeting.

2. Written notice stating that the purpose, or one of the purposes, of a meeting is to consider the dissolution of the Mid-Valley Special Education Cooperative shall be given to each member of the Governing Board.

District. With the approval of the Governing Board, Member Districts may provide their staff to support specialized services such as Adaptive Physical Education. Member Districts shall receive payment in the form of a Tuition Credit for such services in those cases, pursuant to the terms outlined in Section 5D.

Section 5. Finance

The following subsections outline the financial responsibilities and processes that govern the Mid-Valley Special Education Cooperative. These provisions are designed to ensure a fair allocation of costs among Member Districts while also incorporating income from non-member District enrollments. The focus is on administrative, operational, and personnel costs and billing procedures.

Section 5A. Administrative and Supervisor Costs

Administrative staff and services costs will be allocated to Member Districts based on student enrollment in programs or related services. Tuition from non-member District enrollments will offset these costs.

Section 5B. Operating Costs

Mid-Valley Special Education Cooperative will provide essential classroom materials, equipment, and supplies. Operating costs will be divided among Member Districts, based on student enrollment in each program or service, and offset by tuition from non-member District students.

Section 5C. Personnel Costs

1. Program staffing costs will be prorated among Member Districts based on student enrollment, offset by tuition from non-member District students.

2. Costs for individual teaching assistants, nurses, or nursing assistants are the responsibility of the respective District.

Section 5D. Tuition Credits

1. Member Districts are entitled to various tuition credits as an offset to the cost of tuition. These credits will be included on the annual tuition bill.

2. Tuition credits may include Evidenced-Based Funding (EBF), Alternative Learning Opportunities Grant (ALOP), DORS STEP Grant, Medicaid FFS, room rental, Payment for district staff assigned to support Mid-Valley classrooms, administrative fees to St. Charles D303 and when applicable, overpayment of tuition from the previous school year.

3. The Mid-Valley CSBO, in collaboration with the Member District CSBOs, will meet annually to determine which, if any, of these credits will contribute to the fund balance or be paid directly to the school districts.

Section 5D. Billing

1. The Mid-Valley Special Education Cooperative will maintain an accounting system to determine each program's costs accurately. These costs will then be equitably apportioned among Member Districts based on student enrollment in each program.

3. Such a motion shall be filed at least one year before the request of the effective date of dissolution.

Section 2. Effect of Dissolution

Upon dissolution, Mid-Valley Special Education Cooperative shall not carry on any business except that necessary to conclude and liquidate its businesses and affairs, including, but not limited to, liquidating and collecting receivables or causing the honorable dismissal or otherwise terminating the employees of the Mid-Valley Special Education Cooperative and taking such other actions as may be necessary to wind up the affairs of the Mid-Valley Special Education Cooperative.

Section 2A. Distribution of Assets

The Cooperative shall return to each then-current Member District any unspent Federal or State Funds generated by students in the Cooperative (i.e., "carryover"). Once the Mid-Valley Special Education Cooperative has accounted for all its remaining assets and liabilities, any remaining assets after such accounting and payment of liabilities shall be distributed evenly to each Member District. The proceeds shall be distributed evenly to each Member District if the Mades-Johnstone facility is sold.

Article VI: Savings Clause

If any section of these Articles of Joint Agreement violates any applicable statute or regulation, such section or part of the Articles of Joint Agreement shall be null and void and shall not be binding. To the extent that the purpose of and the ability to operate the Mid-Valley Special Education Cooperative remains unaltered, such partial invalidation of this Joint Agreement shall not affect the validity of the remainder of these Articles of Joint Agreement. If any section or part of these Articles of Joint Agreement violates any applicable statute or regulation, such section or part of the Articles of Joint Agreement shall be null and void and not binding. To the extent that the purpose of and the ability to operate the Mid-Valley Special Education Cooperative remains unaltered, such partial invalidation of any part of this Joint Agreement shall not affect the validity of the remainder of these Articles of Joint Agreement.

BATAVIA SCHOOL DISTRICT NO.101

By:_____, Board President on _____.

Attested by:_____, Board Secretary on _____.

CENTRAL SCHOOL DISTRICT NO. 301

By:_____, Board President on _____.

Attested by:_____, Board Secretary on _____.

KANELAND SCHOOL DISTRICT NO. 302

By:_____, Board President on _____.

Attested by:_____, Board Secretary on _____.

ST. CHARLES SCHOOL DISTRICT NO. 303

By:_____, Board President on _____.

Attested by:_____, Board Secretary on _____.

GENEVA SCHOOL DISTRICT NO. 304

By:_____, Board President on _____.

Attested by:_____, Board Secretary on _____.

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

TO: Dr. Esther Mongan, Superintendent, Board of Education

FROM: Graydon Engle, Grant Director

DATE: April 12, 2024

RE: Consolidated District Plan for Title Grants

Each year the Board of Education must approve the Consolidated District Plan prior to being submitted to the Illinois State Board of Education. Included in your board packet is the completed Consolidated Plan, which outlines a comprehensive approach to instruction, interventions, and services, alongside specific programs and resources used to support students across all grade levels and demographics.

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

Central Community Unit School District #301 serves an academically, culturally, and socio-economically diverse population. The District and the Board of Education are committed to equal access and treatment for all students, families and employees.

Central's Board policy of nondiscrimination and equity governs decision-making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents/guardians, employees, applicants, contractors, or individuals participating in board and/or agency-sponsored activities. Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited or denied equal access to educational and extracurricular programs and activities.

Central monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for employees, students, and their families alleging discrimination. These procedures are accessible for use by all school stakeholders. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

Central monitors the program participation consistently through:

a. Providing strong MTSS programs to intervene early to close academic gaps and to limit entry into low-level courses.

b. Providing electives and multiple pathways into given courses; thereby removing tracking or minimal access to higher-level coursework.

c. Identifying and providing systematic help to students who are deficient in credits to reduce the repetition of coursework and falling behind in graduation date.

d. Providing strong education for all, giving priority to early learning and closing skill gaps along the way, providing resources to intervention courses and SEL programs.

f. Establishing goals and concrete targets to monitor equity, particularly to the youth who have low school attainment and dropout.

G. Accelerating ***all*** students in high school based on their meets/exceeds standardized test scores from the College Board suite of assessments (PSAT and SAT).

Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.

Federal and local funds are aligned to assist in providing equitable and rigorous programming to all students by highly trained teachers, staff, and administration. Additionally, rigorous coursework continues to be developed based on needs assessments and data gleaned from state achievement tests (when available), common summative assessments (developed by local teachers), formative assessments, and research-based progress monitoring tools, along with research-based programs to assist students who are struggling. The District continues to monitor skill gaps between low socioeconomic students, students with disabilities, English learners, race, and gender alongside their peers through a multi-tiered early warning system. It is the goal of the District to implement and monitor the progress of all students to make sure we are meeting their academic, social, attendance, and emotional needs.

Additionally, we work in collaboration and in a partnership with parents to ensure they have a voice in academic needs for their students. Mentoring for new teachers and administration will ensure that highly trained educators are able to promote an equitable and rigorous experience for our youth, while being supported in improving their craft of teaching through the use of instructional coaching. The LEA will work in collaboration with individuals for the Title III grant and IDEA to work in concert with Title I, II, and IV to provide additional supports that align to the district's vision of closing gaps for our struggling youth and promoting a more rigorous curriculum for our advanced learners.

We continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on instructional elements, including improved pedagogy, differentiation to meet the various needs of our students, behavior coaching to meet the needs of changing SEL needs, etc. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met where they are at and strategies can be employed that scaffold each learner’s knowledge for more rigorous content.

Dollars will be utilized to assist in the social and emotional learning for all youth, including but not limited to, bullying prevention, character education, training on behavior interventions, social/emotional learning, STOIC principles, etc. Professional development on the topics of equity, belonging, inclusion, and cultural awareness will be provided to all staff. These professional development topics will be designed, in collaboration with students, parents and staff. As part of this collaboration, additional professional development will incorporate voices from our students regarding their experiences and ideas relevant to instructional shifts. A main focus for professional development will be in instructional pedagogy and planning for instruction.

Lastly, continuous improvements in the area of training for high school teachers in the area of dual credit and career technical (CTE) pathways is another main focus for our district. A large focus for CTE is to increase participation in CTE dual credit coursework by working with our post-secondary partner alongside teacher training. A continued focus for our District will be finding ways to incorporate more technical subjects and dual credit for all students. District dollars will be used to strengthen career technical education offerings by improving access, program quality, and transition points between education and workforce systems and programs. Providing choices that promote college and career readiness by implementing additional opportunities for our students to have intership/extership opportunities to broaden their scope of understanding. ~~The District is focused on supporting educational training and programmatic improvements that allow us to provide more college level experiences and work-based learning opportunities for our youth~~. The District continues to form partnership with Elgin Alingment Collaborative will continue to be invested in as we have seen an increase in students access to business tours, pathway specific panels discussions, and summer job internships.

Needs assessment

Provide a Summary of the LEA's Needs Assessment.

The LEA is engaged in a systematic continuous improvement process embedded with data-based decision making focused on best practices and high expectations in teaching and learning. Stakeholders participated in strategic planning and identified District priorities. The LEA did not use an isolated tool but various assessments and resources (i.e., school and/or district report card(s), 5Essentials Survey, student achievement data, current recruitment and retention efforts, strong mentor-protege program and instructional coaching model and effectiveness data via surveys, etc.) to be a part of identifying our organizational short and long-term goals and strategies. Additionally, the District utilizes principal-parent advisory and advisory board data to assist in making improvements. The LEA utilizes qualitative and quantitative data and accountability metrics set by the District. Through data collection and analysis, LEA determined trends and areas of need, including, but not limited to: LEA policies and practices, student outcomes/performance, student engagement, student opportunities, professional practice, climate and culture, and stakeholder engagement. The scope of the needs assessments also focused on academic proficiency, access and enrollment/participation in courses, access and the level of student participation advance courses, preschool participation, student achievement, college and career, special populations, access and usage of educational supports, chronic absenteeism, technology, safe learning environment, and social-emotional needs. In Spring of 2024 collaboration with communities in the form of town halls and surveys were distributed in an effort to pass a referendum of new school buildings within our district. The referendum failed, therefore, continued collaboration with our community stakeholders will continue.

Plan Specifics

Needs Assessment Impact

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

- School and/or district report card
- 5Essentials Survey
- Student achievement data (disaggregated by student groups)
- Current recruitment and retention efforts and effectiveness data
- Professional development plan(s)
- School Improvement Plan(s)
- ESSA site based expenditure data
- OTHER- 5Labs student attendance, discipline trends, and staff attendance data.

Title I, Improving Basic Programs

The School Improvement Process is part of all seven (7) of our schools. Each school aligns their school improvement alongside that of the district improvement plan. The goals established are utilized within each school and the development of goals are specific to each school's needs. The work done in each building involves various stakeholders working together to develop strategies, analyze data and assess results. This process is done from strategy implementation, by gathering input and making recommendations for future improvements.The 5Essentials Survey results for all schools are utilized to help discuss and review challenges that we may need to address. An area of focus surrounds improvement in the area of instructional leadership. Goals within each building are established alongside the district goals to focus on instructional pedagogy that needs to be improved. Modeling and coaching are embedded as part of the school-wide process for improvement; thereby, providing an opportunity for building leadership and coaches to improve in this area. Student achievement data is used to establish areas of weakness within our district. In the area of recruitment and retention efforts, instructional coaches will work with staff relevant to instructional pedagogy through the "coaching model" for new staff as part of the mentoring process, as well as with struggling teachers from EC-12 grade. Through our progressional development survey, we are designing "professional growth activity plans (PGAPs)" that align to teacher needs, in addition to, developing online professional development classes that teachers can take at home, during their plan time or any other time that is beneficial to them through our "Central University". Through our Title I committee work we have developed specific goals to focus on progress monitoring of struggling youth, IEP students, EL students, etc., to assist in closing student achievement gaps. Additionally, we have purchased Imagine Learning licenses to assist in closing gaps for our language learners and Ellevation software as a means to progress monitor the EL students growth. Frequent data meetings, Title I meetings, and progress monitoring through FastBridge allows us to monitor the success of struggling learners and adjust to their needs throughout the school year.

A special education needs assessment is completed by our staff to assess feedback from administration and staff relevant to the need for additional staff along with specific professional development needs, including but not limited to the use of behavioral coaches and BCBA's. Additionally, we continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits.

Title II, Preparing, Training, and Recruiting

Instructional pedagogy through modeling and support is an area designated on our needs assessment. Providing coaching and modeling to new and early career teachers is essential to help them be more prepared and feel supported; thereby, leading to better retention. Annually we have a mentor protege program where veteran teachers work closely as mentors with new hires throughout the year on a variety of topics including; Curriculum and instruction, learning, districts systems, and planning. Additionally, there is job-embedded professional development incorporated into a teachers daily interactions by multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; their rubric and scoring sessions help teachers and administrators develop a common vocabulary around instruction; it is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); it supports collaborative, collegial and reflective dialogues around instruction. Authentic Intellectual Work (AIW) will continue to be used to assist middle and high school teachers; (AIW) is a framework for ensuring that ALL students have access to intellectually rigorous learning experiences that have value beyond school. It guides teachers to consider why they teach what they teach and how best to engage students; lastly it assumes that teachers bring valuable experiences and expertise to the table; their expertise is an essential component of team meetings. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met. Additionally, instructional coaches will provide online professional development to incorporate best practices in learning targets, assessment, and curriculum lesson design. Central University PD is a resource to help improve teacher performance. For new administration within our district mentoring will take place regarding instructional leadership and the use of the feedback process. Professional development on lesson design, literacy and math practices, crucial conversations, special populations, and SB100 will be a few of the topics discussed within the professional development.

Title III- LIEP

EL/Bilingual Staff Professional Development- Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade. ~~We continue to look for quality bilingual educators within our district but are struggling to find qualified individuals. We will work~~

~~to train within our district to assist in building the pool for our students. This will be done by seeking individuals who are interested in becoming bilingual within the district and finding programs to assist them in reaching their goals.~~ By providing language instruction, professional development for staff, and fostering parental involvement, EL students will receive the appropriate support and instruction to encourage positive academic, emotional, and social performance and achievements outcomes. Through language and instruction, EL students will build their language and literacy skills; through collaborative efforts with EL teachers and professional development, educators will be more involved in the improvement of educational outcomes and supporting the success of our EL students; teachers will promote language learning through the use of learning strategies gained from professional development; and by engaging with our learners' parents, we are offering more opportunities of outreach, partnerships, and involvement in their child's education experience; and therefore, the activities include in this grant proposal will contribute to the success of our EL students.

In the 2023-2024 school year the District was able to hire a full time district level administrative assistant specializing in translation. This new role will help foster a liaison for the community as well as ensure mandated translation for the District. Additionally, we have acquired new Lexmark translation services that allow the District to accurately translate documents into any languages that meet our needs. We also continue to refine our communication strategies through the use of our parent communication tool Parent Square capitalizing on its ability to translate communications sent to stakeholders. Arriba la Lectura (Spanish IntoReading) has been acquired and is utilized to help support specific TBE students within Spanish Language Arts; it directly aligns with our IntoReading program currently used within the general education classrooms for ELA.

Title IV- Student Support and Academic Enrichment

Student Support Staff Professional Development - For our social work staff, professional development will be centered in the area of Tier 2 or 3 social work services and will focus on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Currently at one of our middle school buildings SEL committee and Social Workers have developed monthly SEL lessons based on the Satchel Pulse (SEL Screener). These lessons are facilitated by general education teachers. The social workers then presented to interested staff at the PD Palooza event. Ideally moving forward we could have them present this information to all staff at all buildings. We are looking at logistical ways to make this a possibility. They will also receive ongoing training and monitoring of FBA/BIP development in the buildings to support SEL/behavioral needs of students. Professional development will be provided for special education teachers that utilize a specific intervention/curriculum. Ongoing professional development will occur for co-teaching at the middle school level for both our special education and general education staff. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. At all buildings, ongoing training and monitoring of implementation of STOIC at each building level.

At the elementary level, implementation of STEAM is a focus. Through this, professional development will be around providing science anchored, hands-on, problem and inquiry-based learning experiences to build students' scientific and technological literacy skills. Integrated experiences to develop critical and conventional thinking, self-discovery and problem-solving skills; purposeful integration of technology to engage innovative design and assist students in becoming global thinkers (engineering design process); reflective experiences and design efforts to seek ways to improve outcomes and capture student learning.

IDEA Flow-Through [1]

The special education needs assessment was completed by building administration and related service personnel. District leadership met with each building's administration and special education staff to address the IEP subgroup. Areas that are being targeted are interventions for students at the Tier 2 and 3 level, as well as a review of the delivery of services. The goal will be to increase IEP student achievement and better serve our students. The grant activity will be used to purchase interventions/curriculum to meet the needs of our IEP students Kindergarten - 12th grade. The other main area is supporting students with social-emotional needs. The grant activity will be used to provide professional development activities related to curricular resource implementation, social-emotional learning, and purchase interventions/curriculum for the social-emotional learning classroom/district. Continue to use the grant to fund related services.

IDEA- Preschool

The needs assessment conducted by the district indicated a need for additional/replenishment of curricular supplies. The needs assessment identified the need for more hands-on materials and interactive activities that allow students to investigate, explore, and question the world around them. The grant will be used to purchase these materials. The grant is also utilized for professional development for the early childhood staff.

~~**ESSER III**~~

~~ESSER III allocations were reviewed by stakeholder groups. The District explained the extent to which and how funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance; how the district will use the funds it reserves under Section 2001 (e) (1) of the ARP to address the academic impact of lost instructional time; how the district will use its remaining ARP ESSER funds; how the district will ensure interventions it implements will respond to the social, emotional, mental health, and academic needs of all students, particularly those students disproportionality impacted by the COVID-19 pandemic.~~

Stakeholders

- Student Learning
- Learning Conditions
- Elevating Educators

District Goals

2023-2024 the District is undergoing a rework of our vision, mission, and district wide goals. Through a gap analysis we were able to land on three major target areas for the district: Enhancing Educational Operations and Infrastructure, Enhancing Student Performance and Growth, and Fostering a Positive School Culture and Community Engagement. We are still in the process of finalizing goals and developing our strategic plan and we will continue to collaborate with all stakeholders (Staff, Students, Families, Board of Education). Our current goals outlined below are consistent with what we are targeting while we work through goal creation.

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. KIDS data is monitored to ensure that we have Success by Six. Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's goal in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establishes proper interventions and monitoring of goals for each student. FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been employed to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online that are married to the district goals.

5x5 Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design, and common assessments. Implementation of the core Math curriculum resource, Math in Focus, and the use of Spring Math, which was purchased to assist in closing gaps within the core, continue to be the focus. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustments to curriculum as instruction continues.

The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students' grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, and PSAT data. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, and ELA transition class, in conjunction with Elgin Community College.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students in their 6th grade school year. Students with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 8 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution.-Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Schoolinks, a system that allows our students to prepare more accurate 5 year plans connected to current academic achievement. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, automotive, and educational pathway. Cohort data is monitored for all

students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs (ie. STAR, ALOP, Early Childhood, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program.

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.**

All site-based school improvement plans are aligned to district improvement initiatives. Consequently, the work done in each building involves various stakeholders (teachers, specialists (reading, special education, EL personnel, psychologists, administration and parents) to develop strategies, analyze data and results for all subgroups and the general building and district-wide and student population, gather input and make recommendations for future academic, SEL, behavioral improvements. The elementary and middle school buildings have Parent-Teacher Organizations, which meet monthly, and include Principal Reports, in which building administration, and teacher leaders (when appropriate) update parents on initiatives and plans to improve the learning environment of the schools through district-wide Title I committee . The committee established a Parent University to present topics to parents in areas such as, but not limited to special education, transition supports, EL, etc. Additional Parent Universities will be established. Site/SIP teams anticipate meeting at each Title Building to discuss and align initiatives with the district Title I Committee.

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

LEA will work with building-wide school improvement plans which incorporate parents to discuss initiative and seek input from parents. Additionally, the district has a curriculum council which consists of parents, teachers, administration and the Board of Education where data and gap analysis are discussed. During these discussions, parent input is used along with other stakeholder input to identify strategies, programs and initiatives that can assist in continuing to close the gap.

Lastly, a Title I committee has been formed to focus directly on data relevant to gaps, parent education and parent communication. Additionally, the district website has begun to build parent resources for our parents to utilize for questions, resources within Kane County and the district's continuum of services, parent university videos and resources (social anxiety and its effect on school, social media awareness, navigating district systems, social-emotional learning), deaf and hard of hearing resources, mental health resources and school shelf which provides a library of materials for different topics (academic, college planning and preparation, bullying and school safety, life skills, drug and alcohol awareness, mental health and well-being, parent involvement, and special services) by grade.

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]

The district's Parental Involvement Policy (8:95) states- In order to assure collaborative relationships between students' families and the District and to enable parents/guardians to become active partners in education, the Superintendent or designee shall:1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2. Encourage parents/guardians' involvement in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parent(s)/guardian(s) on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning.

Activities/strategies for effective parent and family engagement the LEA includes, but not limited to: Open houses, Parent/teacher conferences, BPAC, Rocket Launch, Triple A (academics, athletics and activities), IHSA Night, FAFSA Night, AP Night, Fine Arts Programs, Literacy Nights, Parent University, Focus Groups, PTO events, increased resources added to our parent resource page for professional development for parents and resources. Approaches to effectively reach parents of English Learners is through communication, partnerships, and creating opportunities for parent involvement. One way our District is navigating reaching more parents is through the adoption of a new District-wide technology tool, Parent Square. This will offer stakeholders to reach parents in their preferred language and continue to open-lines of communication. In addition, the district will continue to provide qualified interpreters and telephone interpretation service as needed. The District will continue to provide resources in languages other than English. The District will continue to build capacity and community partnerships. Creating a welcoming cultural environment, including adding additional bilingual staff in buildings to ensure EL families are valued part of our school community. EL parents are encouraged to volunteer in the classroom as well as at school events, BPAC

meetings and planned workshops on accessing school resources, supporting social-emotional health, equitable access, and celebrating cultural diversity.

Preschool Coordination

District Goals
See above

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

The district currently has an early childhood continuum that has walk-in speech services, blended classes, and instructional level classes. Our early childhood program services 3 and 4-year-olds. The blended classes are made up of students with special needs and general education peers. The EC program helps ensure the transition to kindergarten is fluid and successful by focusing on pre-academic skills, social skills, emotional regulation, problem-solving, self-care skills, and fine and gross motor. Speech and Language Pathologists and Social Workers push into the classrooms and instruct lessons each week. The P4 classes do activities with the kindergarten classes. The student's progress is monitored using Teaching Strategies GOLD. ~~This alliance establishes the time for partner schools to come together to discuss a multitude of topics.~~ Pre-Covid, 301 was involved with an early childhood/kindergarten alliance. It was developed to bridge the gap between early childhood and kindergarten teachers and is an extension of Elgin College's Alliance for College Readiness, we focus on increasing early childhood success through communication and collaboration. This alliance allows early education facilities within the region and kindergarten teachers to meet and discuss state standards, expectations for kindergarten within the region, and to do site visits of preschool programs that feed into the district. We are actively looking to partner with ECACR moving forward because this alliance has been very beneficial to our students and staff in the past.

Student Achievement

District Goals: See above

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

The district continues to work on completing common summative and formative assessments for all content areas K-12 that align to the state standards. These assessments allow us to monitor the standards that students are meeting throughout the year and to monitor success via proficiency within the standards. OTUS, an assessment tool, will help us to monitor this standards-based approach for each individual student and allow us to look at the proficiency of grade-level standards over time. At a minimum of two times a year at the elementary, middle school, and high school levels, data teams are established to monitor the progress of all students. The buildings utilize all assessments, common unit assessments, Illinois Assessment of Readiness (12-8) and SAT (9-12), to monitor the growth of all students from K-12 grade. Formal processes are put into place for targeted interventions specifically in mathematics and English language arts at the 6-12 grade level through a tiered system of supports and English language arts for K-5. The district is implementing a class wide intervention, Spring Math, to support student needs in mathematics at the elementary level. Instructional coaches will continue to work with teachers K-12 on differentiation strategies, grading practices, learning targets and instructional elements at the elementary level. Student growth measures are monitored within each teachers' evaluation process to monitor growth through a pre-post SLO. Additionally, grade levels at the elementary and content departments at the middle and high school level view the results of common unit assessments along with the growth metrics provided by the state to analyze the growth of students relevant to the Illinois State Standards. Based on their discussions, instructional changes are made. The three-tiered level of support (Tier I, Tier II and Tier III) are used in addition to an added support at the middle/high school level for our non-language speakers, e.g., Inside and Edge (research-based program). We utilize research-based programs to target growth within each of these tiers and progress monitor each individual student to ensure they are making expected growth. If they are not, we discuss additional supports that need to be put in place to provide a personal learning experience and growth method for all students.

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

The district utilizes multiple measures to establish identification criteria for students at risk of failure. This is dependent on grade levels: K-5 - Multiple measures are utilized to monitor the success of students. We currently have a 3x3 goal that monitors all students' growth in reading at the third-grade level by the third grade. The measures utilized to monitor this are: Kindergarten and First Grade - FastBridge EarlyReading to monitor letter sound fluency, letter name fluency, and other early reading skills, such as word segmenting and nonsense word fluency, in addition to key indicators of the KIDS Survey and common unit assessments aligned to the Illinois State Standards; Second grade - Third grade - - FastBridge aReading and CBM are utilized for measurement in addition to the common unit assessments aligned to the Illinois State Standards; Fourth-through fifth grade utilize FastBridge aReading and AUTOreading as measurement tools, common unit assessments and Illinois Assessment of Readiness (IAR) scores. Within grade bands, we use the benchmark established within each of these programs to triangulate how a student is performing. Utilizing either national or local norms allows us to establish appropriate criteria of what we consider to be "on target" at each grade level. These targets are used to help determine the students who are at risk and to establish an appropriate intervention plan for each child utilizing reading supports, EL supports, and specific research programs to assist in the pedagogical approach to each student's intervention plan. EL students utilize Imagine Learning as a research program to assist students in meeting their annual benchmarks. Growth is progress monitored consistently. Lastly, a system has been developed to make sure we are placing 6th-grade students into math classes that help to progress toward access to Algebra I by the 8th grade. This is monitored consistently and new cut scores are adjusted based on the success of previous cohorts, as well as assessment results in CoGat for mathematics. 6-12 - Multiple measures are utilized to monitor the success of students. We currently have district-wide goals that align with college and career readiness goals. As part of this we use multiple measures to help us move toward that goal. FastBridge, IAR, PSAT and SAT scores are utilized to establish students who are at risk academically. Currently, we utilize National Geographic Inside/Edge, a researched program for our 6-12 ELL students that have minimal language skills. Inside Edge has also been utilized to support certain special education students as needed. In an effort to improve and target academic behaviors that get in the way of students at risk we have ~~both an After School Intervention Program (ASIP) and~~ targeted task classes which are used to assist students who are struggling in a content area by giving students access to those teachers. Teachers have the ability to request students who are struggling in

their classes to be assigned to their task. We have instituted a Math Momentum course that front loads key vocabulary and concepts in mathematics for students who are struggling in grades 6-8.

Lastly, for grades 9-12 we have credit recovery option for students who fall behind via Edmentum. We also offer an Alternative Learning Opportunity Program (ALOP) for students who are struggling either socially, emotionally or academically at the high school level. Progress monitoring via FastBridge is utilized to monitor interventions and growth of students in addition to common unit assessments. Additionally, teams meet on a weekly basis to discuss both academic and behavior intervention success. Normed data is analyzed formally two to three times a year as well. In reference to struggling students with social-emotional issues, we added an MTSS Coordinator of special programs to monitor effective implementation of MTSS. Through 5Labs, an early warning dashboard identifies at-risk students needing additional support using metrics in grades/credits, discipline, attendance, and SEL needs. Lastly, we will offer targeted support during Academic Advisory for students earning low-average grades in all content areas. Students will be scheduled in and out based on their success in their courses. A work refusal program is in place for those struggling to earn a passing grade in more than three classes.

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

We have specific targeted data teams that monitor each student and their progress. Specifically, we utilized Fastbridge at grades K through 12th as a universal screener and progress monitoring tool. This allows us to monitor a student's progress on an annual basis, as well as to monitor their progress over time (year over year). We have common unit assessments (written to the Illinois state standards) that allow us to determine if students are successful compared to their peers on local assessments. These assessments are developed in every content area and within every grade band from K-12th grade. Illinois Assessment of Readiness (IAR), FastBridge, KIDS survey, and PSAT/SAT scores are monitored on an annual basis and records are being tracked for each cohort as well as for each student. Teachers have access to the data via our Student Information System. This data, in addition to other scores, are utilized as we meet in data teams throughout the year to monitor progress and establish additional interventions if needed. Every student's progress is consistently monitored by a team at all levels. In elementary school, the focus is primarily on literacy and mathematics. We have reading specialists who intervene with students that are struggling. Additionally, we have a TBE/TPI

program that intervenes and assists students who are ELL. ~~Numeracy at this time is not problematic at the elementary level and therefore the most targeted area is reading.~~ At the middle school level, we have reading specialists that work directly with our Tier 2 and Tier 3 students to help target specific deficits in reading. Additionally, we have other support mechanisms for students who may have academic behaviors (poor homework completion, organization issues, attention issues, etc.); we place these students in a targeted study hall to work specifically on skills to help them be successful. We also offer an after-school intervention program (ASIP) for students to get targeted assistance. These programs are filled by students who have been targeted via data teams. At the high school level, we offer intervention classes in mathematics and English language arts. Additionally, we are able to monitor progress via the common unit assessments which monitor success of the student for the Illinois state standards. We also have a college prep course which works specifically on academic behaviors. Students who are not on track for graduating are put on a specific list and monitored closely by our college and career readiness instructor. He works closely with them on both academics and academic behaviors to develop skills so they can be successful. Academic Advisory has been implemented as another program to help monitor the success of students. Students are required to monitor their work completion daily alongside their Academic Advisory teacher. This teacher communicates daily with students to ensure they are increasing their work completion, establishing retakes for tests, etc. At the elementary school level, we offer summer school for students who are struggling and behind their peers, in reading/literacy; and for middle and high school we offer summer school to help students specifically in areas of remediation or failure, and/or to address learning loss due to COVID. Supplemental instructional programs that address the language and academic needs of ELs with Title III funds may include: Imagine Language and Literacy, a program that focuses on oral language, academic vocabulary, and strategies in reading, writing, listening, and speaking; ~~Imagine Espanol~~ Arriba la Lectura, National Geographic Edge, Inside, Reach, and Great Writing and authentic literature. Instructional materials are research-based and are also reviewed by WIDA Prime.

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

Principals work with teams of teachers within their building to develop student improvement goals that are directly aligned to the district goals. For the elementary the goals they are specifically working on focus on: Success by Six (early childhood through kindergarten success); Full-day kindergarten (focused on literacy and numeracy); 3x3 academic behaviors (making sure all students can read at the 3rd

grade level by the end of 3rd grade) and have the skills to complete homework on-time and persist in rigorous curriculum; and developing a strong culture/climate as measured by the 5Essentials survey. These teams establish specific instructional strategies, programs, and staff development that help to improve student learning. At the middle school, the goals focus on: Algebra Readiness (trying to increase access to all 8th grade students by the 8th grade); Academic behaviors (develop strategies that help students persevere with rigorous content, complete homework on time, organization, etc.,); building a positive culture/climate as measured by the 5Essentials survey; develop teachers in good assessment writing to help with valid and reliable common assessments; and monitor and improve the MTSS and credit recovery programs offered within the middle school. Lastly, the middle school, specifically, the 8th grade students, begin to work within School Links to gain exposure to career inventories and discussions surrounding college-going. Additionally, the 8th grade center holds an annual trades day to allow students to be exposed to the "trades" in the industry, as well as, a college day to begin students understanding of college admissions, college searches based on the students career interest survey, high school course entrance requirements and cost. They also annually tour a local post-secondary institution. The 7th grade classes spend time in a 7th grade career class. At the high school, goals focus on: College and career readiness by integrating knowledge of Naviance when working with the college. A five year plan is implemented in conjunction with the student and guidance counselor to establish a plan for course taking at the high school level. This plan will incorporate the PaCE document that is part of the Postsecondary Workforce Readiness Act. College and career readiness is addressed at the 8-12th grade level via a career day that focuses on information relevant to the topic. The student support team has worked to implement a strong RTI process that helps meet different students at this level. A blended learning approach is offered for at risk students and for credit recovery in conjunction with a teacher who targets each student independently. Work is done with teachers to improve the culture and climate to promote a better learning environment for student learning through the School Improvement team by disaggregating the data from the 5Essentials survey. An SLO mode is utilized to help monitor and promote more specific targeted instruction in areas where students are not gaining as much as was desired through the common unit assessments. Teachers collaborate in data review sessions to see if there are things that can be gleaned from each other to improve instruction or student engagement. Additionally, they will use this data to discuss pathways for students to have additional access to AP courses. Additionally, at the middle and high school level we work on professional development activities that deal with Authentic Intellectual Work to improve student engagement, connection, and teacher pedagogy;alongside work in specified learning targets to ensure students know expected measured outcomes. In addition to supplemental materials, the District provides summer school for elementary ELs students in reading. The

instructional programs are implemented in collaboration with the classroom EL teacher, coaches, and training provided by vendors. EL students identified for additional interventions are determined by their academic needs, more specifically a collaboration of teacher and EL recommendations, progress monitoring tools, and performance on local and state assessments. EL student's L1 language, proficiency levels, and educational history are also considered in additional supplemental activities and strategies.

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

Disaggregate data by teacher to determine the highest performing teachers and develop a plan to provide additional instructional pedagogy to the teachers that are not performing and establish a plan to provide the highest performing teachers to the students that are struggling the most. Utilized instructional coaches to assist staff members in professional development for lesson design to the teachers who are struggling to get positive results. Develop teachers in different instructional strategies to facilitate the engagement of students in the academic experience. Disaggregate the data to understand the disparities, if any, that exist between low-income and/or minority youth. Currently, the district does not have any "out-of-field teachers". The plan will monitor if there are ineffective teachers. In reference to inexperienced teachers we will work with our instructional coaches to provide additional mentoring within the classroom relevant to differentiation, instructional strategies, classroom management, etc., in addition to making it a part of our induction program.

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

Our district has been 1:1 with Chromebooks. We instruct students in digital literacy and appropriate websites within our curriculum. We currently have one certified librarian at each elementary school, one certified librarian at each middle school, and one certified librarian and library paraprofessional at the high school levels. These individuals work in collaboration with the building administration and teaching staff to provide different activities throughout the year e.g., reading challenge where each elementary school competes like a NCAA tournament for the best book that ends in whole school assembly, local author presentations, whole group reading, book fairs, etc. The Central Middle and Central High School have renovated the libraries to give them a more "college feel" to promote access and opportunity within the library. This promotes more foot traffic and has represented an increase in the number of books that are being read. Additionally, we offer

digital books for students to read to help promote reading that meet the students preference for reading. We continue to look at ways to increase our library for students who are Title I and ~~ESL~~ ELL in an effort to provide more materials that match their interests and reading level.

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

We have a process in place for Early Entrance to kindergarten and first grade based on local established criteria as mandated by the Accelerated Placement Act. Currently, we differentiate within the classroom. At the high school, curriculum provides for honors and AP coursework, in addition to establishing teachers who are qualified to teach dual credit. The dual credit program will expand as we gain additional teaching staff who are eligible to instruct. At the middle school we allow students who enter 6th grade and meet specific criteria to take the accelerated track for mathematics so that they take Math I as an eighth-grader. Currently, we are working on developing the same process for elementary. We will be looking to do compressed math for our high-achieving 4th and 5th graders. The compressed mathematics allows us to provide a mathematics progression that meets the needs of our more advanced students in elementary through high school. As the students enter 4th grade they will be completing all of 4th grade and half of 5th grade and then in 5th grade, they will be taking the second half of 5th-grade common core mathematics and then will be developing deeper pre-algebraic skills for the second semester in preparation for the advanced 6th-grade curriculum. Additionally, STEAM resources provide sDifferentiation is incorporated within the building to ensure that all students are challenged and that their needs are being met.

College and Career

District Goals - See above

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

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

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

The middle school and high school continue to meet quarterly via our Subject Area Committee for career technical education and core academics to discuss movement toward college and careers. We continue to align programming in the middle school to exploratory/elective courses at the high school. Our middle school offerings are; Agriculture/Energy and the Environment, Computer Science for Innovative Makers, Design and Modeling, Automation and Robotics, and foreign language while mixing in real world career examples. These courses align to several of our current pathways e.g., Agriculture, Computer Science, MobileMaker, etc. This transition ensures that students are getting exploration exposure in middle school that may lead them down a pathway of their choice that will be enriched with focal classes, work-based learning opportunities, team-based challenges, problem-based learning, and a skill set that readies them to enter into the workplace in a career or onto post-secondary education.

Our students start using Schoolinks software in 8th grade to develop a 5 year plan. Schoolinks uses embedded career surveys, interest surveys, and learning styles along with academic data to provide students guidance in creating their 5 year plans. This plan naturally is in alignment with the Postsecondary and Career Expectations known as Illinois PACE. Each student's 5 year plan starts in middle school and sets them up for having a successful plan as they transition into the workforce or continue education opportunities. Continued exploration through a career fair is conducted annually. We currently instruct both Math 1 and foreign language (German and Spanish) at the middle school and provide high school credit which allows for flexibility for students by providing more elective choice at the high school level. We make sure to establish relationships with 8th grade students and their parents prior to them entering the high school doors by hosting meetings

during their 8th grade year to schedule and discuss career planning and offering parent nights to meet the counselors. 8th grade AAA night allows 8th grade students and guardians the opportunity to tour the school, meet with teachers, meet with counselors, move through a gallery of academic programs, athletics, and activities to ensure involvement when the student transitions to high school. Every spring all 8th grade students come over to the high school to experience the actual school day. They have peer leaders (current HS students) walk them through all aspects of the school day. Scheduling 8th grade students has become a responsibility for our high school counselors, which provides an opportunity for a fluid transition, relationships and for a plan to be discussed and altered throughout five years of the student's career in our district.

Students transitioning from high school to post-secondary education or careers also experience active counseling and planning. Within the dual credit offered at Elgin Community College, our regional partnerships with Fox Valley Cooperative, we hope to continue dual credit offerings and expand toward four-year university dual credit in the areas where we have qualified educators.

As pathway programming continues to build out, so will the offerings to enable high school students to experience dual credit, team-based challenges, attaining employability skills, engaging in work-based learning hours. We continue to offer programming to students through the Regional 509 CTE programming which began in 2018-19. We have partnered with FVCC to provide more options or access to courses for our students. Central continues to house the Veterinary Technology program at the high school for the region. This will continue to provide all our children with an opportunity to experience more options within a budgetary mechanism handled through the regional EFE. Central reviewed course offerings at the high school level and using data collected from our PaCE framework, will look to offer Principles of Biomedical Science and open the door for students interested in Health Occupations. Graphic communications and engineering will also be added to the options for students. Graphics will connect both with our current Business pathway and Arts, Audio/Video Technology, and Communications pathway. Traditional CADD courses have been revamped establishing the beginning of an engineering pathway that will grow over the coming years. Introduction to Engineering will serve as the first course and next will be Principles of Engineer to align with our Robotics Club. Mobile Maker and the computer science pathway continues to be developed into a four year option complimenting Esports interests of the student population.

We have many businesses and community leaders assisting in the Incubator program and our community Foundation provides funding for students interested in moving to the next level ACCelerator to begin their business venture. Our work with

local employers expands through our pathways with embedded work-based learning experiences, team-based challenge hosting and advisory board involvement. This continued collaborative work also lends to the makeup of the high school college/career fair in the spring for all high school students to experience. Through our partnership with the Elgin Alignment Collaborative, we continue to host events within the region to promote, monitor and strategize ways to open access and provide skills for students to be ready for college and careers. An example would be our offering to senior students the opportunity to explore post-secondary programming and job fairs for employers seeking students ready to enter the workforce. With EAC's help summer job internships opportunities have expanded, more career placement tours have been offered, and a mentorship program for future education pathway students have been developed.

Lastly, in our continued collaboration with Elgin Community College, we share data and work together to disaggregate data to monitor the readiness of our students in the post-secondary coursework they go onto. By continuing to offer dual credit classes in the high school, part-time/full-time at Elgin Community College we are increasing our student access to early college, high school or dual or concurrent enrollment opportunities. Our continued training of our counselors is allowing them to create meaningful presentations for students, align the career counseling to identify student interests and skills that will allow students to move through a five-year plan that allows them a vision and a path toward post-secondary success.

If applicable, describe the district's support for programs that coordinate and integrate the following:

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

Our region currently offers CTE pathways for students in the areas of precision manufacturing, welding, automotive, education and veterinary science. Our regional agreement allows students to work in conjunction with D509 districts (U-46, D300, D303, D301, and Elgin Community College) to develop coursework that extends from grades 10 through post-secondary. Internally D301 offers a Business and Video pathway in addition to the regional pathway programs. We are currently offering industry certifications upon completion of the requirements both in the regional and internal pathways where possible. We are also working to offer

work-based learning opportunities for the Health Sciences/Technology and STEAM/Manufacturing pathways. In our region, we have launched the education pathway in 23-24 which will aid in the teacher pipeline back to Illinois. More students are entering the education pathway and we are trying to promote this pathway. In additional pathways, we are establishing coursework alignment through dual credit, pathway development, team-based challenges, work-based learning opportunities, CTSO's (Career/Tech Student Organizations and creation of advisory boards. D301 hosts the Vet Tech Assistant program and continues to invest in equipment and resources to maintain our approved program status to offer certification. This program has graduated seniors onto post-secondary opportunities afforded to them through our district MOU with Fox College. In this cohort, students finished with 100 hours of work-based learning through 35+ regional industry professionals and veterinary businesses in our area, industry certification, team-based challenges both through the pathway and at the post-secondary level. In addition to CTE dual credit, Central and ECC have agreed on dual credit offerings for Eng 101/102 and foreign languages (German/Spanish) courses of study. In partnership with ECC courses in Math and Social Studies have been identified as priority courses to get dual credit. Teachers currently are finishing the required coursework to provide more dual credit options to students. STEM programming at the elementary level continues to roll out and soon will be connected directly with our secondary levels. We continually audit our programming with labor market data, student interest information and data collected from students and family surveys on CTE course offerings, pathways, and curriculum implementation. This data will continue to drive our district to ensure that our students are afforded high-interest and high demand careers that meet both the needs of straight to the workforce and post secondary education plans.

Professional Development

[For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.]

Title I- Improving Basic Programs

(I) District-wide professional development for staff to enhance the teacher's professional learning, and individual and collective capacity to engage all students in meaningful, challenging work. Staff will participate in professional learning on identifying essential standards and will use that knowledge to participate in vertical articulation among grade level/content area/course teachers to identify crucial standards to be threaded into the curriculum.

Title II- Preparing, training, and Recruiting
Instructional pedagogy is an area we will continue to provide additional professional development to best prepare and retain effective staff. PD involves teachers from multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; PD is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); PD supports collaborative, collegial and reflective dialogues around instruction. We will be utilizing MTSS training through the CAREI team out of the University of Minnesota to realign our objectives for academic, social-emotional, behavior, and tiered learning. Mentoring program for teachers to provide support in preparation and retention of effective teachers. Professional development for private schools within boundaries include, but are not limited to, diversity training, mentoring for new teachers, classroom management, etc.

Title III- LIEP
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

Title III- ISEP
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

Title IV - Student Support and Academic Enrichment
Student Support Staff Professional Development - Professional development will be centered in the area of Tier 2 or 3 social work services focused on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Professional development will be provided for special education teachers that utilize specific intervention/curriculum. Ongoing Professional development for co-teaching at the middle school level. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. Ongoing monitoring of FBA/BIPs development in buildings to support SEL/behavior needs of students. Ongoing monitoring of implementation of STOIC at each building level.

IDEA- Flow-Through
Teachers and staff will participate in the following training: classroom management, social-emotional learning, implementation of academic interventions, Crisis Prevention Intervention, and Functional Behavior Assessment/Behavior Intervention

Plans. Teachers and staff will have the opportunity to attend conferences in their field of expertise.

IDEA- Preschool

The early childhood teachers will be provided professional development for curriculum writing, development, and implementation. The grant will be used to fund the professional development and materials needed by the staff to participate.

Safe Learning Environment

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
III. Reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students as defined below.

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.***

Central Community School District #301 strives to prevent bullying before it can even take place. At the elementary level this is done through the Character Education program, the Health Curriculum, and ongoing administrative/teacher expectation discussion with all students. Additionally, bullying boxes are placed within the building office for students to self-report incidents they witness so that administration can assist promptly. Central created the school-based 301 Cares electronic tip line in an effort to provide a safe, equitable and non-hostile learning community for all and offer an additional level of safety to our school communities. Crisis and wellness resources are also available. The district adheres to a policy of fair and equitable discipline for all students. CCUSD#301 does not discriminate in regards to gender, race, national origin, color, disability, SES, or age. Central District#301 has a non-discrimination policy, which is adhered to. The district has a bullying plan which has been filed with the State Board of Education and is placed within each of our school's Student/Parent Handbook.

Character Education
The Character Education Program focuses on the character traits of: Responsibility, Respect, Citizenship, Caring, Accepting, Honesty, Perseverance, and Fairness. Several of these traits link back to bullying and the appropriate way to treat other students at school. These traits are covered in all areas ongoing in the school and students are rewarded for showing these traits during the school day. The students are rewarded through awards which are given by the staff. Drawings are done

throughout the school year to further reward positive behavior. The students are educated about bullying while the building promotes positive behaviors.

Health Curriculum
One of the major components to the Health Curriculum is decision making and bully prevention. The students openly discuss problems related to bullying in society and locally in the district. Students are given warning signs of bullying and coping skills on how to handle bullying. They go through bullying scenarios related to self and others. Information on resources available at each building is also given to the students. This information contains who handles bullying in the building and how it is managed. The students also discuss how to report bullying. K-1 will be provided SEL instruction in the classroom by the core teacher.

Administrative/Teacher Discussions
Setting expectations on day one is another very important tool against bullying. During the first day, administration/teachers clearly define bullying and the consequences. They explain the bully reporting system and how bullying incidents are handled.

Interventions for Bullying
Once a bullying incident is reported we target how the bullying is affecting the victim psychologically, physically, socially and academically. We will get the victim's version of the incident and a list of possible witnesses. We will gather information on the type of bullying, (psychological or physical,) number of incidents, time of the incidents, and location of the incidents. Once we gather all of the needed information we will talk to the student who has been displaying the bullying actions. After all the information is collected we will make a determination on the severity of the bullying.

The District annually provides professional development to administrators on SB 100 and discipline of special education students. Progressive discipline will be utilized and efforts will be made to keep students in the classroom and at school. The District will complete an analysis of each subgroup of students and discipline with the goal to reduce the use of aversive behavioral interventions. Professional development will also be provided to address consequences provide with a reduction of aversive behavioral interventions a goal and professional development will ensure that subgroups are disciplined appropriately.

Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment,

attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act.

The District will remove barriers so every homeless child shall have equal access to the same free and appropriate public educational opportunities as students who are not homeless. The District will provide homeless children and youth the services they need to support their enrollment, attendance, and success. The District will immediately enroll homeless students, waive registration fees, provide free lunch and provide school supplies. Students that are enrolled and become homeless will remain enrolled, fees will be waived, and will receive free lunch and receive school supplies. The District will transport homeless students to their school of origin. Services provided may be in the form of: social work services, special education services, 504 accommodations, interventions through the District's MTSS process.

Title I Specific- Part II

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

****NO SCHOOLS IDENTIFIED UNDER THIS PART**

Currently, we do not have schools that fall into the category of comprehensive or targeted. However, we are consistently looking at our gap analysis and determining strategies on how to close the gaps by working with key personnel, e.g., EL teachers, special education teachers, social workers, etc. Additionally, discussing and helping staff members understand student differences is important. Likewise, we are continuing to work on awareness of the implementation of the social-emotional standards. The district will assist with the growing social-emotional issues within our district and nation.

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

Targeted assistance program consists of summer school programs at the elementary schools (K-5) focused on literacy and summer school programs at the middle and high school for credit recovery to keep failing students on track for graduation. Additionally, at the elementary level other researched programs are utilized to intervene with reading difficulties: Into Reading, 95% Group, Michael Heggerty, and Reading Mastery. All of these programs are used to differentiate for student needs so that we can intervene and close skill gaps. The goal of all the reading programs utilized is to close gaps and have a breadth of options to meet each student where they are at. Middle School utilizes Achieve 3000, and Read 180. As interventions programs for reading comprehension and fluency. These are the primary focuses of these programs. High school utilizes National Geographic Edge as a means to close reading deficits at the high school level. Mathematics interventionists have been added to work within the established curriculum to close skill deficits for targeted students. Edmentum, an online program, is used at both the middle and high school level to help close specific skill deficits and to help students recover credit that they lost. This program helps to keep students on target for graduating on time. Summer school is also offered to target students who

are academically behind or who have failed their coursework in middle and high school. This time is targeted to close the gaps noted throughout the school year, and learning loss due to COVID. Additionally, a continued district goal is to offer a well-rounded education to our students. This encompasses continued support relevant to students' social-emotional health. Social work services are targeted for students who are struggling in social-emotional learning areas (anxiety, school refusal, poor work completion, self-regulation and truancy).

5. ***In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how the teacher and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.***

We included the steps followed when developing a response to intervention plan for each student within the district. Built in within this process is the parents participation and other school personnel.

MTSS Process (Steps):
1. Team/department discusses concerns/needs of students that are not being successful in the classroom.
2. Team/department implement classroom interventions - discussion surrounds specific strategies/programs to try within the regular education classroom (no pull out) - and contact parents to discuss concerns and intervention to be used.
3. If the student continues to have difficulties, then the team/department submits referral in Skyward - this provides documentation for all pertinent parties so that monitoring of success can be tracked and for longitudinal record keeping on the students performance - parent contact continues.
4. Teachers fill out a referral as a department or team (team leader or department chair) - This tracks progress and incorporates all essential personnel in the problem-solving team for the student.

Guiding questions asked during the problem solving process:
What is the area of concern?
What data do you have to support this concern? This provides the problem-solving team with factual data regarding student's struggles, not just a "gut feeling".
What interventions have you tried in the classroom? This provides the problem-solving team with data that can be used as they determine next steps for success of the student.
List parent contact/meeting dates. - Important as we want parents involved from the beginning of a student struggling. Parent contact/meetings are mandatory.

Other Information.

Once this referral is submitted, an automated email will be sent to principals and other designated staff that will input interventions into Skyward
Meet with PST team (staff only - parents may be invited) - This will be the initial meeting once there is an academic or social/emotional concern. It may be a problem-solving team meeting prior to having the parent present. This allows the teacher(s) to establish if the concern is something that will require interventions outside of the classroom.

Start an intervention (Elementary: School Psychologists, Interventionists, Resource staff, Social Workers, Middle School: Assistant Principals, High School: RTI Coordinator, Psych, or Counselor) - these are the individuals that are responsible for monitoring the data collection and input into the student information system for tracking of success.

The list below designates interventions that may be necessary and key areas that have been noted as areas within the district for intervention and for student success relevant to skill deficit. This helps us to determine what programs may be most appropriate.
Academic Behavior: note taking, organization, work completion, other
Attendance: Truant, other
Math: algebraic thinking, geometry, measurement and data, number sense, stats and probability, other
Other: other
Reading: comprehension, decoding, fluency, other
Writing: fluency, organization, style/convention, spelling convention, other
Speech Language: articulation, language, processing, other
Social/Emotional: anger, anxiety, coping, depression, social skills, other
Credit Recovery: Credit Recovery

This is the final step in the problem-solving team. Once interventions have been tried and time has been given for the intervention to take place discussion surrounds the next steps for the student. This is after progress monitoring has occurred.

Monitor interventions
Re-evaluating intervention with PST team
Continue intervention because it is working
Modify interventions
End/Change interventions
Move to more formal (PST, 504, IEP)

As you can see, parents, school leaders and teams of support personnel are included in this process. Within team problem-solving meetings all stakeholders address strategies, skills and interventions that are working and plans on how to "tweak" what is not working or plans on modifications that are needed. A District Multi-Tiered System of Support Process Guide is in development to inform stakeholders about MTSS components and specific practices within the district, in addition to highlighting District priorities.

IDEA Specific Requirements

1. **How was the comprehensive needs assessment information used for planning grant activities? This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

The comprehensive needs assessment was used for planning of special education programming and service delivery. In reviewing our data from last year, there was a need to support our students with academic learning needs at the elementary level. We are looking at targeted interventions at the elementary level to meet the needs of our students. Professional development will be provided for staff based on identified areas for growth in meeting student needs. Additionally we have added additional social workers for the 2023-2024 school year.

2. **Summarize the activities and programs to be funded within the grant application.**

Purchase interventions to be used at the elementary level.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.**

Foster Care Transportation

BID- School Stability

1. **Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. INclude the positions of all district personnel involved.**

The process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care includes a review of the student's progress, needs, and data related to the student. If a student appears to be functioning well in the school of origin that will be taken into consideration, as well as if the student were to change schools what may be the impact on the student and his/her level of stability. All efforts will be made to ensure the stability of the student and full consideration if remaining in the school of origin is in his/her best interest. The staff that will be involved in this process will be: Assistant Superintendent, Director of Student Services, Director of Transportation, Principal, and Student Services Team. Best interest determinations must be based on all factors including appropriateness of the current education setting, proximity to the school in which the child is enrolled at the time of placement. All factors part of the best interest decisions include safety, the child's age and placement of siblings, special needs, time in the school year, distance, and the effect of the community on the child's well-being and education.

2. **Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.**

As part of the process in determining whether remaining in a child's school of origin is in his or her best interest, the student's Individualized Education Plan or 504 Plan will be reviewed. This will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

For students who are EL and have limited English in addition to their parents, the district would hire a translator to assist in the communication of the transportation plan to ensure they have clear understanding. Language will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

The district will act as a mediator if there is a dispute among parties about the BID, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

Foster Care Transportation Plan

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

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed in foster care or changes residence while in foster care, the school will be notified by the caseworker for this student. If the child moves to a new residence and is not in the same school zone the district will notify the casework to make sure all parties are invited to make "Best Interest Determination (BID)". During this meeting, the caseworker, foster care parent, and other essential members of the team will share information on the appropriateness of the current educational setting. The caseworker will take into account this information and the distance from potential placements to the child's current school in the decision-making process. The district's transportation director will identify potential ways that the child could be transported, these options could include, but are not limited to the following options: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. This information is provided to the foster care parent. If the decision is that the student will remain in the current school, the foster care parent will notify the school transportation director, who then assists the caseworker in arranging transportation to and from school. The following options will be discussed and considered when

developing a transportation procedure for the student: A pre-existing transportation route, A new transportation route, Route-to-route hand-offs, district-to-district boundary hand-offs, Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or o Homeless students (McKinney-Vento Act). Alternative options will be taken into account if bussing is not available e.g., taxis carpooling, public transportation, etc. Lastly, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. The following funding options will be considered when developing the Transportation Procedures and plan for a foster care student: Title I of ESEA of 1965 as Amended by ESSA, IDEA funds, if the student has an Individual Education Program (IEP) that includes provisions for specialized transportation, state special education transportation funds, if the student has an IEP, and local funds.

3. **Describe how all funding options selected above** *[pre-existing transportation route, new transportation route, route to route handoffs, district to district boundary hand offs, other services for which student is eligible (such as IDEA transportation options), options presented by DCFS worker, Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.]* **will be considered and coordinated when developing the transportation plan.**

The district will work in conjunction with the Title I Coordinator to determine appropriate funding to establish what is best for the student. The following fund options will also be considered when developing the Transportation Procedures and plan for a foster care student: Title I of the ESEA of 1965 as Amended by the ESSA (except that funds reserved for comparable services for homeless and youth), IDEA funds, State-specific education transportation funds, if the student has an IEP, and Local funds.

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

The district will act as a mediator if there is a dispute among parties about the transportation plan, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being

resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.**

It is recognized that the school of origin (SOO) is responsible for the transportation while all disputes are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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

Through administrative and secretarial training, district employees will be made aware of Board Policy 4:110 which addresses that we must provide transportation to foster children. Additionally, the district will post the transportation plan for foster children on their district website.

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

Central Community Unit School District #301 serves an academically, culturally, and socio-economically diverse population. The District and the Board of Education are committed to equal access and treatment for all students, families and employees.

Central's Board policy of nondiscrimination and equity governs decision-making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents/guardians, employees, applicants, contractors, or individuals participating in board and/or agency-sponsored activities. Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited or denied equal access to educational and extracurricular programs and activities.

Central monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for employees, students, and their families alleging discrimination. These procedures are accessible for use by all school stakeholders. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

Central monitors the program participation consistently through:

a. Providing strong MTSS programs to intervene early to close academic gaps and to limit entry into low-level courses.

b. Providing electives and multiple pathways into given courses; thereby removing tracking or minimal access to higher-level coursework.

c. Identifying and providing systematic help to students who are deficient in credits to reduce the repetition of coursework and falling behind in graduation date.

d. Providing strong education for all, giving priority to early learning and closing skill gaps along the way, providing resources to intervention courses and SEL programs.

f. Establishing goals and concrete targets to monitor equity, particularly to the youth who have low school attainment and dropout.

G. Accelerating ***all*** students in high school based on their meets/exceeds standardized test scores from the College Board suite of assessments (PSAT and SAT).

Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.

Federal and local funds are aligned to assist in providing equitable and rigorous programming to all students by highly trained teachers, staff, and administration. Additionally, rigorous coursework continues to be developed based on needs assessments and data gleaned from state achievement tests (when available), common summative assessments (developed by local teachers), formative assessments, and research-based progress monitoring tools, along with research-based programs to assist students who are struggling. The District continues to monitor skill gaps between low socioeconomic students, students with disabilities, English learners, race, and gender alongside their peers through a multi-tiered early warning system. It is the goal of the District to implement and monitor the progress of all students to make sure we are meeting their academic, social, attendance, and emotional needs.

Additionally, we work in collaboration and in a partnership with parents to ensure they have a voice in academic needs for their students. Mentoring for new teachers and administration will ensure that highly trained educators are able to promote an equitable and rigorous experience for our youth, while being supported in improving their craft of teaching through the use of instructional coaching. The LEA will work in collaboration with individuals for the Title III grant and IDEA to work in concert with Title I, II, and IV to provide additional supports that align to the district's vision of closing gaps for our struggling youth and promoting a more rigorous curriculum for our advanced learners.

We continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on instructional elements, including improved pedagogy, differentiation to meet the various needs of our students, behavior coaching to meet the needs of changing SEL needs, etc. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met where they are at and strategies can be employed that scaffold each learner’s knowledge for more rigorous content.

Dollars will be utilized to assist in the social and emotional learning for all youth, including but not limited to, bullying prevention, character education, training on behavior interventions, social/emotional learning, STOIC principles, etc. Professional development on the topics of equity, belonging, inclusion, and cultural awareness will be provided to all staff. These professional development topics will be designed, in collaboration with students, parents and staff. As part of this collaboration, additional professional development will incorporate voices from our students regarding their experiences and ideas relevant to instructional shifts. A main focus for professional development will be in instructional pedagogy and planning for instruction.

Lastly, continuous improvements in the area of training for high school teachers in the area of dual credit and career technical (CTE) pathways is another main focus for our district. A large focus for CTE is to increase participation in CTE dual credit coursework by working with our post-secondary partner alongside teacher training. A continued focus for our District will be finding ways to incorporate more technical subjects and dual credit for all students. District dollars will be used to strengthen career technical education offerings by improving access, program quality, and transition points between education and workforce systems and programs. Providing choices that promote college and career readiness by implementing additional opportunities for our students to have intership/extership opportunities to broaden their scope of understanding. The District continues to form partnership with Elgin Alignment Collaborative will continue to be invested in as we have seen an increase in students' access to business tours, pathway specific panels discussions, and summer job internships.

Needs assessment

Provide a Summary of the LEA's Needs Assessment.

The LEA is engaged in a systematic continuous improvement process embedded with data-based decision making focused on best practices and high expectations in teaching and learning. Stakeholders participated in strategic planning and identified District priorities. The LEA did not use an isolated tool but various assessments and resources (i.e., school and/or district report card(s), 5Essentials Survey, student achievement data, current recruitment and retention efforts, strong mentor-protege program and instructional coaching model and effectiveness data via surveys, etc.) to be a part of identifying our organizational short and long-term goals and strategies. Additionally, the District utilizes principal-parent advisory and advisory board data to assist in making improvements. The LEA utilizes qualitative and quantitative data and accountability metrics set by the District. Through data collection and analysis, LEA determined trends and areas of need, including, but not limited to: LEA policies and practices, student outcomes/performance, student engagement, student opportunities, professional practice, climate and culture, and stakeholder engagement. The scope of the needs assessments also focused on academic proficiency, access and enrollment/participation in courses, access and the level of student participation advance courses, preschool participation, student achievement, college and career, special populations, access and usage of educational supports, chronic absenteeism, technology, safe learning environment, and social-emotional needs. In Spring of 2024 collaboration with communities in the form of town halls and surveys were distributed in an effort to pass a referendum of new school buildings within our district. The referendum failed, therefore, continued collaboration with our community stakeholders will continue.

Plan Specifics

Needs Assessment Impact

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

- School and/or district report card
- 5Essentials Survey
- Student achievement data (disaggregated by student groups)
- Current recruitment and retention efforts and effectiveness data
- Professional development plan(s)
- School Improvement Plan(s)
- ESSA site based expenditure data
- OTHER- 5Labs student attendance, discipline trends, and staff attendance data.

Title I, Improving Basic Programs

The School Improvement Process is part of all seven (7) of our schools. Each school aligns their school improvement alongside that of the district improvement plan. The goals established are utilized within each school and the development of goals are specific to each school's needs. The work done in each building involves various stakeholders working together to develop strategies, analyze data and assess results. This process is done from strategy implementation, by gathering input and making recommendations for future improvements.The 5Essentials Survey results for all schools are utilized to help discuss and review challenges that we may need to address. An area of focus surrounds improvement in the area of instructional leadership. Goals within each building are established alongside the district goals to focus on instructional pedagogy that needs to be improved. Modeling and coaching are embedded as part of the school-wide process for improvement; thereby, providing an opportunity for building leadership and coaches to improve in this area. Student achievement data is used to establish areas of weakness within our district. In the area of recruitment and retention efforts, instructional coaches will work with staff relevant to instructional pedagogy through the "coaching model" for new staff as part of the mentoring process, as well as with struggling teachers from EC-12 grade. Through our progressional development survey, we are designing "professional growth activity plans (PGAPs)" that align to teacher needs, in addition to, developing online professional development classes that teachers can take at home, during their plan time or any other time that is beneficial to them through our "Central University". Through our Title I committee work we have developed specific goals to focus on progress monitoring of struggling youth, IEP students, EL students, etc., to assist in closing student achievement gaps. Additionally, we have purchased Imagine Learning licenses to assist in closing gaps for our language learners and Ellevation software as a means to progress monitor the EL students growth. Frequent data meetings, Title I meetings, and progress monitoring through FastBridge allows us to monitor the success of struggling learners and adjust to their needs throughout the school year.

A special education needs assessment is completed by our staff to assess feedback from administration and staff relevant to the need for additional staff along with specific professional development needs, including but not limited to the use of behavioral coaches and BCBA's. Additionally, we continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits.

Title II, Preparing, Training, and Recruiting

Instructional pedagogy through modeling and support is an area designated on our needs assessment. Providing coaching and modeling to new and early career teachers is essential to help them be more prepared and feel supported; thereby, leading to better retention. Annually we have a mentor protege program where veteran teachers work closely as mentors with new hires throughout the year on a variety of topics including; Curriculum and instruction, learning, districts systems, and planning. Additionally, there is job-embedded professional development incorporated into a teachers daily interactions by multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; their rubric and scoring sessions help teachers and administrators develop a common vocabulary around instruction; it is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); it supports collaborative, collegial and reflective dialogues around instruction. Authentic Intellectual Work (AIW) will continue to be used to assist middle and high school teachers; (AIW) is a framework for ensuring that ALL students have access to intellectually rigorous learning experiences that have value beyond school. It guides teachers to consider why they teach what they teach and how best to engage students; lastly it assumes that teachers bring valuable experiences and expertise to the table; their expertise is an essential component of team meetings. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met. Additionally, instructional coaches will provide online professional development to incorporate best practices in learning targets, assessment, and curriculum lesson design. Central University PD is a resource to help improve teacher performance. For new administration within our district mentoring will take place regarding instructional leadership and the use of the feedback process. Professional development on lesson design, literacy and math practices, crucial conversations, special populations, and SB100 will be a few of the topics discussed within the professional development.

Title III- LIEP

EL/Bilingual Staff Professional Development- Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade. By providing language instruction, professional development for staff, and fostering parental involvement, EL students will receive

the appropriate support and instruction to encourage positive academic, emotional, and social performance and achievements outcomes. Through language and instruction, EL students will build their language and literacy skills; through collaborative efforts with EL teachers and professional development, educators will be more involved in the improvement of educational outcomes and supporting the success of our EL students; teachers will promote language learning through the use of learning strategies gained from professional development; and by engaging with our learners' parents, we are offering more opportunities of outreach, partnerships, and involvement in their child's education experience; and therefore, the activities include in this grant proposal will contribute to the success of our EL students.

In the 2023-2024 school year the District was able to hire a full time district level administrative assistant specializing in translation. This new role will help foster a liaison for the community as well as ensure mandated translation for the District. Additionally, we have acquired new Lexmark translation services that allow the District to accurately translate documents into any languages that meet our needs. We also continue to refine our communication strategies through the use of our parent communication tool Parent Square capitalizing on its ability to translate communications sent to stakeholders. Arriba la Lectura (Spanish IntoReading) has been acquired and is utilized to help support specific TBE students within Spanish Language Arts; it directly aligns with our IntoReading program currently used within the general education classrooms for ELA.

Title IV- Student Support and Academic Enrichment

Student Support Staff Professional Development - For our social work staff, professional development will be centered in the area of Tier 2 or 3 social work services and will focus on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Currently at one of our middle school buildings SEL committee and Social Workers have developed monthly SEL lessons based on the Satchel Pulse (SEL Screener). These lessons are facilitated by general education teachers. The social workers then presented to interested staff at the PD Palooza event. Ideally moving forward we could have them present this information to all staff at all buildings. We are looking at logistical ways to make this a possibility. They will also receive ongoing training and monitoring of FBA/BIP development in the buildings to support SEL/behavioral needs of students. Professional development will be provided for special education teachers that utilize a specific intervention/curriculum. Ongoing professional development will occur for co-teaching at the middle school level for both our special education and general education staff. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. At all buildings, ongoing training and monitoring of implementation of STOIC at each building level.

At the elementary level, implementation of STEAM is a focus. Through this, professional development will be around providing science anchored, hands-on, problem and inquiry-based learning experiences to build students' scientific and technological literacy skills. Integrated experiences to develop critical and conventional thinking, self-discovery and problem-solving

skills; purposeful integration of technology to engage innovative design and assist students in becoming global thinkers (engineering design process); reflective experiences and design efforts to seek ways to improve outcomes and capture student learning.

IDEA Flow-Through [1]

The special education needs assessment was completed by building administration and related service personnel. District leadership met with each building's administration and special education staff to address the IEP subgroup. Areas that are being targeted are interventions for students at the Tier 2 and 3 level, as well as a review of the delivery of services. The goal will be to increase IEP student achievement and better serve our students. The grant activity will be used to purchase interventions/curriculum to meet the needs of our IEP students Kindergarten - 12th grade. The other main area is supporting students with social-emotional needs. The grant activity will be used to provide professional development activities related to curricular resource implementation, social-emotional learning, and purchase interventions/curriculum for the social-emotional learning classroom/district. Continue to use the grant to fund related services.

IDEA- Preschool

The needs assessment conducted by the district indicated a need for additional/replenishment of curricular supplies. The needs assessment identified the need for more hands-on materials and interactive activities that allow students to investigate, explore, and question the world around them. The grant will be used to purchase these materials. The grant is also utilized for professional development for the early childhood staff.

Stakeholders

- Student Learning
- Learning Conditions
- Elevating Educators

District Goals

2023-2024 the District is undergoing a rework of our vision, mission, and district wide goals. Through a gap analysis we were able to land on three major target areas for the district: Enhancing Educational Operations and Infrastructure, Enhancing Student Performance and Growth, and Fostering a Positive School Culture and Community Engagement. We are still in the process of finalizing goals and developing our strategic plan and we will continue to collaborate with all stakeholders (Staff, Students, Families, Board of Education). Our current goals outlined below are consistent with what we are targeting while we work through goal creation.

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. KIDS data is monitored to ensure that we have Success by Six. Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's goal in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establishes proper interventions and monitoring of goals for each student. FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been employed to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online that are married to the district goals.

5x5 Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design, and common assessments. Implementation of the core Math curriculum resource, Math in Focus, and the use of Spring Math, which was purchased to assist in closing gaps within the core, continue to be the focus. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustments to curriculum as instruction continues.

The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students' grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, and PSAT data. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, and ELA transition class, in conjunction with Elgin Community College.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students in their 6th grade school year. Students with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 8 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution.-Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Schoolinks, a system that allows our students to prepare more accurate 5 year plans connected to current academic achievement. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, automotive, and educational pathway. Cohort data is monitored for all

students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs (ie. STAR, ALOP, Early Childhood, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program.

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.**

All site-based school improvement plans are aligned to district improvement initiatives. Consequently, the work done in each building involves various stakeholders (teachers, specialists (reading, special education, EL personnel, psychologists, administration and parents) to develop strategies, analyze data and results for all subgroups and the general building and district-wide and student population, gather input and make recommendations for future academic, SEL, behavioral improvements. The elementary and middle school buildings have Parent-Teacher Organizations, which meet monthly, and include Principal Reports, in which building administration, and teacher leaders (when appropriate) update parents on initiatives and plans to improve the learning environment of the schools through district-wide Title I committee . The committee established a Parent University to present topics to parents in areas such as, but not limited to special education, transition supports, EL, etc. Additional Parent Universities will be established. Site/SIP teams anticipate meeting at each Title Building to discuss and align initiatives with the district Title I Committee.

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

LEA will work with building-wide school improvement plans which incorporate parents to discuss initiative and seek input from parents. Additionally, the district has a curriculum council which consists of parents, teachers, administration and the Board of Education where data and gap analysis are discussed. During these discussions, parent input is used along with other stakeholder input to identify strategies, programs and initiatives that can assist in continuing to close the gap.

Lastly, a Title I committee has been formed to focus directly on data relevant to gaps, parent education and parent communication. Additionally, the district website has begun to build parent resources for our parents to utilize for questions, resources within Kane County and the district's continuum of services, parent university videos and resources (social anxiety and its effect on school, social media awareness, navigating district systems, social-emotional learning), deaf and hard of hearing resources, mental health resources and school shelf which provides a library of materials for different topics (academic, college planning and preparation, bullying and school safety, life skills, drug and alcohol awareness, mental health and well-being, parent involvement, and special services) by grade.

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]

The district's Parental Involvement Policy (8:95) states- In order to assure collaborative relationships between students' families and the District and to enable parents/guardians to become active partners in education, the Superintendent or designee shall:1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2. Encourage parents/guardians' involvement in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parent(s)/guardian(s) on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning.

Activities/strategies for effective parent and family engagement the LEA includes, but not limited to: Open houses, Parent/teacher conferences, BPAC, Rocket Launch, Triple A (academics, athletics and activities), IHSA Night, FAFSA Night, AP Night, Fine Arts Programs, Literacy Nights, Parent University, Focus Groups, PTO events, increased resources added to our parent resource page for professional development for parents and resources. Approaches to effectively reach parents of English Learners is through communication, partnerships, and creating opportunities for parent involvement. One way our District is navigating reaching more parents is through the adoption of a new District-wide technology tool, Parent Square. This will offer stakeholders to reach parents in their preferred language and continue to open-lines of communication. In addition, the district will continue to provide qualified interpreters and telephone interpretation service as needed. The District will continue to provide resources in languages other than English. The District will continue to build capacity and community partnerships. Creating a welcoming cultural environment, including adding additional bilingual staff in buildings to ensure EL families are valued part of our school community. EL parents are encouraged to volunteer in the classroom as well as at school events, BPAC

meetings and planned workshops on accessing school resources, supporting social-emotional health, equitable access, and celebrating cultural diversity.

Preschool Coordination

District Goals
See above

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

The district currently has an early childhood continuum that has walk-in speech services, blended classes, and instructional level classes. Our early childhood program services 3 and 4-year-olds. The blended classes are made up of students with special needs and general education peers. The EC program helps ensure the transition to kindergarten is fluid and successful by focusing on pre-academic skills, social skills, emotional regulation, problem-solving, self-care skills, and fine and gross motor. Speech and Language Pathologists and Social Workers push into the classrooms and instruct lessons each week. The P4 classes do activities with the kindergarten classes. The student's progress is monitored using Teaching Strategies GOLD. Pre-Covid, 301 was involved with an early childhood/kindergarten alliance. It was developed to bridge the gap between early childhood and kindergarten teachers and is an extension of Elgin College's Alliance for College Readiness, we focus on increasing early childhood success through communication and collaboration. This alliance allows early education facilities within the region and kindergarten teachers to meet and discuss state standards, expectations for kindergarten within the region, and to do site visits of preschool programs that feed into the district. We are actively looking to partner with ECACR moving forward because this alliance has been very beneficial to our students and staff in the past.

Student Achievement

District Goals: See above

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

The district continues to work on completing common summative and formative assessments for all content areas K-12 that align to the state standards. These assessments allow us to monitor the standards that students are meeting throughout the year and to monitor success via proficiency within the standards. OTUS, an assessment tool, will help us to monitor this standards-based approach for each individual student and allow us to look at the proficiency of grade-level standards over time. At a minimum of two times a year at the elementary, middle school, and high school levels, data teams are established to monitor the progress of all students. The buildings utilize all assessments, common unit assessments, Illinois Assessment of Readiness (12-8) and SAT (9-12), to monitor the growth of all students from K-12 grade. Formal processes are put into place for targeted interventions specifically in mathematics and English language arts at the 6-12 grade level through a tiered system of supports and English language arts for K-5. The district is implementing a class wide intervention, Spring Math, to support student needs in mathematics at the elementary level. Instructional coaches will continue to work with teachers K-12 on differentiation strategies, grading practices, learning targets and instructional elements at the elementary level. Student growth measures are monitored within each teachers' evaluation process to monitor growth through a pre-post SLO. Additionally, grade levels at the elementary and content departments at the middle and high school level view the results of common unit assessments along with the growth metrics provided by the state to analyze the growth of students relevant to the Illinois State Standards. Based on their discussions, instructional changes are made. The three-tiered level of support (Tier I, Tier II and Tier III) are used in addition to an added support at the middle/high school level for our non-language speakers, e.g., Inside and Edge (research-based program). We utilize research-based programs to target growth within each of these tiers and progress monitor each individual student to ensure they are making expected growth. If they are not, we discuss additional supports that need to be put in place to provide a personal learning experience and growth method for all students.

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

The district utilizes multiple measures to establish identification criteria for students at risk of failure. This is dependent on grade levels: K-5 - Multiple measures are utilized to monitor the success of students. We currently have a 3x3 goal that monitors all students' growth in reading at the third-grade level by the third grade. The measures utilized to monitor this are: Kindergarten and First Grade - FastBridge EarlyReading to monitor letter sound fluency, letter name fluency, and other early reading skills, such as word segmenting and nonsense word fluency, in addition to key indicators of the KIDS Survey and common unit assessments aligned to the Illinois State Standards; Second grade - Third grade - - FastBridge aReading and CBM are utilized for measurement in addition to the common unit assessments aligned to the Illinois State Standards; Fourth-through fifth grade utilize FastBridge aReading and AUTOreading as measurement tools, common unit assessments and Illinois Assessment of Readiness (IAR) scores. Within grade bands, we use the benchmark established within each of these programs to triangulate how a student is performing. Utilizing either national or local norms allows us to establish appropriate criteria of what we consider to be "on target" at each grade level. These targets are used to help determine the students who are at risk and to establish an appropriate intervention plan for each child utilizing reading supports, EL supports, and specific research programs to assist in the pedagogical approach to each student's intervention plan. EL students utilize Imagine Learning as a research program to assist students in meeting their annual benchmarks. Growth is progress monitored consistently. Lastly, a system has been developed to make sure we are placing 6th-grade students into math classes that help to progress toward access to Algebra I by the 8th grade. This is monitored consistently and new cut scores are adjusted based on the success of previous cohorts, as well as assessment results in CoGat for mathematics. 6-12 - Multiple measures are utilized to monitor the success of students. We currently have district-wide goals that align with college and career readiness goals. As part of this we use multiple measures to help us move toward that goal. FastBridge, IAR, PSAT and SAT scores are utilized to establish students who are at risk academically. Currently, we utilize National Geographic Inside/Edge, a researched program for our 6-12 ELL students that have minimal language skills. Inside Edge has also been utilized to support certain special education students as needed. In an effort to improve and target academic behaviors that get in the way of students at risk we have targeted task classes which are used to assist students who are struggling in a content area by giving students access to those teachers. Teachers have the ability to request students who are struggling in their classes to be assigned to their task. We have

instituted a Math Momentum course that front loads key vocabulary and concepts in mathematics for students who are struggling in grades 6-8.

Lastly, for grades 9-12 we have a credit recovery option for students who fall behind via Edmentum. We also offer an Alternative Learning Opportunity Program (ALOP) for students who are struggling either socially, emotionally or academically at the high school level. Progress monitoring via FastBridge is utilized to monitor interventions and growth of students in addition to common unit assessments. Additionally, teams meet on a weekly basis to discuss both academic and behavior intervention success. Normed data is analyzed formally two to three times a year as well. In reference to struggling students with social-emotional issues, we added an MTSS Coordinator of special programs to monitor effective implementation of MTSS. Through 5Labs, an early warning dashboard identifies at-risk students needing additional support using metrics in grades/credits, discipline, attendance, and SEL needs. Lastly, we will offer targeted support during Academic Advisory for students earning low-average grades in all content areas. Students will be scheduled in and out based on their success in their courses. A work refusal program is in place for those struggling to earn a passing grade in more than three classes.

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

We have specific targeted data teams that monitor each student and their progress. Specifically, we utilized Fastbridge at grades K through 12th as a universal screener and progress monitoring tool. This allows us to monitor a student's progress on an annual basis, as well as to monitor their progress over time (year over year). We have common unit assessments (written to the Illinois state standards) that allow us to determine if students are successful compared to their peers on local assessments. These assessments are developed in every content area and within every grade band from K-12th grade. Illinois Assessment of Readiness (IAR), FastBridge, KIDS survey, and PSAT/SAT scores are monitored on an annual basis and records are being tracked for each cohort as well as for each student. Teachers have access to the data via our Student Information System. This data, in addition to other scores, are utilized as we meet in data teams throughout the year to monitor progress and establish additional interventions if needed. Every student's progress is consistently monitored by a team at all levels. In elementary school, the focus is primarily on literacy and mathematics. We have reading specialists who intervene with students that are struggling. Additionally, we have a TBE/TPI program that intervenes and assists students who are ELL.

At the middle school level, we have reading specialists that work directly with our Tier 2 and Tier 3 students to help target specific deficits in reading. Additionally, we have other support mechanisms for students who may have academic behaviors (poor homework completion, organization issues, attention issues, etc.); we place these students in a targeted study hall to work specifically on skills to help them be successful. We also offer an after-school intervention program (ASIP) for students to get targeted assistance. These programs are filled by students who have been targeted via data teams. At the high school level, we offer intervention classes in mathematics and English language arts. Additionally, we are able to monitor progress via the common unit assessments which monitor success of the student for the Illinois state standards. We also have a college prep course which works specifically on academic behaviors. Students who are not on track for graduating are put on a specific list and monitored closely by our college and career readiness instructor. He works closely with them on both academics and academic behaviors to develop skills so they can be successful. Academic Advisory has been implemented as another program to help monitor the success of students. Students are required to monitor their work completion daily alongside their Academic Advisory teacher. This teacher communicates daily with students to ensure they are increasing their work completion, establishing retakes for tests, etc. At the elementary school level, we offer summer school for students who are struggling and behind their peers, in reading/literacy; and for middle and high school we offer summer school to help students specifically in areas of remediation or failure, and/or to address learning loss due to COVID. Supplemental instructional programs that address the language and academic needs of ELs with Title III funds may include: Imagine Language and Literacy, a program that focuses on oral language, academic vocabulary, and strategies in reading, writing, listening, and speaking; Arriba la Lectura, National Geographic Edge, Inside, Reach, and Great Writing and authentic literature. Instructional materials are research-based and are also reviewed by WIDA Prime.

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

Principals work with teams of teachers within their building to develop student improvement goals that are directly aligned to the district goals. For the elementary the goals they are specifically working on focus on: Success by Six (early childhood through kindergarten success); Full-day kindergarten (focused on literacy and numeracy); 3x3 academic behaviors (making sure all students can read at the 3rd grade level by the end of 3rd grade) and have the skills to complete homework on-time and persist in rigorous curriculum; and developing a strong culture/climate

as measured by the 5Essentials survey. These teams establish specific instructional strategies, programs, and staff development that help to improve student learning. At the middle school, the goals focus on: Algebra Readiness (trying to increase access to all 8th grade students by the 8th grade); Academic behaviors (develop strategies that help students persevere with rigorous content, complete homework on time, organization, etc.,); building a positive culture/climate as measured by the 5Essentials survey; develop teachers in good assessment writing to help with valid and reliable common assessments; and monitor and improve the MTSS and credit recovery programs offered within the middle school. Lastly, the middle school, specifically, the 8th grade students, begin to work within School Links to gain exposure to career inventories and discussions surrounding college-going. Additionally, the 8th grade center holds an annual trades day to allow students to be exposed to the "trades" in the industry, as well as, a college day to begin students' understanding of college admissions, college searches based on the students career interest survey, high school course entrance requirements and cost. They also annually tour a local post-secondary institution. The 7th grade classes spend time in a 7th grade career class. At the high school, goals focus on: College and career readiness by integrating knowledge of Naviance when working with the college. A five year plan is implemented in conjunction with the student and guidance counselor to establish a plan for course taking at the high school level. This plan will incorporate the PaCE document that is part of the Postsecondary Workforce Readiness Act. College and career readiness is addressed at the 8-12th grade level via a career day that focuses on information relevant to the topic. The student support team has worked to implement a strong RTI process that helps meet different students at this level. A blended learning approach is offered for at risk students and for credit recovery in conjunction with a teacher who targets each student independently. Work is done with teachers to improve the culture and climate to promote a better learning environment for student learning through the School Improvement team by disaggregating the data from the 5Essentials survey. An SLO mode is utilized to help monitor and promote more specific targeted instruction in areas where students are not gaining as much as was desired through the common unit assessments. Teachers collaborate in data review sessions to see if there are things that can be gleaned from each other to improve instruction or student engagement. Additionally, they will use this data to discuss pathways for students to have additional access to AP courses. Additionally, at the middle and high school level we work on professional development activities that deal with Authentic Intellectual Work to improve student engagement, connection, and teacher pedagogy;alongside work in specified learning targets to ensure students know expected measured outcomes. In addition to supplemental materials, the District provides summer school for elementary ELs students in reading. The instructional programs are implemented in collaboration with the classroom EL teacher, coaches, and training provided by vendors. EL students identified for

additional interventions are determined by their academic needs, more specifically a collaboration of teacher and EL recommendations, progress monitoring tools, and performance on local and state assessments. EL student's L1 language, proficiency levels, and educational history are also considered in additional supplemental activities and strategies.

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

Disaggregate data by teacher to determine the highest performing teachers and develop a plan to provide additional instructional pedagogy to the teachers that are not performing and establish a plan to provide the highest performing teachers to the students that are struggling the most. Utilized instructional coaches to assist staff members in professional development for lesson design to the teachers who are struggling to get positive results. Develop teachers in different instructional strategies to facilitate the engagement of students in the academic experience. Disaggregate the data to understand the disparities, if any, that exist between low-income and/or minority youth. Currently, the district does not have any "out-of-field teachers". The plan will monitor if there are ineffective teachers. In reference to inexperienced teachers we will work with our instructional coaches to provide additional mentoring within the classroom relevant to differentiation, instructional strategies, classroom management, etc., in addition to making it a part of our induction program.

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

Our district has been 1:1 with Chromebooks. We instruct students in digital literacy and appropriate websites within our curriculum. We currently have one certified librarian at each elementary school, one certified librarian at each middle school, and one certified librarian and library paraprofessional at the high school levels. These individuals work in collaboration with the building administration and teaching staff to provide different activities throughout the year e.g., reading challenge where each elementary school competes like a NCAA tournament for the best book that ends in whole school assembly, local author presentations, whole group reading, book fairs, etc. The Central Middle and Central High School have renovated the libraries to give them a more "college feel" to promote access and opportunity within the library. This promotes more foot traffic and has represented an increase in the number of books that are being read. Additionally, we offer digital books for students to read to help promote reading that meet the students preference for reading. We continue to look at ways to increase our library for

students who are Title I and ELL in an effort to provide more materials that match their interests and reading level.

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

We have a process in place for Early Entrance to kindergarten and first grade based on local established criteria as mandated by the Accelerated Placement Act. Currently, we differentiate within the classroom. At the high school, curriculum provides for honors and AP coursework, in addition to establishing teachers who are qualified to teach dual credit. The dual credit program will expand as we gain additional teaching staff who are eligible to instruct. At the middle school we allow students who enter 6th grade and meet specific criteria to take the accelerated track for mathematics so that they take Math I as an eighth-grader. Currently, we are working on developing the same process for elementary. We will be looking to do compressed math for our high-achieving 4th and 5th graders. The compressed mathematics allows us to provide a mathematics progression that meets the needs of our more advanced students in elementary through high school. As the students enter 4th grade they will be completing all of 4th grade and half of 5th grade and then in 5th grade, they will be taking the second half of 5th-grade common core mathematics and then will be developing deeper pre-algebraic skills for the second semester in preparation for the advanced 6th-grade curriculum. Additionally, STEAM resources provide sDifferentiation is incorporated within the building to ensure that all students are challenged and that their needs are being met.

College and Career

District Goals - See above

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

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

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

The middle school and high school continue to meet quarterly via our Subject Area Committee for career technical education and core academics to discuss movement toward college and careers. We continue to align programming in the middle school to exploratory/elective courses at the high school. Our middle school offerings are; Agriculture/Energy and the Environment, Computer Science for Innovative Makers, Design and Modeling, Automation and Robotics, and foreign language while mixing in real world career examples. These courses align to several of our current pathways e.g., Agriculture, Computer Science, MobileMaker, etc. This transition ensures that students are getting exploration exposure in middle school that may lead them down a pathway of their choice that will be enriched with focal classes, work-based learning opportunities, team-based challenges, problem-based learning, and a skill set that readies them to enter into the workplace in a career or onto post-secondary education.

Our students start using Schoolinks software in 8th grade to develop a 5 year plan. Schoolinks uses embedded career surveys, interest surveys, and learning styles along with academic data to provide students guidance in creating their 5 year plans. This plan naturally is in alignment with the Postsecondary and Career Expectations known as Illinois PACE. Each student's 5 year plan starts in middle school and sets them up for having a successful plan as they transition into the workforce or continue education opportunities. Continued exploration through a career fair is conducted annually. We currently instruct both Math 1 and foreign language (German and Spanish) at the middle school and provide high school credit which allows for flexibility for students by providing more elective choice at the high school level. We make sure to establish relationships with 8th grade students and their parents prior to them entering the high school doors by hosting meetings

during their 8th grade year to schedule and discuss career planning and offering parent nights to meet the counselors. 8th grade AAA night allows 8th grade students and guardians the opportunity to tour the school, meet with teachers, meet with counselors, move through a gallery of academic programs, athletics, and activities to ensure involvement when the student transitions to high school. Every spring all 8th grade students come over to the high school to experience the actual school day. They have peer leaders (current HS students) walk them through all aspects of the school day. Scheduling 8th grade students has become a responsibility for our high school counselors, which provides an opportunity for a fluid transition, relationships and for a plan to be discussed and altered throughout five years of the student's career in our district.

Students transitioning from high school to post-secondary education or careers also experience active counseling and planning. Within the dual credit offered at Elgin Community College, our regional partnerships with Fox Valley Cooperative, we hope to continue dual credit offerings and expand toward four-year university dual credit in the areas where we have qualified educators.

As pathway programming continues to build out, so will the offerings to enable high school students to experience dual credit, team-based challenges, attaining employability skills, engaging in work-based learning hours. We continue to offer programming to students through the Regional 509 CTE programming which began in 2018-19. We have partnered with FVCC to provide more options or access to courses for our students. Central continues to house the Veterinary Technology program at the high school for the region. This will continue to provide all our children with an opportunity to experience more options within a budgetary mechanism handled through the regional EFE. Central reviewed course offerings at the high school level and using data collected from our PaCE framework, will look to offer Principles of Biomedical Science and open the door for students interested in Health Occupations. Graphic communications and engineering will also be added to the options for students. Graphics will connect both with our current Business pathway and Arts, Audio/Video Technology, and Communications pathway. Traditional CADD courses have been revamped establishing the beginning of an engineering pathway that will grow over the coming years. Introduction to Engineering will serve as the first course and next will be Principles of Engineer to align with our Robotics Club. Mobile Maker and the computer science pathway continues to be developed into a four year option complimenting Esports interests of the student population.

We have many businesses and community leaders assisting in the Incubator program and our community Foundation provides funding for students interested in moving to the next level ACCelerator to begin their business venture. Our work with

local employers expands through our pathways with embedded work-based learning experiences, team-based challenge hosting and advisory board involvement. This continued collaborative work also lends to the makeup of the high school college/career fair in the spring for all high school students to experience. Through our partnership with the Elgin Alignment Collaborative, we continue to host events within the region to promote, monitor and strategize ways to open access and provide skills for students to be ready for college and careers. An example would be our offering to senior students the opportunity to explore post-secondary programming and job fairs for employers seeking students ready to enter the workforce. With EAC's help summer job internships opportunities have expanded, more career placement tours have been offered, and a mentorship program for future education pathway students have been developed.

Lastly, in our continued collaboration with Elgin Community College, we share data and work together to disaggregate data to monitor the readiness of our students in the post-secondary coursework they go onto. By continuing to offer dual credit classes in the high school, part-time/full-time at Elgin Community College we are increasing our student access to early college, high school or dual or concurrent enrollment opportunities. Our continued training of our counselors is allowing them to create meaningful presentations for students, align the career counseling to identify student interests and skills that will allow students to move through a five-year plan that allows them a vision and a path toward post-secondary success.

If applicable, describe the district's support for programs that coordinate and integrate the following:

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

Our region currently offers CTE pathways for students in the areas of precision manufacturing, welding, automotive, education and veterinary science. Our regional agreement allows students to work in conjunction with D509 districts (U-46, D300, D303, D301, and Elgin Community College) to develop coursework that extends from grades 10 through post-secondary. Internally D301 offers a Business and Video pathway in addition to the regional pathway programs. We are currently offering industry certifications upon completion of the requirements both in the regional and internal pathways where possible. We are also working to offer

work-based learning opportunities for the Health Sciences/Technology and STEAM/Manufacturing pathways. In our region, we have launched the education pathway in 23-24 which will aid in the teacher pipeline back to Illinois. More students are entering the education pathway and we are trying to promote this pathway. In additional pathways, we are establishing coursework alignment through dual credit, pathway development, team-based challenges, work-based learning opportunities, CTSO's (Career/Tech Student Organizations and creation of advisory boards. D301 hosts the Vet Tech Assistant program and continues to invest in equipment and resources to maintain our approved program status to offer certification. This program has graduated seniors onto post-secondary opportunities afforded to them through our district MOU with Fox College. In this cohort, students finished with 100 hours of work-based learning through 35+ regional industry professionals and veterinary businesses in our area, industry certification, team-based challenges both through the pathway and at the post-secondary level. In addition to CTE dual credit, Central and ECC have agreed on dual credit offerings for Eng 101/102 and foreign languages (German/Spanish) courses of study. In partnership with ECC courses in Math and Social Studies have been identified as priority courses to get dual credit. Teachers currently are finishing the required coursework to provide more dual credit options to students. STEM programming at the elementary level continues to roll out and soon will be connected directly with our secondary levels. We continually audit our programming with labor market data, student interest information and data collected from students and family surveys on CTE course offerings, pathways, and curriculum implementation. This data will continue to drive our district to ensure that our students are afforded high-interest and high demand careers that meet both the needs of straight to the workforce and post secondary education plans.

Professional Development

[For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.]

Title I- Improving Basic Programs

(I) District-wide professional development for staff to enhance the teacher's professional learning, and individual and collective capacity to engage all students in meaningful, challenging work. Staff will participate in professional learning on identifying essential standards and will use that knowledge to participate in vertical articulation among grade level/content area/course teachers to identify crucial standards to be threaded into the curriculum.

Title II- Preparing, training, and Recruiting
Instructional pedagogy is an area we will continue to provide additional professional development to best prepare and retain effective staff. PD involves teachers from multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; PD is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); PD supports collaborative, collegial and reflective dialogues around instruction. We will be utilizing MTSS training through the CAREI team out of the University of Minnesota to realign our objectives for academic, social-emotional, behavior, and tiered learning. Mentoring program for teachers to provide support in preparation and retention of effective teachers. Professional development for private schools within boundaries include, but are not limited to, diversity training, mentoring for new teachers, classroom management, etc.

Title III- LIEP
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

Title III- ISEP
Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

Title IV - Student Support and Academic Enrichment
Student Support Staff Professional Development - Professional development will be centered in the area of Tier 2 or 3 social work services focused on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Professional development will be provided for special education teachers that utilize specific intervention/curriculum. Ongoing Professional development for co-teaching at the middle school level. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. Ongoing monitoring of FBA/BIPs development in buildings to support SEL/behavior needs of students. Ongoing monitoring of implementation of STOIC at each building level.

IDEA- Flow-Through
Teachers and staff will participate in the following training: classroom management, social-emotional learning, implementation of academic interventions, Crisis Prevention Intervention, and Functional Behavior Assessment/Behavior Intervention

Plans. Teachers and staff will have the opportunity to attend conferences in their field of expertise.

IDEA- Preschool

The early childhood teachers will be provided professional development for curriculum writing, development, and implementation. The grant will be used to fund the professional development and materials needed by the staff to participate.

Safe Learning Environment

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
III. Reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students as defined below.

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.***

Central Community School District #301 strives to prevent bullying before it can even take place. At the elementary level this is done through the Character Education program, the Health Curriculum, and ongoing administrative/teacher expectation discussion with all students. Additionally, bullying boxes are placed within the building office for students to self-report incidents they witness so that administration can assist promptly. Central created the school-based 301 Cares electronic tip line in an effort to provide a safe, equitable and non-hostile learning community for all and offer an additional level of safety to our school communities. Crisis and wellness resources are also available. The district adheres to a policy of fair and equitable discipline for all students. CCUSD#301 does not discriminate in regards to gender, race, national origin, color, disability, SES, or age. Central District#301 has a non-discrimination policy, which is adhered to. The district has a bullying plan which has been filed with the State Board of Education and is placed within each of our school's Student/Parent Handbook.

Character Education
The Character Education Program focuses on the character traits of: Responsibility, Respect, Citizenship, Caring, Accepting, Honesty, Perseverance, and Fairness. Several of these traits link back to bullying and the appropriate way to treat other students at school. These traits are covered in all areas ongoing in the school and students are rewarded for showing these traits during the school day. The students are rewarded through awards which are given by the staff. Drawings are done

throughout the school year to further reward positive behavior. The students are educated about bullying while the building promotes positive behaviors.

Health Curriculum
One of the major components to the Health Curriculum is decision making and bully prevention. The students openly discuss problems related to bullying in society and locally in the district. Students are given warning signs of bullying and coping skills on how to handle bullying. They go through bullying scenarios related to self and others. Information on resources available at each building is also given to the students. This information contains who handles bullying in the building and how it is managed. The students also discuss how to report bullying. K-1 will be provided SEL instruction in the classroom by the core teacher.

Administrative/Teacher Discussions
Setting expectations on day one is another very important tool against bullying. During the first day, administration/teachers clearly define bullying and the consequences. They explain the bully reporting system and how bullying incidents are handled.

Interventions for Bullying
Once a bullying incident is reported we target how the bullying is affecting the victim psychologically, physically, socially and academically. We will get the victim's version of the incident and a list of possible witnesses. We will gather information on the type of bullying, (psychological or physical,) number of incidents, time of the incidents, and location of the incidents. Once we gather all of the needed information we will talk to the student who has been displaying the bullying actions. After all the information is collected we will make a determination on the severity of the bullying.

The District annually provides professional development to administrators on SB 100 and discipline of special education students. Progressive discipline will be utilized and efforts will be made to keep students in the classroom and at school. The District will complete an analysis of each subgroup of students and discipline with the goal to reduce the use of aversive behavioral interventions. Professional development will also be provided to address consequences provide with a reduction of aversive behavioral interventions a goal and professional development will ensure that subgroups are disciplined appropriately.

Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment,

attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act.

The District will remove barriers so every homeless child shall have equal access to the same free and appropriate public educational opportunities as students who are not homeless. The District will provide homeless children and youth the services they need to support their enrollment, attendance, and success. The District will immediately enroll homeless students, waive registration fees, provide free lunch and provide school supplies. Students that are enrolled and become homeless will remain enrolled, fees will be waived, and will receive free lunch and receive school supplies. The District will transport homeless students to their school of origin. Services provided may be in the form of: social work services, special education services, 504 accommodations, interventions through the District's MTSS process.

Title I Specific- Part II

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

****NO SCHOOLS IDENTIFIED UNDER THIS PART**

Currently, we do not have schools that fall into the category of comprehensive or targeted. However, we are consistently looking at our gap analysis and determining strategies on how to close the gaps by working with key personnel, e.g., EL teachers, special education teachers, social workers, etc. Additionally, discussing and helping staff members understand student differences is important. Likewise, we are continuing to work on awareness of the implementation of the social-emotional standards. The district will assist with the growing social-emotional issues within our district and nation.

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

Targeted assistance program consists of summer school programs at the elementary schools (K-5) focused on literacy and summer school programs at the middle and high school for credit recovery to keep failing students on track for graduation. Additionally, at the elementary level other researched programs are utilized to intervene with reading difficulties: Into Reading, 95% Group, Michael Heggerty, and Reading Mastery. All of these programs are used to differentiate for student needs so that we can intervene and close skill gaps. The goal of all the reading programs utilized is to close gaps and have a breadth of options to meet each student where they are at. Middle School utilizes Achieve 3000, and Read 180. As interventions programs for reading comprehension and fluency. These are the primary focuses of these programs. High school utilizes National Geographic Edge as a means to close reading deficits at the high school level. Mathematics interventionists have been added to work within the established curriculum to close skill deficits for targeted students. Edmentum, an online program, is used at both the middle and high school level to help close specific skill deficits and to help students recover credit that they lost. This program helps to keep students on target for graduating on time. Summer school is also offered to target students who

are academically behind or who have failed their coursework in middle and high school. This time is targeted to close the gaps noted throughout the school year, and learning loss due to COVID. Additionally, a continued district goal is to offer a well-rounded education to our students. This encompasses continued support relevant to students' social-emotional health. Social work services are targeted for students who are struggling in social-emotional learning areas (anxiety, school refusal, poor work completion, self-regulation and truancy).

5. ***In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how the teacher and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.***

We included the steps followed when developing a response to intervention plan for each student within the district. Built in within this process is the parents participation and other school personnel.

MTSS Process (Steps):
1. Team/department discusses concerns/needs of students that are not being successful in the classroom.
2. Team/department implement classroom interventions - discussion surrounds specific strategies/programs to try within the regular education classroom (no pull out) - and contact parents to discuss concerns and intervention to be used.
3. If the student continues to have difficulties, then the team/department submits referral in Skyward - this provides documentation for all pertinent parties so that monitoring of success can be tracked and for longitudinal record keeping on the students performance - parent contact continues.
4. Teachers fill out a referral as a department or team (team leader or department chair) - This tracks progress and incorporates all essential personnel in the problem-solving team for the student.

Guiding questions asked during the problem solving process:
What is the area of concern?
What data do you have to support this concern? This provides the problem-solving team with factual data regarding student's struggles, not just a "gut feeling".
What interventions have you tried in the classroom? This provides the problem-solving team with data that can be used as they determine next steps for success of the student.
List parent contact/meeting dates. - Important as we want parents involved from the beginning of a student struggling. Parent contact/meetings are mandatory.

Other Information.

Once this referral is submitted, an automated email will be sent to principals and other designated staff that will input interventions into Skyward
Meet with PST team (staff only - parents may be invited) - This will be the initial meeting once there is an academic or social/emotional concern. It may be a problem-solving team meeting prior to having the parent present. This allows the teacher(s) to establish if the concern is something that will require interventions outside of the classroom.

Start an intervention (Elementary: School Psychologists, Interventionists, Resource staff, Social Workers, Middle School: Assistant Principals, High School: RTI Coordinator, Psych, or Counselor) - these are the individuals that are responsible for monitoring the data collection and input into the student information system for tracking of success.

The list below designates interventions that may be necessary and key areas that have been noted as areas within the district for intervention and for student success relevant to skill deficit. This helps us to determine what programs may be most appropriate.
Academic Behavior: note taking, organization, work completion, other
Attendance: Truant, other
Math: algebraic thinking, geometry, measurement and data, number sense, stats and probability, other
Other: other
Reading: comprehension, decoding, fluency, other
Writing: fluency, organization, style/convention, spelling convention, other
Speech Language: articulation, language, processing, other
Social/Emotional: anger, anxiety, coping, depression, social skills, other
Credit Recovery: Credit Recovery

This is the final step in the problem-solving team. Once interventions have been tried and time has been given for the intervention to take place discussion surrounds the next steps for the student. This is after progress monitoring has occurred.

Monitor interventions
Re-evaluating intervention with PST team
Continue intervention because it is working
Modify interventions
End/Change interventions
Move to more formal (PST, 504, IEP)

As you can see, parents, school leaders and teams of support personnel are included in this process. Within team problem-solving meetings all stakeholders address strategies, skills and interventions that are working and plans on how to "tweak" what is not working or plans on modifications that are needed. A District Multi-Tiered System of Support Process Guide is in development to inform stakeholders about MTSS components and specific practices within the district, in addition to highlighting District priorities.

IDEA Specific Requirements

1. **How was the comprehensive needs assessment information used for planning grant activities? This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

The comprehensive needs assessment was used for planning of special education programming and service delivery. In reviewing our data from last year, there was a need to support our students with academic learning needs at the elementary level. We are looking at targeted interventions at the elementary level to meet the needs of our students. Professional development will be provided for staff based on identified areas for growth in meeting student needs. Additionally we have added additional social workers for the 2023-2024 school year.

2. **Summarize the activities and programs to be funded within the grant application.**

Purchase interventions to be used at the elementary level.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.**

Foster Care Transportation

BID- School Stability

1. **Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. INclude the positions of all district personnel involved.**

The process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care includes a review of the student's progress, needs, and data related to the student. If a student appears to be functioning well in the school of origin that will be taken into consideration, as well as if the student were to change schools what may be the impact on the student and his/her level of stability. All efforts will be made to ensure the stability of the student and full consideration if remaining in the school of origin is in his/her best interest. The staff that will be involved in this process will be: Assistant Superintendent, Director of Student Services, Director of Transportation, Principal, and Student Services Team. Best interest determinations must be based on all factors including appropriateness of the current education setting, proximity to the school in which the child is enrolled at the time of placement. All factors part of the best interest decisions include safety, the child's age and placement of siblings, special needs, time in the school year, distance, and the effect of the community on the child's well-being and education.

2. **Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.**

As part of the process in determining whether remaining in a child's school of origin is in his or her best interest, the student's Individualized Education Plan or 504 Plan will be reviewed. This will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

For students who are EL and have limited English in addition to their parents, the district would hire a translator to assist in the communication of the transportation plan to ensure they have clear understanding. Language will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

The district will act as a mediator if there is a dispute among parties about the BID, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

Foster Care Transportation Plan

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

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed in foster care or changes residence while in foster care, the school will be notified by the caseworker for this student. If the child moves to a new residence and is not in the same school zone the district will notify the casework to make sure all parties are invited to make "Best Interest Determination (BID)". During this meeting, the caseworker, foster care parent, and other essential members of the team will share information on the appropriateness of the current educational setting. The caseworker will take into account this information and the distance from potential placements to the child's current school in the decision-making process. The district's transportation director will identify potential ways that the child could be transported, these options could include, but are not limited to the following options: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. This information is provided to the foster care parent. If the decision is that the student will remain in the current school, the foster care parent will notify the school transportation director, who then assists the caseworker in arranging transportation to and from school. The following options will be discussed and considered when

developing a transportation procedure for the student: A pre-existing transportation route, A new transportation route, Route-to-route hand-offs, district-to-district boundary hand-offs, Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or o Homeless students (McKinney-Vento Act). Alternative options will be taken into account if bussing is not available e.g., taxis carpooling, public transportation, etc. Lastly, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. The following funding options will be considered when developing the Transportation Procedures and plan for a foster care student: Title I of ESEA of 1965 as Amended by ESSA, IDEA funds, if the student has an Individual Education Program (IEP) that includes provisions for specialized transportation, state special education transportation funds, if the student has an IEP, and local funds.

3. **Describe how all funding options selected above** *[pre-existing transportation route, new transportation route, route to route handoffs, district to district boundary hand offs, other services for which student is eligible (such as IDEA transportation options), options presented by DCFS worker, Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.]* **will be considered and coordinated when developing the transportation plan.**

The district will work in conjunction with the Title I Coordinator to determine appropriate funding to establish what is best for the student. The following fund options will also be considered when developing the Transportation Procedures and plan for a foster care student: Title I of the ESEA of 1965 as Amended by the ESSA (except that funds reserved for comparable services for homeless and youth), IDEA funds, State-specific education transportation funds, if the student has an IEP, and Local funds.

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

The district will act as a mediator if there is a dispute among parties about the transportation plan, but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being

resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.**

It is recognized that the school of origin (SOO) is responsible for the transportation while all disputes are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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

Through administrative and secretarial training, district employees will be made aware of Board Policy 4:110 which addresses that we must provide transportation to foster children. Additionally, the district will post the transportation plan for foster children on their district website.

CENTRAL
UNIT SCHOOL DISTRICT 301

TO: Board of Education

FROM: Esther Mongan, Superintendent

DATE: April 15, 2024

RE: Cash Land Rental of Route 47 for Purpose of Farming

There are currently two individuals who have reached out to determine the possibility of renting the Route 47 property for a cash farm lease. The lease would need to clearly delineate the precise locations of the leased area should the Board vote to do this so that we are able to delineate an area for FFA and/or other district programming needs. We received the following information from the seller's attorney regarding the cash farm lease. The lease was for more or less around 286 acres, or tillable land on the overall property. The cash farm lease did not include the residence and adjacent outbuildings, nor the 10 acres, more or less, of the former tree nursery area.

I have provided below a marked off map of the property for the usage that was determined for the cash farm lease in the past. We would need to determine what piece of this, if any, the FFA Alumni and student organization would need and then determine the cash farm lease acreage should the Board determine we should move forward. If the Board determines we should continue to explore this option we could either award the lease to the party that was farming it and/or put out a bid for the cash farm lease since we have more than one party interested at this time. A bid to lease the property does not require a bid.

Lastly, if the Board determines we should continue to explore this option and bring forward an action item next month, I would want to explore the plot to determine what piece we would provide to FFA Alumni and what piece we would provide as part of the cash farm lease.



CENTRAL
UNIT SCHOOL DISTRICT 301

TO: Board of Education

FROM: Esther Mongan, Superintendent

DATE: April 15, 2024

RE: FFA Alumni and Test Plot on Route 47 Property

The FFA has requested 15-20 acres of land to use for the purpose of the Alumni Scholarships and as a test plot on the district owned land located off of Route 47. In May of 2015, the Board of Education approved usage of land based on a request from Ryan Robinson, instructor of FFA. With the selling of the Rohrsen property, a different piece of land is being requested again. I would have Director of Buildings and Grounds, Dan Polowy, work alongside the FFA alumni and teaching staff to determine the best location to be utilized for the future of FFA if Board approved in May 2024.

In the past, the alumni did not pay lease for the property as it served the students of Central 301 via scholarships, dollars for leadership training, food for awards ceremonies, etc. In talking with Mr. Ryan Robinson, it is still desirable that we not charge rental fees for a lease, but rather develop a working agreement with the FFA Alumni relevant to equipment usage, market selling of commodities, expectations of dollars earned as part of a student organization and dollars spent (cost of seeds, fertilizer, fuel, etc.). The FFA Alumni would need to provide insurance for liability and we would develop an operational agreement on how the students would assist them. This would be a slight change from the past agreement but is more in line with what our legal counsel believes is best for the district. This would provide a 50/50 relationship between the student organization and the FFA alumni.

Central Community Unit School District 301
Student Enrollment Report

End of 2022-2023 School Year Compared to April 10, 2024

School	Year	PRE-K	KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Current Total	YoY	%
Country Trails	23-24	45	93	100	115	131	113	115								712	29	4.25
	22-23	44	90	112	124	105	112	96								683	18	2.71
	21-22	39	101	111	100	106	93	115								665		
H.B. Thomas	23-24	60	106	87	107	105	110	92								667	52	8.46
	22-23	59	81	98	95	104	86	92								615	-84	-12.02
	21-22	50	112	106	112	99	103	117								699		
Lily Lake	23-24		38	45	50	39	51	55								278	15	5.70
	22-23		42	52	33	52	46	38								263	-1	-0.38
	21-22		53	32	48	48	35	48								264		
Prairie View	23-24	54	81	95	111	107	106	126								680	-39	-5.42
	22-23	51	88	113	106	110	126	125								719	108	17.68
	21-22	30	84	85	90	105	103	114								611		
Prairie Knolls MS	23-24								365	407	4					776	-17	-2.14
	22-23								404	389						793	19	2.45
	21-22							1	376	395	2					774		
Central MS	23-24								1	5	399					405	1	0.25
	22-23									2	402					404	40	10.99
	21-22										364					364		
Central HS*	23-24											408	381	346	315	1450	93	6.85
	22-23											379	351	310	317	1357	53	4.06
	21-22											353	313	316	322	1304		
TOTAL DISTRICT (Current)	23-24	159	318	8.6% 327	2.1% 383	6.7% 382	2.4% 380	4.9% 388	4.3% 366	2.0% 412	3.1% 403	1.5% 408	0.5% 381	-1.4% 346	1.6% 315	4968	134	2.77
(End of Year)	22-23	154	301	7.1% 375	7.2% 358	6.0% 371	3.4% 370	5.1% 351	2.3% 404	4.0% 391	1.8% 402	3.6% 379	-0.6% 351	-1.0% 310	0.3% 317	4834	153	3.27
(End of Year)	21-22	119	350	334	350	358	334	395	376	395	366	353	313	316	322	4681		

Contract Class Size Language Aide/Split
Grade K-2 - 23/26 Grade 3-5 - 25/28 Grade 6-8 - 30 split Grade 9-12 - 31 split

*Includes Early Grads

	Year	PRE-K	KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total Non-Resident Housed in D301	Total Students in D301 Seats
Non-Resident Housed in D301	23-24	0	0	0	0	0	0	0	3	0	0	0	23	8	8	42	5010

	Year	PRE-K	KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total Out of District Not Housed in D301	Total Students Including Outplaced Students
Out of District Not Housed in D301	23-24	1	1	7	5	4	4	2	3	4	1	4	6	6	17	65	5075

CENTRAL
UNIT SCHOOL DISTRICT 301

Tuesday, March 26, 2024

Dawn Tecza
40W750 Wild Briar Lane
Elgin, IL 60124
(847) 899.6000
dtecza@sbcglobal.net

Dear Ms. Tecza

Thank you for writing to Central Community School District 301 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On Tuesday, March 19, 2024 received by Central Community Unit School District 301 (Central 301), you requested the following records:

> *Employment agreement and any additional compensation documents for Dr. Esther Mongan, Superintendent. (See Illinois Supreme Court ruling Stern v. Wheaton-Warrenville Comm. Unit Sch. Dist. 200).*
>
> *Any documentation about a bonus structure for Dr. Esther Mongan based on performance of duties or accomplishments, including the passage of the $195 million referendum or the completion of construction on the new proposed high school.*
>
> *A copy of the meeting minutes whereby the Board of Education voted to hire Dr. Mongan for the position of Superintendent.*

Your request is granted in part. Please review the attachment that contains the information pertaining to the first item requested. However, there is no documentation pertaining to your second requested item. Information for your third requested item can be located via the following web address:

https://central301.net/board-of-education/board-meetings/

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

> Public Access Counselor
> Office of the Attorney General
> 500 South 2nd Street
> Springfield, Illinois 62706

CENTRAL
UNIT SCHOOL DISTRICT 301

Fax: 217-782-1396

E-mail: public.access@ilag.gov

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your partial denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. This letter is intended to be fully responsive to your specific requests. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Matt Rodewald
Freedom of Information Act Officer
Director of Communications

Central Community Unit School District 301
275 South St.
Burlington, IL 60109

CENTRAL
UNIT SCHOOL DISTRICT 301

Tuesday, April 9, 2024

Laurie McDevitt
Founder, Special Education Advocate & Consultant
Advocacy for the Special Ones in Your Life
laurie@advocacyforthespecialones.com
(630) 639.0343

Dear Ms. McDevitt,

Thank you for writing to Central Community School District 301 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On Tuesday, April 2, 2024, received by Central Community Unit School District 301 (Central 301), you requested the following records:

> *I am writing for information from 2020-2024 regarding D301 elementary school personnel whose certificates or training were on file or acquired during that time period.*
>
> *Can I please get a list of all elementary staff, by building, certified by Orton Gillingham Academy*
> *Can I please get a list of all elementary staff, by building, trained by Orton Gillingham Academy?*
> *Can I please get a list of all elementary schools accredited by Orton Gillingham Academy?*

Your request is granted in part and denied in part. Please see the attachment for the information requested on the second item. As for the first and third item requested, Central 301 does not have any elementary staff officially certified nor any schools accredited by Orton Gillingham Academy.

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396

E-mail: public.access@ilag.gov

CENTRAL
UNIT SCHOOL DISTRICT 301

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your partial denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. This letter is intended to be fully responsive to your specific requests. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Matt Rodewald
Freedom of Information Act Officer
Director of Communications

Central Community Unit School District 301
275 South St.
Burlington, IL 60109

CENTRAL
UNIT SCHOOL DISTRICT 301

Tuesday, April 9, 2024

Elise M. Nodurft
10N391 Prairie Crossing
Elgin, IL 60124
(847) 464.2034
elisesile@sbcglobal.net

Dear Ms. Nodurft

Thank you for writing to Central Community Unit School District No. 301 ("District") with your request for information pursuant to the *Illinois Freedom of Information Act* ("FOIA"), 5 ILCS 140/1 *et seq*., received Tuesday, April 2, 2024. Your request sought:

> *"All records related to the district's SALE of the Rohrssen property in 2024, including sale agreement, deed, disclosures, survey conveyed at time of sale, and any other settlement documents signed by and/or provided to the District and anyone acting as an intermediary, facilitator, representative, and/or agent at the time of the purchase."*

To the extent responsive records exist at this time, your request is denied. FOIA provides: "The records, documents, and information relating to a real estate sale shall be exempt until a sale is consummated." 5 ILCS 140/7(1)(r). In this case, the sale has not yet been consummated. In addition, Section 7(1)(f) of FOIA exempts "preliminary drafts, notes, recommendations, memoranda and other records in which opinions are expressed, or policies or actions are formulated, except that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body." 5 ILCS 140/7(1)(f). Therefore, your request must be denied.

You have a right to have the District's response reviewed by the Public Access Counselor (PAC) at the Office of the Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

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Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
Email: public.access@ilag.gov

CENTRAL
UNIT SCHOOL DISTRICT 301

If you choose to file a Request for Review with the PAC, you must do so within 60 days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA requests and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of any denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Matt Rodewald
Freedom of Information Act Officer
Director of Communications

Central Community Unit School District 301
275 South St.
Burlington, IL 60109

CENTRAL
UNIT SCHOOL DISTRICT 301

Thursday, April 11, 2024

Michelle Dubanowksi
484 Mooresfield St.
Elgin, IL 60124
dubanowskifamily@gmail.com
(224) 629.3636

Dear Ms. Dubanowski,

Thank you for writing to Central Community School District 301 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On Thursday, April 4, 2024, received by Central Community Unit School District 301 (Central 301), you requested the following records:

> *A complete list of reading materials (media, blogs, books, journals, magazine articles, expert opinions, encyclopedias and webpages) housed at Central High School or any other District 301 property for Central High School. This list should include the Title & Author.*

Your request is granted in part.

You can access the information by using our Destiny system at the link below:

https://search.follettsoftware.com/metasearch/ui/7027

You have a right to have this response reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General
500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396

E-mail: public.access@ilag.gov

CENTRAL
UNIT SCHOOL DISTRICT 301

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your partial denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your request. This letter is intended to be fully responsive to your specific requests. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,

Matt Rodewald
Freedom of Information Act Officer
Director of Communications

Central Community Unit School District 301
275 South St.
Burlington, IL 60109