

Public Hearing and Regular Meeting

Monday, November 18, 2019 6:30 PM

Unit #10 Administrative Annex, 123 W. Clay, Collinsville, IL 62234

1. **Call to Order - President Peccola**

2. **Roll Call**

3. **Pledge of Allegiance**

4. **Public Forum**

4.1. Written Correspondence

4.2. Audience Input

5. **Reports/Requests**

5.1. Student Recognition - Mr. David Snider

5.2. Presentation of Check to Kahok Strong - Times
Tribune

5.3. Superintendent's Report - Dr. Mark B. Skertich

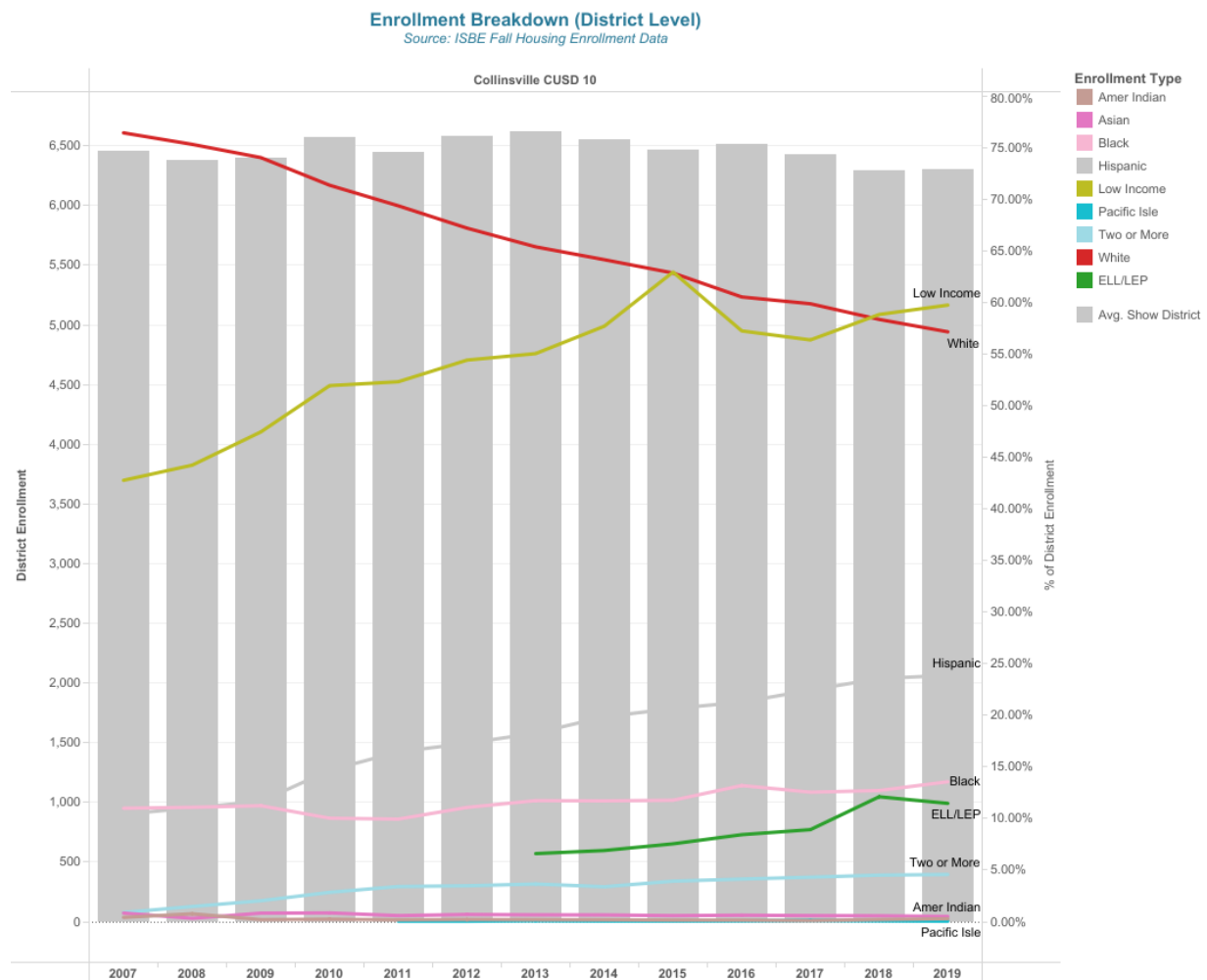
Collinsville Community Unit School District #10

201 West Clay • Collinsville, Illinois 62234
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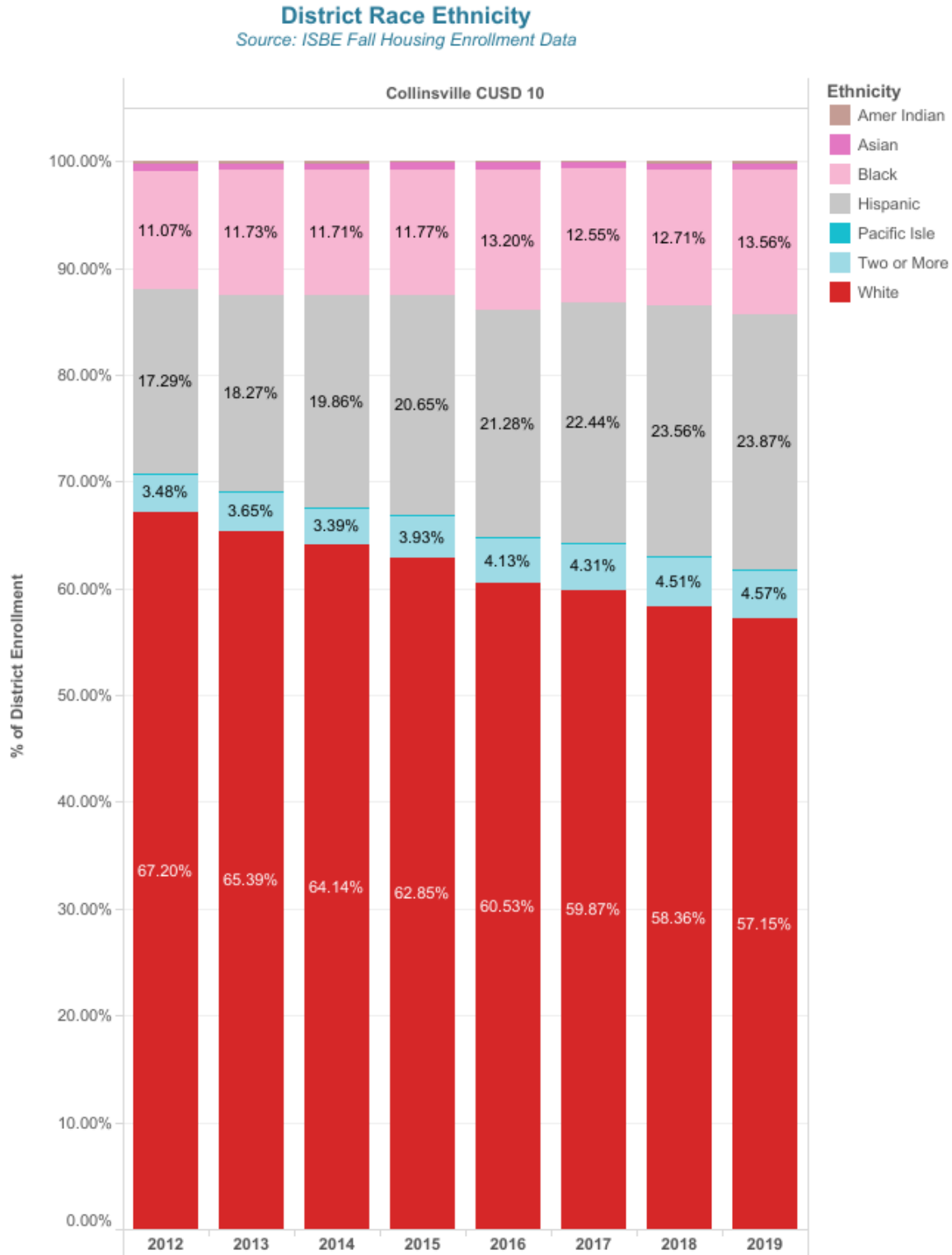
Superintendent's Report

Board Members,

Below is an enrollment breakdown for the district since 2007. As you can see, Unit 10 has fluctuated between 6,200 students and as high as 6,600 students during this time frame. Our low-income population was on a steady rise from 2007 until 2015 and has since leveled off. Furthermore, the chart breaks down the districts White, Hispanic, Black and multi-racial trends. This information is helpful in outlining programs and services that the district provides our students and making sure district decisions fall in line with our students needs. The board's goal to consider expanding our bi-lingual services is in line with our population trends. In addition, expanding social emotional supports for our students falls in line with our demographics and day to day interaction with students that demographics do not portray. I will share more in the future on other items as well.



The 2nd chart is a deeper dive into our demographic trends and shows the overall percentage of students from each ethnicity that make up the district's entire student body. Reflective in the chart, district trends show an increase in Hispanic, Black, and multi-racial students and a decrease in our white population.



I would like to set dates for the Short- and Long-Term Planning Group for the months of January, February and March. By doing this it will allow my office to push out a letter to participants and give them notice in advance. In addition, we can also schedule a location to host the event, arrange for food and most importantly, allow the Directors to prepare information on Unit #10 so each stakeholder has knowledge of the district. While there will be no dates that work to perfection, how does January 15th, February 12th and March 11th sound for the group. 6:00 PM start time with a location TBD. We can discuss more Monday night.

Nina Lindhorst, Executive Director of the Collinsville, Maryville and Troy YMCA has approached me about sitting on their Community Board. I have a meeting with her next week and I am excited about the opportunity. They offer a lot of great opportunities for our students and families and I am excited about the possibility of being able to play a part in their community efforts.

I would like to thank our sponsor, Old Herald Brewery and Distillery, for allowing the district to host Unit 10's "District Snapshot" this past week in their banquet center. In addition, I want to thank our other sponsor for their support, the Villas of Nottingham. Derik Reisner and his staff were very accommodating and treated the realtors, city leaders, district employees, CHS students, parents and members of the Board like royalty. The event was our first step in telling Unit 10's story and announcing the district Future Family initiative on our website.

70 CHS students were inducted into the Upward Bound STEM Program this past week in partnership with SIUE. We are excited for the students and the journey they are about to embark. I will forward a media release on this once it is available.

Please take a look at the 2019 Annual IJCL South Convention results hosted by CHS and Latin Club Sponsor, Mr. Stark

Artistic Awards

CHS placed **3rd** in Art overall this year, with the following awards:

1st Place

Hannah "Aquila" Herman - 3d Models
Yarisbeth "Claudia" Ortega - Textiles
Gabriel "Captiosus" Duncan - Photography
Julia "Aurora" Eversmann - T-Shirts
Madeline "Nox" Eversmann - Miscellaneous Art

2nd Place

Amber "Pandora" Vargas - Miscellaneous Art

3rd Place

Alyssa "Flavia" Herman - Paintings
Mackenzie "Medusa" Lawrence - Drawings
Bradley "Octavius" Wilson - 3d Models
Darby "Aurora" Tarrant - Mosaics

Academic Awards

CHS placed **1st** in Academics this year, with the following academic awards:

1st Place

Amber "Pandora" Vargas - Latin I Vocabulary
Aiden "Fabricius" Kaufman - Latin II Vocabulary
Melanie "Sola" Johnson - Latin III Vocabulary

Nicole "Diana" Pacheco - Latin IV Vocabulary
Peyton "Lacertus" Beeles - Latin I Roman Life

2nd Place

Mason "Ursus" Foley - Latin I Vocabulary
Malika "Camilla" Finke - Latin II Vocabulary
Julia "Aurora" Eversmann - Latin III Vocabulary
Mackenzie "Medusa" Lawrence - Latin IV Vocabulary
Ian "Apollo" Marlow - Latin I Roman Life
Miles "Faustus" Cleland - Latin II Roman Life
Tyler "Dominus" Garner - Latin III Roman Life

3rd Place

Lesly "Faustina" Ramirez - Latin III Derivatives
Hannah "Aquila" Herman - Latin IV Derivatives
Ashleigh "Bella" Milligan - Latin III Roman Life
Kristyn "Lucia" Mitchell - Latin IV Roman Life
Olivia "Nemesis" Frawley - Latin I Mythology
Gabriel "Captiosus" Duncan - Latin III Mythology

Costume Awards

For costumes, students must design a costume for a classical figure that incorporates various aspects of the mythology or history behind the figure, in addition to giving a brief talk on their costume and persona before the audience on stage.

1st Place

Kody "Mars" Watts - Boys (dressed as Phaethon)

2nd Place

Hannah "Aquila" Herman - Girls (dressed as Aurora)

Team Awards

1st Place - Graffiti Wall

Numerous CHS students contributed to this project, including many who did not attend convention.

2nd Place - Skit

2nd Place - Banner

This project was largely helmed by our art chair, Julia Eversmann.

3rd Place - School Spirit

3rd Place - Upper Level Certamen (Scholastic Bowl; pronounced "kertamen")

Kristyn "Lucia" Mitchell
Julia "Aurora" Eversmann
Tyler "Dominus" Garner
Grant "Priscus" Fischer

Athletic Awards

We placed 3rd overall in athletics this year.

2nd Place

Mason "Ursus" Foley - Boys Javelin Throwing
Ashleigh "Bella" Milligan - Girls Javelin Throwing

3rd Place

Tyler "Dominus" Garner - Boys Discus Throwing
Ashleigh "Bella" Milligan - Girls Discus Throwing
Malika "Camilla" Finke - Girls Dash

1st Place - Tug-Of-War

Our entire delegation

Please see information below from Clay Smith, CHS Athletic Director regarding four athletes signing their National Letters of Intent.

On Wednesday, November 13th Collinsville HS had two standout athletes sign their National Letters of Intent to continue their academic and athletic careers.

Senior Lady Kahok Soccer Player Faith Liljegren signed her NLI to attend Southeast Missouri State University.

Senior Kahok Basketball Player Ray'Sean Taylor signed his NLI to attend Southern Illinois University Edwardsville.

Thursday, November 21st in the Athletic Conference Room located on the balcony of Fletcher Gym starting at 3:30 pm, Kahok Volleyball Athletes Darci Metzger and Hannah Scrum will be signing their NLI. Darci will be attending Murray State, and Hannah will be attending Maryville University. All are welcome to attend

Brad

Go Kahoks!

5.4. Financial Report - Mrs. Uta Robison



Collinsville CUSD #10
Board Meeting 11/18/2019

Financial Summary for October 2019



Cut of Date:	31-Oct-19							
Months:	4		33%				33%	
FY19-20	FY20 Budget Revenue	YTD Revenue	As Prcentage	FY20 Budget Expenditures	YTD Expenditures	As Percentage	Fund Blance Beginning of Year	31-Oct-19
Education (10)	\$ 55,704,126	\$ 24,017,822	43%	\$ 56,514,070	\$ 18,175,135	32%	\$ 8,184,177	\$ 14,026,864
Operations & Maintenance (20)	\$ 4,331,774	\$ 2,887,575	67%	\$ 3,755,548	\$ 888,845	24%	\$ 2,148,665	\$ 2,867,395
--transfer to Fund 30 and 60		\$ -		\$ 1,280,000	\$ 1,280,000			
Bond & Interest (30)	\$ 2,533,842	\$ 1,804,731	71%	\$ 2,530,180	\$ 65,325	3%	\$ 227,917	\$ 1,967,323
Transportation (40)	\$ 4,181,955	\$ 1,661,196	40%	\$ 4,862,140	\$ 1,073,145	22%	\$ (788,772)	\$ (200,721)
IMRF/ Soc.Sec.(50)	\$ 2,066,774	\$ 1,486,355	72%	\$ 2,173,619	\$ 606,292	28%	\$ 1,769,150	\$ 2,649,213
Site & Construction (60)	\$ 1,004,000	\$ 1,001,010	100%	\$ 1,038,994	\$ 828,135	80%	\$ 74,095	\$ 246,970
Working Cash (70)	\$ 457,479	\$ 284,618	62%	\$ -	\$ -		\$ 7,117,086	\$ 7,401,704
Tort (80)	\$ 2,522,682	\$ 1,707,141	68%	\$ 2,666,885	\$ 1,326,174	50%	\$ 4,238,498	\$ 4,619,466
Fire & Safety (90)	\$ 397,879	\$ 262,981	66%	\$ 577,705	\$ 292,116	51%	\$ 2,063,646	\$ 2,034,511
Total:	\$ 73,200,511	\$ 35,113,430		\$ 75,399,141	\$ 24,535,167		\$ 25,034,462	\$ 35,612,725
4 Operating Funds:	\$ 64,675,334	\$ 28,851,212		\$ 65,131,758	\$ 20,137,125		\$ 16,661,155	\$ 16,693,538



Grant Name	SPED Private Facility	SPED Orphan/ Individual	Transportation Regular	Transportation SPED	Early Childhood Block Grant	Total
Grant Number	3100	3120	3500	3510	3705-00	
FY20 Paid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payments	\$ -	\$ -	\$ -	\$ -	\$ -	
Voucher date	9/25/2019	9/25/2019	9/25/2019	9/25/2019	9/4/2019	
No paid yet	\$ 135,628	\$ 12,730	\$ 353,900	\$ 316,785	\$ 42,230	\$ 861,273



Questions ?

5.5. Public Relations Report - Mrs. Kim Collins



Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • fax 618-343-3673

Public Relations Report

To be submitted to the Board of Education

November 18, 2019

by Kimberly Collins, Public Relations Liaison

Following is a summary of public relations activity and program focus: May 15, 2019 - November 15, 2019

Media Calls/Press Releases/Placement Highlights:

- Developed and distributed a press release for Open Houses and sale of **CAVC Building Trades** house. Story was featured on **KMOV** and in **Times-Tribune**.
- Facilitated coverage of 2019 CHS Commencement in **Times-Tribune**.
- In June, assisted in promoting bus driver recruitment for **First Student**.
- In early July, arranged interview in **Times-Tribune** with retiring superintendent **Dr. Robert Green**.
- On July 17, prepared and released a **statement** from the district regarding **IDEA Significant Disproportionality Data**.
- On August 12, responded to a request from **Belleville News-Democrat** reporter Mike Koziatek for photos and information regarding **new principals** Dr. Karidis, Ms. Glynn and Ms. Pulse. Referred him to make a FOIA request to acquire salary information.
- On August 13, responded to a request from **Belleville News-Democrat** reporter Mike Koziatek for educational background of Superintendent **Dr. Skertich**.
- On August 14, prepared and distributed an **alert** regarding neighborhood flooding in State Park impacting bus routes.
- In mid-August, provided information to **Times-Tribune** about CHS students who attended **Hispanic Leadership Institute** in St. Louis over the summer.
- Provided content to City of Collinsville for publication in the **City Scoop** newsletter.
- Worked with Dr. Skertich to provide a letter for inclusion in the **Times-Tribune Focus on Collinsville** special publication.
- Responded to request from Megan Lynch with **KMOX radio** for an interview with Dr. Skertich for **News Profiles Show/Podcast**. Result was a 40+ minute interview with him discussing education and CUSD 10.
- Facilitated visit by **KMOV** morning anchor Cory Stark with **CHS Life Skills** class for a story about their community service project making blankets for Shriners Hospital. Story ran as part of their new Friday morning segment focused on positive stories.
- Accepted request and coordinated **Fox 2 Bus Stop Weather** broadcast from Grandbrook Estates bus stop on September 18 beginning at 4:45 am. With the assistance of First Student, Asst. Superintendent Brad Hyre, Renfro office staff, CHS Band Director Bobby Wright, as well as DIS, CMS and CHS principals - orchestrated a successful event that included students, parents, the Marching Kahoks and Kahok Krazies. Fox 2 weatherman Chris Higgins told us it was the most exciting and successful Bus Stop Weather to date.
- On an ongoing basis, provide **Times-Tribune** with photos and information about students and groups recognized at monthly Board of Education meetings and Kahok Educators of the Month.

- On September 27, prepared and released a **statement** from Dr. Skertich in response to false allegations made by a CHS student on social media.
- Publicized **IRTAF grant presentations** to CHS teachers.
- Distributed photos and information about Webster Elementary's **Dwarfism Awareness Month**.
- Responded to detailed request from **KSDK** about vaping in our schools.
- Assisted with **publicity for I-255** road rehabilitation project and impact on our schools.
- Publicized **Mentor Award** received by Curriculum and Assessment Director Latoya Berry-Coleman.
- Prepared **statement** for Dr. Skertich regarding BB gun brought to Collinsville High School.
- Arranged for **KMOV News 4 Schools** to cover Collinsville Middle School **veterans interview project**.

Community Relations:

- CUSD 10 **Kahok Educator of the Month** (renamed from "Staff Member of the Month") is sponsored by Jason Rehg of Edward Jones again for the 2019-20 school year. It honors an individual in a different school every month. Recipients: May 2019 – Ashley Fix (Jefferson); August 2019 – Mary Sue Noeth (CHS); September 2019 – Shannon Haacke (Webster); October 2019 – Michele Sheahan (Maryville); November 2019 – Justin Cann (CAVC).
- I continue to serve in the Unit 10 ex-officio position on the **Collinsville Chamber of Commerce** board of directors.
- Upon request, we **partner with the City of Collinsville** to share school news through their **City Scoop** newsletter. We started a **video project** with them - utilizing the production services of Communications Coordinator Mark Ahlvers. Videos feature testimonials and highlight the positive aspects of the school district. The first features interviews with CHS students.
- I continue to serve on the board of the **Collinsville Education Scholarship Foundation**.
- Began **bi-weekly video messages** from Dr. Skertich. Dr. Skertich determines his topics and writes the script. The script is translated to Spanish. I record, edit, add subtitles and post the videos - which are approximately 1-minute. We have received extremely positive feedback on this initiative.

REALTOR Relations:

Under the direction of Dr. Skertich, we focused renewed attention on **providing updates and information** for local real estate professionals. This has been accomplished with several new initiatives:

- Updated district **brochure**
- "**Future Families**" section added to the kahoks.org website. It includes "Why Choose Us?" with special links/ information, a form to "Schedule a Visit," district boundary maps and how to enroll.
- One-page "**Snapshots**" summary of district information - to be updated on an ongoing basis
- Special **event** held on November 13 at Old Herald featuring a presentation by Dr. Skertich

Social Media:

We continue to use **Facebook** and **Twitter** to distribute positive news, accomplishments and special announcements. We recently added **Instagram** (@cusd10kahoks). District social media is used in

conjunction with press releases, kahoks.org postings and School Messenger alerts to disseminate news and important information.

With the assistance of the Technology Department, I now utilize a social media publishing dashboard called **Agorapulse**. The dashboard allows me to schedule messages across social media platforms and monitor comments from one consolidated location.

At the start of the school year, using guidance provided by district legal counsel, we instituted a new set of **Social Media Guidelines** pertaining to page visibility and closed social media groups. As a result, schools discontinued private social media groups/pages and converted all social media to public pages. We developed and initiated a detailed procedure for documenting inappropriate or threatening comments.

Based on requests by Dr. Skertich to better “**tell our story**,” schools and administrators have expanded their social media presence on Facebook and/or Twitter. Staff is encouraged to post positive stories about their schools, teams, programs and classrooms using the hashtag **#thekahokway**.

Website:

We continue to update and expand the kahoks.org website as need arises.

Over the past several weeks, we have experienced frustrating, intermittent **website outages**. Technology Director Derek Turner has been in constant contact with our website provider jWeb to address the issue. jWeb is working to move our site to a new server and implement changes to our website platform. We are hopeful the issue will be resolved shortly.

A large amount of my time is spent **assembling and posting content to the website**, for district-level concerns, as well as the CHS and CMS pages. This is a priority because our website is the first impression people have of the district and the place families go for information 24/7.

Over the summer, I worked with Head Nurse Lisa Sabatino to launch an expanded **Health and Wellness section** for the website. Content is organized into sections: Health Requirements, Medications at School, Chronic Health Issues, Communicable Diseases and Contact Your School Nurse. Each section has a dedicated page on the website. In addition to providing better organized, useful information for families, content posted in this section is compliant with FDA requirements for school districts.

District App:

In late October, we launched a **new district application** to provide families and the community a one-stop place to access our website, Skyward Family Access, district social media, Kahok Online Store, events calendars, handbooks, virtual backpacks and food/fee payment. We also utilize the “slider” at the top of the page to feature news and information - like school closings. “**CUSD Connect**” is available for free download in the Google Play and Apple App stores.

District Brochure/Business Card Design and Letterhead Update :

The new district brochure is completed and available in print and electronically on our website.

Our updated business card design was implemented at the start of the school year. Principals, Central Office administration and CHS administrators had the opportunity to order customized new cards. A newly styled vertical design was chosen to reflect new momentum throughout the district.

A digital header and footer can be accessed through a shared Google drive to create electronic stationary.

5.6. Budget Committee Update - Dr. Dennis Craft

6. **Approval of Minutes**

6.1. Approval of October 21, 2019 Board Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, October 21, 2019
SUMMARY

- 1. Call to Order**
- 2. Roll Call**
- 3. Pledge of Allegiance**
- 4. Correspondence**
- 5. Audience Input**
- 6. Student Recognition**
- 7. Superintendent's Report**
- 8. Financial Report**
- 9. Technology Report**
- 10. Facilities Committee Update**
- 11. Budget Committee Update**
- 12. Curriculum Committee Update**
- 13. Approval of Minutes of Regular Meeting of 09/23/19**
- 14. Approval of Board Bills**
- 15. Approval of Monthly Financial Statements**
- 16. Approval of Section 125 Flexible Benefit Plan Renewal**
- 17. Approval of 2020-2021 CHS Course Offering Guide**
- 18. Approval of Hazardous Bus Routes (2019-20)**
- 19. Approval of Memoranda of Understanding with Lindenwood University on Field and Student Teaching Placement**
- 20. Approval of Intergovernmental Cooperation Agreement with Southwestern Illinois College for the Running Start Program**
- 21. Approval of Professional Travel Guideline Changes**
- 22. Approval of Two Stipulations with the Illinois Department of Public Health to Resolve Allegations of Noncompliance**
- 23. Approval of Resolution for Transfer of Property from the City of Collinsville**
- 24. Approval of Intergovernmental Agreement Relating to the Transfer of Real Estate**
- 25. Approval of Memorandum of Agreement with The Collinsville Education Association (IEA-NEA) Regarding the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Trust Fund**
- 26. Designation of School Board Delegates for Convention**
- 27. Approval of Forecast5 Analytics Proposal**
- 28. Limitation of Administrative Cost Worksheet Presentation**
- 29. First Reading of Policy 7:270 Administering Medicine to Students Update**
- 30. Discussion Regarding Cyber Security Course Offering for 2020-21 at CAVC**
- 31. Closed Session**
- 32. Return to Open Session**
- 33. Report on Closed Session Discussion**
- 34. Acceptance of Resignation of Certified Employee**

- 35. Acceptance of Resignation of Coach**
- 36. Acceptance of Resignations of Non-Certified Employees**
- 37. Acceptance of Resignations of Non-Certified Employees**
- 38. Approval of Coaches**
- 39. Approval of Employment of Non-Certified Employees**
- 40. Approval of Coaches**
- 41. Acceptance of Resignations of Non-Certified Employees**
- 42. Approval of Employment of Non-Certified Employees**
- 43. Approval of Employment of Non-Certified Employees**
- 44. Approval of Stipends for Elementary Curriculum Council**
- 45. Approval to Post Non-Certified Positions**
- 46. Approval of Employment of Certified Employee**
- 47. Approval of Employment of Non-Certified Employee**
- 48. Approval of Employment of Non-Certified Employees**
- 49. Adjournment**

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, October 21, 2019
6:30 p.m.

- Call to Order** 1. The Regular Meeting of the Board of Education of Collinsville Community Unit School District No. 10 was held on the evening of Monday, October 21, 2019, at 6:30 p.m., at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, Illinois.
- Roll Call** 2. Those members present were: Jane Soehlke, Secretary; Gary Peccola, President; Gary Kusmierczak, Vice President; Dennis Craft, Treasurer; Tim Hasamear; Vicki Reulecke and Michele Stutts.
- Pledge of Allegiance** 3. Mr. Peccola led those in attendance in reciting the Pledge of Allegiance.
- Correspondence** 4. Mrs. Soehlke said the following written correspondence had been received by the Board:
- (a) Correspondence from Sydney Lange
 - (b) Correspondence from Angela Tanner
- Audience Input** 5. Mr. Peccola provided an opportunity for public input and no one sought to be recognized
- Reports**
- Student Recognition** 6. The following students were recognized for their success at the 2019 Technology Day at Illinois State University. STEM Club Sponsor Patricia Szpila said over 400 students participated and Unit 10 students had a great showing.
- (a) Ms. Szpila joined Mr. Snider in presenting certificates of achievement to CHS students Jacob McChristian and James Metcalf, who took third place in VEX Robotics, and Kendall Tune and Jenna Feldman, who took first place in Engineering Design.
 - (b) Mr. Matt Blunt, CMS STEM teacher, joined Dr. Jackson in presenting certificates of achievement to CMS students Ryland Tanner and Livia Montgomery, who took first place in Invention and Innovation. They will be presenting their

project in April in Chicago.

- Superintendent's Report**
7. Dr. Skertich's report included an update on the I-255 construction project and how it will impact traffic in the district. He, Dr. Blackard and Mr. Kee attended the Operator and Engineers Local 520 Open House. They toured the training facility and learned more about opportunities that are available to interested students. They will also be exploring career and training opportunities that may be available through the Electrical, Laborers and HVAC unions. Dr. Skertich shared a draft of a brochure that is in the works giving a snapshot of the district. It contains information on the district's innovations, opportunities, extracurricular activities and its focus on the whole child. He asked for feedback from the board and hopes to have the final version completed in the next few weeks.
- Financial Report**
8. As Mrs. Robison was on vacation, Dr. Skertich reported on the four operating funds as of the end of September. The Education Fund received 30% of budgeted revenue and 25% of the budgeted expenditures have been made. In the O&M Fund, 48% of budgeted revenue has been received and 20% of expenditures were made. The Transportation Fund received 33% of its budgeted revenue and 10% of budgeted expenditures were made. The Working Cash Fund received 46% of the budgeted revenue and no expenditures have been made. Dr. Skertich also shared the current fund balances for each of those funds.
- Technology Report**
9. Mr. Turner presented his report to the board and shared information with respect to the new internet safety program being rolled out this school year called Digital Citizenship 2019. The program is modeled after the district's Character Education and Reading Counts programs. Each month a different theme will be emphasized including social media, cyberbullying, spam & scam, internet research and privacy issues. Mr. Turner also discussed new Chromebook leases covering 3,000 units scheduled for purchase in the spring. He is working on a chart to illustrate how the units being replaced will be utilized. He updated the board on the district's fiber WAN project, noting that the district's current contract is with Charter and expires next summer. He will begin the process of applying for funds under the Illinois Connect Illinois initiative. He shared a plan for the district to build its own WAN network including proposed timeline, funding sources, a map of a possible network configuration and factors

that would need to be considered in assessing vendor bids. He will keep the board updated as the project progresses.

**Facilities
Committee
Update**

10. Mr. Peccola reported that the board Facilities Committee met on October 2, 2019. Several topics were discussed including the Caseyville stairwell renovation, short-term and long-term facilities planning, and development of a repair and maintenance list and schedule. Dr. Skertich and the administration will continue to look at the revenue, expenses and fund balances of the Operations & Maintenance Fund. Mr. Peccola feels it was a good first meeting, and said the committee anticipates meeting on at least a quarterly basis in the future.

**Budget
Committee
Update**

11. Dr. Craft reported that the budget committee met on October 15, 2019 and discussed the following:

- (a) Dr. Skertich provided input with respect to the Forecast5 Analytics proposal for a demographic study that will be used to compile data to assist with long-range planning. The committee discussed projections for population growth, concerns with older elementary schools, and the neighborhood school concept in general.
- (b) Mr. DeWitte updated the committee on blacktop projects, waterproofing, LED lighting work and the upcoming purchase of a new lunch truck. He shared information regarding an option to extend the existing railings in the Caseyville School stairwells and will be reporting back with additional information.
- (c) Mr. Robinson and Mrs. Underwood discussed the need for a 3/5 time certified occupational therapy assistant and a part-time bus driver for the Life Skills program.
- (d) Mrs. Robison did not have a budget update for this month.
- (e) The next Budget Committee meeting will be on Monday, November 4, 2019 at 5:00 p.m.

**Curriculum
Committee
Update**

12. Mrs. Reulecke reported that the curriculum committee met for the first time on October 18, 2019. They discussed a proposed new cyber security course offering for the Vocational Center, locally developed school improvement plan templates and the district improvement plan. Dr. Skertich will be working to form committees to consider short-term and long-term planning needs.

Ms. Berry-Coleman discussed professional development on the district, department and building levels as well as out-of-district professional travel and PLC's. Additionally the committee

discussed curriculum rotation, a flow chart for the curriculum department and the use of curriculum assessment tools.

**Approval of
Minutes of
Regular Meeting
of 09/23/19
(Motion Passed)**

13. A motion was made by Soehlke and seconded by Kusmierczak that the minutes listed below be approved. Motion passed unanimously on voice vote.

- Regular Meeting – September 23, 2019
- Closed Session – Regular Meeting – September 23, 2019

**Approval of
Board Bills
(Motion Passed)**

14. A motion was made by Soehlke and seconded by Reulecke that the Board bills for the Area Vocational Center Budget and the Unit 10 General Budget presented for payment on October 21, 2019, and attached to these minutes as Exhibit E-7 be approved and that the Treasurer be authorized to sign checks for same. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Monthly
Financial
Statements
(Motion Passed)**

15. A motion was made by Soehlke and seconded by Kusmierczak that the monthly financial statements for Collinsville Community Unit School District No. 10 and the Collinsville Area Vocational Center for September, 2019, be approved and attached to these minutes as Exhibit E-8. Motion passed unanimously on voice vote.

**Approval of
Section 125
Flexible Benefit
Plan Renewal
(Motion Passed)**

16. A motion was made by Soehlke and seconded by Stutts that the renewal of Collinsville Community Unit School District No. 10 Section 125 Flexible Benefit Plan with OLB Systems for the period of November 1, 2019 through October 31, 2020 be approved. Motion passed unanimously on voice vote.

**Approval of
2020-2021
CHS Course
Offering Guide
(Motion Passed)**

17. A motion was made by Soehlke and seconded by Craft to approve the 2020-2021 Collinsville High School General Course Offering Guide, as presented in Exhibit E-10.2. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, no; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Hazardous Bus
Routes (2019-20)
(Motion Passed)**

18. A motion was made by Soehlke and seconded by Craft that Collinsville Community Unit School District No. 10 approve the same hazardous area bus routes for the 2019-2020 school year

that were originally approved at the November 17, 1980 regular Board meeting; the two hazardous area bus routes that were added October, 1995 by Board approval; and the hazardous area

bus routes that were added July 21, 1997 and September 23, 2002 with Board approval. Motion passed unanimously on voice vote.

**Approval of Memoranda of Understanding with Lindenwood University on Field and Student Teaching Placement
(Motion Passed)**

19. A motion was made by Soehlke and seconded by Stutts to approve the Memoranda of Understanding with Lindenwood University for: 1) Field Placement and Student Teaching (Clinical Experiences) Agreement; and 2) Field Placement and Student Teaching (Clinical Experiences) Agreement Addendum with the Collinsville School District, as presented in Exhibit E-10.4. Motion passed unanimously on voice vote.

**Approval of Intergovernmental Cooperation Agreement with Southwestern Illinois College for the Running Start Program
(Motion Passed)**

20. A motion was made by Soehlke and seconded by Hasamear to approve the Intergovernmental Cooperation Agreement with Southwestern Illinois College for the Running Start Program, as presented in Exhibit E-10.5. Motion passed unanimously on voice vote.

**Approval of Professional Travel Guideline Changes
(Motion Passed)**

21. A motion was made by Soehlke and seconded by Reulecke to approve the CUSD 10 Guidelines for Professional Travel, as presented in Exhibit E-10.6. Mr. Kusmierczak feels the \$76 per diem for Chicago travel is insufficient and would like to see it be at least \$110. He also would like to see the 50% per diem on travel days increased to the full amount. Mr. Peccola said no one else has voiced a concern with the amounts. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, no; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

Approval of Two Stipulations with the Illinois Department of Public Health

22. A motion was made by Soehlke and seconded by Kusmierczak that the Board authorize the execution of two Stipulations with the Illinois Department of Public Health to resolve the allegations of Noncompliance in Docket No. AB 19-07 and Docket No. AB 19-11, in the total amount of \$4,000.00. Motion passed on

**to Resolve
Allegations of
Noncompliance
(Motion Passed)**

roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Resolution for
Transfer of
Property from
the City of
Collinsville
(Motion Passed)**

23. A motion was made by Soehlke and seconded by Stutts to approve the Resolution Requesting the Transfer of Property from the City of Collinsville and Approving an Intergovernmental Agreement for Transfer of Said Property, as presented in Exhibit E-10.8. Dr. Blackard provided additional information with respect to the liens that were on the property. Motion passed unanimously on voice vote.

**Approval of
Intergovernmental
Agreement
Relating to the
Transfer of Real
Estate
(Motion Passed)**

24. A motion was made by Soehlke and seconded by Reulecke to approve the Intergovernmental Agreement Between the City of Collinsville and Collinsville Community Unit 10 School District Relating to the Transfer of Real Estate, as presented in Exhibit E-10.9. Motion passed unanimously on voice vote.

**Approval of
Memorandum
of Agreement
with The
Collinsville
Education
Association
(IEA-NEA)
Regarding the
Illinois
Laborers' &
Contractors'
Joint
Apprenticeship
& Training
Trust Fund
(Motion Passed)**

25. A motion was made by Soehlke and seconded by Craft to approve the Memorandum of Agreement Between the Collinsville Community Unit #10 School District and The Collinsville Education Association (IEA-NEA) in the matter of the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Trust Fund (Training Program), as presented in Exhibit E-10.10. Motion passed unanimously on voice vote.

**Designation of
School Board
Delegates for
Convention
(Motion Passed)**

26. A motion was made by Soehlke and seconded by Reulecke to appoint Gary Peccola as delegate for the Collinsville Community Unit School District No. 10 at the Illinois State School Board Convention for 2019, and to further nominate Dennis Craft as alternate delegate for Collinsville Community Unit School District No. 10 at the Illinois State School Board Convention for 2019. Mr. Kusmierczak would like to see someone else have a

chance to serve as delegate. Mr. Peccola asked the board to review the IASB resolutions committee report and contact him if there are concerns about the recommendations. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, no; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

Approval of Forecast5 Analytics Proposal (Motion Passed)

27. A motion was made by Soehlke and seconded by Kusmierczak to approve the customer agreement with Forecast5 Analytics for the 2019-2020 school year in the amount of \$9,632.67, as presented in Exhibit E-10.12. Dr. Skertich said the fee is for an 8 month proration for this year only. He anticipates the 5Sight demographic data component will more than likely be for this year only, but that the 5Maps component may be recommended annually moving forward. The administrative team will revisit the recommendation at the end of the contract term. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

Limitation of Administrative Cost Worksheet Presentation

28. Dr. Skertich said the district’s administrative costs for the current year are up more than 5% from last year, so it is necessary that a public hearing be held with publication of a notice in the Troy Times-Tribune. The increase is due to the addition of three administrative positions and is not because of salary increases for current administrative staff. The public hearing will be on the November regular meeting agenda.

First Reading of Policy 7:270 Administering Medicine to Students Update

29. Dr. Skertich presented a proposed policy update that would allow district nurses to administer Narcaan to a student who was overdosing. The proposed change is recommended by Mrs. Underwood and the nursing staff, and does represent a change to what the district provides. Mr. Peccola asked the board to review the proposed policy and contact Dr. Skertich if there are any concerns.

Discussion Regarding Cyber Security Course Offering for 2020-21 at CAVC

30. The board generally discussed a proposal to add a cyber security course next year at the Area Vocational Center. Dr. Blackard provided input with respect to career opportunities and student interest in the field. She said that CyberUp, which is located near Scott Air Force Base, has been training people in the field and is looking to expand into high schools because of the high demand for qualified individuals. The course would integrate cyber security with computer maintenance and repair. They are still working to determine student interest and whether the course

would require a part-time or a full-time instructor. Mr. Turner said cyber security is a growing field with a lot of potential for students with that knowledge. Mrs. Reulecke said the curriculum committee had reviewed the proposal and suggested tweaking the course description. The board requested that Dr. Skertich, Dr. Blackard and Mr. Snider move forward with developing the qualifications for staffing and finalize a recommendation to bring forward to the board. Due to the deadline for the course offering guide, the proposal will be put on the agenda for a special meeting to be held November 4, 2019.

**Closed Session
(Motion Passed)**

31. A motion was made by Soehlke and seconded by Craft that the Board adjourn to Closed Session to discuss appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel for the public body, pursuant to 5 ILCS 120/2(c)(1); collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2); purchase or lease of real property by the public body, pursuant to 5 ILCS 120/2(c)(5); and pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11). Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.. (8:08 p.m.)

**Return to
Open Session**

32. The Regular Meeting returned to Open Session at 9:28 p.m. Those members present on roll call were: Soehlke, Peccola, Kusmierczak, Craft, Hasamear, Reulecke and Stutts.

**Report on
Closed Session
Discussion**

33. Mrs. Soehlke reported that during Closed Session the Board discussed the following:

1. Appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel for the public body, pursuant to 5 ILCS 120/2(c)(1);
2. Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2);
3. Purchase or lease of real property by the public body, pursuant to 5 ILCS 120/2(c)(5); and
4. Pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11).

Acceptance of

34. A motion was made by Soehlke and seconded by Hasamear that

- Resignation of Certified Employee (Motion Passed)** the resignation, due to retirement, of Regina Prior, School Nurse for the District, be accepted effective December 31, 2019. Motion passed unanimously on voice vote.
- Acceptance of Resignation of Coach (Motion Passed)** 35. A motion was made by Soehlke and seconded by Reulecke that the resignation of Jessica Ledford, Assistant Boys' Tennis Coach for Collinsville High School, be accepted effective September 25, 2019. Motion passed unanimously on voice vote.
- Acceptance of Resignations of Non-Certified Employees (Motion Passed)** 36. A motion was made by Soehlke and seconded by Hasamear that the resignations of Candi Cagle, Cafeteria Monitor for Collinsville Middle School, be accepted effective August 14, 2019, and Ruthanne Denson, Cafeteria Monitor for Collinsville Middle School, be accepted effective September 27, 2019. Motion passed unanimously on voice vote.
- Acceptance of Resignations of Non-Certified Employees (Motion Passed)** 37. A motion was made by Soehlke and seconded by Reulecke that the resignations of Dereck Reeves, Security Monitor for Hollywood Heights School, be accepted effective October 11, 2019 and Demarlo Longstreet, Relief Aide for Dorris Intermediate School, be accepted effective October 4, 2019. Motion passed unanimously on voice vote.
- Approval of Coaches (Motion Passed)** 38. A motion was made by Soehlke and seconded by Stutts that the following coaches be approved for the 2019-2020 school year: Donald Nowak, Assistant Boys' Tennis for Collinsville High School, stipend on Step 3; Jaren Underwood, Assistant Girls' Track for Collinsville High School, stipend on Step 1; and Catherine Duke, Assistant Girls' Basketball for Collinsville Middle School, stipend on Step 1. Motion passed unanimously on voice vote.
- Approval of Employment of Non-Certified Employees (Motion Passed)** 39. A motion was made by Soehlke and seconded by Reulecke that Katie Hahn and Colleen Broyhill be approved as Cafeteria Monitors for Collinsville Middle School, effective October 7, 2019 pending employment requirements. Motion passed unanimously on voice vote.
- Approval of Coaches (Motion Passed)** 40. A motion was made by Soehlke and seconded by Stutts that Steele Clement be approved as Assistant Wrestling coach for Collinsville Middle School, with a stipend on Step 1, and Julie Gary be approved as a Volunteer Girls' Basketball coach for Collinsville High School, effective with the 2019-2020 school year. Motion passed unanimously on voice vote.
- Acceptance of** 41. A motion was made by Soehlke and seconded by Hasamear that

**Resignations of
Non-Certified
Employees
(Motion Passed)**

the resignations of Alice Morgan, Title I Instructional Aide for the District, be accepted effective October 25, 2019 and Christina Coppotelli, Educational Assistant for Hollywood Heights School, be accepted effective October 18, 2019. Motion passed unanimously on voice vote.

**Approval of
Employment of
Non-Certified
Employees
(Motion Passed)**

42. A motion was made by Soehlke and seconded by Reulecke that Mariah Mitchell be approved as a Health Care Attendant for the District, effective October 15, 2019, and Delvin Cross be transferred from Building & Grounds Monitor at Collinsville High School to Security Monitor for Hollywood Heights School, effective October 28, 2019 pending employment requirements. Motion passed unanimously on voice vote.

**Approval of
Employment of
Non-Certified
Employees
(Motion Passed)**

43. A motion was made by Soehlke and seconded by Stutts that Miranda Rogers be approved as a Building & Grounds Monitor for Collinsville High School and Iris Silas be approved as a 2 ½ hours per day Relief Aide for Dorris Intermediate School, effective October 21, 2019 pending employment requirements. Motion passed unanimously on voice vote.

**Approval of
Stipends for
Elementary
Curriculum
Council
(Motion Passed)**

44. A motion was made by Soehlke and seconded by Reulecke that the people shown in Exhibit E-12.11 be approved to receive an Elementary Curriculum Council stipend for the 2019-2020 school year, with seven stipends split between twelve council members. Motion passed unanimously on voice vote.

**Approval
to Post
Non-Certified
Positions
(Motion Passed)**

45. A motion was made by Soehlke and seconded by Craft to approve posting a bus driver for the Life Skills Program and a 3/5 time Certified Occupational Therapist Assistant for the District, as shown in Exhibit E-12.12. Motion passed unanimously on voice vote.

**Approval of
Employment
of Certified
Employee
(Motion Passed)**

46. A motion was made by Soehlke and seconded by Stutts that Tracey Schwieger be approved as a Math teacher for Collinsville High School, effective January 6, 2020, pending employment requirements. Motion passed unanimously on voice vote.

**Approval of
Employment of
Non-Certified
Employee
(Motion Passed)**

47. A motion was made by Soehlke and seconded by Hasamear that Kaitlyn Schroeder be approved as a Health Care Attendant for the District, effective October 21, 2019, pending employment requirements. Motion passed unanimously on voice vote.

**Approval of
Employment of
Non-Certified
Employees
(Motion Passed)**

48. A motion was made by Soehlke and seconded by Hasamear that James Alexander be approved as a Building & Grounds Monitor for Collinsville High School, effective October 21, 2019 and Tina Haynes be transferred from Relief Aide to Educational Assistant for Hollywood Heights School, effective November 4, 2019 pending employment requirements. Motion passed unanimously on voice vote.

Adjournment

49. There being no further business, Mr. Peccola declared the meeting adjourned at 9:40 p.m.

6.2. Approval of November 4, 2019 Board Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Special Meeting, Monday, November 4, 2019
SUMMARY

- 1. Call to Order**
- 2. Roll Call**
- 3. Pledge of Allegiance**
- 4. Audience Input**
- 5. Approval of Cyber Security Course Offering for 2020-21 School Year**
- 6. Approval of New Club at Collinsville Middle School**
- 7. Closed Session**
- 8. Return to Open Session**
- 9. Report on Closed Session Discussion**
- 10. Acceptance of Resignation of Non-Certified Employee**
- 11. Approval of Employment of Non-Certified Employees**
- 12. Acceptance of Resignation of Certified Employee**
- 13. Acceptance of Resignation of Certified Employee**
- 14. Approval of Expulsion of Student**
- 15. Adjournment**

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Special Meeting, Monday, November 4, 2019
6:07 p.m.

- Call to Order** 1. The Special Meeting of the Board of Education of Collinsville Community Unit School District No. 10 was held on the evening of Monday, November 4, 2019, at 6:07 p.m., at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, Illinois.
- Roll Call** 2. Those members present were: Gary Peccola, President; Gary Kusmierczak, Vice President; Dennis Craft, Treasurer; Tim Hasamear; Vicki Reulecke; and Jane Soehlke, Secretary. Absent was Michele Stutts.
- Pledge of Allegiance** 3. Mr. Peccola led those in attendance in reciting the Pledge of Allegiance.
- Audience Input** 4. Mr. Peccola provided an opportunity for public input and no one sought to be recognized.
- Approval of Cyber Security Course Offering for 2020-21 School Year (Motion Passed)** 5. A motion was made by Soehlke and seconded by Craft to approve the addition of a Cyber Security course, as presented in Exhibit E-5.1, for the 2020-21 school year. Motion passed on roll call vote as follows: Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts; absent; Soehlke, yes.
- Approval of New Club at Collinsville Middle School (Motion Passed)** 6. A motion was made by Soehlke and seconded by Reulecke to approve the proposal for a Coin Club at Collinsville Middle School with no stipend for the sponsor. Motion passed unanimously on voice vote.
- Closed Session (Motion Passed)** 7. A motion was made by Soehlke and seconded by Reulecke that the Board adjourn to Closed Session to discuss appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel for the public body, pursuant to 5 ILCS 120/2(c)(1); collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2); and student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9). Motion passed on roll call vote as follows: Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts; absent; Soehlke,

yes. (6:11 p.m.)

- Return to Open Session**
8. The Special Meeting returned to Open Session at 6:54 p.m. Those members present on roll call were: Peccola, Kusmierczak, Craft, Hasamear, Reulecke and Soehlke. Absent was Stutts.
- Report on Closed Session Discussion**
9. Mrs. Soehlke reported that during Closed Session the Board discussed the following:
1. Appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel of the public body, pursuant to 5 ILCS 120/2(c)(1);
 2. Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2); and
 3. Student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9).
- Acceptance of Resignation of Non-Certified Employee (Motion Passed)**
10. A motion was made by Soehlke and seconded by Kusmierczak that the resignation of Debbie Campbell, part-time Pre-K Instructional Aide for Kreitner Elementary School, be accepted effective November 8, 2019. Motion passed unanimously on voice vote.
- Approval of Employment of Non-Certified Employees (Motion Passed)**
11. A motion was made by Soehlke and seconded by Kusmierczak that Cheyenne Stock be approved as a Title 1 Instructional Aide for Webster Elementary School, effective November 12, 2019 and Stephen Kobylinski be approved as Lead Custodian for Collinsville High School, effective November 18, 2019, pending employment requirements. Motion passed unanimously on voice vote.
- Acceptance of Resignation of Certified Employee (Motion Passed)**
12. A motion was made by Soehlke and seconded by Kusmierczak that the resignation of Geneka Gully, Assistant Principal for Collinsville High School, be accepted effective October 29, 2019. Motion passed unanimously on voice vote.
- Acceptance of Resignation of Certified Employee (Motion Passed)**
13. A motion was made by Soehlke and seconded by Reulecke that the resignation of Delbert Gilliam, Special Education teacher for Dorris Intermediate School, be accepted effective November 16, 2019. Motion passed unanimously on voice vote.
- Approval of**
14. A motion was made by Soehlke and seconded by Reulecke that

**Expulsion of
Student
(Motion Passed)**

the Board expel the student named in Exhibit E-9.1 (#19-20/2) for the remainder of the 2019-2020 school year. This is based on the Board's determination that the student engaged in egregious conduct and that the student's continued presence at school poses a threat to school safety of other students and staff and substantially disrupts the operation of the school. The Board further finds that given the severity of the student's misconduct, there are no other appropriate disciplinary interventions available and that the presence of the student at school will foster a culture that the student's behavior at school is acceptable or tolerated. Further, that the student be considered for placement at an alternative school (pending space availability) whereby goals would have to be met in order to return to the Collinsville School District for the 2020-2021 school year, under probation as prescribed by the administration. Motion passed on roll call vote as follows: Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts; absent; Soehlke, yes.

Adjournment

15. There being no further business, Mr. Peccola declared the meeting adjourned at 6:59 p.m.

7. **Approval of Board Bills for November 2019**

Open Accounts Payable List

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COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
AAA SWING CITY MUSIC								
443769	16141130323G	HS BAND/MUSIC MAINT SVC		1,150		43.98	11/1/19	10-1130-323-14-22
444112	26012549324U	CHS Audio Visual Support Serve		1,150		75.00	11/1/19	20-2549-324-01-10
						<u>118.98</u>		
ALL PRO TEES								
10876	16451500419G	HS Boys Bowling Supplies		1,150		269.02	11/1/19	10-1500-419-45-22
						<u>269.02</u>		
AMALGAMATED BANK OF CHICAGO								
1855548005	36015900690B	BOND PROCESSING SERVICE CHARGE		1,150		475.00	11/1/19	30-5900-690-01-20
						<u>475.00</u>		
ARNOLD, NICKOLAS								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		112.52	11/1/19	10-2210-332-39-440000-10
						<u>112.52</u>		
BATTERIES PLUS BULBS								
P20674538	26082540410U	MAINT SUPPLIES UNIT		1,150		213.60	11/1/19	20-2540-410-08-10
[20674629	26082540410I	MAINT SUPPLIES CIS		1,150		167.00	11/1/19	20-2540-410-08-33
[20597399	26082540700U	MAINTENANCE EQUIPMENT		1,150		417.60	11/1/19	20-2540-700-08-10
						<u>798.20</u>		
BAUGHER, AMANDA								
MILEAGE	16471500332G	BOYS/GIRLS ATH TRAVEL food		1,150		39.44	11/1/19	10-1500-332-47-22
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		543.39	11/1/19	10-2210-332-39-440000-10
						<u>582.83</u>		
BEDNARA, CYNTHIA								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		198.99	11/1/19	10-2210-332-39-440000-10
						<u>198.99</u>		
BELLEVILLE SEED HOUSE								
SO-083050	26082540324G	REP/MAINT HS ATHL		1,150		556.25	11/1/19	20-2540-324-08-22
						<u>556.25</u>		
BENSON, JULIE								
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		103.76	11/1/19	10-2140-332-12-10
						<u>103.76</u>		
BLACKARD, SCOTT								
MILEAGE	16012110332U	TRUANT OFF TRAVEL (2)		1,150		124.70	11/1/19	10-2110-332-01-10
						<u>124.70</u>		

Open Accounts Payable List

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COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
BLICK ART MATERIALS								
2277465	16091130410G	HS ARTS SUPPLIES		1,150	8819201101	760.51	11/1/19	10-1130-410-09-22
						<u>760.51</u>		
BOERNER, REBECCA								
REIMBURSES	16372210332U	IDEA PRESCHOOL TRAVEL		1,150		208.68	11/1/19	10-2210-332-37-460000-10
						<u>208.68</u>		
BOZEMAN, PATTI								
MILEAGE	16032410332G	HS PRIN OFF TRAVEL (6*300)		1,150		57.07	11/1/19	10-2410-332-03-22
						<u>57.07</u>		
BROWN SABATINO, LISA								
MILEAGE	16122130332U	HEALTH CARE PROVIDER TRAVEL		1,150		16.99	11/1/19	10-2130-332-12-10
						<u>16.99</u>		
BSN SPORTS								
9096279016	16461500415G	HS GIRLS GOLF SUPPLIES		1,150		277.13	11/1/19	10-1500-415-46-22
906103220	16461500415G	HS GIRLS GOLF SUPPLIES		1,150		50.00	11/1/19	10-1500-415-46-22
						<u>327.13</u>		
BUYERS INDUSTRIAL SUPPLY								
10657	26082540410G	MAINT SUPPLIES HS		1,150		663.00	11/1/19	20-2540-410-08-22
10631	26082540700U	MAINTENANCE EQUIPMENT		1,150		782.80	11/1/19	20-2540-700-08-10
						<u>1,445.80</u>		
BUZZS AUTOMOTIVE SERVICES								
19588	16242563323U	LUNCH PROG DIST REP MAINT SERV		1,150		748.45	11/1/19	10-2563-323-24-10
19529	26082540323U	BLDGS/GRDS MAINT SVC		1,150		196.44	11/1/19	20-2540-323-08-10
						<u>944.89</u>		
CENTRAL INSTITUTE FOR THE DEAF								
MORSS 10-19	16924220680U	ELEM MEDICAID TUITION		1,150		4,400.00	11/1/19	10-4220-680-92-10
						<u>4,400.00</u>		
CHEMSEARCHFE								
3728550	26082540410U	MAINT SUPPLIES UNIT		1,150		555.30	11/1/19	20-2540-410-08-10
						<u>555.30</u>		
CHRIST, CHELSEY								
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		70.59	11/1/19	10-2140-332-12-10
						<u>70.59</u>		

Open Accounts Payable List

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COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
CHS BAND PARENTS ASSOC.								
FESTIVAL ENT	16141130640G	HS BAND/MUSIC DUES AND FEES		1,150		280.00	11/1/19	10-1130-640-14-22
						<u>280.00</u>		
CITY OF COLLINSVILLE								
DIESEL FUEL	26082540464U	MAINTENANCE GASOLINE		1,150		27.68	11/1/19	20-2540-464-08-10
DIESEL FUEL	26082540464U	MAINTENANCE GASOLINE		1,150		378.99	11/1/19	20-2540-464-08-10
						<u>406.67</u>		
CLEVELAND, LISA								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		112.52	11/1/19	10-2210-332-39-440000-10
						<u>112.52</u>		
COLEMAN, CHRISTINE								
MILEAGE	16553000332U	17-18 Preschool Expan. Dev.		1,150		64.03	11/1/19	10-3000-332-55-490200-10
						<u>64.03</u>		
COMPUTYPE COMPUTER SERVICE								
445443	86932367390U	TECH: Security Camera Mainte & Repair		1,150		344.00	11/1/19	80-2367-390-93-10
445380	86932367390U	TECH: Security Camera Mainte & Repair		1,150		299.00	11/1/19	80-2367-390-93-10
						<u>643.00</u>		
CONNOR CO.								
S8824570.001	260825404101	MAINT SUPPLIES ADMIN BLDG		1,150		142.04	11/1/19	20-2540-410-08-01
S8820502.001	26082540410U	MAINT SUPPLIES UNIT		1,150		36.31	11/1/19	20-2540-410-08-10
S8798856.002	26082540410U	MAINT SUPPLIES UNIT		1,150		153.01	11/1/19	20-2540-410-08-10
S8798856.001	26082540700U	MAINTENANCE EQUIPMENT		1,150		38.51	11/1/19	20-2540-700-08-10
						<u>369.87</u>		
CONTEMPORARY LIFE SAVING TRAINING								
01018893	86012310390U	MISC TORT		1,150		307.00	11/1/19	80-2365-390-01-10
						<u>307.00</u>		
CONTINUED								
1157.	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150	1920184	1,157.00	11/1/19	10-2210-332-21-462000-10
						<u>1,157.00</u>		
COST LESS COPY CENTER								
20263	16491130412G	HS WAREHOUSE SUPPLIES (paper)		1,150		550.00	11/1/19	10-1130-412-49-22
20244	16012311311B	Public Relations/Appraisal		1,150		15.60	11/1/19	10-2311-311-01-20
20239	16012311311B	Public Relations/Appraisal		1,150		12.64	11/1/19	10-2311-311-01-20
20277	26082540410H	MAINT SUPPLIES HOLLY HGHTS		1,150		3.50	11/1/19	20-2540-410-08-23

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						581.74		
CRUISE, CARLA								
MILEAGE	16651800332U	Bilingual travel(Local)		1,150		50.75	11/1/19	10-1800-332-65-10
						50.75		
CSI								
0000229295	16242562323U	LUNCH PROG REP MAINT SERV		1,150		1,250.67	11/1/19	10-2562-323-24-10
0000230390	16242562323U	LUNCH PROG REP MAINT SERV		1,150		858.81	11/1/19	10-2562-323-24-10
0000230064	16242562323U	LUNCH PROG REP MAINT SERV		1,150		502.64	11/1/19	10-2562-323-24-10
0000230468	16242562323U	LUNCH PROG REP MAINT SERV		1,150		736.90	11/1/19	10-2562-323-24-10
0000230054	16242562323U	LUNCH PROG REP MAINT SERV		1,150		275.00	11/1/19	10-2562-323-24-10
0000230452	16242562323U	LUNCH PROG REP MAINT SERV		1,150		122.50	11/1/19	10-2562-323-24-10
						3,746.52		
DEMCO								
6678816	16041110410M	MARYVILLE TEACHER SUPPLIES		1,150	8819201092	45.51	11/1/19	10-1110-410-04-26
						45.51		
DENBOW, SUSAN								
REIMBURSE	16372210332U	IDEA PRESCHOOL TRAVEL		1,150		208.56	11/1/19	10-2210-332-37-460000-10
						208.56		
DYE, MICHELE								
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		70.00	11/1/19	10-2210-332-21-462000-10
						70.00		
EASTBAY INC								
1103827	16451500411N	MS BOYS BSKT SUPPLIES		1,150		540.00	11/1/19	10-1500-411-45-27
1097387	16461500411N	MS GIRLS BSKT SUPPLIES		1,150		190.00	11/1/19	10-1500-411-46-27
1092734	16461500411N	MS GIRLS BSKT SUPPLIES		1,150		350.00	11/1/19	10-1500-411-46-27
						1,080.00		
EMBRACE EDUCATION								
5898	16212660310U	IDEA FLow Thru Service		1,150		1,688.59	11/1/19	10-2660-310-21-462000-10
						1,688.59		
EVANOFF, SHAWN								
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		1,150		14.78	11/1/19	10-2210-332-76-493200-10
						14.78		
FEDORCHAK, MICHELLE								
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		52.77	11/1/19	10-2210-332-21-462000-10

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						52.77		
FGM, INC.								
17-2276.01-6	26012533311U	ARCH/ENG SVCS		1,150		12,011.48	11/1/19	20-2533-311-01-10
19-2623.01-6	26012533311U	ARCH/ENG SVCS		1,150		885.42	11/1/19	20-2533-311-01-10
19-2769.01-1	26012533311U	ARCH/ENG SVCS		1,150		1,757.71	11/1/19	20-2533-311-01-10
20-2800.01-1	96022535323C	H/L/S Caseyville		1,150		292.50	11/1/19	90-2535-323-02-21
19-2623.01-7	96022535323G	H/L/S CHS bleachers with survey approval		1,150		302.71	11/1/19	90-2535-323-02-22
						15,249.82		
FILGES, ROMAYNE								
MILEAGE	1627330032U	17-18 PRE-K Travel for Home vi		1,150		12.64	11/1/19	10-3300-332-27-370500-10
						12.64		
FIRE SAFETY SALES & SERV								
274648	96022535323U	H/L/S PROJECTS CONTIGENCY		1,150		325.00	11/1/19	90-2535-323-02-10
						325.00		
FIRST STUDENT INC								
11633251	46012550332B	REG TRANSP FIRST STUDENT 6.25% increase		1,150		507,623.22	11/1/19	40-2550-332-01-20
						507,623.22		
FORECAST5 ANALYTICS INC.								
INV10667	160223204401	SUPERINTENDENT OFF PERIODICALS		1,150		9,632.67	11/1/19	10-2320-440-02-01
						9,632.67		
FRANCE MECHANICAL CORPORATION								
15568	26082540323N	REP/MAINT SVC MS		1,150		4,284.55	11/1/19	20-2540-323-08-27
15558	26082540323X	REP/MAINT SVC WEB ELEM		1,150		252.43	11/1/19	20-2540-323-08-31
15559	26082540323X	REP/MAINT SVC WEB ELEM		1,150		3,880.80	11/1/19	20-2540-323-08-31
15556	66012540540G	CHS: VOC ceiling, paint walls HVAC		1,150		36,500.00	11/1/19	60-2540-540-01-22
						44,917.78		
FRANKLIN, FRANK								
MILEAGE	16012110332U	TRUANT OFF TRAVEL (2)		1,150		421.14	11/1/19	10-2110-332-01-10
						421.14		
FRERKER, DARRYL								
REIMBURSE	16471500332G	BOYS/GIRLS ATH TRAVEL food		1,150		120.26	11/1/19	10-1500-332-47-22
						120.26		
FRISBIE, ELIZABETH B.								
STMT	16552130310U	17-18 Preschool Expan. Dev.		1,150		625.00	11/1/19	10-2130-310-55-490200-10

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						625.00		
FROST ELECTRIC SUPPLY CO.								
S4098075.001	26082540410G	MAINT SUPPLIES HS		1,150		219.23	11/1/19	20-2540-410-08-22
						<u>219.23</u>		
GATEWAY OCCUPATIONAL HEALTH SERVICE								
74125	16471500418G	ATHLETIC DRUG TESTING		1,150		446.50	11/1/19	10-1500-418-47-22
						<u>446.50</u>		
GIANT STEPS OF ST. LOUIS, INC.								
2277A	16924220680U	ELEM MEDICAID TUITION		1,150		5,641.90	11/1/19	10-4220-680-92-10
						<u>5,641.90</u>		
GRABER, PAIGE								
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		1,150		10.44	11/1/19	10-2210-332-76-493200-10
						<u>10.44</u>		
GREAT CIRCLE								
COLL9.19	16924220680U	ELEM MEDICAID TUITION		1,150		8,240.00	11/1/19	10-4220-680-92-10
COLL9.19	16924220680U	HS MEDICAID TUITION		1,150		20,600.00	11/1/19	10-4220-680-92-10
						<u>28,840.00</u>		
HADDOCK CORPORATION								
00058722	16932660410U	TECHNOLOGY GENERAL SUPPLIES		1,150	19500023	1,215.00	11/1/19	10-2660-410-93-10
						<u>1,215.00</u>		
HALL, LYNN								
MILEAGE	16122130332U	HEALTH CARE PROVIDER TRAVEL		1,150		49.47	11/1/19	10-2130-332-12-10
						<u>49.47</u>		
HANSEL, DOUG								
MILEAGE	160411103304	ELEM IN DIST TRAVL		1,150		46.40	11/1/19	10-1110-330-04-04
						<u>46.40</u>		
HELTON, CHARA								
MILEAGE	16122130332U	HEALTH CARE PROVIDER TRAVEL		1,150		142.85	11/1/19	10-2130-332-12-10
						<u>142.85</u>		
HOPCROFT ELECTRIC INC								
22333	260825404101	MAINT SUPPLIES ADMIN BLDG		1,150		112.71	11/1/19	20-2540-410-08-01
						<u>112.71</u>		
HOUBERG, KIMBERLY								

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MILEAGE	16553000332U	17-18 Preschool Expan. Dev.		1,150		44.08	11/1/19	10-3000-332-55-490200-10
						<u>44.08</u>		
HUGHES, CATHLEEN								
MILEAGE	160411103304	ELEM IN DIST TRAVL		1,150		14.73	11/1/19	10-1110-330-04-04
						<u>14.73</u>		
HUMAN RELATIONS MEDIA								
31751668	16131130410G	HS PE/HEALTH SUPPLIES		1,150	8819201115	841.21	11/1/19	10-1130-410-13-22
						<u>841.21</u>		
HYRE, BRADLEY C.								
REIMBURSE	160226413321	STUDENT SERV PROF TRAVEL		1,150		174.00	11/1/19	10-2641-332-02-01
						<u>174.00</u>		
IASB REGISTRAR								
300304	16012310310B	IASB Policy update		1,150		825.00	11/1/19	10-2310-310-01-20
299552	16012310310B	IASB Policy update		1,150		1,250.00	11/1/19	10-2310-310-01-20
299387	16012310310B	IASB POLICY UPDATE		1,150		1,000.00	11/1/19	10-2310-310-01-20
						<u>3,075.00</u>		
ILLINOIS CENTER FOR AUTISM								
STMT	16124220687U	ELEM ILLINOIS CENTER FOR AUTISM		1,150		23,053.50	11/1/19	10-4220-680-12-10
STMT	16124220687U	HS ILLINOIS CENTER FOR AUTISM		1,150		17,766.00	11/1/19	10-4220-680-12-10
						<u>40,819.50</u>		
ILLINOIS SCHOOL FOR THE VISUALLY IMPAIRED								
STMT	46122550333B	SPEC ED TRANS NON FIRST STU		1,150		463.50	11/1/19	40-2550-333-12-20
						<u>463.50</u>		
IMEL PEST CONTROL								
64514	26072540321U	TRASH REMOVAL & PEST CONTROL		1,150		65.00	11/1/19	20-2540-321-07-10
64510	26072540321U	TRASH REMOVAL & PEST CONTROL		1,150		65.00	11/1/19	20-2540-321-07-10
64517	26072540321U	TRASH REMOVAL & PEST CONTROL		1,150		100.00	11/1/19	20-2540-321-07-10
64521	26072540321U	TRASH REMOVAL & PEST CONTROL		1,150		75.00	11/1/19	20-2540-321-07-10
						<u>305.00</u>		
INDUSTRIAL SOAP COMPANY								
1244022	26082540323G	REP/MAINT SVC HS		1,150		703.40	11/1/19	20-2540-323-08-22
1244249	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150		268.56	11/1/19	20-2540-410-07-10
1242755	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150		3,672.74	11/1/19	20-2540-410-07-10
1243749	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150		77.00	11/1/19	20-2540-410-07-10
1243732	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150		1,331.45	11/1/19	20-2540-410-07-10

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1244974	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150		8,598.70	11/1/19	20-2540-410-07-10
						<u>14,651.85</u>		
IPEVO								
002201909100	16932660410U	TECHNOLOGY GENERAL SUPPLIES		1,150	19500025	495.00	11/1/19	10-2660-410-93-10
						<u>495.00</u>		
ITSAVVY								
01134417	16932660410U	TECHNOLOGY GENERAL SUPPLIES		1,150		292.74	11/1/19	10-2660-410-93-10
01141221	16932660541U	TECHNOLOGY PLAN EQUIPMEN		1,150		753.12	11/1/19	10-2660-541-93-10
01143718	16932660410U	TECHNOLOGY GENERAL SUPPLIES		1,150		980.86	11/1/19	10-2660-410-93-10
						<u>2,026.72</u>		
JOSTENS								
23582126	16012310690B	GRADUATION EXPENSES		1,150		3,103.22	11/1/19	10-2310-690-01-20
						<u>3,103.22</u>		
JOURNEYED.COM INC.								
10345296	16721110410U	PERKINS GRANT SUPPLIES		1,150	99001714	2,449.00	11/1/19	10-1110-410-72-10
						<u>2,449.00</u>		
JW PEPPER & SONS, INC.								
188371019	161411104104	ELEM MUSIC/BAND SUPPLIES		1,150		126.99	11/1/19	10-1110-410-14-04
198134194	161411104104	ELEM MUSIC/BAND SUPPLIES		1,150		62.00	11/1/19	10-1110-410-14-04
196917921	16141130410G	HS BAND/MUSIC SUPPLIES		1,150		74.99	11/1/19	10-1130-410-14-22
197468321	16141130410G	HS BAND/MUSIC SUPPLIES		1,150		245.00	11/1/19	10-1130-410-14-22
						<u>508.98</u>		
KBD PROMOTIONS								
1617	16471500410G	MISC ATH DIR SUPPLIES		1,150		1,956.28	11/1/19	10-1500-410-47-22
1595	16461500412G	HS Girls Dance Team Supplies		1,150		260.00	11/1/19	10-1500-412-46-22
1621	160226424111	Dir of HR Orientation		1,150		169.50	11/1/19	10-2642-411-02-01
						<u>2,385.78</u>		
KNAPHEIDE TRUCK EQ CENTER								
SLJ39569	26082540410U	MAINT SUPPLIES UNIT		1,150		625.00	11/1/19	20-2540-410-08-10
						<u>625.00</u>		
KURKEY, CORY								
MILEAGE	16932660332U	TECHNOLOGY Prof TRAVEL		1,150		11.54	11/1/19	10-2660-332-93-10
						<u>11.54</u>		
LAKESHORE								

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2720041019	16553000410U	17-18 Preschool Expan. Dev.		1,150	8819201083	18.98	11/1/19	10-3000-410-55-490200-10
2249861019	16273300410U	NA PRE-K AT RISK SUP (commu		1,150	8819201104	80.48	11/1/19	10-3300-410-27-370500-10
						99.46		
LAKESIDE ROOFING CO								
15816	26472542323U	ROOF Maintenance		1,150		300.00	11/1/19	20-2542-323-47-10
15817	26472542323U	ROOF Maintenance		1,150		2,288.06	11/1/19	20-2542-323-47-10
						2,588.06		
LEE, DARIN								
MILEAGE	16032410332G	HS PRIN OFF TRAVEL (6*300)		1,150		351.48	11/1/19	10-2410-332-03-22
						351.48		
LINCOLN PRAIRIE BHC								
2020-13072	16924220680U	HS MEDICAID TUITION		1,150		250.00	11/1/19	10-4220-680-92-10
2020-13253	16924220680U	SPEC ED HS MEDICAID TUITION		1,150		250.00	11/1/19	10-4220-680-92-10
109240	26082540410U	MAINT SUPPLIES UNIT		1,150		29.95	11/1/19	20-2540-410-08-10
						529.95		
LUGGE, ROBERT								
MILEAGE	161226203321	SPEC ED DIR TRAVEL		1,150		40.37	11/1/19	10-2620-332-12-01
						40.37		
MADISON COUNTY ROE								
FPOCT19	160226423101	HR BACKGROUND INVESTIGAT		1,150		168.00	11/1/19	10-2642-310-02-01
						168.00		
MAP OF THE MONTH								
2019-1002-01	16041110410M	MARYVILLE TEACHER SUPPLIES		1,150	8819201097	182.00	11/1/19	10-1110-410-04-26
						182.00		
MAXIM, HEATHER								
MILEAGE	16122130332U	HEALTH CARE PROVIDER TRAVEL		1,150		85.78	11/1/19	10-2130-332-12-10
						85.78		
MCGRAW HILL SCHOOL EDUCATION HOLDINGS								
110525868001	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		1,150	0320022	15,350.28	11/1/19	10-1110-411-04-04
110521243001	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		1,150	0320022	1,348.40	11/1/19	10-1110-411-04-04
110690423001	16671250410U	LIPLEP SUPPLIES		1,150	8819201119	727.12	11/1/19	10-1250-410-67-490900-10
						17,425.80		
MCLANAHAN TOWING								
STMT	26082540323U	BLDGS/GRDS MAINT SVC		1,150		75.00	11/1/19	20-2540-323-08-10

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						75.00		
MOSA MACK SCIENCE, INC								
1872	16481120415N	MS STUDENT (EBF)		1,150	0320024	143.00	11/1/19	10-1120-415-48-27
						143.00		
MOSS, MELANIE								
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		1,150		53.45	11/1/19	10-2210-332-76-493200-10
						53.45		
MOW PRINTING CO.								
81628	16471500412G	HS Athletic Awards/Trophy		1,150		657.48	11/1/19	10-1500-412-47-22
81710	16471500412G	HS Athletic Awards/Trophy		1,150		177.45	11/1/19	10-1500-412-47-22
						834.93		
MUSIC & ARTS								
INV019662940	16141130323G	HS BAND/MUSIC MAINT SVC	1	1,150		109.70	11/1/19	10-1130-323-14-22
INV019198482	16141130410G	HS BAND/MUSIC SUPPLIES	1	1,150		112.00	11/1/19	10-1130-410-14-22
INV019667962	16141130410G	HS BAND/MUSIC SUPPLIES	1	1,150		72.00	11/1/19	10-1130-410-14-22
INV019327843	16141130410G	HS BAND/MUSIC SUPPLIES	1	1,150		40.00	11/1/19	10-1130-410-14-22
						333.70		
NASCO								
589344	16131130323G	HS PE/HEALTH REPAIRS		1,150	8819201109	821.04	11/1/19	10-1130-323-13-22
						821.04		
NEVCO INC								
0000184658	26082540410N	MAINT SUPPLIES CMS		1,150		209.12	11/1/19	20-2540-410-08-27
						209.12		
NOONAN, CANDACE								
MILEAGE	16121210332U	SLP CORR IN DIST TRAVEL		1,150		18.10	11/1/19	10-1210-332-12-10
						18.10		
O.K. FASTENERS INC								
190054	26082540410U	MAINT SUPPLIES UNIT		1,150		11.57	11/1/19	20-2540-410-08-10
189924	26082540410I	MAINT SUPPLIES CIS		1,150		6.80	11/1/19	20-2540-410-08-33
						18.37		
OHARA, LAURA								
MILEAGE	16121210332U	SLP CORR IN DIST TRAVEL		1,150		17.40	11/1/19	10-1210-332-12-10
MILEAGE	16121210332U	SLP CORR IN DIST TRAVEL		1,150		15.78	11/1/19	10-1210-332-12-10
						33.18		

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OLSEN, KAREN									
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		75.00	11/1/19	10-2210-332-39-440000-10	
						<u>75.00</u>			
OSABEN, JENNIFER									
MILEAGE	16121210332U	SLP CORR IN DIST TRAVEL		1,150		23.61	11/1/19	10-1210-332-12-10	
MILEAGE	16121210332U	SLP CORR IN DIST TRAVEL		1,150		26.51	11/1/19	10-1210-332-12-10	
						<u>50.12</u>			
OWEN, SARAH									
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		1,150		14.47	11/1/19	10-2210-332-76-493200-10	
						<u>14.47</u>			
PALEN MUSIC									
3592491	16141130323G	HS BAND/MUSIC MAINT SVC		1,150		90.00	11/1/19	10-1130-323-14-22	
3585792	16141130323G	HS BAND/MUSIC MAINT SVC		1,150		51.00	11/1/19	10-1130-323-14-22	
3567882	16141130323G	HS BAND/MUSIC MAINT SVC		1,150		105.00	11/1/19	10-1130-323-14-22	
3567890	16141130323G	HS BAND/MUSIC MAINT SVC		1,150		95.00	11/1/19	10-1130-323-14-22	
						<u>341.00</u>			
PAVLINEK, CHRISTINE									
MILEAGE	16051250332U	19-20 TITLE I TRAVEL		1,150		50.00	11/1/19	10-1250-332-05-430000-10	
						<u>50.00</u>			
PENDLETON, CHRIS									
MILEAGE	16932660332U	TECHNOLOGY Prof TRAVEL		1,150		33.81	11/1/19	10-2660-332-93-10	
						<u>33.81</u>			
PENNSYLVANIA TOOL SALES & SERVICE									
06113530	16721110410U	PERKINS GRANT SUPPLIES		1,150		328.55	11/1/19	10-1110-410-72-10	
						<u>328.55</u>			
PETTY, AMELIA									
MILEAGE	16651800332U	Bilingual travel(Local)		1,150		36.37	11/1/19	10-1800-332-65-10	
						<u>36.37</u>			
PORTER, DAN									
MILEAGE	16012110332U	TRUANT OFF TRAVEL (2)		1,150		113.74	11/1/19	10-2110-332-01-10	
						<u>113.74</u>			
PRIOR, REGINA									
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		70.00	11/1/19	10-2210-332-21-462000-10	
						<u>70.00</u>			

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PURITAN SPRINGS BOTTLED WATER								
1715002	16041110410K	KREITNER TEACHER SUPPLIES		1,150		172.45	11/1/19	10-1110-410-04-25
						<u>172.45</u>		
R. CANN ELECTRIC INC								
2396	26082540323G	REP/MAINT SVC HS		1,150		330.00	11/1/19	20-2540-323-08-22
2391	96022535323G	H/L/S CHS bleachers with survey approval		1,150		1,225.00	11/1/19	90-2535-323-02-22
						<u>1,555.00</u>		
REHABMART LLC								
36120	16922523540U	Medicaid equipment		1,150	1920160	1,360.30	11/1/19	10-2523-540-92-10
						<u>1,360.30</u>		
RICHARDSON, MARIA								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		15.00	11/1/19	10-2210-332-39-440000-10
						<u>15.00</u>		
RIDGEWAY PORTRAIT DESIGN								
14175	160223204101	SUPERINTENDENT OFF SUPPLIES		1,150		480.00	11/1/19	10-2320-410-02-01
						<u>480.00</u>		
RIFTON EQUIPMENT								
K859V-1	16922523540U	Medicaid equipment		1,150	1920159	2,468.25	11/1/19	10-2523-540-92-10
						<u>2,468.25</u>		
ROBOTICS EDUCATION COMPETITION FOUNDATION								
61897717	16491130333G	HS CONTEST TRAVEL		1,150		420.00	11/1/19	10-1130-333-49-22
						<u>420.00</u>		
ROMANO, RACHEL								
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		75.34	11/1/19	10-2140-332-12-10
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		56.49	11/1/19	10-2140-332-12-10
						<u>131.83</u>		
ROMOSER, SHELLY								
REIMBURSE	16101130410G	HS FOR LANG SUPPLIES		1,150		72.70	11/1/19	10-1130-410-10-22
						<u>72.70</u>		
SCHALLER HARDWOOD LUMBER								
PB00086123	16721110410U	PERKINS GRANT SUPPLIES		1,150		2,694.00	11/1/19	10-1110-410-72-10
						<u>2,694.00</u>		
SCHINDLER ELEVATOR CORPORATION								

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7153042550	26082540323G	REP/MAINT SVC HS		1,150		2,631.03	11/1/19	20-2540-323-08-22
						<u>2,631.03</u>		
SCHOLASTIC INC.								
M6872425	16393700410U	19-20 Titel IV NonPub materials		1,150	0301974A	313.17	11/1/19	10-3700-410-39-440000-10
						<u>313.17</u>		
SCHOLASTIC INC								
M68724228	16403700410U	18-19 TITLE IV		1,150		93.39	11/1/19	10-3700-410-40-440000-10
						<u>93.39</u>		
SCHOOL SPECIALTY SUPPLY								
208124221234	26072540410U	CUSTODIAL SUPPLIES UNIT		1,150	8819201122	583.20	11/1/19	20-2540-410-07-10
						<u>583.20</u>		
SCHWIERJOHN, BRENT								
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		41.82	11/1/19	10-2140-332-12-10
						<u>41.82</u>		
SHRED-IT								
8128409705	16012310311U	Shredding District (No SP ED)		1,150		36.54	11/1/19	10-2310-311-01-10
8128409706	16012310311U	Shredding District (No SP ED)		1,150		24.36	11/1/19	10-2310-311-01-10
8128408244	16212330360U	IDEA FLO THRU PRINTING		1,150		32.94	11/1/19	10-2330-360-21-462000-10
						<u>93.84</u>		
SNIDER, DAVID								
REIMBURSE	16022210332U	PROF DEVEL TRAVEL		1,150		389.12	11/1/19	10-2210-332-02-10
						<u>389.12</u>		
SPATES, LAURA								
MILEAGE	16121220332B	SPEC ED HOMEBOUND TRAVEL		1,150		13.34	11/1/19	10-1220-332-12-20
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		1,150		89.09	11/1/19	10-2140-332-12-10
						<u>102.43</u>		
ST. CLAIR COUNTY ROE								
DW110419-04	16032410332N	MS PRIN OFF TRAVEL (3*300)		1,150		100.00	11/1/19	10-2410-332-03-27
						<u>100.00</u>		
STEM CENTER								
REQUEST	16181130410G	HS SCIENCE SUPPLIES		1,150		16.90	11/1/19	10-1130-410-18-22
						<u>16.90</u>		
STUPPI, KENDRA								
REIMBURSE	16051250410U	19-20 TITLE I INST MATLS		1,150		125.68	11/1/19	10-1250-410-05-430000-10

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						125.68		
SUESS, ANDREA								
MILEAGE	16122113332U	SPEC ED SOC WK TRAVEL		1,150		50.92	11/1/19	10-2113-332-12-10
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		19.75	11/1/19	10-2210-332-21-462000-10
						70.67		
SUMNERONE								
2315610	16211220410U	19-20 IDEA FLO THRU SUPPLIES		1,150		4,060.35	11/1/19	10-1220-410-21-462000-10
2316819	16211220470U	19-20 IDEA Flow Thru Supplies Ink		1,150		612.95	11/1/19	10-1220-470-21-462000-10
2313928	16492410411G	HS MAIN OFF STUDENT SUPPLIES		1,150		51.95	11/1/19	10-2410-411-49-22
2313948	160225244101	PAYROLL OFF SUPPLIES		1,150		208.95	11/1/19	10-2524-410-02-01
						4,934.20		
SUPERIOR TEXT								
S1010491	160211304101	HS MISC SUPPLIES Contingency		1,150	8819201114	522.50	11/1/19	10-1130-410-02-01
						522.50		
SZPILA, PATRICIA								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		334.08	11/1/19	10-2210-332-39-440000-10
						334.08		
TEACHER SYNERGY								
102780441	16211220410U	19-20 IDEA FLO THRU SUPPLIES		1,150	1920181	16.95	11/1/19	10-1220-410-21-462000-10
99180242	16211220410U	19-20 IDEA FLO THRU SUPPLIES		1,150	1920162	14.90	11/1/19	10-1220-410-21-462000-10
						31.85		
TECH ELECTRONICS INC								
I191028197	26082540323G	REP/MAINT SVC HS		1,150		1,353.39	11/1/19	20-2540-323-08-22
I191031417	26082540323G	REP/MAINT SVC HS		1,150		66.00	11/1/19	20-2540-323-08-22
I191031418	26082540323N	REP/MAINT SVC MS		1,150		66.00	11/1/19	20-2540-323-08-27
I191031420	26082540323X	REP/MAINT SVC WEB ELEM		1,150		66.00	11/1/19	20-2540-323-08-31
I191031419	26082540323I	REPAIRS/MAINT DORRIS		1,150		66.00	11/1/19	20-2540-323-08-33
						1,617.39		
TOBERMAN, DANIEL								
MILEAGE	16032410332G	HS PRIN OFF TRAVEL (6*300)		1,150		180.96	11/1/19	10-2410-332-03-22
						180.96		
TRANE								
7199158	26082540410U	MAINT SUPPLIES UNIT		1,150		15.96	11/1/19	20-2540-410-08-10
7222630	26082540410G	MAINT SUPPLIES HS		1,150		16.04	11/1/19	20-2540-410-08-22
7243959	26082540410M	MAINT SUPPLIES MARYVILLE		1,150		27.83	11/1/19	20-2540-410-08-26

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7209759	26082540410I	MAINT SUPPLIES CIS		1,150		107.54	11/1/19	20-2540-410-08-33		
7222588	26082540410I	MAINT SUPPLIES CIS		1,150		352.04	11/1/19	20-2540-410-08-33		
7229282	26082540410I	MAINT SUPPLIES CIS		1,150		121.60	11/1/19	20-2540-410-08-33		
7279365	26082540410I	MAINT SUPPLIES CIS		1,150		712.15	11/1/19	20-2540-410-08-33		
						1,353.16				
TRAPP, KRISTIN										
REIMBURSE	16022210332U	PROF DEVEL TRAVEL		1,150		180.96	11/1/19	10-2210-332-02-10		
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		30.71	11/1/19	10-2210-332-21-462000-10		
						211.67				
UNITED REFRIGERATION INC										
70856473-00	26082540410I	MAINT SUPPLIES ADMIN BLDG		1,150		9.86	11/1/19	20-2540-410-08-01		
70755981-00	26082540410C	MAINT SUPPLIES CASEYVILLE		1,150		37.03	11/1/19	20-2540-410-08-21		
70958764-00	26082540410C	MAINT SUPPLIES CASEYVILLE		1,150		62.49	11/1/19	20-2540-410-08-21		
71012907-00	26082540410G	MAINT SUPPLIES HS		1,150		201.48	11/1/19	20-2540-410-08-22		
7179593-00	26082540410G	MAINT SUPPLIES HS		1,150		17.62	11/1/19	20-2540-410-08-22		
70795155-00	26082540410J	MAINT SUPPLIES JEFFERSON		1,150		22.63	11/1/19	20-2540-410-08-24		
70958708-00	26082540410S	MAINT SUPPLIES SUMMIT		1,150		87.05	11/1/19	20-2540-410-08-29		
70807375-00	26082540410T	MAINT SUPPLIES TWIN ECHO		1,150		22.63	11/1/19	20-2540-410-08-30		
70821396-00	26082540410T	MAINT SUPPLIES TWIN ECHO		1,150		33.08	11/1/19	20-2540-410-08-30		
70776984-00	26082540410X	MAINT SUPPLIES WEBSTER		1,150		91.05	11/1/19	20-2540-410-08-31		
70756121-00	26082540700U	MAINTENANCE EQUIPMENT		1,150		22.63	11/1/19	20-2540-700-08-10		
						607.55				
VILLAGE LOCKSMITH										
21960	26082540410G	MAINT SUPPLIES HS		1,150		27.10	11/1/19	20-2540-410-08-22		
21967	26082540410G	MAINT SUPPLIES HS		1,150		23.40	11/1/19	20-2540-410-08-22		
21970	26082540410G	MAINT SUPPLIES HS		1,150		18.70	11/1/19	20-2540-410-08-22		
21977	26082540410G	MAINT SUPPLIES HS		1,150		4.00	11/1/19	20-2540-410-08-22		
						73.20				
VILLAGE OF CASEYVILLE										
1711113	16212540390U	IDEA FLO THRU SPEC ED		1,150		1,020.00	11/1/19	10-2540-390-21-462000-10		
						1,020.00				
VILLAGRAN, PRISCILLA										
MILEAGE	16651800332U	Bilingual travel(Local)		1,150		64.55	11/1/19	10-1800-332-65-10		
						64.55				
WATTS COPY SYSTEMS, INC.										
939682	16012310311B	UNIT wide COPY SERV Non-Cap lease		1,150		124.00	11/1/19	10-2310-311-01-20		

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942216	16012310311B	UNIT wide COPY SERV Non-Cap lease		1,150		124.00	11/1/19	10-2310-311-01-20	
941678	16012310311B	UNIT wide COPY SERV Non-Cap lease		1,150		205.11	11/1/19	10-2310-311-01-20	
940888	16012310311B	UNIT wide COPY SERV Non-Cap lease		1,150		12,801.57	11/1/19	10-2310-311-01-20	
941677	16012310311B	UNIT wide COPY SERV Non-Cap lease		1,150		412.30	11/1/19	10-2310-311-01-20	
						13,666.98			
WHITE, MEGAN									
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		30.00	11/1/19	10-2210-332-21-462000-10	
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		58.15	11/1/19	10-2210-332-21-462000-10	
						88.15			
WILLIAM BEDELL ACHIEVEMENT & RESOURCE CTR									
STMT	16124220681U	ELEM TUITION WILLIAM BEDELL		1,150		19,713.54	11/1/19	10-4220-680-12-10	
STMT	16124220681U	HS TUITION WILLIAM BEDELL		1,150		16,897.32	11/1/19	10-4220-680-12-10	
						36,610.86			
WILLIAMS OFFICE PRODUCTS									
45639-0	16041110410K	KREITNER TEACHER SUPPLIES		1,150		236.30	11/1/19	10-1110-410-04-25	
45805-1	16041110410M	MARYVILLE TEACHER SUPPLIES		1,150		249.89	11/1/19	10-1110-410-04-26	
45590-0	16041110410R	RENFRO TEACHER SUPPLIES		1,150		121.45	11/1/19	10-1110-410-04-28	
45469-1	16041110410R	RENFRO TEACHER SUPPLIES		1,150		427.67	11/1/19	10-1110-410-04-28	
45829-1	16041110410S	SUMMIT TEACHER SUPPLIES		1,150		36.08	11/1/19	10-1110-410-04-29	
45623-1	16041110410X	WEBSTER ELEM TEACHER SUPPLIES		1,150		107.98	11/1/19	10-1110-410-04-31	
45626-0	16041110410I	DORRIS TEACHER SUPPLIES		1,150		211.25	11/1/19	10-1110-410-04-33	
45694-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		13.47	11/1/19	10-1110-410-04-33	
43917-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		103.71	11/1/19	10-1110-410-04-33	
45487-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		43.90	11/1/19	10-1110-410-04-33	
45791-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		133.81	11/1/19	10-1110-410-04-33	
45820-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		54.89	11/1/19	10-1110-410-04-33	
45837-1	16041110410I	DORRIS TEACHER SUPPLIES		1,150		29.94	11/1/19	10-1110-410-04-33	
45491-1	16721110410U	PERKINS GRANT SUPPLIES		1,150		38.04	11/1/19	10-1110-410-72-10	
45466-1	16721110410U	PERKINS GRANT SUPPLIES		1,150		37.83	11/1/19	10-1110-410-72-10	
44805-1	16481120411N	MS WAREHOUSE Paper		1,150		27.53	11/1/19	10-1120-411-48-27	
45460-1	16491130412G	HS WAREHOUSE SUPPLIES (paper)		1,150		8.07	11/1/19	10-1130-412-49-22	
45601-0	16491130412G	HS WAREHOUSE SUPPLIES (paper)		1,150		566.77	11/1/19	10-1130-412-49-22	
45058	16212330410U	IDEA FLO THRU SUPPLIES		1,150		24.00	11/1/19	10-2330-410-21-462000-10	
45558-1	16212330410U	IDEA FLO THRU SUPPLIES		1,150	1920175	82.77	11/1/19	10-2330-410-21-462000-10	
45786-1	160225104101	CSBO SUPPLIES		1,150		22.99	11/1/19	10-2510-410-02-01	
45510-1	160225104101	CSBO SUPPLIES		1,150		2.22	11/1/19	10-2510-410-02-01	
45725-1	160225234101	AP ACT FD OFF SUPPLIES		1,150		18.35	11/1/19	10-2523-410-02-01	
45798-1	160225704101	SWITCHBOARD OFF SUPPLIES		1,150		15.99	11/1/19	10-2570-410-02-01	

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45636-1	160225744101	CENT DUPL SUPPLIES		1,150		78.04	11/1/19	10-2574-410-02-01
45582-1	160226404101	Dir OF CURR OFF SUPPLIES		1,150		9.78	11/1/19	10-2640-410-02-01
						2,702.72		
WINTERS, KIMBERLY								
MILEAGE	16122130332U	HEALTH CARE PROVIDER TRAVEL		1,150		28.07	11/1/19	10-2130-332-12-10
						28.07		
WIRTH, PAM								
MILEAGE	16122113332U	SPEC ED SOC WK TRAVEL		1,150		24.07	11/1/19	10-2113-332-12-10
REIMBURSE	16372210332U	IDEA PRESCHOOL TRAVEL		1,150		208.28	11/1/19	10-2210-332-37-460000-10
						232.35		
WOODYS MUNICIPAL SUPPLY COMPANY								
01-16459	26082540410U	MAINT SUPPLIES UNIT		1,150		446.36	11/1/19	20-2540-410-08-10
						446.36		
WRIGHT, ROBERT								
REIMBURSE	16392210332U	19-20 Title IV SSAE PD TRAVEL		1,150		112.52	11/1/19	10-2210-332-39-440000-10
						112.52		
YORK INTERNATIONAL CORPORATION								
9362390-00	26082540410U	MAINT SUPPLIES UNIT		1,150		116.28	11/1/19	20-2540-410-08-10
9347142-00	26082540410C	MAINT SUPPLIES CASEYVILLE		1,150		331.69	11/1/19	20-2540-410-08-21
9356877-00	26082540410C	MAINT SUPPLIES CASEYVILLE		1,150		178.20	11/1/19	20-2540-410-08-21
9357124-00	26082540410C	MAINT SUPPLIES CASEYVILLE		1,150		265.75	11/1/19	20-2540-410-08-21
9366601-00	26082540410G	MAINT SUPPLIES HS		1,150		45.90	11/1/19	20-2540-410-08-22
9366739-00	26082540410H	MAINT SUPPLIES HOLLY HGHTS		1,150		43.62	11/1/19	20-2540-410-08-23
9369342-00	26082540410H	MAINT SUPPLIES HOLLY HGHTS		1,150		1,203.40	11/1/19	20-2540-410-08-23
9369036-00	26082540410H	MAINT SUPPLIES HOLLY HGHTS		1,150		12.00	11/1/19	20-2540-410-08-23
9368896-00	26082540410H	MAINT SUPPLIES HOLLY HGHTS		1,150		1,135.70	11/1/19	20-2540-410-08-23
9349835-00	26082540410J	MAINT SUPPLIES JEFFERSON		1,150		91.00	11/1/19	20-2540-410-08-24
9369562-00	26082540410J	MAINT SUPPLIES JEFFERSON		1,150		288.00	11/1/19	20-2540-410-08-24
9365449-00	26082540410M	MAINT SUPPLIES MARYVILLE		1,150		324.42	11/1/19	20-2540-410-08-26
9363500-00	26082540410M	MAINT SUPPLIES MARYVILLE		1,150		300.00	11/1/19	20-2540-410-08-26
9354382-00	26082540410M	MAINT SUPPLIES MARYVILLE		1,150		180.09	11/1/19	20-2540-410-08-26
						4,516.05		
YORK, KYLE								
MILEAGE	16651800332U	Bilingual travel(Local)		1,150		31.55	11/1/19	10-1800-332-65-10
						31.55		

Open Accounts Payable List

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COLLINSVILLE 10

Vendor Name							ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #	
ZIMMERMAN, DEBBIE									
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		1,150		48.19	11/1/19	10-2210-332-21-462000-10	
						<u>48.19</u>			
						<u>\$819,142.20</u>	Report Total		

Open Accounts Payable Fund Totals

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Fund Code	Description	Batch #	Amount
10	Education Fund	1,150	212,513.62
20	Oper, Build, & Maint Fund	1,150	58,471.65
30	Debt Service Fund	1,150	475.00
40	Transportation Fund	1,150	508,086.72
60	Capital Projects	1,150	36,500.00
80	Tort Fund	1,150	950.00
90	Fire Prevention and Safety Fund	1,150	2,145.21
Report Total			<u><u>\$819,142.20</u></u>

Open Accounts Payable List

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COLLINSVILLE 10

Vendor Name								Due	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Date	State Account #
ALL PRO TS									
10883	16951400411A	VOC GENL Student Supplies		1,150		0.00	143.36	11/14/19	10-1400-411-95
						0.00	143.36		
ALS AUTOMOTIVE									
05NZ1802	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	143.96	11/14/19	10-2210-413-76
05NZ6597	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	71.72	11/14/19	10-2210-413-76
05NW1068	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	62.56	11/14/19	10-2210-413-76
05NZ0438	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	171.84	11/14/19	10-2210-413-76
						0.00	450.08		
DELTA GASES									
R1066269	16951417410A	VOC GENL IND OCCUP WELD GASES		1,150		0.00	1,037.61	11/14/19	10-1417-410-95
0389072	16951417410A	VOC GENL IND OCCUP WELD GASES		1,150		0.00	321.23	11/14/19	10-1417-410-95
						0.00	1,358.84		
LOU FUSZ CHRYSLER									
130851767	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	415.87	11/14/19	10-2210-413-76
						0.00	415.87		
OREILLY AUTOMOTIVE									
1068459375	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	17.40	11/14/19	10-2210-413-76
1068459577	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	7.99	11/14/19	10-2210-413-76
1068459198	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	66.76	11/14/19	10-2210-413-76
1068459374	16762210413A	AVC-CTE Grant Supplies		1,150		0.00	31.12	11/14/19	10-2210-413-76
						0.00	123.27		
SUMNERONE									
2317177	16952410410A	VOC OFFICE SUPPLIES		1,150		0.00	295.95	11/14/19	10-2410-410-95
						0.00	295.95		
						\$0.00	\$2,787.37	Report Total	

Open Accounts Payable Fund Totals

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Fund Code	Description	Batch #	Amount
10	Education Fund	1,150	2,787.37
Report Total			<u><u>\$2,787.37</u></u>

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 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
3007703580	26072540466S	AEP ENERGY	ELECTRICITY SUMMIT	1001		10/1/19	10/1/19	114503	774.67	20-2540-466-07-29
3007703669	26072540466K		ELECTRICITY KREITNER	1001		10/1/19	10/1/19	114503	42.79	20-2540-466-07-25
3007703681	26072540466K		ELECTRICITY KREITNER	1001		10/1/19	10/1/19	114503	59.59	20-2540-466-07-25
Total									877.05	
BLAST OFF	16471500640U	ALTON MARQUETTE HIGH SCH	BOYS/GIRLS TOURNAY ENTRY FEES	1001		10/1/19	10/1/19	114504	222.00	10-1500-640-47-10
Total									222.00	
0483929006	26072540465M	AMEREN ILLINOIS	NATURAL GAS MARYVILLE	1001		10/1/19	10/1/19	114505	70.52	20-2540-465-07-26
2479934005	26072540465X		NATURAL GAS WEBSTER	1001		10/1/19	10/1/19	114505	376.54	20-2540-465-07-31
6860139005	26072540465G		NATURAL GAS HIGH SCHOOL	1001		10/1/19	10/1/19	114505	500.86	20-2540-465-07-22
2756232005	26072540465K		NATURAL GAS KREITNER	1001		10/1/19	10/1/19	114505	84.40	20-2540-465-07-25
6830294009	26072540465N		NATURAL GAS MS	1001		10/1/19	10/1/19	114505	783.50	20-2540-465-07-27
Total									1,815.82	
V FOOTBALL	16451501311G	BELCHER, BRIAN	CHS V FOOTBALL OFFICIAL	1001		10/1/19	10/1/19	114506	80.00	10-1501-311-45-22
Total									80.00	
202641	16211220314U	KAMI LIMITED	19-20 IDEA FLO THRU	1001	192009	10/1/19	10/1/19	114507	99.00	10-1220-314-21-462000-10
Total									99.00	
0110200000	26072540370K	MOUND PUBLIC WATER	WATER & SEWER KREITNER	1001		10/1/19	10/1/19	114508	19.91	20-2540-370-07-25
0110300000	26072540370K		WATER & SEWER KREITNER	1001		10/1/19	10/1/19	114508	46.41	20-2540-370-07-25
0110100000	26072540370K		WATER & SEWER KREITNER	1001		10/1/19	10/1/19	114508	19.91	20-2540-370-07-25
Total									86.23	
9-02	16212130310U	REA, SHERRY	IDEA FLO TH Health Servi	1001		10/1/19	10/1/19	114509	1,638.00	10-2130-310-21-462000-10
9-03	16212130310U		IDEA FLO TH Health Servi	1001		10/1/19	10/1/19	114509	1,820.00	10-2130-310-21-462000-10
Total									3,458.00	
9838264794	16932660340U	VERIZON WIRELESS	TECHNOLOGY TELEPHONE	1001		10/1/19	10/1/19	114510	484.89	10-2660-340-93-10
Total									484.89	
004822	16212110410U	WALMART COMMUNITY BRC	HS NA IDEA FLO THRU SUPPLIES	1001		10/1/19	10/1/19	114511	122.01	10-2110-410-21-462000-10
001376	16952210410U		CTE PROG IMPROV SUPPLIES	1001		10/1/19	10/1/19	114511	148.29	10-2210-410-95-10
005894	16211220410U		HS 19-20 IDEA FLO THRU SUPPLIES	1001		10/1/19	10/1/19	114511	17.58	10-1220-410-21-462000-10
001511	16211220410U		HS 19-20 IDEA FLO THRU SUPPLIES	1001		10/1/19	10/1/19	114511	60.36	10-1220-410-21-462000-10
003057	16932660410U		TECHNOLOGY GENERAL SUPPLIES	1001		10/1/19	10/1/19	114511	59.88	10-2660-410-93-10

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
005170	16932660410U		TECHNOLOGY GENERAL SUPPLIES	1001		10/1/19	10/1/19	114511	71.10	10-2660-410-93-10
007997	16212130410U		IDEA FLO THRU SUPPLIES	1001		10/1/19	10/1/19	114511	31.42	10-2130-410-21-462000-10
008148	16211220410U		HS 19-20 IDEA FLO THRU SUPPLIES	1001		10/1/19	10/1/19	114511	89.50	10-1220-410-21-462000-10
004190	16181130410G		HS SCIENCE SUPPLIES	1001		10/1/19	10/1/19	114511	503.40	10-1130-410-18-22
004502	16162120411G		HS COUNSELOR SUPPLIES	1001		10/1/19	10/1/19	114511	268.62	10-2120-411-16-22
007977	16162120411G		HS COUNSELOR SUPPLIES	1001		10/1/19	10/1/19	114511	63.96	10-2120-411-16-22
002845	16491130412G		HS WAREHOUSE SUPPLIES (paper)	1001		10/1/19	10/1/19	114511	22.94	10-1130-412-49-22
006378	16162120411G		HS COUNSELOR SUPPLIES	1001		10/1/19	10/1/19	114511	19.88	10-2120-411-16-22
008385	160223204101		SUPERINTENDENT OFF SUPPLIES	1001		10/1/19	10/1/19	114511	11.96	10-2320-410-02-01
008385	16012310332U		PROF DEV ORIENTATION/MEETINGS	1001		10/1/19	10/1/19	114511	33.26	10-2310-332-01-10
								Total	1,524.16	
V VOLLEYBAL	16461501311G	BEDARD, BETH	CHS V VOLLEYBALL OFFICIAL	1002		10/2/19	10/1/19	114512	80.00	10-1501-311-46-22
								Total	80.00	
FR SOCCER	16451501311G	BENWAY, STEVE	CHS FR SOCCER OFFICIAL	1002		10/2/19	10/1/19	114513	55.00	10-1501-311-45-22
								Total	55.00	
FR SOCCER	16451501311G	BENWAY, STEVE	CHS FR SOCCER OFFICIAL	1002		10/2/19	10/1/19	114514	55.00	10-1501-311-45-22
								Total	55.00	
SO FOOTBALL	16451501311G	BEVIS, BRAD	CHS SO FOOTBALL OFFICIAL	1002		10/2/19	10/1/19	114515	55.00	10-1501-311-45-22
								Total	55.00	
V VOLLEYBAL	16461501311G	BLAKEMORE, MICHAEL	CHS V VOLLEYBALL OFFICIAL	1002		10/2/19	10/1/19	114516	25.00	10-1501-311-46-22
								Total	25.00	
FR SOCCER	16451501311G	CATANZARO, NOAH	CHS FR SOCCER OFFICIAL	1002		10/2/19	10/1/19	114517	55.00	10-1501-311-45-22
								Total	55.00	
V SOCCER	16451501311G	CORNELL, RYAN	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114518	115.00	10-1501-311-45-22
								Total	115.00	
V SOCCER	16451501311G	CORNELL, RYAN	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114519	70.00	10-1501-311-45-22
								Total	70.00	
SO FOOTBALL	16451501311G	DALE, BOBBY	CHS SO FOOTBALL OFFICIAL	1002		10/2/19	10/1/19	114520	55.00	10-1501-311-45-22
								Total	55.00	
SO FOOTBALL	16451501311G	DURBIN, NOAH	CHS SO FOOTBALL OFFICIAL	1002		10/2/19	10/1/19	114521	55.00	10-1501-311-45-22

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
								Total	55.00	
FR SOCCER	16451501311G	ELLER, DANIEL	CHS FR SOCCER OFFICIAL	1002		10/2/19	10/1/19	114522	55.00	10-1501-311-45-22
								Total	55.00	
V SOCCER	16451501311G	HARDESTER, JASON	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114523	115.00	10-1501-311-45-22
								Total	115.00	
V SOCCER	16451501311G	JOHANSSON, ARON	Void CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114524	70.00	10-1501-311-45-22
								Total	70.00	
V SOCCER	16451501311G	LOEHR, ADAM	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114525	115.00	10-1501-311-45-22
								Total	115.00	
F VOLLEYBAL	16461501311G	LUEHMANN, TIM	CHS FR VOLLEYBALL OFFICIAL	1002		10/2/19	10/1/19	114526	40.00	10-1501-311-46-22
								Total	40.00	
V VOLLEYBAL	16461501311G	LUEHMANN, TIM	CHS V VOLLEYBALL OFFICIAL	1002		10/2/19	10/1/19	114527	25.00	10-1501-311-46-22
								Total	25.00	
REFUND	14011811000I	MAGHRABI, MELISSA	BOOK RENTAL & MATL FEES INTERM	1002		10/2/19	10/1/19	114528	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	1002		10/2/19	10/1/19	114528	15.00	10-1999-93
								Total	115.00	
V VOLLEYBAL	16461501311G	MAUE, BARBARA	CHS V VOLLEYBALL OFFICIAL	1002		10/2/19	10/1/19	114529	80.00	10-1501-311-46-22
								Total	80.00	
REQUEST	16022510640I	MVASBO	CSBO DUES	1002		10/2/19	10/1/19	114530	25.00	10-2510-640-02-01
								Total	25.00	
FR SOCCER	16451501311G	OBERNUEFEMANN, PAUL	CHS FR SOCCER OFFICIAL	1002		10/2/19	10/1/19	114531	55.00	10-1501-311-45-22
								Total	55.00	
H-0060485	16282220410U	OVERDRIVE	UNIT MEDIA CENTER SUPPLIES	1002	881920	10/2/19	10/1/19	114532	6,000.00	10-2220-410-28-10
								Total	6,000.00	
V SOCCER	16451501311G	REED, SPENCER	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114533	115.00	10-1501-311-45-22
								Total	115.00	
V SOCCER	16451501311G	SCHUMACHER, EVAN	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114534	70.00	10-1501-311-45-22
								Total	70.00	
V SOCCER	16451501311G	SCHUTZENHOFER, RAYMOND	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114535	115.00	10-1501-311-45-22

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
									Total	115.00
V SOCCER	16451501311G	WITASCHEK, ZACHARY	CHS V SOCCER OFFICIAL	1002		10/2/19	10/1/19	114536	115.00	10-1501-311-45-22
									Total	115.00
R RAMIREZ	16212210332U	BUREAU OF EDUC & RESEARCH	19-20 IDEA FLO THRU TRAVEL	1003		10/3/19	10/1/19	114537	479.00	10-2210-332-21-462000-10
									Total	479.00
FR SOCCER	16451500641G	CHRISTIAN BROTHERS COLLEGE	CHS FR SOCCER ENTRY FEE	1003		10/3/19	10/1/19	114538	200.00	10-1500-641-45-22
									Total	200.00
FOOTBALL	16451501311G	DAVIS, CHAD	HS BOYS ATH CONT SVC Referees	1003		10/3/19	10/1/19	114539	55.00	10-1501-311-45-22
									Total	55.00
6504989082	26072540466G	AMEREN ILLINOIS	ELECTRICITY HS	1007		10/7/19	10/1/19	114540	86.16	20-2540-466-07-22
8064511000	26072540466G		ELECTRICITY HS	1007		10/7/19	10/1/19	114540	36.55	20-2540-466-07-22
0195112067	26072540466G		ELECTRICITY HS	1007		10/7/19	10/1/19	114540	34.95	20-2540-466-07-22
									Total	157.66
618345472347	26072540340U	AT&T	TELEPHONE CHARGES	1007		10/7/19	10/1/19	114541	272.61	20-2540-340-07-10
831000854833	26072540340U		TELEPHONE CHARGES	1007		10/7/19	10/1/19	114541	486.00	20-2540-340-07-10
831000854831	26072540340U		TELEPHONE CHARGES	1007		10/7/19	10/1/19	114541	662.12	20-2540-340-07-10
									Total	1,420.73
SOCCER	16451501311G	BENWAY, STEVE	CHS SOCCER OFFICIAL	1007		10/7/19	10/1/19	114542	55.00	10-1501-311-45-22
									Total	55.00
3887703	26072540465M	CENTERPOINT ENERGY SERVICES	NATURAL GAS MARYVILLE	1007		10/7/19	10/1/19	114543	3.29	20-2540-465-07-26
3887703	26072540465X		NATURAL GAS WEBSTER	1007		10/7/19	10/1/19	114543	72.38	20-2540-465-07-31
3887703	26072540465K		NATURAL GAS KREITNER	1007		10/7/19	10/1/19	114543	32.90	20-2540-465-07-25
3887703	26072540370R		WATER & SEWER RENFRO	1007		10/7/19	10/1/19	114543	207.27	20-2540-370-07-28
3887703	26072540465C		NATURAL GAS CASEYVILLE	1007		10/7/19	10/1/19	114543	9.87	20-2540-465-07-21
3887703	26072540465S		NATURAL GAS SUMMIT	1007		10/7/19	10/1/19	114543	13.16	20-2540-465-07-29
3887703	260725404651		NATURAL GAS ADMIN BLDG	1007		10/7/19	10/1/19	114543	3.29	20-2540-465-07-01
3887703	26072540465N		NATURAL GAS MS	1007		10/7/19	10/1/19	114543	819.21	20-2540-465-07-27
3887703	26072540465G		NATURAL GAS HIGH SCHOOL	1007		10/7/19	10/1/19	114543	207.27	20-2540-465-07-22
3887703	26072540465I		NATURAL GAS DORRIS	1007		10/7/19	10/1/19	114543	39.48	20-2540-465-07-33
3887703	26072540465J		NATURAL GAS JEFFERSON	1007		10/7/19	10/1/19	114543	3.29	20-2540-465-07-24

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #	
									Total	1,411.41	
1918000000	26072540370X	CITY OF COLLINSVILLE	WATER & SEWER WEBSTER	1007		10/7/19	10/1/19	114544	2,109.57	20-2540-370-07-31	
1294000000	26072540370S		WATER & SEWER SUMMIT	1007		10/7/19	10/1/19	114544	162.50	20-2540-370-07-29	
									Total	2,272.07	
1920-4	16212130310U	LINNEMANN, TERE A	IDEA FLO TH Health Servi	1007		10/7/19	10/1/19	114545	860.00	10-2130-310-21-462000-10	
									Total	860.00	
233503	16763700332U	LUTHERAN EDUCATION ASSOC	19-20TITLE II NON PUB TRAVEL	1007		10/7/19	10/1/19	114546	2,399.15	10-3700-332-76-493200-10	
233503	16393700332U		19-20 Title IV NON PUB TRAVEL	1007		10/7/19	10/1/19	114546	510.50	10-3700-332-39-440000-10	
									Total	2,909.65	
0624740001	26072540370M	MARYVILLE WATER DEPARTMEI	WATER/SEWER MARYVILLE	1007		10/7/19	10/1/19	114547	314.30	20-2540-370-07-26	
0624740002	26072540370M		WATER/SEWER MARYVILLE	1007		10/7/19	10/1/19	114547	81.20	20-2540-370-07-26	
									Total	395.50	
CROSS COUN	16471500640U	OFALLON CCSD 90	BOYS/GIRLS TOURNEY ENTRY FEES	1007		10/7/19	10/1/19	114548	60.00	10-1500-640-47-10	
									Total	60.00	
SOCCER	16451501311G	SCHUMACHER, EVAN	CHS SOCCER OFFICIAL	1007		10/7/19	10/1/19	114549	115.00	10-1501-311-45-22	
									Total	115.00	
468557695877	16212110410U	SYNCHRONY BANK/AMAZON	NA IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	149.42	10-2110-410-21-462000-10	
876556757963	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	62.12	10-1220-410-21-462000-10	
446745864634	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	64.46	10-1220-410-21-462000-10	
449838949488	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	203.97	10-1220-410-21-462000-10	
446488774753	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	19.98	10-1220-410-21-462000-10	
656357568599	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	18.99	10-1220-410-21-462000-10	
459998846987	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192013:	10/7/19	10/1/19	114550	87.96	10-1220-410-21-462000-10	
889867845594	16212110410U		19-20 IDEA FLO THRU SUPPLIES	1007	192014:	10/7/19	10/1/19	114550	90.41	10-2110-410-21-462000-10	
496974486894	16212110410U		NA IDEA FLO THRU SUPPLIES	1007	192014:	10/7/19	10/1/19	114550	32.99	10-2110-410-21-462000-10	
989855775365	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007	192014:	10/7/19	10/1/19	114550	53.94	10-1220-410-21-462000-10	
447563955958	16012134410U		NURSES STAFF SUPPLIES	1007		10/7/19	10/1/19	114550	839.98	10-2134-410-01-10	
453738959484	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007		10/7/19	10/1/19	114550	12.95	10-1220-410-21-462000-10	
599897484939	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007		10/7/19	10/1/19	114550	36.95	10-1220-410-21-462000-10	
763973666464	16211220410U		19-20 IDEA FLO THRU SUPPLIES	1007		10/7/19	10/1/19	114550	150.00	10-1220-410-21-462000-10	

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856643399579	16211220410U	SYNCHRONY BANK/AMAZON	19-20 IDEA FLO THRU SUPPLIES	1007		10/7/19	10/1/19	114550	10.99	10-1220-410-21-462000-10
Total									1,835.11	
9172476	26082540410J	THE HOME DEPOT	MAINT SUPPLIES JEFFERSON	1007		10/7/19	10/1/19	114551	23.30	20-2540-410-08-24
9403511	26082540410G		MAINT SUPPLIES HS	1007		10/7/19	10/1/19	114551	52.46	20-2540-410-08-22
9403511	26082540410J		MAINT SUPPLIES JEFFERSON	1007		10/7/19	10/1/19	114551	17.31	20-2540-410-08-24
3621865	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/19	10/1/19	114551	109.86	20-2540-410-08-10
7010464	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/19	10/1/19	114551	16.80	20-2540-410-08-10
6173762	161311104104		ELEM PE SUPPLIES	1007		10/7/19	10/1/19	114551	32.97	10-1110-410-13-04
6242256	26082540410M		MAINT SUPPLIES MARYVILLE	1007		10/7/19	10/1/19	114551	237.77	20-2540-410-08-26
5010812	260825404101		MAINT SUPPLIES ADMIN BLDG	1007		10/7/19	10/1/19	114551	117.48	20-2540-410-08-01
4514215	26082540410G		MAINT SUPPLIES HS	1007		10/7/19	10/1/19	114551	14.97	20-2540-410-08-22
1011253	26082540410M		MAINT SUPPLIES MARYVILLE	1007		10/7/19	10/1/19	114551	7.70	20-2540-410-08-26
1011317	26082540410C		MAINT SUPPLIES CASEYVILLE	1007		10/7/19	10/1/19	114551	25.42	20-2540-410-08-21
11438	26082540410M		MAINT SUPPLIES MARYVILLE	1007		10/7/19	10/1/19	114551	8.91	20-2540-410-08-26
4174934	26082540410G		MAINT SUPPLIES HS	1007		10/7/19	10/1/19	114551	15.96	20-2540-410-08-22
3623345	26082540410H		MAINT SUPPLIES HOLLY HGHTS	1007		10/7/19	10/1/19	114551	18.40	20-2540-410-08-23
2012403	26082540410N		MAINT SUPPLIES CMS	1007		10/7/19	10/1/19	114551	31.04	20-2540-410-08-27
2180658	26072540410X		CUSTODIAL SUPPLIES WEBSTER	1007		10/7/19	10/1/19	114551	(15.46)	20-2540-410-07-31
2283771	26082540410X		MAINT SUPPLIES WEBSTER	1007		10/7/19	10/1/19	114551	16.00	20-2540-410-08-31
2283771	26082540410U		MAINT SUPPLIES UNIT	1007		10/7/19	10/1/19	114551	196.36	20-2540-410-08-10
Total									927.25	
9540416335	26072540466X	AMEREN ILLINOIS	ELECTRICITY WEBSTER	1009		10/9/19	10/1/19	114569	18.99	20-2540-466-07-31
Total									18.99	
GREEN FEES	16451500391G	ARLINGTON GOLF COURSE	HS GOLF GREEN FEES	1009		10/9/19	10/1/19	114570	2,100.00	10-1500-391-45-22
Total									2,100.00	
NOONAN	16212210332U	BUREAU OF EDUC & RESEARCH	19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114571	459.00	10-2210-332-21-462000-10
M SLY	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114571	459.00	10-2210-332-21-462000-10
G SABO	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114571	459.00	10-2210-332-21-462000-10
J BLAKE	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114571	459.00	10-2210-332-21-462000-10

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								Total	1,836.00	
8421000000	26072540370J	CITY OF COLLINSVILLE	WATER & SEWER JEFFERSON	1009		10/9/19	10/1/19	114572	67.54	20-2540-370-07-24
								Total	67.54	
SO FOOTBALL	16451501311G	COLLINS, DAVE	CHS FOOTBALL OFFICIAL	1009		10/9/19	10/1/19	114573	55.00	10-1501-311-45-22
								Total	55.00	
48261453	16762210332U	CROWNE PLAZA	19-20 TITLE II PROF D, TRAVEL	1009		10/9/19	10/1/19	114574	110.74	10-2210-332-76-493200-10
								Total	110.74	
49955035	16762210332U	CROWNE PLAZA	19-20 TITLE II PROF D, TRAVEL	1009		10/9/19	10/1/19	114575	110.74	10-2210-332-76-493200-10
								Total	110.74	
MADURA	16393700332U	ILLINOIS SCHOOL COUNSELOR	19-20 Title IV NON PUB TRAVEL	1009		10/9/19	10/1/19	114576	75.00	10-3700-332-39-440000-10
								Total	75.00	
HILDEBRAND	16763700332U	ILLINOIS SCIENCE OLYMPIAD	19-20TITLE II NON PUB TRAVEL	1009		10/9/19	10/1/19	114577	120.00	10-3700-332-76-493200-10
SAVORANI	16763700332U		19-20TITLE II NON PUB TRAVEL	1009		10/9/19	10/1/19	114577	120.00	10-3700-332-76-493200-10
								Total	240.00	
B MADURA	16394190332U	MADISON COUNTY ROE #41	19-20 Title IV SSAE other Gove PD Trav	1009		10/9/19	10/1/19	114578	40.00	10-4190-332-39-440000-10
								Total	40.00	
INV017469444	26072540411U	MUSIC & ARTS	FURNITURE	1009	881819	10/9/19	10/1/19	114579	74.00	20-2540-411-07-10
								Total	74.00	
PAVLINEK	16762210332U	NORTHWESTERN UNIVERSITY	19-20 TITLE II PROF D, TRAVEL	1009		10/9/19	10/1/19	114580	1,850.00	10-2210-332-76-493200-10
								Total	1,850.00	
MILEAGE	16121210332U	OSABEN, JENNIFER	TO REPLACE CHECK 111779	1009		10/9/19	10/1/19	114581	46.81	10-1210-332-12-10
								Total	46.81	
D SHELTON	16212210332U	PESI	19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114582	219.99	10-2210-332-21-462000-10
J BARGER	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114582	219.99	10-2210-332-21-462000-10
MARGENTHAL	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114582	219.99	10-2210-332-21-462000-10
M WAFLER	16212210332U		19-20 IDEA FLO THRU TRAVEL	1009		10/9/19	10/1/19	114582	219.99	10-2210-332-21-462000-10
								Total	879.96	
M MCCARTHY	16764190332U	REGIONAL OFFICE OF EDUCATI	19-20 TITLE II PAY OTH GOVT	1009		10/9/19	10/1/19	114583	104.00	10-4190-332-76-493200-10
								Total	104.00	
4054-1	26082540325U	SHERWIN-WILLIAMS	MISC PAINTING WORK	1009		10/9/19	10/1/19	114584	494.32	20-2540-325-08-10

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									Total	494.32
HILDEBRAND	16393700332U	THE COLLEGE BOARD	19-20 Title IV NON PUB TRAVEL	1009		10/9/19	10/1/19	114585	235.00	10-3700-332-39-440000-10
K LYONS	16393700332U		19-20 Title IV NON PUB TRAVEL	1009		10/9/19	10/1/19	114585	235.00	10-3700-332-39-440000-10
									Total	470.00
REQUEST	16101130410G	AATG	HS FOR LANG SUPPLIES	1010	881920	10/10/19	10/1/19	114587	90.00	10-1130-410-10-22
									Total	90.00
3007703658	26072540466T	AEP ENERGY	ELECTRICITY TWIN ECHO	1010		10/10/19	10/1/19	114588	2,058.40	20-2540-466-07-30
									Total	2,058.40
0424293295	26072540466T	AMEREN ILLINOIS	ELECTRICITY TWIN ECHO	1010		10/10/19	10/1/19	114589	71.88	20-2540-466-07-30
2916793131	26072540466I		ELECTRICITY DORRIS	1010		10/10/19	10/1/19	114589	36.85	20-2540-466-07-33
									Total	108.73
V VOLLEYBAL	16461501311G	BLAKEMORE, MICHAEL	Void CHS V VOLLEYBALL OFFICIAL	1010		10/10/19	10/1/19	114590	25.00	10-1501-311-46-22
									Total	25.00
3022005000	26072540370C	CASEYVILLE WATER DEPT	WATER & SEWER CASEYVILLE	1010		10/10/19	10/1/19	114591	332.42	20-2540-370-07-21
4016572100	26072540370H		WATER/SEWER HOLLY HGTS	1010		10/10/19	10/1/19	114591	615.15	20-2540-370-07-23
3022007500	26072540370C		WATER & SEWER CASEYVILLE	1010		10/10/19	10/1/19	114591	274.13	20-2540-370-07-21
									Total	1,221.70
016782109241	26012549323U	CHARTER COMMUNICATIONS	FIBER WAN NETWORK	1010		10/10/19	10/1/19	114592	64.96	20-2549-323-01-10
									Total	64.96
V VOLLEYBAL	16461501311G	DAVIS, GEORGE	Void CHS V VOLLEYBALL OFFICIAL	1010		10/10/19	10/1/19	114593	80.00	10-1501-311-46-22
									Total	80.00
V VOLLEYBAL	16461501311G	DEAN, MIKE	CHS V VOLLEYBALL OFFICIAL	1010		10/10/19	10/1/19	114594	80.00	10-1501-311-46-22
									Total	80.00
CROSS COUN	16471500640U	DU QUOIN MIDDLE SCHOOL	CMS CROSS COUNTRY ENTRY FEE	1010		10/10/19	10/1/19	114595	100.00	10-1500-640-47-10
									Total	100.00
V FOOTBALL	16451501311G	GRAY, JASON	CHS V FOOTBALL OFFICIAL	1010		10/10/19	10/1/19	114596	80.00	10-1501-311-45-22
									Total	80.00
V SOCCER	16451501311G	HARVEY, JASON D	CHS V SOCCER OFFICIAL	1010		10/10/19	10/1/19	114597	115.00	10-1501-311-45-22
									Total	115.00
V SOCCER	16451501311G	HEATH, MICHAEL	CHS V SOCCER OFFICIAL	1010		10/10/19	10/1/19	114598	70.00	10-1501-311-45-22

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								Total	70.00	
CROSS COUN	16471500640U	HIGHLAND MIDDLE SCHOOL	CMS CROSS COUNTRY ENTRY FEE	1010		10/10/19	10/1/19	114599	50.00	10-1500-640-47-10
								Total	50.00	
ENTRY FEE	16141120640N	ILLINOIS MUSIC EDUCATION AS	MS BAND/MUSIC DUES AND FEES	1010		10/10/19	10/1/19	114600	288.00	10-1120-640-14-27
								Total	288.00	
FR VOLLEYBA	16461501311G	LUEHMANN, TIM	CHS FR VOLLEYBALL OFFICIAL	1010		10/10/19	10/1/19	114601	40.00	10-1501-311-46-22
								Total	40.00	
V VOLLEYBAL	16461501311G	LUEHMANN, TIM	CHS V VOLLEYBALL OFFICIAL	1010		10/10/19	10/1/19	114602	25.00	10-1501-311-46-22
								Total	25.00	
ENTRY FEE	16471500640U	MASCOUTAH HIGH SCHOOL	GIRLS GOLF ENTRY FEE	1010		10/10/19	10/1/19	114603	291.00	10-1500-640-47-10
								Total	291.00	
V FOOTBALL	16451501311G	MORRISEY, JIM	CHS V FOOTBALL OFFICIAL	1010		10/10/19	10/1/19	114604	80.00	10-1501-311-45-22
								Total	80.00	
ENTRY FEE	16471500640U	OFALLON TOWNSHIP HIGH SCH	CHS JV GIRLS GOLF ENTRY FEE	1010		10/10/19	10/1/19	114605	115.00	10-1500-640-47-10
								Total	115.00	
V FOOTBALL	16451501311G	RATHERT, JOE	CHS V FOOTBALL OFFICIAL	1010		10/10/19	10/1/19	114606	80.00	10-1501-311-45-22
								Total	80.00	
V SOCCER	16451501311G	SARMIENTO, ALEX	CHS V SOCCER OFFICIAL	1010		10/10/19	10/1/19	114607	115.00	10-1501-311-45-22
								Total	115.00	
V FOOTBALL	16451501311G	SPANGENBERG, TIMOTHY	CHS V FOOTBALL OFFICIAL	1010		10/10/19	10/1/19	114608	80.00	10-1501-311-45-22
								Total	80.00	
CROSS COUN	16471500640U	TRIAD MIDDLE SCHOOL	CMS CROSS COUNTRY ENTRY FEE	1010		10/10/19	10/1/19	114609	60.00	10-1500-640-47-10
								Total	60.00	
V FOOTBALL	16451501311G	UNVERZAGT, JASON	CHS V FOOTBALL OFFICIAL	1010		10/10/19	10/1/19	114610	80.00	10-1501-311-45-22
								Total	80.00	
5468217450	26072540466M	AMEREN ILLINOIS	ELECTRICITY MARYVILLE	1016		10/16/19	10/1/19	114612	53.17	20-2540-466-07-26
								Total	53.17	
VOLLEYBALL	16461501311G	ATKINS, KEN	CHS GIRLS VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114613	240.00	10-1501-311-46-22
								Total	240.00	
VOLLEYBALL	16461501311G	BEDARD, BETH	CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114614	240.00	10-1501-311-46-22

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								Total	240.00	
VOLLEYBALL	16461501311G	BRUNS, JULIE	Void CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114615	150.00	10-1501-311-46-22
								Total	150.00	
WIEGERS	16672210332U	BUREAU OF EDUC & RESEARCH	LIPLEP SERVCS	1016		10/16/19	10/1/19	114616	595.00	10-2210-332-67-490900-10
K YORK	16672210332U		LIPLEP SERVCS	1016		10/16/19	10/1/19	114616	595.00	10-2210-332-67-490900-10
								Total	1,190.00	
M FALBE	16763700332U	BUREAU OF EDUC & RESEARCH	19-20TITLE II NON PUB TRAVEL	1016		10/16/19	10/1/19	114617	279.00	10-3700-332-76-493200-10
								Total	279.00	
VOLLEYBALL	16461501311G	CELISTAN, JOHN	CHS FR VOLLEYBALL TOURNAMENT	1016		10/16/19	10/1/19	114618	180.00	10-1501-311-46-22
								Total	180.00	
2694000000	260725403701	CITY OF COLLINSVILLE	WATER & SEWER ADMIN	1016		10/16/19	10/1/19	114619	478.53	20-2540-370-07-01
3635030100	260725403701		WATER & SEWER ADMIN	1016		10/16/19	10/1/19	114619	112.41	20-2540-370-07-01
2729000000	260725403701		WATER & SEWER ADMIN	1016		10/16/19	10/1/19	114619	120.05	20-2540-370-07-01
								Total	710.99	
VOLLEYBALL	16461501311G	COLLINS, DAVE	CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114620	180.00	10-1501-311-46-22
								Total	180.00	
VOLLEYBALL	16461501311G	COOK, MICHAEL	CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114621	210.00	10-1501-311-46-22
								Total	210.00	
H SEEGERS	16764190332U	REGIONAL OFFICE OF EDUCATI	19-20 TITLE II PAY OTH GOVT	1016		10/16/19	10/1/19	114622	140.00	10-4190-332-76-493200-10
								Total	140.00	
190270-000	66012540540J	RICHARDET FLOOR COVERING	Jefferson: misc, asphalt	1016		10/16/19	10/1/19	114623	5,780.00	60-2540-540-01-24
								Total	5,780.00	
VOLLEYBALL	16461501311G	ROUNDTREE, SHAWN	CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114624	150.00	10-1501-311-46-22
								Total	150.00	
EXP ADVANCE	16471500332G	SCHNEIDER, STEPHEN	MEAL MONEY GOLF	1016		10/16/19	10/1/19	114625	216.00	10-1500-332-47-22
								Total	216.00	
REFUND	14011811000G	TATE, JAMI	BOOK RENTAL & MATL FEES HS	1016		10/16/19	10/1/19	114626	30.00	10-1811-01-00
								Total	30.00	
VOLLEYBALL	16461501311G	WESTBROOK, KARI	CHS FR VOLLEYBALL TOURN	1016		10/16/19	10/1/19	114627	210.00	10-1501-311-46-22

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								Total	210.00	
VOLLEYBALL	16461501311G	WIGGAND, LARRY	CHS VOLLEYBALL OFFICIAL	1016		10/16/19	10/1/19	114628	80.00	10-1501-311-46-22
								Total	80.00	
V FOOTBALL	16451501311G	ASHBROOK, ART	CHS V FOOTBALL OFFICIAL	1017		10/17/19	10/1/19	114629	80.00	10-1501-311-45-22
								Total	80.00	
V VOLLEYBAL	16461501311G	ATKINS, KEN	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114630	80.00	10-1501-311-46-22
								Total	80.00	
SO FOOTBALL	16451501311G	AUSTIN, MYRON	CHS SO FOOTBALL OFFICIAL	1017		10/17/19	10/1/19	114631	55.00	10-1501-311-45-22
								Total	55.00	
33722	16932660323U	BIG TEAMS LLC	TECHNOLOGY REPAIRS/MAINTENAN	1017		10/17/19	10/1/19	114632	795.00	10-2660-323-93-10
								Total	795.00	
FR VOLLEYBA	16461501311G	BIRK, ERIN	CHS FR VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114633	40.00	10-1501-311-46-22
								Total	40.00	
V VOLLEYBAL	16461501311G	BIRK, ERIN	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114634	25.00	10-1501-311-46-22
								Total	25.00	
FR VOLLEYBA	16461501311G	BIRK, ERIN	Void CHS FR VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114635	40.00	10-1501-311-46-22
								Total	40.00	
V VOLLEYBAL	16461501311G	BIRK, ERIN	Void CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114636	25.00	10-1501-311-46-22
								Total	25.00	
J OSABEN	16212210332U	BUREAU OF EDUC & RESEARCH	19-20 IDEA FLO THRU TRAVEL	1017		10/17/19	10/1/19	114637	459.00	10-2210-332-21-462000-10
								Total	459.00	
V VOLLEYBAL	16461501311G	CELISTAN, JOHN	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114638	80.00	10-1501-311-46-22
								Total	80.00	
GOLF ENTRY	16471500640U	CENTRALIA HIGH SCHOOL	CHS GOLF ENTRY FEE	1017		10/17/19	10/1/19	114639	175.00	10-1500-640-47-10
								Total	175.00	
SO FOOTBALL	16451501311G	COLE, BOBBY	CHS SO FOOTBALL OFFICIAL	1017		10/17/19	10/1/19	114640	55.00	10-1501-311-45-22
								Total	55.00	
V VOLLEYBAL	16461501311G	COOK, MICHAEL	HS GIRLS ATHL CONT SVC	1017		10/17/19	10/1/19	114641	25.00	10-1501-311-46-22
								Total	25.00	
V VOLLEYBAL	16461501311G	COOK, MICHAEL	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114642	25.00	10-1501-311-46-22

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									Total	25.00
V VOLLEYBAL	16461501311G	DEAN, MIKE	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114643	80.00	10-1501-311-46-22
									Total	80.00
SO FOOTBALL	16451501311G	GREEN, ANTHONY	CHS SO FOOTBALL OFFICIAL	1017		10/17/19	10/1/19	114644	55.00	10-1501-311-45-22
									Total	55.00
L GRANADOS	16672210332U	INSTITUTE FOR EDUCATIONAL I	LIPLEP (4909) services	1017		10/17/19	10/1/19	114645	279.00	10-2210-332-67-490900-10
									Total	279.00
SO FOOTBALL	16451501311G	JACKSON, BRIAN	CHS SO FOOTBALL OFFICIAL	1017		10/17/19	10/1/19	114646	55.00	10-1501-311-45-22
									Total	55.00
REIMBURSE	160225243401	PETTY CASH ACCNTG OFFICE	POSTAGE & POSTAGE MACH Rental	1017		10/17/19	10/1/19	114647	190.54	10-2524-340-02-01
									Total	190.54
V VOLLEYBAL	16461501311G	RATHERT, CHARLES	CHS V VOLLEYBALL OFFICIAL	1017		10/17/19	10/1/19	114648	80.00	10-1501-311-46-22
									Total	80.00
350-003951046	26072540321U	REPUBLIC SERVICES #350	TRASH REMOVAL & PEST CONTROL	1017		10/17/19	10/1/19	114649	5,768.66	20-2540-321-07-10
									Total	5,768.66
582592464725	26082540410U	ADVANCE AUTO PARTS	MAINT SUPPLIES UNIT	1021		10/21/19	10/1/19	114650	12.38	20-2540-410-08-10
582592533365	26082540323U		BLDGS/GRDS MAINT SVC	1021		10/21/19	10/1/19	114650	30.17	20-2540-323-08-10
582592623412	26082540410U		MAINT SUPPLIES UNIT	1021		10/21/19	10/1/19	114650	7.35	20-2540-410-08-10
582592663439	26082540410U		MAINT SUPPLIES UNIT	1021		10/21/19	10/1/19	114650	8.17	20-2540-410-08-10
									Total	58.07
618343198473	26072540340U	AT&T	TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	104.74	20-2540-340-07-10
618343103706	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	161.54	20-2540-340-07-10
618343259941	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	305.28	20-2540-340-07-10
618343274745	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	141.78	20-2540-340-07-10
618343693087	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	160.78	20-2540-340-07-10
618343275312	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	102.27	20-2540-340-07-10
618346626547	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	254.04	20-2540-340-07-10
618346203590	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	208.58	20-2540-340-07-10
618346636492	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	53.83	20-2540-340-07-10
618346622114	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	58.65	20-2540-340-07-10

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618346165641	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	58.65	20-2540-340-07-10
618346112425	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	83.63	20-2540-340-07-10
618346094216	26072540340U		TELEPHONE CHARGES	1021		10/21/19	10/1/19	114651	53.29	20-2540-340-07-10
									Total	1,747.06
VOLLEYBALL	16461501311G	BRUNS, JULIE	CHS VOLLEYBALL TOURN OFFICIAL	1021		10/21/19	10/1/19	114652	120.00	10-1501-311-46-22
									Total	120.00
GIRLS BB	16461500640G	FATHER MCGIVNEY CATHOLIC	CHS SO GIRLS BB TOURN ENTRY FEE	1021		10/21/19	10/1/19	114653	125.00	10-1500-640-46-22
									Total	125.00
MATH TEAM	16491130333G	ICTM MATHEMATICS CONTEST	MATH TEAM ENTRY FEE	1021		10/21/19	10/1/19	114654	250.00	10-1130-333-49-22
									Total	250.00
60727	26072540321U	IMEL PEST CONTROL	TRASH REMOVAL & PEST CONTROL	1021		10/21/19	10/1/19	114655	65.00	20-2540-321-07-10
									Total	65.00
204941	16151700323G	JACK SCHMITT CHEVROLET,	HS DR ED CAR REPAIRS	1021		10/21/19	10/1/19	114656	253.90	10-1700-323-15-22
									Total	253.90
1920-5	16212130310U	LINNEMANN, TERE A	IDEA FLO TH Health Servi	1021		10/21/19	10/1/19	114657	903.00	10-2130-310-21-462000-10
									Total	903.00
REFUND	14241611000U	OBERKFELL, AMY	STUDENT Breakfast/LUNCH SALES	1021		10/21/19	10/1/19	114658	25.75	10-1611-24-00
									Total	25.75
1064823	16012310410B	PURITAN SPRINGS BOTTLED W.	BOARD SUPPLIES	1021		10/21/19	10/1/19	114659	78.87	10-2310-410-01-20
									Total	78.87
1001430553	16242560310U	SODEXO INC	LUNCH PROG CONT FOOD SVC CHG:	1021		10/21/19	10/1/19	114660	5,607.29	10-2560-310-24-10
									Total	5,607.29
9607592	96022535323U	STATE FIRE MARSHAL	H/L/S PROJECTS CONTIGENCY	1021		10/21/19	10/1/19	114661	140.00	90-2535-323-02-10
9607619	96022535323U		H/L/S PROJECTS CONTIGENCY	1021		10/21/19	10/1/19	114661	210.00	90-2535-323-02-10
									Total	350.00
305510	16491130420G	TEACHERS DISCOVERY	HS TEXTBOOKS	1021	881920	10/21/19	10/1/19	114664	381.07	10-1130-420-49-22
									Total	381.07
I190830286	26082540323K	TECH ELECTRONICS INC	REP/MAINT SVC KREITNER	1021		10/21/19	10/1/19	114665	186.00	20-2540-323-08-25
I190930123	26082540323N		REP/MAINT SVC MS	1021		10/21/19	10/1/19	114665	186.00	20-2540-323-08-27

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								Total	372.00	
3007703636	26072540466I	AEP ENERGY	ELECTRICITY DORRIS	1023		10/23/19	10/1/19	114869	6,993.68	20-2540-466-07-33
								Total	6,993.68	
3007703546	26072540466X	AEP ENERGY	ELECTRICITY WEBSTER	1023		10/23/19	10/1/19	114870	81.76	20-2540-466-07-31
								Total	81.76	
CROSS COUN	16471500640U	ALTON HIGH SCHOOL	BOYS/GIRLS TOURNEY ENTRY FEES	1023		10/23/19	10/1/19	114871	234.83	10-1500-640-47-10
								Total	234.83	
0483929006	26072540465M	AMEREN ILLINOIS	NATURAL GAS MARYVILLE	1023		10/23/19	10/1/19	114872	72.72	20-2540-465-07-26
2479934005	26072540465X		NATURAL GAS WEBSTER	1023		10/23/19	10/1/19	114872	399.80	20-2540-465-07-31
6830294009	26072540465N		NATURAL GAS MS	1023		10/23/19	10/1/19	114872	792.67	20-2540-465-07-27
2756232005	26072540465K		NATURAL GAS KREITNER	1023		10/23/19	10/1/19	114872	88.34	20-2540-465-07-25
8808982000	26072540465J		NATURAL GAS JEFFERSON	1023		10/23/19	10/1/19	114872	68.23	20-2540-465-07-24
7416548493	26072540465H		NATURAL GAS HOLLYWOOD HEIGHTS	1023		10/23/19	10/1/19	114872	67.56	20-2540-465-07-23
3864012173	26072540465I		NATURAL GAS ADMIN BLDG	1023		10/23/19	10/1/19	114872	58.77	20-2540-465-07-01
9567041000	26072540465G		NATURAL GAS HIGH SCHOOL	1023		10/23/19	10/1/19	114872	65.64	20-2540-465-07-22
6621334004	26072540465I		NATURAL GAS ADMIN BLDG	1023		10/23/19	10/1/19	114872	65.81	20-2540-465-07-01
4866317008	26072540465C		NATURAL GAS CASEYVILLE	1023		10/23/19	10/1/19	114872	80.68	20-2540-465-07-21
5252357001	26072540465S		NATURAL GAS SUMMIT	1023		10/23/19	10/1/19	114872	69.16	20-2540-465-07-29
4113114000	26072540465R		NATURAL GAS RENFRO	1023		10/23/19	10/1/19	114872	178.96	20-2540-465-07-28
7944225617	26072540466I		ELECTRICITY DORRIS	1023		10/23/19	10/1/19	114872	18.79	20-2540-466-07-33
7944225617	26072540465I		NATURAL GAS DORRIS	1023		10/23/19	10/1/19	114872	363.15	20-2540-465-07-33
6180031212	26072540465I		NATURAL GAS ADMIN BLDG	1023		10/23/19	10/1/19	114872	62.03	20-2540-465-07-01
								Total	2,452.31	
VOLLEYBALL	16461501311G	BLAKEMORE, MICHAEL	CHS VOLLEYBALL OFFICIAL	1023		10/23/19	10/1/19	114873	65.00	10-1501-311-46-22
								Total	65.00	
A UNDERWOC	16212210332U	BUREAU OF EDUC & RESEARCH	Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10
L CALVERT	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10
K KARIDIS	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10
DAUGHERTY	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10
J SPURGEON	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10

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P MEYER	16212210332U	BUREAU OF EDUC & RESEARCH	Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
K HARTMAN	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
K STIRNAMAN	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
C CHRIST	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
L COREY	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
H MAXIM	16212210332U		Void 19-20 IDEA FLO THRU TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-21-462000-10	
J MADURA	16372210332U		Void IDEA PRESCHOOL TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-37-460000-10	
J MCCARTY	16372210332U		Void IDEA PRESCHOOL TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-37-460000-10	
C COLEMAN	16372210332U		Void IDEA PRESCHOOL TRAVEL	1023		10/23/19	10/1/19	114874	259.00	10-2210-332-37-460000-10	
									Total	3,626.00	
FOOTBALL	16451501311G	GOLDMAN, MARK	CHS V FOOTBALL OFFICIAL	1023		10/23/19	10/1/19	114875	80.00	10-1501-311-45-22	
									Total	80.00	
FOOTBALL	16451501311G	GREEN, JON	CHS V FOOTBALL OFFICIAL	1023		10/23/19	10/1/19	114876	80.00	10-1501-311-45-22	
									Total	80.00	
FOOTBALL	16451501311G	JENKINS, DARREN	CHS V FOOTBALL OFFICIAL	1023		10/23/19	10/1/19	114877	80.00	10-1501-311-45-22	
									Total	80.00	
FOOTBALL	16451501311G	STINEMETZ, DOUGLAS	CHS V FOOTBALL OFFICIAL	1023		10/23/19	10/1/19	114878	80.00	10-1501-311-45-22	
									Total	80.00	
A UNDERWOC	16212210332U	BUREAU OF EDUC & RESEARCH	19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
L CALVERT	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
K KARIDIS	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
J SPURGEON	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
P MEYER	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
K HARTMAN	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
K STIRNAMAN	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
C CHRIST	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
L COREY	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
H MAXIM	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-21-462000-10	
J MADURA	16372210332U		IDEA PRESCHOOL TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-37-460000-10	
J MCCARTY	16372210332U		IDEA PRESCHOOL TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-37-460000-10	

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C COLEMAN	16372210332U		IDEA PRESCHOOL TRAVEL	1023		10/24/19	10/1/19	114879	259.00	10-2210-332-37-460000-10
									Total	3,367.00
3388	16932660411U	CARDMEMBER SERVICES	SCREENCASTOMATIC.COM	1023		10/24/19	10/1/19	114880	15.00	10-2660-411-93-10
1343	16932660310U		GOOGLE CLOUD	1023		10/24/19	10/1/19	114880	242.24	10-2660-310-93-10
8302	16181130410G		LW SCIENTIFIC	1023		10/24/19	10/1/19	114880	45.49	10-1130-410-18-22
9452	16932660410U		THE HOME DEPOT	1023		10/24/19	10/1/19	114880	(11.84)	10-2660-410-93-10
0187	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	11.99	10-2660-410-93-10
1381	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	53.45	10-2660-410-93-10
1589	16932660410U		OFFICEMAX	1023		10/24/19	10/1/19	114880	149.99	10-2660-410-93-10
5452	16932660411U		APPY PIE	1023		10/24/19	10/1/19	114880	72.00	10-2660-411-93-10
5989	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	119.98	10-2660-410-93-10
2943	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	79.20	10-2660-410-93-10
5126	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	79.47	10-2660-410-93-10
2841	16932660410U		SAMSCLUB.COM	1023		10/24/19	10/1/19	114880	158.94	10-2660-410-93-10
7331	16932660411U		APPY PIE	1023		10/24/19	10/1/19	114880	1,134.50	10-2660-411-93-10
4020	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	113.98	10-2660-410-93-10
0544	16932660411U		APL APPLE ONLINE	1023		10/24/19	10/1/19	114880	105.19	10-2660-411-93-10
6989	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	23.99	10-2660-410-93-10
4252	16932660411U		GOOGLE PLAY	1023		10/24/19	10/1/19	114880	25.00	10-2660-411-93-10
1387	16932660410U		THE HOME DEPOT	1023		10/24/19	10/1/19	114880	41.66	10-2660-410-93-10
3328	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	55.98	10-2660-410-93-10
0315	16932660410U		THE HOME DEPOT	1023		10/24/19	10/1/19	114880	23.82	10-2660-410-93-10
6391	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	11.99	10-2660-410-93-10
3772	16932660410U		AMZN MKTP	1023		10/24/19	10/1/19	114880	61.91	10-2660-410-93-10
1458	16932660411U		ADOBE ACROPRO SUBS	1023		10/24/19	10/1/19	114880	15.93	10-2660-411-93-10
0122	16932660410U		ELECTRIDUCT INC	1023		10/24/19	10/1/19	114880	250.76	10-2660-410-93-10
4259	16471500410G		DOMINATE THE HARDWOOD	1023		10/24/19	10/1/19	114880	471.32	10-1500-410-47-22
0383	16212130410U		WALMART.COM	1023		10/24/19	10/1/19	114880	16.85	10-2130-410-21-462000-10
2049	16012310332U		PANERA BREAD	1023		10/24/19	10/1/19	114880	203.05	10-2310-332-01-10
1428	16012310332U		PANERA BREAD	1023		10/24/19	10/1/19	114880	385.81	10-2310-332-01-10

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8032	16932660411U		ADOBE ACROPRO	1023		10/24/19	10/1/19	114880	15.93	10-2660-411-93-10
3707	16392210332U		HOMWOOD SUITES	1023		10/24/19	10/1/19	114880	697.48	10-2210-332-39-440000-10
6623	160223204101		JIMMY JOHNS	1023		10/24/19	10/1/19	114880	89.40	10-2320-410-02-01
7026	160223204101		DIY AWARDS	1023		10/24/19	10/1/19	114880	466.94	10-2320-410-02-01
8921	160223204101		THINGS REMEMBERED	1023		10/24/19	10/1/19	114880	51.94	10-2320-410-02-01
5251	160223203321		WYNDHAM SPRINGFIELD	1023		10/24/19	10/1/19	114880	309.62	10-2320-332-02-01
0505	16721110410U		MOUSER ELECTRONICS	1023		10/24/19	10/1/19	114880	118.89	10-1110-410-72-10
4141	16721110410U		MOUSER ELECTRONICS	1023		10/24/19	10/1/19	114880	233.49	10-1110-410-72-10
8337	16721110410U		BOTBALL SWAG	1023		10/24/19	10/1/19	114880	318.58	10-1110-410-72-10
7424	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	11.03	10-1110-410-72-10
1181	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	36.60	10-1110-410-72-10
0536	16392210332U		ILLINOIS SCHOOL COUNSELOR	1023		10/24/19	10/1/19	114880	125.00	10-2210-332-39-440000-10
0352	16721110410U		BOTBALL SWAG	1023		10/24/19	10/1/19	114880	369.61	10-1110-410-72-10
1038	16721110410U		MOUSER ELECTRONICS	1023		10/24/19	10/1/19	114880	75.49	10-1110-410-72-10
7452	16721110410U		B&H PHOTO	1023		10/24/19	10/1/19	114880	257.05	10-1110-410-72-10
2613	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	150.66	10-1110-410-72-10
8673	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	101.42	10-1110-410-72-10
9946	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	11.44	10-1110-410-72-10
0304	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	14.84	10-1110-410-72-10
9621	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	8.07	10-1110-410-72-10
2332	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	17.94	10-1110-410-72-10
4331	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	109.83	10-1110-410-72-10
5116	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	62.29	10-1110-410-72-10
7099	16721110410U		WALMART GROCERY	1023		10/24/19	10/1/19	114880	209.52	10-1110-410-72-10
2550	26082540464U		ORCHARD SHELL	1023		10/24/19	10/1/19	114880	1,438.23	20-2540-464-08-10
2550	260725404641		ORCHARD SHELL	1023		10/24/19	10/1/19	114880	205.09	20-2540-464-07-01
2550	16151700464G		ORCHARD SHELL	1023		10/24/19	10/1/19	114880	577.45	10-1700-464-15-22
2550	16242563464U		ORCHARD SHELL	1023		10/24/19	10/1/19	114880	526.96	10-2563-464-24-10
Total									10,568.44	
C HUETER	16212210332U	ILLINOIS SCHOOL COUNSELOR	19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114882	125.00	10-2210-332-21-462000-10

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D SHELTON	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114882	125.00	10-2210-332-21-462000-10
A BAUER	16212210332U		19-20 IDEA FLO THRU TRAVEL	1023		10/24/19	10/1/19	114882	125.00	10-2210-332-21-462000-10
Total									375.00	
D18112	26082540410G	JOHN DEERE FINANCIAL	MAINT SUPPLIES HS	1023		10/24/19	10/1/19	114883	15.98	20-2540-410-08-22
D26585	26082540410U		MAINT SUPPLIES UNIT	1023		10/24/19	10/1/19	114883	30.38	20-2540-410-08-10
D34234	26082540410R		MAINT SUPPLIES RENFRO	1023		10/24/19	10/1/19	114883	4.78	20-2540-410-08-28
D34234	26082540410G		MAINT SUPPLIES HS	1023		10/24/19	10/1/19	114883	233.72	20-2540-410-08-22
D41087	26082540410G		MAINT SUPPLIES HS	1023		10/24/19	10/1/19	114883	4.99	20-2540-410-08-22
Total									289.85	
3220050000	26072540370C	METRO EAST SANITARY DIST	WATER & SEWER CASEYVILLE	1023		10/24/19	10/1/19	114884	220.33	20-2540-370-07-21
3220075000	26072540370C		WATER & SEWER CASEYVILLE	1023		10/24/19	10/1/19	114884	174.33	20-2540-370-07-21
Total									394.66	
3541020	16141130323G	PALEN MUSIC	HS BAND/MUSIC MAINT SVC	1023		10/24/19	10/1/19	114885	67.00	10-1130-323-14-22
3541027	16141130323G		HS BAND/MUSIC MAINT SVC	1023		10/24/19	10/1/19	114885	98.00	10-1130-323-14-22
3559027	16141130323G		HS BAND/MUSIC MAINT SVC	1023		10/24/19	10/1/19	114885	52.00	10-1130-323-14-22
3549802	16141130323G		HS BAND/MUSIC MAINT SVC	1023		10/24/19	10/1/19	114885	105.00	10-1130-323-14-22
3549797	16141130323G		HS BAND/MUSIC MAINT SVC	1023		10/24/19	10/1/19	114885	100.00	10-1130-323-14-22
Total									422.00	
5538	16111120410N	QUIZLET	MS SOC STUDIES SUPPLIES	1023	881920	10/24/19	10/1/19	114886	143.96	10-1120-410-11-27
Total									143.96	
9-04	16212130310U	REA, SHERRY	IDEA FLO TH Health Servi	1023		10/24/19	10/1/19	114887	1,820.00	10-2130-310-21-462000-10
9-05	16212130310U		IDEA FLO TH Health Servi	1023		10/24/19	10/1/19	114887	1,638.00	10-2130-310-21-462000-10
Total									3,458.00	
M MCCARTHY	16764190332U	REGIONAL OFFICE OF EDUCATI	19-20 TITLE II PAY OTH GOVT	1023		10/24/19	10/1/19	114888	36.00	10-4190-332-76-493200-10
Total									36.00	
437589936885	86012310390U	SYNCHRONY BANK/AMAZON	MISC TORT	1023		10/24/19	10/1/19	114889	145.96	80-2365-390-01-10
773444659777	160226404101		Dir OF CURR OFF SUPPLIES	1023		10/24/19	10/1/19	114889	118.00	10-2640-410-02-01
433353657476	160226404101		Dir OF CURR OFF SUPPLIES	1023		10/24/19	10/1/19	114889	(9.28)	10-2640-410-02-01
454656368638	160225104101		CSBO SUPPLIES	1023		10/24/19	10/1/19	114889	30.55	10-2510-410-02-01
446793657698	16181130410G		HS SCIENCE SUPPLIES	1023	881920	10/24/19	10/1/19	114889	6.38	10-1130-410-18-22

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743898957889	16181130410G		HS SCIENCE SUPPLIES	1023	881920	10/24/19	10/1/19	114889	38.44	10-1130-410-18-22	
433567734757	16181130410G		HS SCIENCE SUPPLIES	1023	881920	10/24/19	10/1/19	114889	20.34	10-1130-410-18-22	
936548867386	16181130410G		HS SCIENCE SUPPLIES	1023	881920	10/24/19	10/1/19	114889	154.13	10-1130-410-18-22	
936556835646	16181130410G		HS SCIENCE SUPPLIES	1023	881920	10/24/19	10/1/19	114889	21.58	10-1130-410-18-22	
464438855843	16282220430G		HS MEDIA CENTER MATLS	1023	881920	10/24/19	10/1/19	114889	279.25	10-2220-430-28-22	
593658699595	16282220430G		PAYROLL OFF SUPPLIES	1023	881920	10/24/19	10/1/19	114889	10.39	10-2220-430-28-22	
567947484593	16282220430G		HS MEDIA CENTER MATLS	1023	881920	10/24/19	10/1/19	114889	15.67	10-2220-430-28-22	
458779976576	16181130410G		HS SCIENCE SUPPLIES	1023		10/24/19	10/1/19	114889	9.87	10-1130-410-18-22	
866375536699	16932660410U		TECHNOLOGY GENERAL SUPPLIES	1023		10/24/19	10/1/19	114889	821.70	10-2660-410-93-10	
466864496755	16551110410U		17-18 Preschool Ex.DevSUPPLIES	1023	881920	10/24/19	10/1/19	114889	59.94	10-1110-410-55-490200-10	
									Total	1,722.92	
GIIRLS BB	16461501311N	BILLHARTZ, MARK	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114892	60.00	10-1501-311-46-27	
									Total	60.00	
BOYS BB	16451501311N	BOLTON, PHILIP	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114893	60.00	10-1501-311-45-27	
									Total	60.00	
GIRLS BB	16461501311N	BOLTON, PHILIP	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114894	60.00	10-1501-311-46-27	
									Total	60.00	
BOYS BB	16451501311N	BRICE, MICHAEL	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114895	60.00	10-1501-311-45-27	
									Total	60.00	
GIRLS BB	16461501311N	BRICE, MICHAEL	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114896	60.00	10-1501-311-46-27	
									Total	60.00	
GIRLS BB	16461501311N	BRICE, MICHAEL	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114897	60.00	10-1501-311-46-27	
									Total	60.00	
GIRLS BB	16461501311N	GEORGE, LOUIE	CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114898	60.00	10-1501-311-46-27	
									Total	60.00	
BOYS BB	16451501311N	GEORGE, LOUIE	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114899	60.00	10-1501-311-45-27	
									Total	60.00	
GIRLS BB	16461501311N	GEORGE, LOUIE	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114900	60.00	10-1501-311-46-27	
									Total	60.00	

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BOYS BB	16451501311N	GONET, JOE	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114901	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	GONET, JOE	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114902	60.00	10-1501-311-45-27
								Total	60.00	
REFUND	14011811000G	HERMANN, SHERRI	BOOK RENTAL & MATL FEES HS	1028		10/28/19	10/1/19	114903	100.00	10-1811-01-00
								Total	100.00	
BOYS BB	16451501311N	HERRING, TODD	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114904	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	HERRING, TODD	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114905	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	HERRING, TODD	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114906	60.00	10-1501-311-45-27
								Total	60.00	
GIRLS BB	16461500332N	HURSEY, CHRISTOPHER	CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114907	60.00	10-1500-332-46-27
								Total	60.00	
J STARK	16392210332U	ILLINOIS CLASSICAL CONFERE	19-20 Title IV SSAE PD TRAVEL	1028		10/28/19	10/1/19	114908	54.00	10-2210-332-39-440000-10
								Total	54.00	
GIRLS BB	16461501311N	KAISER, JOE	CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114909	60.00	10-1501-311-46-27
								Total	60.00	
BOYS BB	16451501311N	KAISER, JOE	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114910	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	KAISER, JOE	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114911	60.00	10-1501-311-45-27
								Total	60.00	
GIRLS BB	16461501311N	KAISER, JOE	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114912	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	KAISER, JOE	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114913	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	KAISER, JOE	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114914	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	KAISER, JOE	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114915	60.00	10-1501-311-46-27

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								Total	60.00	
GIRLS BB	16461501311N	LANTER, KATHY	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114916	60.00	10-1501-311-46-27
								Total	60.00	
BOYS BB	16451501311N	LAUDERDALE, TYLER	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114917	60.00	10-1501-311-45-27
								Total	60.00	
GIRLS BB	16461501311N	LAUDERDALE, TYLER	CNS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114918	60.00	10-1501-311-46-27
								Total	60.00	
BOYS BB	16451501311N	LAUDERDALE, TYLER	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114919	60.00	10-1501-311-45-27
								Total	60.00	
GIRLS BB	16461501311N	LAUDERDALE, TYLER	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114920	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	LAUDERDALE, TYLER	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114921	60.00	10-1501-311-46-27
								Total	60.00	
5498	16221120410N	QUIZLET	MS MATH SUPPLIES	1028	881920	10/28/19	10/1/19	114922	57.58	10-1120-410-22-27
								Total	57.58	
GIRLS BB	16461501311N	ROUNDTREE, SHAWN	CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114923	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	ROUNDTREE, SHAWN	CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114924	60.00	10-1501-311-46-27
								Total	60.00	
BOYS BB	16451501311N	ROUNDTREE, SHAWN	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114925	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	ROUNDTREE, SHAWN	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114926	60.00	10-1501-311-45-27
								Total	60.00	
GIIRLS BB	16461501311N	ROUNDTREE, SHAWN	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114927	60.00	10-1501-311-46-27
								Total	60.00	
GIRLS BB	16461501311N	ROUNDTREE, SHAWN	Void CMS GIRLS BB OFFICIAL	1028		10/28/19	10/1/19	114928	60.00	10-1501-311-46-27
								Total	60.00	
BOYS BB	16451501311N	ROUNDTREE, SHAWN	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114929	60.00	10-1501-311-45-27
								Total	60.00	
BOYS BB	16451501311N	ROUNDTREE, SHAWN	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114930	60.00	10-1501-311-45-27

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Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
								Total	60.00	
BOYS BB	16451501311N	WOOTEN, ORVIN	Void CMS BOYS BB OFFICIAL	1028		10/28/19	10/1/19	114931	60.00	10-1501-311-45-27
								Total	60.00	
WORKER	16451500131G	ALBERTINA, ANDY	HS BOYS ATH WORKERS SAL	1029		10/29/19	10/1/19	114933	100.00	10-1500-131-45-22
								Total	100.00	
4869010000	26072540370R	CITY OF COLLINSVILLE	WATER & SEWER RENFRO	1029		10/29/19	10/1/19	114934	981.34	20-2540-370-07-28
4894000000	26072540370I		WATER & SEWER CIS	1029		10/29/19	10/1/19	114934	1,411.10	20-2540-370-07-33
								Total	2,392.44	
WORKER	16451500131G	CUETO, GAIL	HS BOYS ATH WORKERS SAL	1029		10/29/19	10/1/19	114935	690.00	10-1500-131-45-22
WORKER	16461500121G		HS GIRLS ATHL WORKERS SAL	1029		10/29/19	10/1/19	114935	120.00	10-1500-121-46-22
								Total	810.00	
REFUND	14241611000U	DREKHAHN, LESLEY	STUDENT Breakfast/LUNCH SALES	1029		10/29/19	10/1/19	114936	21.15	10-1611-24-00
								Total	21.15	
WORKER	16461500121G	GERSTENECKER, NICOLE	HS GIRLS ATHL WORKERS SAL	1029		10/29/19	10/1/19	114937	180.00	10-1500-121-46-22
WORKER	16451500131G		HS BOYS ATH WORKERS SAL	1029		10/29/19	10/1/19	114937	120.00	10-1500-131-45-22
								Total	300.00	
REFUND	14241611000U	JOHNSON, ERIC	STUDENT Breakfast/LUNCH SALES	1029		10/29/19	10/1/19	114938	180.40	10-1611-24-00
								Total	180.40	
WORKER	16451500131G	KETTLER, CHRIS	HS BOYS ATH WORKERS SAL	1029		10/29/19	10/1/19	114939	690.00	10-1500-131-45-22
								Total	690.00	
JEFFERSON	16242563323U	MADISON COUNTY HEALTH DEF	LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
MARYVILLE	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
WEBSTER	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
KREITNER	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
RENFRO	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
CMS	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
DIS	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
SUMMIT	16242563323U		LUNCH PROG DIST REP MAINT SERV	1029		10/29/19	10/1/19	114940	450.00	10-2563-323-24-10
								Total	3,600.00	
WORKER	16451501311G	MULLINS, PAULA	HS BOYS ATH CONT SVC Referees	1029		10/29/19	10/1/19	114941	600.00	10-1501-311-45-22

Paid Accounts Payable by Check Number

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 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
								Total	600.00	
REFUND	14241611000U	SARDIGAL, DANA	STUDENT Breakfast/LUNCH SALES	1029		10/29/19	10/1/19	114942	200.00	10-1611-24-00
								Total	200.00	
WORKER	16451500131G	SEKA, JIM	HS BOYS ATH WORKERS SAL	1029		10/29/19	10/1/19	114943	150.00	10-1500-131-45-22
								Total	150.00	
Q011604	16211220314U	TOBII DYNAVOX	19-20 IDEA FLO THRU	1029	192009	10/29/19	10/1/19	114944	3,027.31	10-1220-314-21-462000-10
								Total	3,027.31	
9840294009	16932660340U	VERIZON WIRELESS	TECHNOLOGY TELEPHONE	1029		10/29/19	10/1/19	114945	446.27	10-2660-340-93-10
								Total	446.27	
382273	169514005401	VEX ROBOTICS, INC.	CTE GRANT EQUIP	1029		10/29/19	10/1/19	114946	3,129.49	10-1400-540-95-01
								Total	3,129.49	
REFUND	14931999001U	WILEY, CHRISTOPHER	TECH Student Fees	1029		10/29/19	10/1/19	114947	15.00	10-1999-93
REFUND	14011811000G		BOOK RENTAL & MATL FEES HS	1029		10/29/19	10/1/19	114947	100.00	10-1811-01-00
								Total	115.00	
S BELL	16763700332U	BUREAU OF EDUC & RESEARCH	19-20TITLE II NON PUB TRAVEL	1031		10/31/19	10/1/19	114948	279.00	10-3700-332-76-493200-10
A PETTY	16672210332U		LIPLEP (4909) services	1031		10/31/19	10/1/19	114948	595.00	10-2210-332-67-490900-10
								Total	874.00	
GIRLS GOLF	16471500640U	FAR OAKS GOLF COURSE	BOYS/GIRLS TOURNEY ENTRY FEES	1031		10/31/19	10/1/19	114949	32.00	10-1500-640-47-10
								Total	32.00	
								Report Total	<u>\$125,995.84</u>	

Paid Accounts Payable (Fund Summary)

Printed: 11/13/2019 3:30 PM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	1,016	83,257.52
20	Oper, Build, & Maint Fund	1,021	36,462.36
60	Capital Projects	1,016	5,780.00
80	Tort Fund	1,023	145.96
90	Fire Prevention and Safety Fund	1,021	350.00
Report Total			<u><u>\$125,995.84</u></u>

Paid Accounts Payable by Check Number

Printed: 11/13/2019 3:32 PM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
1ST PAYMEN	16954140640A	PRECISION POINT SCHOOL OF	Tuition for Cosmotology	1001		10/1/19	10/1/19	14766	13,750.00	10-4140-640-95
								Total	13,750.00	
160049	26952540410A	THE HOME DEPOT	CUSTODIAL SUPPLIES	1007		10/7/19	10/1/19	14767	9.47	20-2540-410-95
								Total	9.47	
TRANSFER	100001010002	COLLINSVILLE AREA VOCATION	CASH Bank of Edwardsville Prime	1010		10/10/19	10/1/19	14778	60,000.00	10-101
								Total	60,000.00	
350-003951	26952540321A	REPUBLIC SERVICES #350	TRASH REMOVAL	1010		10/10/19	10/1/19	14779	640.96	20-2540-321-95
								Total	640.96	
419681	16761400410A	ALL DATA	GRANT CTE SOFTWARE	1024	9900171	10/24/19	10/1/19	14805	975.00	10-1400-410-76
								Total	975.00	
4317	16762210413A	CARDMEMBER SERVICE	WALMART.COM	1024		10/24/19	10/1/19	14806	(8.99)	10-2210-413-76
3646	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	185.97	10-2210-413-76
0635	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	9.85	10-2210-413-76
1670	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	42.70	10-2210-413-76
2513	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	49.45	10-2210-413-76
9379	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	8.83	10-2210-413-76
2211	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	250.54	10-2210-413-76
7958	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	7.96	10-2210-413-76
3872	16762210413A		THE TUNING SCHOOL	1024		10/24/19	10/1/19	14806	609.13	10-2210-413-76
7326	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	101.16	10-2210-413-76
0239	16762210413A		SPIRITOS	1024		10/24/19	10/1/19	14806	65.96	10-2210-413-76
3337	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	91.21	10-2210-413-76
4409	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	48.82	10-2210-413-76
2645	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	31.94	10-2210-413-76
2051	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	355.79	10-2210-413-76
3557	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	38.11	10-2210-413-76
7153	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	0.67	10-2210-413-76
0500	16762210413A		WALMART GROCERY	1024		10/24/19	10/1/19	14806	27.90	10-2210-413-76
								Total	1,917.00	
ACT 9000	16951417410A	COLLINSVILLE UNIT 10	VOC GENL IND OCCUP WELD GASES	1028		10/28/19	10/1/19	14807	129.58	10-1417-410-95

Paid Accounts Payable by Check Number

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 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
									Total	129.58
1068454214	16762210413A	FIRST CALL OREILLY AUTO	AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	526.89	10-2210-413-76
1068454561	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	7.18	10-2210-413-76
1068455625	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	103.36	10-2210-413-76
1068456926	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	9.50	10-2210-413-76
1068448140	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	82.70	10-2210-413-76
1068453353	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	67.24	10-2210-413-76
1068456732	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	124.65	10-2210-413-76
1068451928	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	7.63	10-2210-413-76
1068456061	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	203.05	10-2210-413-76
1068156008	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	7.89	10-2210-413-76
1068448107	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	34.57	10-2210-413-76
1068450109	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	93.50	10-2210-413-76
1068450109	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	175.52	10-2210-413-76
1068450578	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	33.94	10-2210-413-76
1068450580	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	66.77	10-2210-413-76
1068455648	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	127.72	10-2210-413-76
1068451353	16762210413A		AVC-CTE Grant Supplies	1028		10/28/19	10/1/19	14808	153.62	10-2210-413-76
									Total	1,825.73
									Report Total	\$79,247.74

Paid Accounts Payable (Fund Summary)

Printed: 11/13/2019 3:32 PM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	1,001	78,597.31
20	Oper, Build, & Maint Fund	1,010	650.43
Report Total			<u><u>\$79,247.74</u></u>

8. Monthly Financial Statements for October 2019

Item: 8

Exh.: E-8

BOARD AGENDA

November 18, 2019

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: November 18, 2019

RE: Approval of Monthly Financial Statements

A separate agenda item is needed for Board approval of the monthly financial statements.

I recommend approval of the following suggested motion:

“I move that the monthly financial statements of Collinsville Community Unit School District No.10 and the Collinsville Area Vocational Center for October 2019, be approved and attached to these minutes as Exhibit E-8.”

ss

Attachments

Fund Balance Report

Printed: 11/12/2019 9:33:44AM

COLLINSVILLE 10

Fund	Description	Month to Date		Year to Date		YTD Change	Fund Balance	
		Expense	Income	Expense	Income		Start of Year	Current
10	Education Fund	4,102,185.10	7,289,473.23	18,175,135.19	24,017,821.95	5,842,686.76	8,184,177.17	14,026,863.93
20	Oper, Build, & Maint Fund	122,800.38	796,093.58	2,168,844.71	2,887,575.19	718,730.48	2,148,664.63	2,867,395.11
30	Debt Service Fund	0.00	408,692.44	65,325.00	1,804,730.87	1,739,405.87	227,917.31	1,967,323.18
40	Transportation Fund	603,510.60	290,673.90	1,073,145.23	1,661,196.44	588,051.21	(788,772.11)	(200,720.90)
50	I.M.R.F./Soc. Sec. Fund	139,997.45	387,157.13	606,292.01	1,486,355.31	880,063.30	1,769,150.14	2,649,213.44
60	Capital Projects	8,137.50	1,009.07	828,135.10	1,001,009.57	172,874.47	74,095.33	246,969.80
70	Working Cash Fund	0.00	74,288.78	0.00	284,618.32	284,618.32	7,117,085.69	7,401,704.01
80	Tort Fund	22,103.32	455,388.67	1,326,173.75	1,707,141.13	380,967.38	4,238,498.30	4,619,465.68
90	Fire Prevention and Safety Fund	35,339.20	69,233.49	292,116.18	262,981.30	(29,134.88)	2,063,645.84	2,034,510.96
		<u>\$5,034,073.55</u>	<u>\$9,772,010.29</u>	<u>\$24,535,167.18</u>	<u>\$35,113,430.08</u>	<u>\$10,578,262.90</u>	<u>\$25,034,462.31</u>	<u>\$35,612,725.21</u>

Collinsville Community Unit School District No. 10
Statement of Changes in Fund Balance
Operating Funds
For the Month Ending October 31, 2019

	Education Fund (10)	Oper, Build, & Maint Fund (20)	Transportation Fund (40)	Working Cash Fund (70)	Total
Fund Balance September 30, 2019	\$ 10,839,575.81	\$ 2,194,101.91	\$ 112,115.80	\$ 7,327,415.23	\$ 20,473,208.74
Revenue	7,289,473.23	796,093.58	290,673.90	74,288.78	8,450,529.49
Expenditures	(4,102,185.10)	(122,800.38)	(603,510.60)	-	(4,828,496.08)
Net Change	3,187,288.13	673,293.20	(312,836.70)	74,288.78	3,622,033.41
Fund Balance October 31, 2019	<u>\$ 14,026,863.93</u>	<u>\$ 2,867,395.11</u>	<u>\$ (200,720.90)</u>	<u>\$ 7,401,704.01</u>	<u>\$ 24,095,242.15</u>

Collinsville Community Unit School District No. 10
Statement of Changes in Fund Balance
For the Month Ending October 31, 2019

	Fund 10	Fund 20	Fund 30	Fund 40	Fund 50	Fund 60	Fund 70	Fund 80	Fund 90	Total
Fund Balance September 30, 2019	\$ 10,839,575.81	\$ 2,194,101.91	\$ 1,558,630.74	\$ 112,115.80	\$ 2,402,053.76	\$ 254,098.23	\$ 7,327,415.23	\$ 4,186,180.33	\$ 2,000,616.67	\$ 30,874,788.47
Revenue	7,289,473.23	796,093.58	408,692.44	290,673.90	387,157.13	1,009.07	74,288.78	455,388.67	69,233.49	9,772,010.29
Expenditures	(4,102,185.10)	(122,800.38)	-	(603,510.60)	(139,997.45)	(8,137.50)	-	(22,103.32)	(35,339.20)	(5,034,073.55)
Net Change	3,187,288.13	673,293.20	408,692.44	(312,836.70)	247,159.68	(7,128.43)	74,288.78	433,285.35	33,894.29	4,737,936.74
Fund Balance October 31, 2019	<u>\$ 14,026,863.93</u>	<u>\$ 2,867,395.11</u>	<u>\$ 1,967,323.18</u>	<u>\$ (200,720.90)</u>	<u>\$ 2,649,213.44</u>	<u>\$ 246,969.80</u>	<u>\$ 7,401,704.01</u>	<u>\$ 4,619,465.68</u>	<u>\$ 2,034,510.96</u>	<u>\$ 35,612,725.21</u>
	(0.00)									

10/31/19	
Revenue	\$ 9,772,010.29
Cash Receipts Total	10,811,998.93
CR to Expense Account	(3,976.71)
CR Asset	(1,020,034.30)
CR to Liab	(43,656.06)
JEs	11,991.57
AJs	16,474.16
From AP Report coded to Revenue	(787.30)
Total	\$ 9,772,010.29

10/31/19	
Expenditures	\$ (5,034,073.55)
AP Total by account report	(2,971,891.47)
Net PR 10/01/19	\$ (355.35)
Net PR 10/11/19	(1,105,645.05)
Net PR 10/25/19	(1,097,888.07)
Net PR 10/28/19	(65.55)
From Cash Receipts	3,976.71
From AP Rep. coded to Assets	(507.08)
From AP Rep. coded to Liab. other than PR Liab.	6,725.00
From AP Rep. coded to Rev.	787.30
JEs	-
Ajs	130,790.01
Total	\$ (5,034,073.55)

PR Liabilities	
10/01/19	(143.97)
10/11/19	(811,335.34)
10/25/19	(818,152.74)
10/28/19	(15.19)
Health ins adj for term em'ees	\$ (1,629,647.24)
Health Insur	\$ (6,725.00)
Total:	\$ (1,636,372.24)
From AP Rep. Coded to Liab.	(1,636,372.24)
Total:	\$ (1,636,372.24)

a/c 120045350000

Collinsville CUSD 10 Balance Sheet

Printed: 11/12/2019 7:47:58AM
COLLINSVILLE 10

Education Fund 10						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
100001010000	EDUC FD CASH - B of E VOC reserved		44,962.47	0.00	44,962.47	10-101
100001010002	EDUC FUND CASH, BANK OF EDWARD		1,402,469.12	3,216,347.26	4,618,816.38	10-101
100001010003	CASH (PMA 10887-102, HARRIS)		0.00	0.00	0.00	10-101
100001010001	ACTIVITY (TRUST & AGENCY) CASH		517,292.70	0.00	517,292.70	10-101-00-01
10-101-1	PAYROLL CASH		0.00	0.00	0.00	10-101-1
100210200001	ADMIN PETTY CASH		600.00	0.00	600.00	10-102-02
100310200001	SPEC PETTY CASH		0.00	0.00	0.00	10-102-03
10031020000G	HS PETTY CASH		125.00	0.00	125.00	10-102-03
10031020000N	CMS PETTY CASH		125.00	0.00	125.00	10-102-03
100101030000	CASH CLEARING ACCOUNT		0.00	0.00	0.00	10-103-01
100112000000	RECEIVABLE ST JOHN NEUMANN		0.00	0.00	0.00	10-120-01
100112000004	REC FROM LEARNING TREE		0.00	0.00	0.00	10-120-01
100112000005	REC UNIT 10 from Registration		0.00	0.00	0.00	10-120-01
100112000007	REC FROM GOOD SHEPHERD		0.00	0.00	0.00	10-120-01
100112000008	REC HOLY CROSS		0.00	0.00	0.00	10-120-01
100112000009	REC ST PETER/PAUL		0.00	0.00	0.00	10-120-01
10011200000B	RECEIVABLE BRENDA WASSER		0.00	0.00	0.00	10-120-01
10011200000M	REC MISC (TRS related)		0.00	0.00	0.00	10-120-01
10011200000U	REC UNIT (Start up money)		2,000.00	0.00	2,000.00	10-120-01
100114000000	REC ST JOHN NEUMANN		0.00	0.00	0.00	10-140-01
100114000001	RECEIVABLE from OLB		2,000.00	0.00	2,000.00	10-140-01
100114000002	RECEIVABLE FROM VILLAGE OF CAS		0.00	0.00	0.00	10-140-01
100114000003	RECEIVABLE FROM VOC SCH		(0.47)	0.00	(0.47)	10-140-01
100114000004	RECEIVABLE FROM LEARNING TREE		0.00	0.00	0.00	10-140-01
100114000005	REC Madison County CTE System		0.00	0.00	0.00	10-140-01
100114000006	REC COLLINSVILLE RECREATION DI		0.00	0.00	0.00	10-140-01
100114000007	REC GOOD SHEPHERD		0.00	0.00	0.00	10-140-01
100114000008	SWIC Running Start (Clearing Acct)		0.00	0.00	0.00	10-140-01
100114000009	REC ST PETER & PAUL		0.00	0.00	0.00	10-140-01
10011400000M	REC MISC (warehouse related)		0.00	0.00	0.00	10-140-01
10011400000P	REC ST PARK FIRE DEPT		0.00	0.00	0.00	10-140-01
100115200000	EDUC LOAN TO O/M FUND		0.00	0.00	0.00	10-152-01
10000153000B	INTERFUND LOAN TO TRANSPORTATI		0.00	0.00	0.00	10-153
100217000011	INVENTORY GEN SUPPLIES		0.00	0.00	0.00	10-170-02
	1000 Local		1,969,573.82	3,216,347.26	5,185,921.08	* Function
Drivers ED						
10011710011B	VOC H PROJ N/A		0.00	0.00	0.00	10-171-01

Collinsville CUSD 10 Balance Sheet

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Education Fund 10						
Function	1700	Drivers ED				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
10011710012B		VOC H PROJ #20 Lot for 222 K	621.12	0.00	621.12	10-171-01
10011710013B		VOC HOUSE N/A	0.00	0.00	0.00	10-171-01
10011710015B		VOC HOUSE PROJECT,400 E.Church sold Oct 2017	0.00	0.00	0.00	10-171-01
10011710016B		VOC HOUSE, 115 Courtland, current proj	1,157.59	(5.44)	1,152.15	10-171-01
10011710017B		VOC House, "Gale" donated lot 13--2-21-2	1,057.90	(507.08)	550.82	10-171-01
10011710018B		VOC House, Collinsville Rd, Donated lot.	789.00	0.00	789.00	10-171-01
10011800000B		EDUCATION FUND INVESTMENTS	9,378,696.22	4,692.57	9,383,388.79	10-180-01
	1700	Drivers ED	<u>9,382,321.83</u>	<u>4,180.05</u>	<u>9,386,501.88</u>	* Function
State						
10-400		ACTIVITY (TRUST & AGENCY)	(517,292.70)	0.00	(517,292.70)	10-400
10-401		SWIC CLEARING	(5.50)	0.00	(5.50)	10-400
	3000	State	<u>(517,298.20)</u>	<u>0.00</u>	<u>(517,298.20)</u>	* Function
Federal						
10-402		A/P LIABILITY	403.58	(392.55)	11.03	10-402
10-403		WAGE GARNISHMENT	0.00	0.00	0.00	10-403
10403001		WAGE GAR (4588) IL DISBURSEMEN	0.00	0.00	0.00	10-403-001
120040700000		EDUC FUND ANT WARRANT	0.00	0.00	0.00	10-407
120143200001		LOAN FROM O&M FUND	0.00	0.00	0.00	10-432-000
12014330000B		INTERFUND LOAN FROM TRANSP FU	0.00	0.00	0.00	10-433
120043400000		EDUC LOAN FROM W/CASH	0.00	0.00	0.00	10-434
120045100017		T.H.I.S.	0.00	0.00	0.00	10-451-017
120045100018		TAX SHLT BP TRS	0.00	0.00	0.00	10-451-018
120045TR0000		TRS PAYBACK	0.00	0.00	0.00	10-451-021
120045100022		THIS BP	0.00	0.00	0.00	10-451-022
120045100020		TRS BENEFIT UPGRADE BP 2.2	0.00	0.00	0.00	10-451-023
120045200000		FED W/H TAX	0.00	0.00	0.00	10-452
120045300000		STATE W/H TAX	0.00	0.00	0.00	10-453
120045510000		IMRF VOLUNTARY	0.00	0.00	0.00	10-454
120045400000		IMRF DEDUCTION	0.00	0.00	0.00	10-454-007
120045410000		IMRF PAYBACK	0.00	0.00	0.00	10-454-008
1200455A0000		TAX SHELTERED ANNUITIES	0.00	0.00	0.00	10-455
120045350000		EMP HEALTH INS PAY	4,574.78	(32,846.63)	(28,271.85)	10-456
120045390000		ADDITIONAL LIFE INS SUP	0.00	0.00	0.00	10-456
120045450000		LEGAL INSURANCE	0.00	0.00	0.00	10-456-002
120045600000		SEC 125 ADM FEE	0.00	0.00	0.00	10-456-003
120045610000		SEC 125 TERM LIFE	0.00	0.00	0.00	10-456-004

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Education Fund 10						
Function	4000	Federal				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
12004562000		SEC 125 DEP CARE	0.00	0.00	0.00	10-456-005
12004563000		SEC 125 MED REIMB	0.00	0.00	0.00	10-456-006
12004533000		DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	10-456-012
12004564000		DISTRICT LIFE INSURANCE	(0.01)	0.00	(0.01)	10-456-015
12004570000		FICA DEDUCTION	0.00	0.00	0.00	10-457
12004580000		MEDICARE DEDUCTION	0.00	0.00	0.00	10-458
12004590000		UNION DUES UNITEDWAY CPI FEES	0.00	0.00	0.00	10-459
12004610000		TRS .4% Difference	0.00	0.00	0.00	10-461-000
	4000	Federal	<u>4,978.36</u>	<u>(33,239.18)</u>	<u>(28,260.83)</u>	* Function
Transfer						
10-703		FUND CHANGE	(2,655,398.63)	(3,187,288.13)	(5,842,686.76)	10-703
12000704000		ED FUND BALANCE	(8,184,177.17)	0.00	(8,184,177.17)	10-704
12017110000B		PERM TRF FM WKG CASH ABOLISH	0.00	0.00	0.00	10-711-01
12017310000B		SALE OF EQUIPMENT	0.00	0.00	0.00	10-731-01
	7000	Transfer	<u>(10,839,575.81)</u>	<u>(3,187,288.13)</u>	<u>(14,026,863.93)</u>	* Function
	10	Education Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

Collinsville CUSD 10 Balance Sheet

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Oper, Build, & Maint Fund 20						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
200001010000		O&M FUND CASH - US BANK	0.00	0.00	0.00	20-101
200001010001		O&M FUND CASH - UMB	0.00	0.00	0.00	20-101
200001010002		O&M FUND CASH,BANK OF EDWARDSV	1,098,436.58	672,417.40	1,770,853.98	20-101-1
200101030000		BLDG FUND CASH CLEARING ACCOUN	0.00	0.00	0.00	20-103-01
200112000008		REC HOLY CROSS	0.00	0.00	0.00	20-120-01
20011200000M		MISCELLANEOUS RECEIVABLES	0.00	0.00	0.00	20-120-01
200114000001		RECEIVABLE FROM CITY OF COLL	0.00	0.00	0.00	20-140-01
200114000002		RECEIVABLE VILLAGE OF CASEYVIL	0.00	0.00	0.00	20-140-01
200114000003		RECEIVABLE VOC SCH	470.23	0.00	470.23	20-140-01
200114000004		RECEIVABLE LEARNING TREE	0.00	0.00	0.00	20-140-01
200114000005		REC VILLAGE OF CASEYVILLE	0.00	0.00	0.00	20-140-01
200114000006		RECEIVABLE COLLINSVILLE AREA R	0.00	0.00	0.00	20-140-01
200114000007		REC GOOD SHEPHERD	0.00	0.00	0.00	20-140-01
200114000008		REC HOLY CROSS	0.00	0.00	0.00	20-140-01
200114000009		REC ST PETER & PAUL	0.00	0.00	0.00	20-140-01
20011400000M		RECEIVABLE MISC.	0.00	0.00	0.00	20-140-01
20011400000P		REC ST PARK FIRE DEPT	0.00	0.00	0.00	20-140-01
200115100001		O&M LOAN TO EDUCATION FUND	0.00	0.00	0.00	20-151-01
20011530000B		O&M LOAN TO TRANSP FUND	0.00	0.00	0.00	20-153-01
200117000001		O&M INVENTORY	0.00	0.00	0.00	20-170-01
	1000	Local	1,098,906.81	672,417.40	1,771,324.21	* Function
Drivers ED						
20011710011B		VOC HOUSE PROJ NO 12 LOT	0.00	0.00	0.00	20-171-01
20011710013B		VOC HOUSE PROJ 13 LOT	0.00	0.00	0.00	20-171-01
20011710015B		VOC HOUSE PROJ 14 LOT	0.00	0.00	0.00	20-171-01
20011800000B		O&M FUND INVESTMENTS	1,095,187.62	875.80	1,096,063.42	20-180-01
	1700	Drivers ED	1,095,187.62	875.80	1,096,063.42	* Function
Federal						
220040200000		A/P LIABILITY	0.00	0.00	0.00	20-402
220045960000		WAGE GARNISHMENT	0.00	0.00	0.00	20-403-001
22004310000B		O&M LOAN FROM EDUC FUND	0.00	0.00	0.00	20-431
220004330000B		O&M LOAN FROM TRANSP FUND	0.00	0.00	0.00	20-433
20451017		THIS Administrator	0.00	0.00	0.00	20-451-017
20451018		TRS TAX SHLT	0.00	0.00	0.00	20-451-018
20451022		THIS BP Administrator	0.00	0.00	0.00	20-451-022
20451023		TRS BENEFIT UPGRADE BP 2.2	0.00	0.00	0.00	20-451-023

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Oper, Build, & Maint Fund 20						
Function	4000	Federal				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
22004520000		FED W/H TAX	0.00	0.00	0.00	20-452
220045310000		ILL TAX	0.00	0.00	0.00	20-453
20454		IMRF VOLUNTARY	0.00	0.00	0.00	20-454
220045400000		IMRF DEDUCTION	0.00	0.00	0.00	20-454-007
220045410000		IMRF PAYBACK	0.00	0.00	0.00	20-454-008
2200455A0000		TAX SHELTERED ANNUITIES	0.00	0.00	0.00	20-455
220045450000		LEGAL INSURANCE	0.00	0.00	0.00	20-456
220045600000		SEC 125 ADM FEE	0.00	0.00	0.00	20-456-003
220045610000		SEC 125 TERM LIFE	0.00	0.00	0.00	20-456-004
220045620000		SEC 125 DEP CARE	0.00	0.00	0.00	20-456-005
220045630000		SEC 125 MED REIMB	0.00	0.00	0.00	20-456-006
220045330000		DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	20-456-012
220045640000		DISTRICT LIFE INSURANCE	7.48	0.00	7.48	20-456-015
220045700000		FICA DEDUCTION	0.00	0.00	0.00	20-457
220045430000		MEDICARE DEDUCTION	0.00	0.00	0.00	20-458
20-459		UNION DUES CPI FEE	0.00	0.00	0.00	20-459
	4000	Federal	<u>7.48</u>	<u>0.00</u>	<u>7.48</u>	* Function
Debt Services						
22035990000G		FED ASBESTOS LOAN FOR HS	1,333.78	0.00	1,333.78	20-599-03
22035990001G		FED ASBESTOS LOAN 2 FOR HS	(1,333.78)	0.00	(1,333.78)	20-599-03
	5000	Debt Services	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
20-703		FUND CHANGE	(45,437.27)	(673,293.20)	(718,730.48)	20-703
220007040000		O&M FUND BALANCE	(2,148,664.63)	0.00	(2,148,664.63)	20-704
22017320000B		SALE OF VOC HOUSE PROJ LOT 11	0.00	0.00	0.00	20-732-01
	7000	Transfer	<u>(2,194,101.91)</u>	<u>(673,293.20)</u>	<u>(2,867,395.11)</u>	* Function
	20	Oper, Build, & Maint Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

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Debt Service Fund 30						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
300001010000		B&I FUND CASH - US BANK	0.00	0.00	0.00	30-101
300001010002		B&I CASH BK EDWARDSVILLE	1,268,686.12	408,027.12	1,676,713.24	30-101
300101030000		CASH CLEARING ACCOUNT	0.00	0.00	0.00	30-103-01
	1000	Local	<u>1,268,686.12</u>	<u>408,027.12</u>	<u>1,676,713.24</u>	* Function
Drivers ED						
30011800000B		BOND & INT INVESTMENTS	289,944.62	665.32	290,609.94	30-180-01
320019500000		Escrow Account for Bond Refina	0.00	0.00	0.00	30-195
	1700	Drivers ED	<u>289,944.62</u>	<u>665.32</u>	<u>290,609.94</u>	* Function
Federal						
30-402		A/P LIABILITY	0.00	0.00	0.00	30-402
	4000	Federal	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
30-703		FUND CHANGE	(1,330,713.43)	(408,692.44)	(1,739,405.87)	30-703
320007040000		B&I FUND BALANCE	(227,917.31)	0.00	(227,917.31)	30-704
	7000	Transfer	<u>(1,558,630.74)</u>	<u>(408,692.44)</u>	<u>(1,967,323.18)</u>	* Function
	30	Debt Service Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

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Transportation Fund 40						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
400001010000		TRANSP FD CASH - US BANK	0.00	0.00	0.00	40-101
400001010001		TRANS FD CASH - UMB	0.00	0.00	0.00	40-101
400001010002		TRANSP FUND CASH,BANK OF EDWAR	109,384.69	(312,836.70)	(203,452.01)	40-101
400101030000		TRANS FD CASH CLEAR ACCT	0.00	0.00	0.00	40-103-01
40011510000B		TRANSP LOAN TO EDUC	0.00	0.00	0.00	40-151-01
40000152000B		TRANS LOAN TO O&M FUND	0.00	0.00	0.00	40-152
	1000	Local	<u>109,384.69</u>	<u>(312,836.70)</u>	<u>(203,452.01)</u>	* Function
Drivers ED						
40011800000B		TRANSP FUND INVESTMENTS	2,731.11	0.00	2,731.11	40-180-01
	1700	Drivers ED	<u>2,731.11</u>	<u>0.00</u>	<u>2,731.11</u>	* Function
Federal						
40-402		A/P LIABILITY	0.00	0.00	0.00	40-402
42014320000B		TRANSP LOAN FROM O&M FUND	0.00	0.00	0.00	40-432-01
420043400000		TRANSP LOAN FROM W/CASH FUND	0.00	0.00	0.00	40-434-00
	4000	Federal	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
40-703		FUND CHANGE	(900,887.91)	312,836.70	(588,051.21)	40-703
420007040000		TRANS FUND BALANCE	788,772.11	0.00	788,772.11	40-704
	7000	Transfer	<u>(112,115.80)</u>	<u>312,836.70</u>	<u>200,720.90</u>	* Function
	40	Transportation Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

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I.M.R.F./Soc. Sec. Fund 50						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
500001010000		IMRF CASH - US BANK (FIRSTAR)	0.00	0.00	0.00	50-101
500001010001		IMRF CASH - UMB	0.00	0.00	0.00	50-101
500001010002		IMRF FUND CASH,BANK OF EDWARDS	1,041,628.29	246,263.89	1,287,892.18	50-101
500101030000		IMRF CASH CLEAR ACCT	0.00	0.00	0.00	50-103-01
	1000	Local	<u>1,041,628.29</u>	<u>246,263.89</u>	<u>1,287,892.18</u>	* Function
Drivers ED						
50011800000B		IMRF INVESTMENTS	1,360,385.68	895.79	1,361,281.47	50-180-01
	1700	Drivers ED	<u>1,360,385.68</u>	<u>895.79</u>	<u>1,361,281.47</u>	* Function
Federal						
50-402		A/P LIABILITY	0.00	0.00	0.00	50-402
500043400000		IMRF LOAN FROM W/CASH	0.00	0.00	0.00	50-434
520045400000		IMRF BP	37.47	0.00	37.47	50-454-009
520045700000		FICA BP	0.00	0.00	0.00	50-457-010
50-458		MEDICARE BP	2.32	0.00	2.32	50-458-011
	4000	Federal	<u>39.79</u>	<u>0.00</u>	<u>39.79</u>	* Function
Transfer						
50-703		FUND CHANGE	(632,903.62)	(247,159.68)	(880,063.30)	50-703
520007040000		IMRF FUND BALANCE	(1,769,150.14)	0.00	(1,769,150.14)	50-704
	7000	Transfer	<u>(2,402,053.76)</u>	<u>(247,159.68)</u>	<u>(2,649,213.44)</u>	* Function
	50	I.M.R.F./Soc. Sec. Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

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Capital Projects 60						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
600001010002		CASH BK EDWARDSVILLE	195,913.20	(8,121.54)	187,791.66	60-101
	1000	Local	<u>195,913.20</u>	<u>(8,121.54)</u>	<u>187,791.66</u>	* Function
Drivers ED						
60011800000B		INVESTMENTS	9,489.49	993.11	10,482.60	60-180-01
60011800001B		INVESTMENTS (CDB GRANT)	48,695.54	0.00	48,695.54	60-180-01
	1700	Drivers ED	<u>58,185.03</u>	<u>993.11</u>	<u>59,178.14</u>	* Function
Federal						
60-402		A/P LIABILITY	0.00	0.00	0.00	60-402
	4000	Federal	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
60-703		FUND CHANGE	(180,002.90)	7,128.43	(172,874.47)	60-703
620007040000		SITE/CONST. FUND BALANCE	(74,095.33)	0.00	(74,095.33)	60-704
	7000	Transfer	<u>(254,098.23)</u>	<u>7,128.43</u>	<u>(246,969.80)</u>	* Function
	60	Capital Projects	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

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Working Cash Fund 70						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
700001010000		WORKING CASH FUND US BANK	0.00	0.00	0.00	70-101
700001010002		WORKING CASH FUND BANK OF EDW	725,715.61	72,669.72	798,385.33	70-101
700101030000		CASH CLEARING ACCOUNT	0.00	0.00	0.00	70-103-01
700115100000		W/CASH LOAN TO EDUC FUND	0.00	0.00	0.00	70-151-01
700115300000		W/CASH LOAN TO TRANSPORTATI	0.00	0.00	0.00	70-153-01
700115500000		W/CASH LOAN TO IMRF	0.00	0.00	0.00	70-155-01
	1000	Local	<u>725,715.61</u>	<u>72,669.72</u>	<u>798,385.33</u>	* Function
Drivers ED						
70011800000B		WORKING CASH INVESTMENTS	6,601,699.62	1,619.06	6,603,318.68	70-180-01
	1700	Drivers ED	<u>6,601,699.62</u>	<u>1,619.06</u>	<u>6,603,318.68</u>	* Function
Federal						
70-402		A/P LIABILITY	0.00	0.00	0.00	70-402
	4000	Federal	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
70-703		FUND CHANGE	(210,329.54)	(74,288.78)	(284,618.32)	70-703
720007040000		WKG CASH FUND BALANCE	(7,117,085.69)	0.00	(7,117,085.69)	70-704
	7000	Transfer	<u>(7,327,415.23)</u>	<u>(74,288.78)</u>	<u>(7,401,704.01)</u>	* Function
Other Financing Uses						
72018110710B		PERM TRF WKG CASH- ABOLISH TO	0.00	0.00	0.00	70-811-01
	8000	Other Financing Uses	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
	70	Working Cash Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

Collinsville CUSD 10 Balance Sheet

Printed: 11/12/2019 7:47:58AM
COLLINSVILLE 10

Tort Fund 80						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
800001010002		Cash Tort Edwardsville	923,808.41	431,723.35	1,355,531.76	80-101
	1000	Local	<u>923,808.41</u>	<u>431,723.35</u>	<u>1,355,531.76</u>	* Function
Drivers ED						
80011800000B		TORT INVESTMENTS	3,262,371.92	1,562.00	3,263,933.92	80-180-01
	1700	Drivers ED	<u>3,262,371.92</u>	<u>1,562.00</u>	<u>3,263,933.92</u>	* Function
Federal						
80-402		A/P LIABILITY	0.00	0.00	0.00	80-402
820045100017		T.H.I.S.	0.00	0.00	0.00	80-451-017
820045100018		TAX SHLT TRS	0.00	0.00	0.00	80-451-018
820045100022		THIS BP	0.00	0.00	0.00	80-451-020
80451022		THIS BP Administrator	0.00	0.00	0.00	80-451-022
820045100023		TRS 2.2	0.00	0.00	0.00	80-451-023
820045200000		FED W/H TAX	0.00	0.00	0.00	80-452
820045300000		STATE W/H TAX	0.00	0.00	0.00	80-453
820045400000		IMRF DEDUCTION	0.00	0.00	0.00	80-454-007
8200455A0000		TSA AXA EQUITALBE ROTH (455ELR	0.00	0.00	0.00	80-455
80456		ADDITIONAL LIFE INS	0.00	0.00	0.00	80-456
820045600000		SEC 125 ADM FEE (\$15)	0.00	0.00	0.00	80-456-003
82004560000		SEC 125 TERM LIFE	0.00	0.00	0.00	80-456-004
80456005		SEC 125 DEP CARE	0.00	0.00	0.00	80-456-005
820045630000		SEC 125 MED REIMB	0.00	0.00	0.00	80-456-006
8245630000		SEC 125 MED REIMB	0.00	0.00	0.00	80-456-006
820045600012		DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	80-456-012
820045600015		DISTRICT LIFE INSURANCE	0.00	0.00	0.00	80-456-015
820045700000		FICA DEDUCTION	0.00	0.00	0.00	80-457
820045800000		MEDICARE DEDUCTION	0.00	0.00	0.00	80-458
	4000	Federal	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
80-703		FUND CHANGE	52,317.97	(433,285.35)	(380,967.38)	80-703
820007040000		TORT FUND BALANCE	(4,238,498.30)	0.00	(4,238,498.30)	80-704
	7000	Transfer	<u>(4,186,180.33)</u>	<u>(433,285.35)</u>	<u>(4,619,465.68)</u>	* Function
	80	Tort Fund	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	Fund

Collinsville CUSD 10 Balance Sheet

Printed: 11/12/2019 7:47:58AM
COLLINSVILLE 10

Fire Prevention and Safety Fund 90						
Function	1000	Local				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
Local						
900001010000	FP&S CASH - US BANK (FIRSTAR)		0.00	0.00	0.00	90-101
900001010002	FP&S FUND CASH,BANK OF EDWARDS		9,123.05	33,206.37	42,329.42	90-101
900101030000	CASH CLEARING ACCOUNT		0.00	0.00	0.00	90-103-01
	1000 Local		<u>9,123.05</u>	<u>33,206.37</u>	<u>42,329.42</u>	* Function
Drivers ED						
90011800000B	FP&S INVESTMENTS		1,991,493.62	687.92	1,992,181.54	90-180-01
	1700 Drivers ED		<u>1,991,493.62</u>	<u>687.92</u>	<u>1,992,181.54</u>	* Function
Federal						
90-402	A/P LIABILITY		0.00	0.00	0.00	90-402
	4000 Federal		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Transfer						
90-703	FUND CHANGE		63,029.17	(33,894.29)	29,134.88	90-703
920007040000	FP&S FUND BALANCE		(2,063,645.84)	0.00	(2,063,645.84)	90-704
92017210000B	1996 H/L/S BOND SALE PROCEEDS		0.00	0.00	0.00	90-721-01
	7000 Transfer		<u>(2,000,616.67)</u>	<u>(33,894.29)</u>	<u>(2,034,510.96)</u>	* Function
	90 Fire Prevention and Safety Fund		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	Fund
	Report Total:		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

Fund Balance Report

Printed: 11/12/2019 10:40:53AM

COLLINSVILLE 10

Fund	Description	<u>Month to Date</u>		<u>Year to Date</u>		YTD Change	<u>Fund Balance</u>	
		Expense	Income	Expense	Income		Start of Year	Current
10	Education Fund	66,517.91	79,042.99	294,455.10	384,687.62	90,232.52	613,601.05	703,833.58
20	Oper, Build, & Maint Fund	1,604.82	3,380.15	5,620.34	16,464.40	10,844.06	0.00	10,844.06
40	Transportation Fund	1,123.08	2,576.86	1,123.08	12,537.98	11,414.90	0.00	11,414.90
		<u>\$69,245.81</u>	<u>\$85,000.00</u>	<u>\$301,198.52</u>	<u>\$413,690.00</u>	<u>\$112,491.48</u>	<u>\$613,601.05</u>	<u>\$726,092.54</u>

Collinsville Area Vocational Center
Statement of Changes in Fund Balance
For the Month Ending October 31, 2019

	Fund 10	Fund 20	Fund 40	Total
Fund Balance September 30, 2019	\$ 691,308.49	\$ 9,068.73	\$ 9,961.12	\$ 710,338.34
Income	\$ 79,042.99	\$ 3,380.15	2,576.86	\$ 85,000.00
Expenditures	(66,517.91)	(1,604.82)	(1,123.08)	(69,245.81)
Net change	\$ 12,525.08	\$ 1,775.33	\$ 1,453.78	\$ 15,754.19
Fund Balance October 31, 2019	<u>\$ 703,833.58</u>	<u>\$ 10,844.06</u>	<u>\$ 11,414.90</u>	<u>\$ 726,092.54</u>

10/31/19

Income	\$ 85,000.00
Cash Receipts to Expense Account to Asset	85,000.00
From AP Report coded to revenue	
JE's AJ's	
Total	\$ 85,000.00

10/31/19

Expenditures	\$ (69,245.81)
AP Check Register	(87,840.96)
Net PR 10/11/19	(20,511.07)
Net PR 10/25/19	(20,893.78)
AJ's	
From AP Report coded to revenue	
From AP Rep. coded to Assets	60,000.00
From Cash Receipts coded to exp acct	-
From AP Rep. coded to Liab. other than PR Liab.	
Total	\$ (69,245.81)

CAVC Balance Sheet

Printed: 11/12/2019 10:22:05AM
COLLINSVILLE 10

Education Fund 10						
Function						
Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number	
AP-Accrual-10	AP-Accrual for Fund 10	0.00	0.00	0.00	10-0	
100001010000	CASH (NA)	0.00	0.00	0.00	10-100	
Instruction						
100001010002	CASH Bank of Edwardsville Prime	22,986.10	19,124.76	42,110.86	10-101	
10-101	PAYROLL CASH	0.00	0.00	0.00	10-101	
100001010001	CASH US BANK	668,321.92	(6,599.68)	661,722.25	10-101-1	
1000010100TA	ACTIVITY (TRUST & AGENCY) CASH	65,413.66	0.00	65,413.66	10-102	
10951020000A	PETTY CASH	0.00	0.00	0.00	10-102-95	
10011200000A	RECEIVABLE MISC	0.00	0.00	0.00	10-120-01	
10951400000A	EDUC TUITION REC FM PART DIST	0.00	0.00	0.00	10-140-95	
10951400001A	IMRF TUITION REC PART DIST	0.00	0.00	0.00	10-140-95	
10011520000B	INTERFUND LOAN TO O&M FUND	0.00	0.00	0.00	10-152-01	
10951520000A	LOAN TO O&M FUND	0.00	0.00	0.00	10-152-95	
10951800000A	INVESTMENTS PMA -103	0.00	0.00	0.00	10-180-95	
1000	Instruction	<u>756,721.68</u>	<u>12,525.08</u>	<u>769,246.77</u>	* Function	
Community Services						
10-400	ACTIVITY (TRUST & AGENCY)	(65,413.66)	0.00	(65,413.66)	10-400	
10-404	DUE TO UNIT	0.47	0.00	0.47	10-400	
3000	Community Services	<u>(65,413.19)</u>	<u>0.00</u>	<u>(65,413.19)</u>	* Function	
Nonprogrammed Charges						
10-402	A/P LIABILITY	0.00	0.00	0.00	10-402	
10-403- 1	WAGE GAR. (4595)	0.00	0.00	0.00	10-403	
10-403	WAGE GARNISH	0.00	0.00	0.00	10-403-00	
12954200000A	ED FUND PAYABLE TO PARTICIPATI	0.00	0.00	0.00	10-420-95	
12004310000B	INTERFUND LOAN FROM EDUCATION	0.00	0.00	0.00	10-431-00	
120045190000	E.I.C.	0.00	0.00	0.00	10-451	
120045090000	T.H.I.S.	0.00	0.00	0.00	10-451-017	
120045110000	TRS TAX SHLT BP	0.00	0.00	0.00	10-451-018	
120045150000	TRS FEDERAL	0.00	0.00	0.00	10-451-019	
120045T20000	TRS 2.2	0.00	0.00	0.00	10-451-020	
120045TR0000	TRS PAYBACK	0.00	0.00	0.00	10-451-021	
10-451-022	T.H.I.S. BP	0.00	0.00	0.00	10-451-022	
10-451-023	2.2 TRS BENEFIT UPGRADE BP	0.00	0.00	0.00	10-451-023	
120045200000	FEDERAL TAX	0.00	0.00	0.00	10-452	
120045300000	STATE TAX	0.00	0.00	0.00	10-453	
120045340000	STATE W/H TAX	0.00	0.00	0.00	10-453	
10-454	IMRF (Ded/Ben)	0.00	0.00	0.00	10-454	

CAVC Balance Sheet

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COLLINSVILLE 10

Education Fund 10						
Function	4000	Nonprogrammed Charges				
Account	Description		Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
1200455A0000		TAX SHELTERED ANNUITIES	0.00	0.00	0.00	10-455
120045350000		EMP HEALTH INS PAY	0.00	0.00	0.00	10-456
120045360000		SUMMER INSURANCE EAR	0.00	0.00	0.00	10-456
120045390000		GHP INS. ADJUSTMENT	0.00	0.00	0.00	10-456
120045600000		SEC 125-ADM-FEE	0.00	0.00	0.00	10-456-003
120045610000		SEC 125 TERM LIFE	0.00	0.00	0.00	10-456-004
120045620000		SEC 125 DEP CARE	0.00	0.00	0.00	10-456-005
120045630000		SEC 125 MED REIMB	0.00	0.00	0.00	10-456-006
120045330000		DISTRICT HEALTH INSURANCE	0.00	0.00	0.00	10-456-012
120045380000		GHP HEALTH INSURANCE	0.00	0.00	0.00	10-456-013
120045370000		PRU CARE HEALTH INSURANCE	0.00	0.00	0.00	10-456-014
120045640000		DISTRICT LIFE INSURANCE	0.00	0.00	0.00	10-456-015
120045820000		HOSPITAL INDEMNITY INSURANCE	0.00	0.00	0.00	10-456-016
10-457		FICA	0.00	0.00	0.00	10-457
10-458		MEDICARE	0.00	0.00	0.00	10-458
10-459		LIAB. DED 459	0.00	0.00	0.00	10-459
	4000	Nonprogrammed Charges	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Provision For Contingencies						
10-703		FUND NET CHANGE	(77,707.44)	(12,525.08)	(90,232.52)	10-703
120007040000		FUND BALANCE	(613,601.05)	0.00	(613,601.05)	10-704
	6000	Provision For Contingencies	<u>(691,308.49)</u>	<u>(12,525.08)</u>	<u>(703,833.58)</u>	* Function
	10	Education Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

CAVC Balance Sheet

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COLLINSVILLE 10

Oper, Build, & Maint Fund 20					
Function					
Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
AP-Accrual-20	AP-Accrual for Fund 20	0.00	0.00	0.00	20-0
200001010000	CASH (NA)	0.00	0.00	0.00	20-100
Instruction					
200001010001	CASH US BANK	9,068.73	1,775.33	10,844.06	20-101
200001010002	CASH Bank of Edwardsville Prime	0.00	0.00	0.00	20-101
20951400000A	REC FM PART DIST BLDG FD	0.00	0.00	0.00	20-140-95
20951800000A	INVESTMENTS PMA-103	0.00	0.00	0.00	20-180-95
1000	Instruction	<u>9,068.73</u>	<u>1,775.33</u>	<u>10,844.06</u>	* Function
Community Services					
20-404	DUE TO UNIT	0.00	0.00	0.00	20-400
3000	Community Services	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Nonprogrammed Charges					
20-402	A/P LIABILITY	0.00	0.00	0.00	20-402
22954200000A	OBM FUND DUE TO PART DIST	0.00	0.00	0.00	20-420-95
22954310000A	LOAN FROM EDUCATION FUND	0.00	0.00	0.00	20-431-95
20-451-017	T.H.I.S.	0.00	0.00	0.00	20-451-017
20-451-018	TRS TAX SHLT	0.00	0.00	0.00	20-451-018
20-451-022	T.H.I.S. BP	0.00	0.00	0.00	20-451-022
20-451-023	2.2 TRS BENEFIT UPGRADE BP	0.00	0.00	0.00	20-451-023
20-452	Federal Tax	0.00	0.00	0.00	20-452
20-453	IL State Tax	0.00	0.00	0.00	20-453
2200455A0000	TAX SHELTERED ANNUITIES	0.00	0.00	0.00	20-455-00
20-458	MEDICARE EME	0.00	0.00	0.00	20-458
4000	Nonprogrammed Charges	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function
Provision For Contingences					
20-703	FUND NET CHANGE	(9,068.73)	(1,775.33)	(10,844.06)	20-703
220007040000	FUND BALANCE	0.00	0.00	0.00	20-704
6000	Provision For Contingences	<u>(9,068.73)</u>	<u>(1,775.33)</u>	<u>(10,844.06)</u>	* Function
20	Oper, Build, & Maint Fund	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

CAVC Balance Sheet

Printed: 11/12/2019 10:22:05AM
COLLINSVILLE 10

Transportation Fund 40						
Function						
Account	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number	
AP-Accrual-40	AP-Accrual for Fund 40	0.00	0.00	0.00	40-0	
400001010000	CASH (NA)	0.00	0.00	0.00	40-100	
Instruction						
400001010001	CASH US BANK	9,961.12	1,453.78	11,414.90	40-101	
400001010002	CASH Bank of Edwardsville Prime	0.00	0.00	0.00	40-101	
40951400000A	REC FROM PART DISTRICT TRANSP	0.00	0.00	0.00	40-140-95	
40951800000A	INVESTMENT PMA -103	0.00	0.00	0.00	40-180-95	
1000	Instruction	<u>9,961.12</u>	<u>1,453.78</u>	<u>11,414.90</u>	* Function	
Nonprogrammed Charges						
40-402	A/P LIABILITY	0.00	0.00	0.00	40-402	
42954200000A	DUE TO PART DISTS TRANSP FD	0.00	0.00	0.00	40-420-95	
4000	Nonprogrammed Charges	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	* Function	
Provision For Contingencs						
40-703	FUND NET CHANGE	(9,961.12)	(1,453.78)	(11,414.90)	40-703	
420007040000	FUND BALANCE	0.00	0.00	0.00	40-704	
6000	Provision For Contingencs	<u>(9,961.12)</u>	<u>(1,453.78)</u>	<u>(11,414.90)</u>	* Function	
40	Transportation Fund	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	Fund	
	Report Total:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		

9. Unfinished Business

9.1. Approval of Resolution to Waive the Limitation
on Administrative Costs for FY 2020



Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

RESOLUTION

WHEREAS, Section 17-1.5 of the School Code states: "School districts with administrative expenditures per pupil in the 25th percentile and below for all districts of the same type, as defined by the State Board of Education, may waive the limitation imposed under this section for any year with the affirmative vote of at least two-thirds of the members of the school board of the district," and

WHEREAS, the administrative expenditures per pupil of this district are in or below the 25th percentile for districts of the same type for fiscal year 2018, the most recent year for which such data is available.

WHEREAS, a public hearing was held on this resolution on November 18, 2019 at the Administrative Annex, 123 W. Clay, Collinsville, IL 62234,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Collinsville Community Unit School District #10 waives the limitation on administrative costs for FY 2020 as authorized by Section 17-1.5 of the School Code and the Superintendent is directed to notify the State Board of Education within 45 days of the date of this action.

PASSED this 18th day of November, 2020.

President, Board of Education
School District
County, Illinois

ATTEST:

Secretary, Board of Education
School District
County, Illinois

9.2. Approval of Board Policy 7:270 Update

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parent(s)/guardian(s) of students.

Self-Administration of Medication

A student may possess an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector and/or medication, or the storage of any medication by school personnel.

School District Supply of Undesignated Asthma Medication

~~The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild to moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.~~

School District Supply of Undesignated Epinephrine Injectors

~~The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person~~

when they, in good faith, believe a person is having an anaphylactic reaction. ~~Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.~~

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse ~~or trained personnel, as defined in State law,~~ may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. ~~Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.~~ See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

~~The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student by one or more of the following individuals:~~

- ~~1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:
 - ~~a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;~~
 - ~~b. Copies of the registry identification cards are provided to the District;~~
 - ~~c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and~~
 - ~~d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.~~~~
- ~~2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school sponsored activity, or before/after normal school activities, including while the student is in before school or after school care on school operated property or while being transported on a school bus.~~
- ~~3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.~~

~~The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.~~

~~Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.~~

~~The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to a child if the District or school would lose federal funding as a result.~~

Void Policy

~~The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.~~

~~The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.~~

~~The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.~~

~~The **Designated Caregiver Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.~~

Administration of Undesignated Medication

~~Upon any administration of an undesignated asthma medication, epinephrine injector, or an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.~~

Disclaimers

~~Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.~~

~~No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated asthma medication, an undesignated epinephrine injector, and/or an undesignated opioid antagonist. This policy does not guarantee the availability of undesignated medications. Students and their parent(s)/guardian(s) should consult their own physician regarding these medication(s).~~

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program Act, and
scheduled to be repealed on July 1, 2020.
720 ILCS 550/, Cannabis Control Act.
23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

ADMIN. PROC.: 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of
Undesignated Asthma Medication, Epinephrine Injectors, and/or Opioid
Antagonists), 7:270-E1 (School Medication Authorization Form), 7:270-E2
(School Medication Authorization Form - Medical Cannabis)

Students

Administrative Procedure - Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon

The District maintains and administers the undesignated medication(s) identified below in accordance with State and federal law (*check all that apply*):

- ~~Undesignated Glucagon (UG)~~
- ~~Undesignated Asthma Medication (UAM)~~
- Undesignated Epinephrine Injector(s) (UEIs)
- Undesignated Opioid Antagonist(s) (UOAs)

- The Superintendent, school nurse, and/or other necessary school officials should consult the Board Attorney to develop a plan to implement 105 ILCS 5/22-30 and 105 ILCS 145/27, added by P.A. 101-428.
- Obtain a prescription to maintain a supply of one or all of the following: ~~undesignated asthma medication (UAM)~~, epinephrine injector(s) (UEIs), opioid antagonist(s) (UOAs), ~~and/or undesignated glucagon (UG)~~ in the District’s name pursuant to 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726, and 105 ILCS 145/27, added by P.A. 101-428.
- Designate a secure location(s) to store undesignated medication. For ~~UAM~~, UEIs, and/or UOAs, this is where persons needing these medications are most at risk. 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726. For UEIs, this includes but is not limited to, classrooms and lunchrooms. Id. For UAM, this includes but is not limited to, a classroom or the nurse’s office. Id. For UG, this is where it is immediately accessible to a school nurse or delegated care aide. 105 ILCS 145/27, added by P.A. 101-428.
- Develop a method for maintaining an inventory of ~~UAM~~, UEIs, **and** UOAs, ~~and UG~~. The inventory should list the expiration dates of the ~~UAM~~, UEIs, **and** UOAs, ~~and UG~~.
- Identify procedures for a log or other recordkeeping of provisions, or administrations of ~~UAM~~, UEIs, UOAs, and ~~UG~~.
- Maintain a list in each building administrator and/or his or her corresponding school nurse’s office that includes the names of trained personnel who have received a statement of certification pursuant to State law.
- Develop procedures to implement the prescribed standing protocol for the provision, or administration of ~~UAM~~, UEIs **and/or** UOAs, ~~and/or UG~~, including calling 911 and noting any instructions given by Emergency Management Services (EMS). 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540(d). Upon any administration of *any* epinephrine injector, or opioid antagonist, procedures must include:
 1. Immediate activation of the EMS system. 105 ILCS 5/22-30(f-5). 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting EMS upon the administration of *any* asthma medication (so asthma medication is excluded from introductory clause above). This may mean that the Ill. General Assembly did not intend for school personnel to notify

EMS when administering a student's *prescribed* asthma medication (as opposed to UAM). However, 105 ILCS 5/22-30(j-15) (which requires school personnel who work with students to complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting every two years) requires asthma action plans. Some attorneys advise that all asthma action plans mandate an immediate 911 call based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied) (holding that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability and barring immunity protections under the Local Governmental and Governmental Employees Tort Immunity Act). Consult the Board attorney about whether to contact EMS when *any* asthma medication is administered.

2. Notification to the student's parent, guardian, or emergency contact, if known. Id. 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting the student's parent, guardian, or emergency contact upon the administration of *any* asthma medication. See the discussion in number 1, above, about asthma action plans pursuant to 105 ILCS 5/22-30(j-15), and consult the Board attorney.

The following reports and/or notifications by the school nurse (unless otherwise specified) when a(n):

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
<p>a. Physician, physician assistant, or advance practice registered nurse who provided the standing protocol or prescription for the UEI within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving epinephrine (student, staff, visitor); 	<p>a. The health care professional (20 ILCS 301/5-23(d)(4), amended by P.A. 100-201) who provided the prescription for the opioid antagonist within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-5). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving the opioid antagonist (student, staff, 	<p>a. Physician, physician assistant, or advanced practice registered nurse who provided the standing protocol and a prescription for the UAM within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-726.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-10), amended by P.A. 100-726. Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person 	<p>Immediately after administering UG to a student, notify the school nurse (if school nurse did not administer the UG to the student). The delegated care aide or school nurse then notifies the student's parent or guardian or emergency contact (if known) and health care provider of its use. 105 ILCS 145/47, added by P.A. 101-</p>

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
<ul style="list-style-type: none"> ii. Any previously known diagnosis of a severe allergy; iii. Trigger that precipitated allergic episode; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering epinephrine (school nurse, trained personnel, student); and vii. Any other information required by ISBE on the form. 	<ul style="list-style-type: none"> or visitor); ii. Location where symptoms developed; iii. Type of person administering the opioid antagonist (school nurse or trained personnel); and iv. Any other information required by ISBE on the form. 	<ul style="list-style-type: none"> receiving asthma medication (student, staff, visitor); ii. Any previously known diagnosis of asthma; iii. Trigger that precipitated respiratory distress, if identifiable; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering the asthma medication (school nurse, trained personnel or student); vii. Outcome of the asthma medication administration; and viii. Any other information required by ISBE on the form. 	428.

- Determine how the District will identify the student populations whose parents/guardians:
1. Have not completed and signed an *SMA Form*, or

2. Have not provided asthma medication, an epinephrine injector, opioid antagonist, and/or glucagon, as applicable to the student, for a student for use at school, even though they have completed the *SMA Form*.

Determine when the school nurse will provide or administer the UAM, UEIs, and/or UOAs, and/or UG, as applicable, to students.

The school nurse or trained personnel may:

1. Provide an UAM or UEI, as applicable to the situation, that meets the prescription on file in the *SMA Form* to:
 - a. Any student for his or her self-administration only. 105 ILCS 5/22-30(a), amended by P.A. 100-726; 105 ILCS 5/22-30 (b-10)(i), (ii), (v)(amended by P.A. 100-726), and (vi)(amended by P.A. 100-726)); 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20.
 - b. Any personnel authorized under a student's specific Individual Health Care Action Plan, Food Allergy Emergency Action Plan and Treatment Authorization Form, Section 504 plan, or individualized education program plan (IEP). 105 ILCS 5/22-30(b-10), amended by P.A. 100-726.
2. Administer an UEI to any student that the school nurse or *trained personnel* in good faith believes is having an anaphylactic reaction even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the epinephrine injector. 105 ILCS 5/22-30(b-10)(iii). **Note:** *Trained personnel* are different than *any personnel authorized* in 1.b., above. 105 ILCS 5/22-30(a). *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code, (b) annually trained online or in person to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress through a training curriculum developed by the Ill. State Board of Education (ISBE), and (c) submitting proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(a) and (g), amended by P.A. 100-726; 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for ISBE to complete this training curriculum.
3. Administer an UOA to any student that the school nurse or *trained personnel* in good faith believes is having an opioid overdose even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the opioid antagonist. 105 ILCS 5/22-30(b-10)(iv). **Note:** *Trained personnel* are different than *any personnel authorized*. See number 2, directly above. 105 ILCS 5/22-30(a), amended by P.A. 100-726. *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in 105 ILCS 10-22.34, 10-22.34a, and 10-22.34b, (b) annually trained online or in person to recognize and respond to opioid overdoses through a training curriculum developed by in compliance with the Alcoholism and Other Drug Abuse and Dependency Act, 20 ILCS 301/5-23, and (c) who have submitted proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(g); 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for a training curriculum, but it did require ISBE to develop a heroin and opioid prevention pilot program by Jan. 1, 2017. 105 ILCS 5/22-80.
4. Administer UAM to any student that the school nurse or *trained personnel* in good faith believes is having respiratory distress even though the parent/guardian has not completed

and signed an *SMA Form* or otherwise granted permission to administer the asthma medication. 105 ILCS 5/22-30(b-10)(vii), amended by P.A. 100-726. See numbers 2 and 3, directly above for discussions between *any personnel authorized* and *trained personnel*.

5. Administer UG, as applicable to the situation, for a student with a completed *SMA Form* granting permission for UG use that matches the prescription listed on the form and is also consistent with the student's diabetes care plan, if the student's prescribed glucagon is not available on-site or has expired.

- Assess how to manage requests from parents/guardians who wish to *opt-out* of the UAM, UEIs, and/or OAs being available to their child.

The School Code does not provide a mechanism for a student or his or her parent/guardian to *opt-out* of the administration of the District's supply of ~~UAM~~, UEIs, or UOAs when a nurse and/or trained personnel in good faith professionally believe a student is having an anaphylactic reaction or opioid overdose. While there may be religious, health, or other reasons that a student's parent/guardian may wish to *opt-out* of the administration of ~~UAM~~, UEI, or UOA to their child, the law does not provide a way for parents/guardians to do so. Management of this issue should be discussed with the Board Attorney. For additional guidance on this issue, see Board policy 7:275, *Orders to Forgo Life-Sustaining Treatment*.

- Determine how to notify all parents/guardians about how ~~UAM~~, UEIs, and/or UOAs may be provided or administered to students.

If the District maintains a supply of ~~UAM~~, UEIs, and/or UOAs, it must notify parents/guardians of the protections from liability granted to it and the prescribing physician by 105 ILCS 5/22-30(c) and (c-5), amended by P.A. 100-726. There are two groups of parents/guardians that the District must notify: (1) parents/guardians of students who have previously signed a *SMA Form*, and (2) parents/guardians of all students.

For parents/guardians who have previously signed the *SMA Form*, 105 ILCS 5/22-30(c), amended by P.A. 100-726, requires the District to provide additional notice that the physician(s)/individual(s) with prescriptive authority providing the standing protocol and prescription for the District's supply of ~~UAM~~, UEIs, and UOAs are protected from liability, except for willful or wanton conduct arising from the use of UAM, UEI, or UOA regardless of whether authorization was given by the student, parent/guardian, or student's physician. Discuss with the Board Attorney whether to amend the District's form(s) to include this language.

For parents/guardians of all students, 105 ILCS 5/22-30(c), requires parents/guardians to be informed that: (1) the District maintains a supply of ~~UAM~~, UEIs, and/or UOAs, and (2) the District and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer ~~UAM~~, UEI, and/or UOA to any student when these individuals in good faith professionally believe that the student is having an anaphylactic reaction. There are several methods to inform parent/guardians of this information, e.g., receipt of handbook signature, or see Exhibit 7:270-E1, *School Medication Authorization Form*. Discuss with the Board Attorney the method that works best for the District.

Collinsville Unit School District #10
**Health Services Procedural Guidelines for Undesignated Opioid Antagonist in
the School Setting**

PA 99-0480 Use of Undesignated Opioid Antagonist

The above legal reference allows schools to stock an antidote Naloxone (Narcan) for suspected overdose of opioid drugs of victims in the school setting.

Resources:

Illinois State Board of Education, www.isbe.net

Illinois Department of Public Health, www.dph.illinois.gov

National Association of School Nurses, www.NASN.org

Karen Tilashalski, MEd, Project Coordinator, Chestnut Health Systems 50

Northgate Industrial Drive, Granite City, IL 62040

Ph618-205-8134, www.chestnut.org, ktilashalski@chestnut.org

The Illinois Department of Public Health (IDPH) has reported that deaths from opioid overdoses have increased fourfold since 1999, and is the leading cause of death in the United States for those under the age of 50. In 2018, IDPH reported EMS data indicating an increase in administrations of multiple doses of Narcan, associated to the increased toxic exposure to opioids in Illinois. Additionally, hospital emergency department (ED) information identified an elevation in ED visits associated with opioid overdose in 2018 compared to 2017. In 2015, the National Association of School Nurses (NASN) addressed the growing epidemic of opioid use and overdoses. NASN addressed the value of Naloxone in the school setting, and the necessity of anticipation such potential emergencies.

IDPH defines Narcan as a prescription medication that can block or reverse the effects of an opioid overdose. **Examples of common opioids are: Heroin, Fentanyl, and certain prescribed pain medications.**

CUSD#10 will stock the Undesignated Opioid Antagonist, Naloxone (Narcan) as provided by Karen Tilashalski, MEd, Project Coordinator at Chestnut Health Systems through an existing Prevent Opioid Overdose Deaths Grant Program. **The Narcan will be housed at Collinsville High School and Hollywood Heights Alternative School.**

The initiation of Undesignated Opioid Antagonist in CUSD#10 will require a supply source, which at this time is Chestnut Health Systems; a plan to monitor and store the Narcan; and staff training. ISBE mandates training that must meet the requirements of the Act including the following:

Opioid overdose recognition and prevention

Narcan administration techniques

The importance of calling 911 for the care of the overdose victim after Narcan administration.

In addition, if Narcan is administered by trained personnel, ISBE requires that an Undesignated Opioid Antagonist Reporting Form must be completed and submitted via email (opioid@isbe.net) within 3 calendar days of use.

Replacement of Used or Expired Doses:

Used Doses: Multiple doses of Narcan will be housed at CHS and Hollywood Hts Alternative School. If Narcan is used, contact Karen at Chestnut Health Systems for replacement doses while supplies last.

Expired Doses: Narcan expires every two years. Contact Karen at Chestnut Health Systems for replacement doses while supplies last.

Disposal of Used or Expired Narcan:

Used Doses: It is safe to dispose of used doses of Narcan in the regular trash. We will be placing used Narcan applicators in a baggie prior to disposal. Alternatively, used doses can be placed in a baggie and returned to Karen at Chestnut Health Systems.

Expired Doses: All expired (every 2 years) doses of Narcan will be returned to Karen at Chestnut Health Systems.

Storage of Narcan:

Narcan will be stored in an accessible but secure area. Narcan should be stored away from direct sunlight and at 59-77 degrees F. Each dose of Narcan contains 4mg of Naloxone.

At CUSD#10, Narcan will be stored in a rescue bag in the health office with the AED and monitored by the school nurse.

At Hollywood Hts Alternative School, Narcan will be stored in a rescue bag in the school office with the AED and monitored by the school nurse and/or school principal.

The Narcan rescue bag will contain Narcan, multiple gloves, face shield, and emergency care Information.

Who will administer Narcan if an overdose is suspected:

Only School Nurses with Narcan Training may administer Narcan.

~~Trained Health Services Staff who also are certified in CPR/AED-~~

~~Trained Staff/administrators who also are certified in CPR/AED~~

~~Resource officers also carry and are trained to use Narcan per their police department policies.~~

Undesignated Opioid Antagonist Training:

Train-the-Trainer: There will be 2-4 trainers for the school district. These trainers are Registered Nurses and have been trained by Karen Tilashalski, MSEd at Chestnut Health Systems on 9/20/19 on use, safety, storage, and emergency care of Narcan.

Narcan Training: ~~Undesignated Narcan training will be offered to interested staff who are also CPR/AED certified.~~ All health staff will be trained on Narcan use (and are already CPR/AED certified). ~~Narcan training will also be incorporated into First Aid training for district staff. Staff training lists will be kept up to date by the Lead School Nurse.~~

In addition, Ed Leaders Network has an extensive Opioid Antagonist training video available.

Notifications:

Information will be included in the student handbook for each grade level. Principals and Staff will be notified initially by email and/or by administration. ~~Staff training will be offered as scheduled by the district trainers and/or during First Aid class.~~

Local Police Departments (Collinsville/Maryville/Caseyville) will also be notified that this program has been established.

Resource officers will be notified by phone immediately upon initiation of program.

For questions regarding Narcan for CUSD#10, related training, or related ISBE reporting, contact Lisa Brown Sabatino, RN, MSN, IL/PEL-CSN District Lead Nurse at 618-346-6265 or Debra Welch, RN, IL/PEL-CSN at 618-346-6301.

NOTE: See related documents attached Narcan

Administration

ISBE Undesignated Opioid Antagonist Reporting Form

IDPH How to Use Naloxone and Prevent Overdose, A Guide for Patients and Caregivers

As of 9/24/19 lbs

10. **New Business**

10.1. Activity Account for CHS Black Student
Union

BOARD AGENDA
November 18, 2019

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: November 18, 2019

RE: Activity Account CHS Black Student Union

David Snider, Collinsville High School Principal, has requested that an activity account be established for the CHS Black Student Union at Collinsville High School. This account will be used to deposit monies from various fundraising activities. Joanna Kelly will be the responsible person for this account.

I recommend approval of the following suggested motion:

“I move that one activity account for CHS Black Student Union be established within the Trust & Agency fund effective November 18, 2019”

ss

Attachment



Home of the Kahoks

COLLINSVILLE HIGH SCHOOL

Collinsville Community Unit District No. 10

2201 South Morrison Avenue
Collinsville, Illinois 62234-1449
(618) 346-6320
Fax: (618) 346-6341

TO: Mrs. Uta Robison
FROM: David G. Snider, Principal
DATE: October 24, 2019
SUBJECT: Establishing an Activity Account – CHS Black Student Union

I recommend an activity account be established for the CHS Black Student Union. This account would be used for depositing monies and checks for the organization activities. At this time, Joanna Kelly is the sponsor for the organization.

Thank you for your consideration.

David G. Snider
Principal

pb

OCT 25 2019

10.2. Consider 5-Year Server Lease

COLLINSVILLE COMMUNITY UNIT DISTRICT #10

201 WEST CLAY STREET • COLLINSVILLE, IL • 62234
WWW.KAHOKS.ORG • PHONE: 618.346.6350 • FAX: 618.343.0701



TO: Dr. Brad Skertich, Superintendent

FROM: Derek Turner, Director of Technology

DATE: November 13, 2019

RE: RECOMMENDATION FOR DATACENTER REFRESH

BACKGROUND

The technology department tries to maintain a strict 5-year lifecycle on server and storage equipment due to the critical nature of those network components. The Dell VRTX server purchased in 2016 is approaching five years old. This is the core server in our high school datacenter that runs the vast majority of district applications. In addition to the VRTX, the main backup server in the high school datacenter has been in service for well over five years, and should be replaced as soon as possible.

CONSIDERATIONS

Eric Weiss, the Network Supervisor, and myself have been working with DellEMC engineers over the last few months to design a hyper-converged, infrastructure solution, that will not only meet our current server needs, but modernize our entire data center and provide the groundwork for future expansion into the next generation of data processing. During numerous webinars and phone conferences, Dell engineers collected and analyzed considerable amounts of data regarding our current information systems in order to provide the most comprehensive solution possible.

In September, the board approved the use of the nickel tax levy for a 4-year server lease with a budget of \$30,000 per year. After also discussing the need for a backup solution with Dell engineers, it was concluded that Dell's Data Protection appliance would provide the simplest and most reliable backup solution when coupled with DellEMC VXrail compute components. Since these two systems are tightly integrated together, it made the most sense to purchase both solutions together.

The added backup component, as well as the cost of the financing, brought the total project cost to \$159,399.10, so I am proposing to extend the lease to five years instead of four, with equal annual payments in the amount of \$31,879.82. I have discussed the proposal with both Uta Robison and Dr. Skertich and the proposed lease plan, though slightly over budget, can be supported by the lease levy.

RECOMMENDATION

Therefore, I recommend that the board approve the attached quotes provided by DellEMC and the 5-year financing plan from Dell Financial. Thank you for your consideration.



A quote for your consideration.

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

Quote No.	3000050177363.1	Sales Rep	Kia Armstrong
Total	\$8,274.84	Phone	(800) 456-3355, 80000
Customer #	3613505	Email	Kia_Armstrong@Dell.com
Quoted On	Nov. 13, 2019	Billing To	ACCOUNTS PAYABLE
Expires by	Dec. 13, 2019		COLLINSVILLE COMM SCHOOL 10
Solution ID	11794413		201 WEST CLAY ST
Deal ID	18176024		COLLINSVILLE, IL 62234-3219

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you're ready to place an order. Thank you for shopping with Dell!

Regards,
Kia Armstrong

Shipping Group

Shipping To	Shipping Method
ACCOUNTS PAYABLE COLLINSVILLE COMM SCHOOL 10 201 WEST CLAY ST COLLINSVILLE, IL 62234 (618) 346-6350	Standard Delivery

Product	Unit Price	Qty	Subtotal
PowerSwitch S4128 - [amer_s4128_12358]	\$4,137.42	2	\$8,274.84

Subtotal:	\$8,274.84
Shipping:	\$0.00
Non-Taxable Amount:	\$8,274.84
Taxable Amount:	\$0.00
Estimated Tax:	\$0.00
<hr/>	
Total:	\$8,274.84

Special lease pricing may be available for qualified customers and offers. Please contact your DFS Sales Representative for details.

Shipping Group Details

Shipping To

ACCOUNTS PAYABLE
 COLLINSVILLE COMM SCHOOL
 10
 201 WEST CLAY ST
 COLLINSVILLE, IL 62234
 (618) 346-6350

Shipping Method

Standard Delivery

PowerSwitch S4128 - [amer_s4128_12358]	\$4,137.42	Qty 2	Subtotal \$8,274.84
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Estimated delivery if purchased today:

Jan. 15, 2020

Contract # 99AGZ

Customer Agreement # MHEC-07012015

Description	SKU	Unit Price	Qty	Subtotal
Dell EMC Switch S4128F-ON, 1U, 28 x 10GbE SFP+, 2 x QSFP28, PSU to IO, 2 PSU, OS10	210-ALTG	-	2	-
OS10 Enterprise S4128F-ON	619-AMIZ	-	2	-
US Order	332-1286	-	2	-
Dell EMC Networking S4100-ON Americas User Guide	343-BBGC	-	2	-
Dell Hardware Limited Warranty 1 Year	814-1417	-	2	-
ProSupport:Next Business Day Onsite Service After Problem Diagnosis, 1 Year	814-1428	-	2	-
ProSupport:Next Business Day Onsite Service After Problem Diagnosis, 4 Years Extended	814-1438	-	2	-
ProSupport:7x24 HW/SW Technical Support and Assistance, 5 Years	814-1439	-	2	-
Dell Limited Hardware Warranty Extended Year(s)	975-3461	-	2	-
Thank you choosing Dell ProSupport. For tech support, visit //www.dell.com/support or call 1-800- 945-3355	989-3439	-	2	-
Info 3rd Party Software Warranty provided by Vendor	997-6306	-	2	-
ProDeploy Dell Networking S Series 4XXX Switch - Deployment Verification	804-2146	-	2	-
ProDeploy Dell Networking S Series 4XXX Switch - Deployment	821-5785	-	2	-
Dell Networking Cable, OM4 LC/LC Fiber Cable, (Optics required), 5 Meter	470-ACLK	-	4	-
Power Cord, 125V, 15A, 10 Feet, NEMA 5-15/C13	450-AAFH	-	4	-
Power Cord, 125V, 15A, 10 Feet, NEMA 5-15/C13	450-AAFH	-	4	-
Dell Networking, Transceiver, SFP+, 10GbE, SR, 850nm Wavelength, 300m Reach	407-BBEF	-	4	-
Dell Networking, Cable, SFP+ to SFP+, 10GbE, Passive Copper Twinax Direct Attach Cable, 2 Meter	470-ABOZ	-	20	-

Subtotal:	\$8,274.84
Shipping:	\$0.00
Estimated Tax:	\$0.00

Total: \$8,274.84

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at <http://www.dell.com/terms> or www.dell.com/oemterms); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms.

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

^Dell Business Credit (DBC):

OFFER VARIES BY CREDITWORTHINESS AS DETERMINED BY LENDER. Offered by WebBank to Small and Medium Business customers with approved credit. Taxes, shipping and other charges are extra and vary. Minimum monthly payments are the greater of \$15 or 3% of account balance. Dell Business Credit is not offered to government or public entities, or business entities located and organized outside of the United States.

Quote



EMC Corporation
 176 South Street
 HOPKINTON MA 01748
 USA

Quote Prepared By: HOLLIE ROGERS
Email: hollie.rogers@dell.com
Quote #: 6003240957 V01
Date: 12.11.2019
Valid Until: 27.11.2019
Contract #:
CMC ID:
Payment Terms: NET 30

Sold To:	Bill To:	Ship To:	Install At:	End User:
COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10		COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10
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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
DP4400 8TB							
SYSTEM	SOLUTION DP APPLIANCE 4400	1					
DPAPPL_4400	ANCHOR DP APPLIANCE 4400	1	EA	0.00			
DP4400S_8TB_SFP8	IDPA DP4400S 8TB 8X10G SFP	1	EA	16,293.85			
DPCBL-LC-OM4-10ME	10 M LC TO LC CABLE KIT	4	EA	183.29			
DPXCVR-10GBE-4400	TRANSCEIVER 10GBE SFP+ DP4400 300M	4	EA	1,552.56			
M-PSM-HW-DD-E1	PROSUPPORT 4HR/MC HARDWARE SUPPORT	1	EA	13,035.08	60	3,258.77	EOPS
Hardware Sub-total				\$18,029.70			
Hardware Wty and Maint Sub-total				\$13,035.08		\$3,258.77	

IDPA_DDVE_62	IDPA DDOS 6.2 VIRTUAL EDITION=IA	1	EA	0.00			
458-002-414	DATA PROTECTION CENTRAL ENTRY=CA	1	EA	0.00			

P-R3-201601

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
M-PSM-SW-DD-E1	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	
458-002-436	IDPA DP4400 ENV CONFIG	1	EA	0.00			
456-113-830	DP4400S CAPACITY ENABLER DDVE 4TB=CC	2	EA	0.00			
456-113-622	VREALIZE ENABLER ENTRY=IA	1	EA	0.00			
456-113-781	IDPA BOOSTFS 1 TB RAW ENABLER ENTRY=CB	8	EA	0.00			
456-113-623	ANALYTICS ENABLER ENTRY=CB	1	EA	0.00			
456-113-661	IDPA TARGET PROTOCOL ENABLER ENTRY=CA	1	EA	0.00			
456-113-620	FEDERATED REPORTING SERVER ENTRY=IA	1	EA	0.00			
456-113-624	IDPA BU SEARCH ENABLER ENTRY=CA	1	EA	0.00			
456-113-621	IDPA BU APP ENABLER ENTRY=IA	1	EA	0.00			
M-PSM-SW-DD-E1	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	
458-002-482	DP4400 DD CLOUD DR ESSENTIALS 5TB=CC	1	EA	0.00			
M-PSM-SW-DD-E1	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	
458-002-437	DP4400 CLOUD TIER LICENSE	1	EA	0.00			
456-107-983	LIC CLOUD TIER DP4400 BASE TB=CC	5	EA	0.00			
M-PSM-SW-DD-E1	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
Software Sub-total				\$0.00			
Software Wty and Maint Sub-total				\$0.00		Not Specified	
ProDeploy Plus							
PS-PDP-IDPAVEDP	PDP FOR IDPA DP4X SERIES	1	EA	4,828.04			
CE-PDPDPDTC0001	1 TRAINING CREDIT VALID 1YR (PDP DP)	900	EA	765.00			
PS-PDP-P30IDPA	30DAYPOSTDEPLOYASSIST IDPA	1	EA	183.63			
PS-BAS-DDCDRB	DDCDR REMOTE IMPLEMENTATION SERVICE	1	EA	5,914.55			
Services Sub-total				\$11,691.22			

Configuration Sub-total

Hardware Sub-total	\$18,029.70
Software Sub-total	\$0.00

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
	Prepaid HW Maintenance Sub-total			\$13,035.08			
	Prepaid SW Maintenance Sub-total			\$0.00			
	Services Sub-total			\$11,691.22			
	Configuration Total			\$42,756.00			

SYSTEM	EMC GRANULAR RECOVERY FOR MICROSOFT	1					
458-002-484	EMC GRANULAR RECOVERY MICROSOFT HIGH=C	8	EA	0.00			
M-PSM-SW-DD-H1	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	
Software Sub-total				\$0.00			

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
	Software Wty and Maint Sub-total			\$0.00		Not Specified	

Configuration Sub-total

Software Sub-total	\$0.00
Prepaid SW Maintenance Sub-total	\$0.00
Configuration Total	\$0.00

SYSTEM	RECOVERPOINT VIRTUAL MACHINE	Qty	UOM	Price
458-001-440	RECOVERPOINT FOR VM STARTER PACKS	1	EA	0.00
456-113-589	RP4VM 5VM STARTER PACK FOR DP4400=IB	1	EA	0.00

P-R3-201601

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
M-PSM-SW-D3-001	PROSUPPORT 4HR/MC SOFTWARE SUPPORT	1	EA	0.00	60	Not Specified	
Software Sub-total				\$0.00			
Software Wty and Maint Sub-total				\$0.00		Not Specified	

Configuration Sub-total

Software Sub-total	\$0.00
Prepaid SW Maintenance Sub-total	\$0.00
Configuration Total	\$0.00

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period

Notes:

This Quote is between the entity issuing this Quote ("Supplier") and the entity for whom this Quote is prepared ("Customer"), and is governed by (i) the applicable signed agreement between them; or (ii) if none exists, the following applicable, then current Supplier agreement for the product or services listed:

1. Infrastructure equipment and its related software and support for use in the United States are subject to the Commercial Terms of Sale (CTS) electronically posted at www.Dell.com/CTS; and
2. Infrastructure equipment and its related software and support for use in all locations other than the United States are subject to the applicable terms posted at www.Dell.com or relevant local country Supplier entity website.

Electronically posted agreements are available in hard copy upon request.

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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Unless specified otherwise in the terms and conditions contained in an applicable signed agreement between Supplier and Customer, the warranty for equipment upgrades and add-ons is coterminous with that of the existing system in which the upgrade or add-on is installed. Pricing is valid for a period of thirty (30) days from the date of this Quote. Taxes and/or freight charges, if any, listed on this Quote are only estimates and the final amounts shall be as stated on the relevant invoice. Additional freight charges will be applied if expedited shipping is requested. Customer Education Subscriptions, ValuePaks and Training Units are valid for one (1) year from date of invoice.

The prices on this Quote are dependent upon Supplier's use of its applicable remote access capabilities, if any, during the Supplier warranty and/or maintenance or support period. If Customer disconnects, or otherwise does not allow the use of such remote access capability, then Supplier shall invoice, and Customer shall pay, the amount of Supplier's then current, standard surcharge for all impacted products during the affected portion of the Supplier warranty and/or maintenance or support period.

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COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10		COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10
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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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SPECIAL NOTICE FOR SELECT PRODUCTS ("SEL"): Notwithstanding any contrary terms or conditions in any agreement between the parties, or any order submitted by, or Quote accepted by, Customer, all offerings distributed by Supplier pursuant to the "Select Products" program (identified as "SEL" or "SELECT" in the Quote) are provided by Supplier to Customer to facilitate the sale of the Select Product offerings to Customer only on an "AS IS" basis and with Supplier having no warranty, maintenance, support or indemnity obligations with regard thereto. While the quoting, ordering and payment terms of the agreement governing this Quote continue to apply between Supplier and Customer, the other terms and conditions governing a Select Product offering are the applicable license, warranty, indemnity, support and other terms contained in (i) an agreement directly between Customer and the third party supplier or manufacturer, or (ii) if none exists, the corresponding terms found on the website of the applicable third party supplier or manufacturer that is accessed through the Select Products website link at www.dell.com/legal. Customer's purchase order for Select Product offerings signifies agreement to these terms.

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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SPECIAL NOTICE FOR SUPPLIER SOFTWARE: Additional descriptions of the various maintenance/support options, use rights, policies and restrictions governing Software are listed on the Product Notice website that is accessed through the Product Warranty, Maintenance & Service Descriptions website link at www.dell.com/legal. Supplier Software is licensed on the basis of a quantity (identified in the "Qty" column on the Supplier Quote) and the related unit of measure ("UOM"). The UOM, if applicable, for an item of Software is indicated by an equals sign (=) immediately followed by two (2) capitalized alphabet letters (the "UOM Code") at the end of the information in the "Description" column for the Software product. For example, a Software product with a UOM based on the total data storage capacity of the storage array or other device on which the Software product is licensed for use is indicated by "=CB" at the end of the Description. Each UOM is described in more detail, along with definitions of the terms used, at the Software Use Rights document document that is accessed through the Product Warranty, Maintenance & Service Descriptions website link at www.dell.com/legal. Except to the extent specifically stated otherwise on this Quote, each UOM Code and its related Unit of Measure are shown on the following UOM Code Chart.

UOM Code Chart

UOM Code	UOM (Unit of Measure)
CA	Registered Capacity of Data measured in Terabytes
CB	Raw Capacity of Data measured in Terabytes
CC	Usable Capacity of Data measured in Terabytes
CF	Raw Capacity of Data measured in Gigabytes

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
	CG			Usable Capacity of Data measured in Gigabytes			
	FA			Foundation			
	FB			Foundation related Service Connector			
	FC			Foundation related Application Instance			
	FD			Foundation related Advanced Logging Instance			
	FE			Foundation related Service Instance			
	IA			Instance measured per Server			
	IB			Instance measured per Virtual Machine			
	IC			Instance measured per Storage Array			
	ID			Instance measured per Node			
	IE			Instance measured per Engine			
	IF			Instance measured per Cluster			
	IG			Instance measured per total number of Processors per Node			
	MA			Managed Entity measured per Device			
	MB			Managed Entity measured per Inbox or Mailbox			
	MC			Managed Entity measured per User			

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
	MD						
	PA						
	PD						
	UA						
	UB						
	UC						
	UD						
	ZA						
	ZB						
	ZC						

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Quote #: 6003240957 V01
Date: 12.11.2019
Valid Until: 27.11.2019
Contract #:
CMC ID:
Payment Terms: NET 30

Sold To:	Bill To:	Ship To:	Install At:	End User:
COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10	COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10		COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10
201 W CLAY ST COLLINSVILLE IL 62234 USA	201 W CLAY ST COLLINSVILLE IL 62234 USA	201 W CLAY ST COLLINSVILLE IL 62234 USA		201 W CLAY ST COLLINSVILLE IL 62234 USA

Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
	ZD						Central Processing Unit by MSU (Millions of Service Units)

SPECIAL NOTICE FOR SUPPLIER SOFTWARE SUBSCRIPTIONS: All offerings provided by Supplier as a software subscription (identified by a model number or sku containing "SH" or "SU" in the "Item" column of the Quote) are provided subject to the terms contained in this paragraph. The software subscription fee listed on this Quote includes both the license to use the Software and access to the specified Supplier support option (which may be identified as a separate line item at no additional charge) for the time period stated in the Quote ("Original Term"). The Original Term begins on the date that Supplier ships the Software media (if any) or sends Customer notice that the Software is available for electronic download. Unless other arrangements are made to properly continue the software subscription at the end of the Original Term, Customer shall immediately cease using the software subscription and shall erase or return the Software to Supplier. If the "Description" column of this Quote contains the designation of "AIP" (representing Annual Installment Payment) or "MIP" (representing Monthly Installment Payment), (i) the amount shown on this Quote is the total charge for the entire specified software subscription period; and (ii) Supplier will not invoice such amount all at once, but shall invoice the applicable portion of such amount in equal, annual or monthly, as applicable, installments with each installment invoice being sent at the beginning of each year or month, as applicable, of the specified software subscription period.

Quote



EMC Corporation
 176 South Street
 HOPKINTON MA 01748
 USA

Quote Prepared By: HOLLIE ROGERS

Email: hollie.rogers@dell.com

Quote #: 6003240957 V01

Date: 12.11.2019

Valid Until: 27.11.2019

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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SPECIAL NOTICE FOR ANNUAL MAINTENANCE RENEWAL PRICE: If specified, the Annual Maintenance Renewal Price ("Renewal Price") set forth above is the non-negotiable annual maintenance or support renewal fee for the identified maintenance or support option, if purchased. If not specified, Renewal Price will be determined at time of renewal. Notwithstanding anything to the contrary, this Renewal Price is valid for annual maintenance or support purchased prior to the expiration of the Renewal Price Validity Period ("Validity Period"). If the Validity Period is expressed as a number, the Renewal Price is valid for annual maintenance or support purchased within the specified number of months after the expiration date of (i) the warranty period; or (ii) the initial prepaid maintenance or support period bought at the time of the product procurement, whichever occurs later. If the Validity Period is expressed as "EOPS" (meaning the date on which the End of Primary Support ("EOPS") period ends), the Renewal Price is valid for annual maintenance or support purchased prior to the EOPS date. The Renewal Price is offered to the Customer listed above on the Quote. The Renewal Price is being offered in lieu of, and may not be combined with, any other applicable discounts or contractual pricing agreements. By issuing a purchase order for the renewal based on this quoted Renewal Price, Customer acknowledges and agrees that no other discounts will apply to the Renewal Price. If Customer chooses other contractual pricing, Renewal Price is no longer available, Customer acknowledges and agrees that the Renewal Price Validity Period, and Customer's rights under this quote obligating EMC to offer the Renewal Price, shall be terminated. To be eligible for the Renewal Price, Customer must maintain, and remain current on payment for, the related maintenance or support option for the specified Product(s) with no gaps in coverage for the duration of any and all renewal periods. The Renewal Price is limited to the specified duration of the maintenance or support renewal period(s) and to the quoted Product configuration on this Quote only. If the originally purchased Product has a specified Renewal Price, any new configuration, due to upgrades, configuration changes (provided such changes conform to your Product specifications), or service level changes, will be repriced per the applicable Renewal Price for that Product. Maintenance or support for future Equipment upgrades (a) is not included in the Renewal Price, (b) must be purchased separately, and (c) at a minimum, must be coterminous with and at the same maintenance or support option level as the underlying Equipment into which the upgrade is installed. The Renewal Price is only available during the period in which the quoted Product configuration remains generally available, covered by Supplier primary support, and has not been designated as EOPS by Supplier. The Renewal Price is payable only in the currency specified above. The provision of the maintenance or support services obtained during a renewal is contingent on the existence of, and remains subject to the terms and conditions contained in, the applicable signed maintenance or support agreement in effect with Supplier or, in the absence thereof, the agreement specified above on this Quote. Additional descriptions of the various maintenance or support options, use rights, policies and restrictions for the renewal term(s) are listed on the Product Notice website accessed through Product Warranty, Maintenance & Service Descriptions website link at www.dell.com/legal.

Quote



EMC Corporation
 176 South Street
 HOPKINTON MA 01748
 USA

Quote Prepared By: HOLLIE ROGERS

Email: hollie.rogers@dell.com

Quote #: 6003240957 V01

Date: 12.11.2019

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Contract #:

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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SPECIAL NOTICE FOR PRODUCTS AND SERVICES BEING FINANCED: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the items on this Quote with Dell Financial Services LLC or other company pre-approved by Supplier prior to the date of this Quote (collectively the "Funding Source" or "FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation from FS that FS (i) intends to enter into a Financing Agreement with Customer for these items, and (ii) agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use of the these items is subject to the applicable governing agreement between Customer and Supplier, except that title to the equipment/hardware shall transfer from Supplier to FS in the same manner as title would have otherwise transferred to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier. Upon receipt of such payment, Supplier shall instruct FS to transfer title to Customer.

SPECIAL NOTICE FOR CLOUD SERVICES OFFERINGS: All offerings provided by Supplier as cloud services (identified by a model number or SKU containing SAS in the "Item" column of the Quote) are provided subject to the Cloud Services Terms website link at www.dell.com/legal. The fee listed on this Quote includes the right to access and use the applicable cloud services offering for the time period stated in the Quote ("Service Period"). The Service Period begins on the date that Supplier sends Customer notice with the information needed for Customer to access the cloud services offering. Unless other arrangements are made to properly continue the cloud services offering at the end of the Service Period, Customer will cease use of the cloud services and retrieve its data in accordance with the Cloud Services Terms.

Quote



EMC Corporation
 176 South Street
 HOPKINTON MA 01748
 USA

Quote Prepared By: HOLLIE ROGERS
Email: hollie.rogers@dell.com
Quote #: 6003240957 V01
Date: 12.11.2019
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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period
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SPECIAL NOTICE FOR STORAGE AND DATA PROTECTION PRODUCTS SUBJECT TO Dell EMC SATISFACTION GUARANTEE PROGRAM: A storage product or data protection product, if any, set forth above on this Quote and identified in the Dell EMC Satisfaction Guarantee Terms and Conditions located at: http://www.emc.com/collateral/sales/dellemc-satisfaction-guarantee-terms-and-conditions_ex-gc.pdf ("Satisfaction Guarantee"), which is purchased together with three (3) years of a ProSupport Service for the product, is eligible for the Satisfaction Guarantee, subject to the terms and conditions therein.

SPECIAL NOTICE FOR VBLOCK, VXRACK AND VXBLOCK PRODUCTS. Vblock, VxRack and VxBLOCK products contain components that are subject to Cisco Systems, Inc. terms and conditions. Those terms are stated at: http://www.cisco.com/en/US/docs/general/warranty/English/EU1KEN_.html. Customer authorizes Supplier to accept those terms on Customer's behalf if Supplier is performing installation of one or more of these Products and is required to accept such terms as part of the installation process.

Customer may order the items on this Quote by issuing a purchase order to Supplier that references this Quote. Customer's order is accepted by Supplier (1) issuing an e-mail or other written communication to Customer accepting such order; (2) shipping the applicable Products; (3) sending notice of availability for electronic download; or (4) commencing performance of the applicable Services.

Quote



EMC Corporation
 176 South Street
 HOPKINTON MA 01748
 USA

Quote Prepared By: HOLLIE ROGERS

Email: hollie.rogers@dell.com

Quote #: 6003240957 V01

Date: 12.11.2019

Valid Until: 27.11.2019

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Item	Description	Qty	UOM	Extended Price (USD)	Months	Annual Maintenance Renewal Price (USD)	Renewal Price Validity Period

Agreed by the undersigned, authorized Customer representative:

By (Sign): _____

Name (Print): _____

Title: _____

Date: _____

Rev: 18 AUG 2018



A quote for your consideration.

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

Quote No.	3000050177364.1	Sales Rep	Kia Armstrong
Total	\$93,864.25	Phone	(800) 456-3355, 80000
Customer #	3613505	Email	Kia_Armstrong@Dell.com
Quoted On	Nov. 13, 2019	Billing To	ACCOUNTS PAYABLE
Expires by	Dec. 13, 2019		COLLINSVILLE COMM SCHOOL 10
Solution ID	11794413		201 WEST CLAY ST
Deal ID	18176024		COLLINSVILLE, IL 62234-3219

Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you're ready to place an order. Thank you for shopping with Dell!

Regards,
Kia Armstrong

Shipping Group

Shipping To	Shipping Method	Install At
ACCOUNTS PAYABLE COLLINSVILLE COMM SCHOOL 10 201 WEST CLAY ST COLLINSVILLE, IL 62234 (618) 346-6350	Standard Delivery	CHRIS PENDLETON COLLINSVILLE COMM SCHOOL 10 123 W CLAY ST COLLINSVILLE, IL 62234-3205 (618) 346-6350

Solution Name

Collinsville RAIL AF (5)

Product	Unit Price	Qty	Subtotal
VxRail P570d / V570d H/F - [AMER_P_V570_13061_VI]	\$18,172.85	5	\$90,864.25
Education Services Training Cr edits - Redeem at www.LearnDel I.com, Expires	\$1.00	3000	\$3,000.00

one year from order date

Subtotal:	\$93,864.25
Shipping:	\$0.00
Non-Taxable Amount:	\$93,864.25
Taxable Amount:	\$0.00
Estimated Tax:	\$0.00
<hr/>	
Total:	\$93,864.25

Special lease pricing may be available for qualified customers and offers. Please contact your DFS Sales Representative for details.

Shipping Group Details

Shipping To

ACCOUNTS PAYABLE
 COLLINSVILLE COMM SCHOOL
 10
 201 WEST CLAY ST
 COLLINSVILLE, IL 62234
 (618) 346-6350

Shipping Method

Standard Delivery

Install At

CHRIS PENDLETON
 COLLINSVILLE COMM SCHOOL
 10
 123 W CLAY ST
 COLLINSVILLE, IL 62234-3205
 (618) 346-6350

Solution Name

Collinsville RAIL AF (5)

VxRail P570d / V570d H/F - [AMER_P_V570_13061_VI]	\$18,172.85	Qty 5	Subtotal \$90,864.25
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Estimated delivery if purchased today:
 Jan. 23, 2020
 Contract # 99AGZ
 Customer Agreement # MHEC-07012015

Description	SKU	Unit Price	Qty	Subtotal
VxRail P570F, All Flash	210-APXS	-	5	-
P570F Branding	325-BCVU	-	5	-
Module,Information,Electro Mechanical Compatible,PSNT	329-BDWH	-	5	-
PowerEdge R740/R740XD Motherboard	329-BEIK	-	5	-
US Order	332-1286	-	5	-
No Trusted Platform Module	461-AADZ	-	5	-
Chassis with Up to 24 x 2.5 Hard Drives for 1CPU Configuration	321-BCPX	-	5	-
VxRail P/V/S 570 Shipping	340-BYVH	-	5	-
PowerEdge R740 Shipping Material	343-BBFU	-	5	-
Intel Xeon Gold 6230 2.1G, 20C/40T, 10.4GT/s, 27.5M Cache, Turbo, HT (125W) DDR4-2933	338-BRVN	-	5	-
No Additional Processor	374-BBBX	-	5	-
Riser Config 1, 4 x8 slots	330-BBKC	-	5	-
Blank for 1CPU Configuration	370-ADPF	-	5	-
Standard 1U Heatsink	412-AAIQ	-	5	-
2933MT/s RDIMMs	370-AEPP	-	5	-
Performance Optimized	370-AAIP	-	5	-
No RAID for P/V/570	780-BCJC	-	5	-
HBA330 Controller, 12Gbps Mini card	405-AANV	-	5	-
BOSS controller card + with 2 M.2 Sticks 240G (RAID 1) LP	403-BBRU	-	5	-
VxRail E/P/V/S Hardware Component Firmware Lock	384-BCEH	-	5	-
VxRail Software v4.7.210, Factory Install	634-BTBX	-	5	-
LKEY,SW,EMC,RES,5YR	634-BSKG	-	5	-
HCIA RecoverPoint for VMWare for 1 node	634-BRLY	-	5	-
iDRAC9,Enterprise	385-BBKT	-	5	-

iDRAC Group Manager, Disabled	379-BCQY	-	5	-
iDRAC,Legacy Password	379-BCRF	-	5	-
DHCP with Zero Touch Configuration	379-BCRB	-	5	-
Intel X710 Quad Port 10GbE SFP+, rNDC	555-BCKP	-	5	-
VxRail Small Form Factor Pluggable Cable Kit	470-ACPE	-	5	-
IDSDM and Combo Card Reader	385-BBLE	-	5	-
Redundant SD Cards Enabled	385-BBCF	-	5	-
64GB microSDHC/SDXC Card	385-BBKI	-	5	-
64GB microSDHC/SDXC Card	385-BBKI	-	5	-
4 Standard Fans for R740/740XD	384-BBQB	-	5	-
Dual, Hot-plug, Redundant Power Supply (1+1), 1100W	450-ADWM	-	5	-
VxRail P/V/S 570 Bezel	350-BBNR	-	5	-
No Quick Sync	350-BBJV	-	5	-
Performance BIOS Settings	384-BBBL	-	5	-
UEFI BIOS Boot Mode with GPT Partition	800-BBDM	-	5	-
No Energy Star	387-BBEY	-	5	-
ReadyRails Static Rails for 2/4-post Racks	770-BBBE	-	5	-
No Systems Documentation, No OpenManage DVD Kit	631-AACK	-	5	-
VxRail P570F Luggage Tag	350-BBNT	-	5	-
Parts Only Warranty 12 MONTHS	709-BBEW	-	5	-
ProDeploy Plus Training Credits 200 Redeem at www.LearnDell.com Expires 1Yr from Order Date	812-4011	-	5	-
ProDeploy Plus Dell EMC VxRail Deployment	819-2575	-	5	-
ProDeploy Plus Dell EMC VxRail Deployment Verification	819-2576	-	5	-
ProSupport Next Business Day Onsite Service VSAN Advanced Initial, 12 Month(s)	865-BBHH	-	5	-
ProSupport Next Business Day Onsite Service VSAN Advanced Extension, 48 Month(s)	865-BBHI	-	5	-
16GB RDIMM, 2933MT/s, Dual Rank	370-AEQF	-	30	-
800GB SSD SAS Mix Use 12Gbps 512e 2.5in Hot-plug AG Drive, 3 DWPD, 4380 TBW	400-AZQO	-	10	-
1.92TB SSD SAS Read Intensive 12Gbps 512 2.5in Hot-plug AG Drive, 1 DWPD, 3504 TBW	400-AXOP	-	15	-
VXRAIL SOFTWARE,SAS,SSD,1.92TB	634-BRIH	-	15	-
VxRail HCI System Software Gold, A	634-BSKL	-	5	-
VxRail VMware, vSAN Advanced, 5 Years	634-BSKX	-	5	-
ProSupport Next Business Day, vSphere Enterprise Plus, 1 Processor, 5 Years	819-6369	-	5	-
HCIA NP VSPH E+ 6.x 1CPU w/ 5Yr Maint=IG	634-BRKL	-	5	-
C13 to C14, PDU Style, 12 AMP, 6.5 Feet (2m) Power Cord, North America	492-BBDI	-	10	-
5 Years, ProSupport With Next Business Day, Software Support	819-0580	-	5	-
			Qty	Subtotal
Education Services Training Credits - Redeem at www.LearnDell.com, Expires one year from order date		\$1.00	3000	\$3,000.00
Estimated delivery if purchased today: Nov. 18, 2019				

Contract # 99AGZ
Customer Agreement # MHEC-07012015

Description	SKU	Unit Price	Qty	Subtotal
Education Services Training Credits - Redeem at www.LearnDell.com, Expires one year from order date	812-4030	-	3000	-

Subtotal:	\$93,864.25
Shipping:	\$0.00
Estimated Tax:	\$0.00
Total:	\$93,864.25

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at <http://www.dell.com/terms> or www.dell.com/oemterms); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringspecificterms.

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

^Dell Business Credit (DBC):

OFFER VARIES BY CREDITWORTHINESS AS DETERMINED BY LENDER. Offered by WebBank to Small and Medium Business customers with approved credit. Taxes, shipping and other charges are extra and vary. Minimum monthly payments are the greater of \$15 or 3% of account balance. Dell Business Credit is not offered to government or public entities, or business entities located and organized outside of the United States.

DELL FINANCIAL SERVICES LEASE PROPOSAL
COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO 10
November 13, 2019

Thank you for the opportunity to provide leasing information to you on the proposed acquisition. If you have any questions or comments, please don't hesitate to call me at 512-724-5095. Thank you for your interest in Dell Financial Services.
 Sincerely,
 Missy Totten
 Dell Financial Services.35107

LEASE PROGRAM: \$1 Buyout Tax Exempt Lease Purchase

Quote #	Equipment	Unit Price	Qty.	Total Amount Financed	Payment Frequency	Lease Term (months)	Lease Rate Factor	Lease Payments
3000050177364.1	VxRail P570d	\$ 18,172.85	5	\$ 90,864.25	Annual	60	0.22002	\$ 19,991.95
	Education Services Training	\$ 1.00	3000	\$ 3,000.00	Annual	60	0.22002	\$ 660.06
3000050177363.1	PowerSwitch S4128	\$ 4,137.42	2	\$ 8,274.84	Annual	60	0.22002	\$ 1,820.63
6003240957 V01	SOLUTION DP APPLIANCE 4400	\$ 42,756.00	1	\$ 42,756.00	Annual	60	0.22002	\$ 9,407.18
				\$ 144,895.09				\$ 31,879.82

END OF LEASE OPTIONS:

\$1 BUYOUT LEASE OPTION

Option available to lessee upon completion of the base lease term are as follows:
 Exercise the option to purchase the products for \$1.00.

LEASE QUOTE: The Lease Quote is **exclusive** of interim rental, shipping costs, maintenance fees, filing fees, licensing fees, property or use taxes, insurance premiums and similar items which shall be for Lessee's account. Lessee will pay Payments and all other amounts without set-off, abatement or reduction for any reason whatsoever. Additionally, Lessee shall declare and pay all sales, use and personal property taxes to the appropriate taxing authorities. **If you are sales tax exempt**, please fax a copy of your Exemption Certificate with the Lease Contract.

PURCHASE ORDER: The Purchase Order will be made out to Dell Financial Services, One Dell Way, RR3 / MS8468, Round Rock, TX 78682. The Purchase Order will include the quote number, quantity and description of the equipment. Please be sure to indicate that the PO is for a lease order and shows the type of lease, the term length, and payment frequency. The date of the lease quote referenced should be included. Please be sure to include any applicable shipping costs as a line item. Please include your address as the SHIP TO destination.

INSURANCE: The risk of loss on the Equipment is borne solely by the Lessee. Lessee shall be required to purchase and maintain during the Term (i) comprehensive public liability insurance naming Lessor as additional insured; (ii) "all-risk" physical damage insurance in a minimum amount of the Purchase Price, naming Lessor as first loss payee; and, (iii) workmen's compensation insurance.

APPROPRIATION COVENANT: The Lease shall contain an appropriation of funds clause. The Lessee will covenant that it shall do all things legally within its power to obtain and maintain funds from which the payments may be paid and Lessee will not give priority or parity in the application of funds to any functionally similar equipment.

DOCUMENTATION: Duly executed Agreement and other appropriate documents, including, opinions of counsel, UCC financing statements, audited financials and such other documentation as is reasonably requested by Lessor.

PROPOSAL VALIDITY/APPROVALS: This is a proposal based upon market conditions and **is valid for 30 days**, is subject to final credit approval, review of the economics of the transaction, and execution of mutually acceptable documentation.

Collinsville School District

IT Modernization Solution

 DELL EMC

Introducing Dell EMC VXRAIL

Say Hello to the New Standard in HCI



DELLEMC

What's inside VxRail?

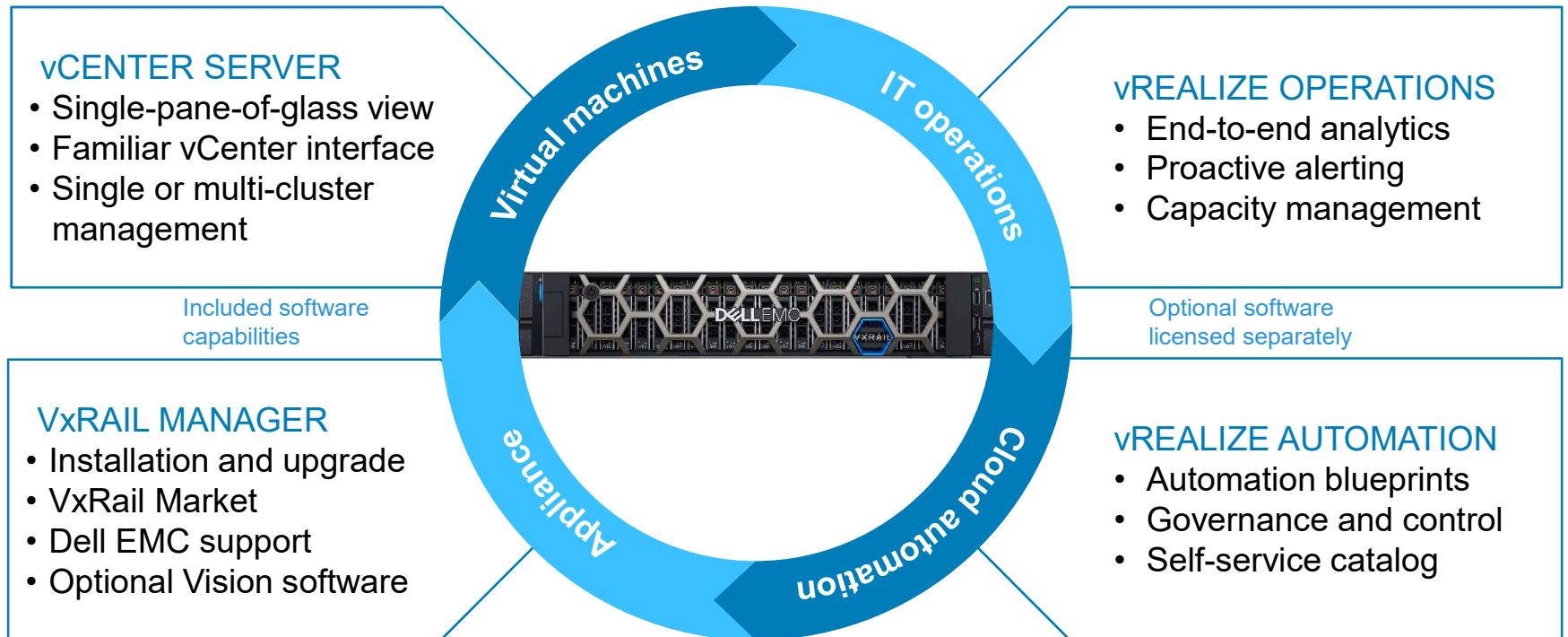
A full suite of capabilities included at no additional charge



*Compatible with a broad range of customer-supplied vSphere licenses

Easily apply your VMware expertise to VxRail

Leverage your investment in VMware management and orchestration



VxRail Proposed Solution


VxRail Solution Topology

42 U

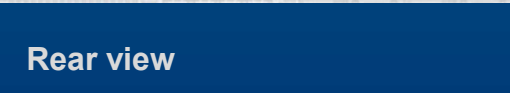
Physical View



Front view



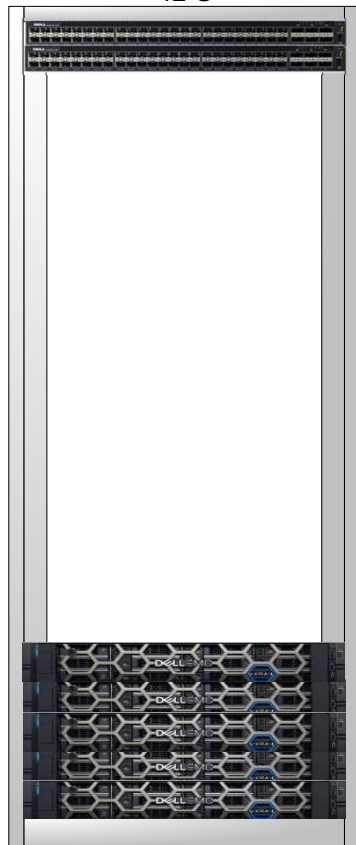
Rear view



Software licensing

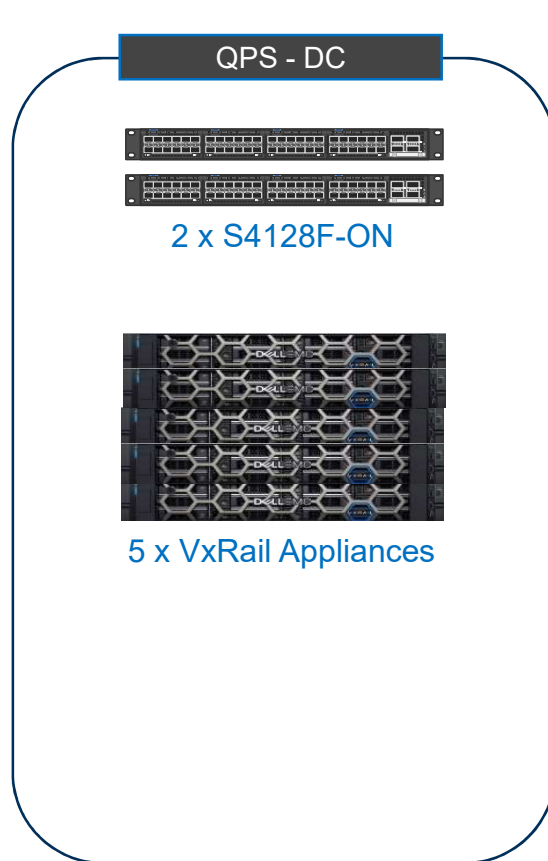
- VMware vCenter Ent+
- VMware vSAN advanced
- VxRail Manager
- *Smart Fabrics for VxRail
- Secure Remote Support
- Recovery Point for VMs
- VMware vSphere replication

*must utilize Dell ToR switches



VxRail Model	P57F
VxRail Type	All Flash
Rack Unit	2U1N
Number of Nodes	5
Number of Appliances	5
CPU Model	6230
Clockspeed (GHz)	2.1
Number of cores per CPU	20
Number of CPUs per node	1
CPU per Node (GHz)	42
CPU per Cluster (GHz)	210
Memory per Processor (GB)	96
Memory per Node (GB)	96
Memory DIMMs per Node	6 x 16
Memory per Cluster (GB)	480
No. of Disk Groups per node	2
No. of Cache SSDs per node	2 x 800GB
No. of Capacity Drives / node	3 x 1.92TB SSD
Total Cluster raw capacity (TB)	26.2
Total Cluster usable capacity(TB)	16.3

Recommended Solution



- ❖ 2 x S4128F-ON ToR Switches
- ❖ 5 x VxRail P570F Nodes
 - Intel 6230 processor
 - 96GB per node/960GB cluster total
 - ~16TB usable capacity
 - DDR factored @ w/1.3:1
 - Utilizing erasure coding
 - 2 Disk Groups (DGs) per node
 - 2 x DGs with 800GB cache, 3 x 1.92TB data drives
 - Ability to add 2 additional DGs
 - 17 free capacity slots for data expansion
 - vSAN advanced license
 - Recover Point for VM license (5 per node, total 25)
 - Faults To Tolerate (FTT) = 1,
 - Failure Tolerance Method (FTM) = RAID5 3+1, Erasure coding

Solution Benefits

What we've heard - business challenges

Challenges

- Design solution to replace current VMware hardware infrastructure; physical servers
- Solution design is based on Live Optics (LO) Project ID 912834
- Design for future growth
- Currently no central management of virtual environment and no shared storage.

How solution addresses challenges

- 5 year HCI solution exceeds current environment needs based on LO and as well as future proof utilizing all flash design
- HCI infrastructure enables full Life Cycle Management (LCM); including ToR switches
- Modern scale-able software defined HCI infrastructure (scale up and scale out depending on needs)
- Faults To Tolerate (FTT) = 1 (1 node failure and/or 1 DG failure)
- Failure Tolerance Method (FTM) = Erasure coding (RAID5 3+1)

Next Steps/Validation Points

- VxRail solution is single processor based. At this time there is no upgrade path to add additional processors to nodes.
- Solution is scalable by adding additional nodes, memory or storage capacity
- Solution will utilize internal vCenter that is provided with VxRail.

D  **LEMC**

10.3. Approval of Access Control System Upgrade

Pro-Alarm LLC

130 North Duncan
PO Box 517
Marine, IL 62061

Phone (618) 887-4803
Fax (618) 887-4027
E-mail keypad@proalarm.net

October 4, 2019

Collinsville CUSD
Attn: Derek Turner
201 W. Clay St.
Collinsville, IL 62234
618-346-6350
Dturner1@cusd.kahoks.org

RE: upgrade request to exit

We propose to install the following equipment:

The access control system upgrade would consist of replacement of 43 request to exit motion sensors with request to exit touch sense bars across the district.

**No warranty given on any existing wiring or devices used.*

(Note: This number of touch bar units would allow units only on one side of the double doors.)

We hereby propose to furnish labor and materials complete in accordance with the above specifications (excluding options) for the sum of:

Seventeen thousand nine hundred ninety-five and no/100's dollars (\$17,995.00) with payment to be made as follows: balance due upon completion by cash, check or echeck.

All materials guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs, will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents or delays beyond our control.

Note: This proposal will be withdrawn by us if not acceptance within 30 days.

Authorized Signature: _____ J. Don Satterlee, Jr. _____

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date accepted: _____ Signature: _____

**REQUEST TO EXIT
PUSH BAR
MODEL REB-1**



SPECIFICATIONS

- LOW OPERATING FORCE, MINIMUM BAR TRAVEL
- FOUR S.P.D.T. SWITCHES FOR POSITIVE REDUNDANT OPERATION
- LOW PROFILE DESIGN
- LENGTH 34-1/2", WIDTH 2-1/2", HEIGHT 2"
- HEAVY DUTY CLEAR ANODIZED SATIN ALUMINUM CONSTRUCTION
- AVAILABLE IN DURONIC FINISH US 40, (DARK BRONZE)
- EASILY INSTALLED ON ALL TYPES OF DOORS
- FIELD REVERSIBLE
- LIFETIME WARRANTY



ALARM CONTROLS CORPORATION

19 BRANDYWINE DRIVE P.O. BOX 280

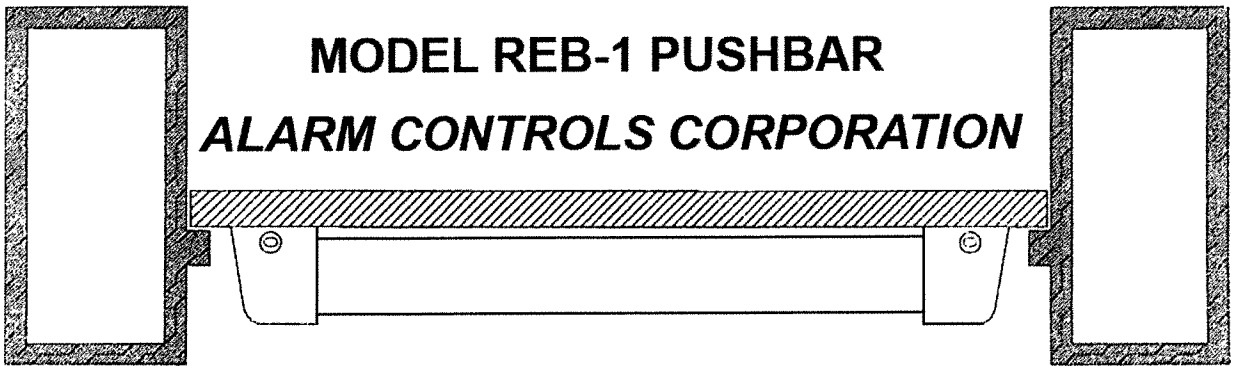
DEER PARK, NY 11729

1 631 586-4220 1 800 645-5538

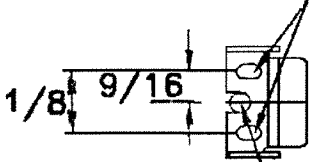
WWW.ALARMCONTROLS.COM EMAIL INFO@ALARMCONTROLS.COM

MODEL REB-1 PUSHBAR

ALARM CONTROLS CORPORATION

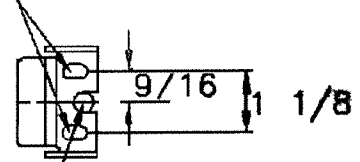


DRILL 3/8" MOUNTING HOLE



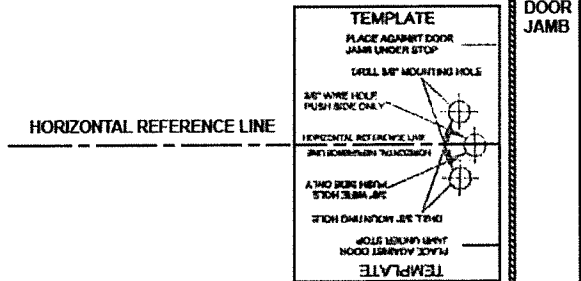
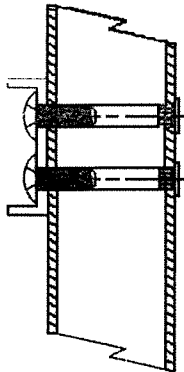
HORIZONTAL REFERENCE LINE
40-42" FROM FINISHED FLOOR

DRILL 3/8" MOUNTING HOLE



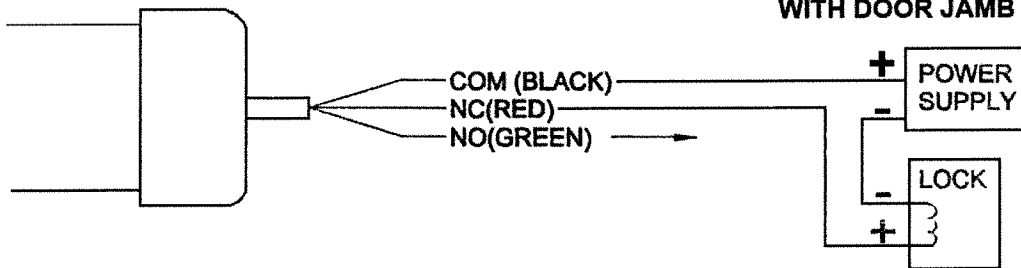
DRILL 3/8" WIRE HOLE PUSH SIDE ONLY

DRILL 3/8" WIRE HOLE PUSH SIDE ONLY

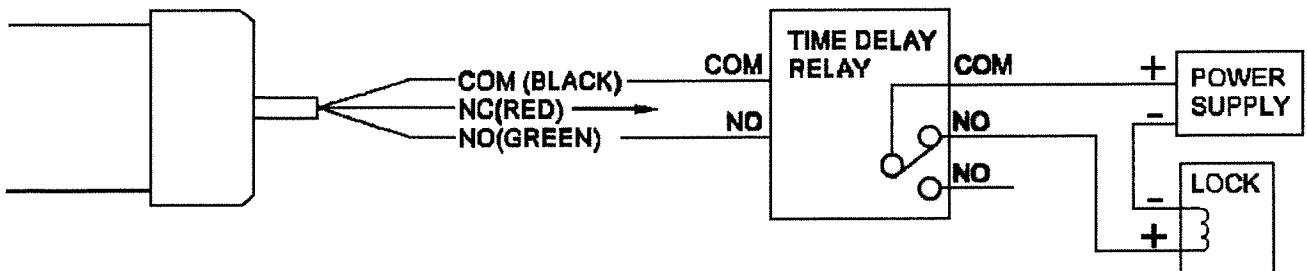


PLACE TEMPLATE ON FACE OF DOOR AGAINST DOOR JAMB CENTERED WITH HORIZONTAL REFERENCE LINE.

NOTE: IF DOOR STOP IS IN THE WAY SLIDE TEMPLATE BETWEEN STOP AND DOOR FACE UNTIL CONTACT WITH DOOR JAMB IS MADE.



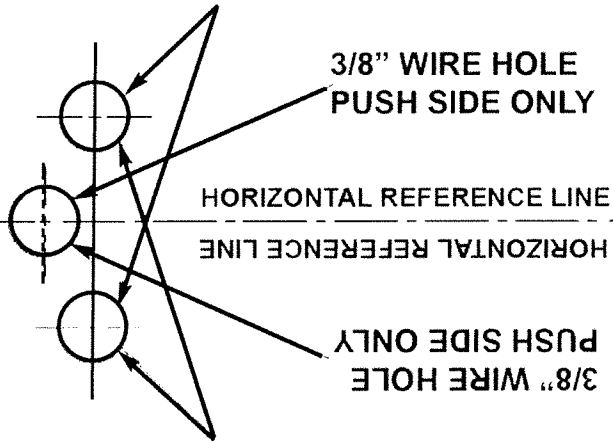
5 AMP 125/250 VAC



TEMPLATE

PLACE AGAINST DOOR
JAMB UNDER STOP

DRILL 3/8" MOUNTING HOLE



3/8" WIRE HOLE
PUSH SIDE ONLY

HORIZONTAL REFERENCE LINE

HORIZONTAL REFERENCE LINE

3/8" WIRE HOLE
PUSH SIDE ONLY

DRILL 3/8" MOUNTING HOLE

PLACE AGAINST DOOR
JAMB UNDER STOP

TEMPLATE

10.4. Approval of CrisisGo Emergency Management
Contract

Collinsville Community Unit School District 10 Three-Year Price Quote

Prepared on October 8, 2019 - #20191008-153933571

Collinsville Community Unit School District 10
201 West Clay Street
Collinsville, IL 62234
United States

Derek Turner
Director of Technology
dturner1@cusd.kahoks.org
618-346-6350

Comments

Thank you for evaluating CrisisGo for your crisis preparation and response platform. Please review this information and contact me with any questions you have. We look forward to working with you.

Contract Start Date: 11/1/2019

Contract Term: 3 years

Total Contract Value: \$43,150

1st Year: \$15,850

2nd Year: \$13,650

3rd Year: \$13,650

(Total listed on quote represents first year price only.)

Ed Renshaw - Sales Manager at CrisisGo Inc.



Products & Services

CrisisGo Full Suite Platform (3-Year)

11 x \$1,000.00 / year

Three-year subscription. Includes Alert/Fast Alert; Panic; 2-Way Messaging; Safety Awareness; Escalation; Check in; Checklists; Bully Reporting; Tip and Incident Reports; Roster; Reunification; Maps and Documents; Drill Management; Dashboard; Safe2SpeakUp (student app)

for 3 years

Roster [Implementation and Maintenance] (3-Year)

11 x \$150.00 / year

for 3 years

CrisisGo Full Suite [One-Time Implementation] 11 x \$100.00

Per site pricing for districts with five or more schools
Implementation fee for first-time work space set-up and activation

Training Webinar 3 x \$250.00

Recommend train-the-trainer 1-hour webinars (2 mandatory)

Automatic User Set-Up and Management 1 x \$1,000.00 / year

Syncing with LDAP or Active Directory *for 3 years*

Automatic User Set-Up and Management [Implementation One Time Fee] 1 x \$350.00

Syncing with LDAP or Active Directory

Recurring subtotal \$13,650.00 / year

One-time subtotal \$2,200.00

Total **\$15,850.00**

This total doesn't include any applicable taxes.

This quote expires on November 7, 2019.

Purchase Terms

Quote is valid for 30 days from quote date (see above).

For the **Invoice**, please provide the following information:

Name of Billing Contact:

Email:

Phone:

If a **Purchase Order** will be used:

PO#:

PO Date:

Purchase Orders should be made out to CrisisGo. Click [here](#) for a copy of CrisisGo's W-9 form.

By signing I acknowledge that I have read and agree to the CrisisGo Application License Agreement Terms and Conditions.

Signature

Date

Printed name

Questions? Contact me



Ed Renshaw

Sales Manager

erenshaw@crisisgo.com

+1 (618) 527-5407



CrisisGo Inc.

130 S Bemiston Ave, Suite 501

St Louis, MO 63105

US



CrisisGo's Full Suite of Tools & Features

A Comprehensive Safety Platform

CrisisGo's digital safety and crisis response platform connects people, schools, and technology to ensure everyone has what they need to be safer. CrisisGo is available on every computer and mobile device to make safety accessible no matter what screen you're looking at.

Reduce Response Times

Alert

Inform everyone connected to your organization with a mass notification that includes an audible tone for distinct notification. Alerts spur immediate action and include descriptive messaging capabilities for all members of your organization. *Alerts make sure everyone in harm's way is aware of the situation.*

Fast Alert

The Fast Alert button allows you to send an Alert quicker and easier during an emergency. When seconds count, this shortcut version of the Alert allows your staff to act quickly to warn your entire school about danger. *Quick Alert allows you to send key Alerts faster.*

Call 911

The Call 911 option allows you to call 911 from the CrisisGo mobile app when you send out specific Alerts. This feature allows

you to notify all internal staff and contact the authorities in seconds. The streamlined process enables you to report an incident to your safety team and call local authorities and first responders immediately. *Instantly call 911 from the CrisisGo app when you send Alerts for severe emergencies.*

Panic

In an isolated incident, you can request immediate help from your safety team without alerting the entire organization. You can also drop a GPS pin for your location. *CrisisGo's Panic tool lets you call directly to your safety team for help.*

Escalation

Set specific Alerts, Panics, and Reports to automatically escalate to safety admins and law enforcement to ensure that everyone needed can be part of the solution. *Escalation automatically shares information with the local agencies who can help.*

Save Time in an Emergency

Two-Way Communication

Never lose communication during a crisis with two-way messaging groups that allow vital information to reach people in need. CrisisGo's message groups support sharing text, images, videos, and files to provide thorough communication. The groups provide a unified communication channel so you don't have to search different places for critical information. *Two-way communication ensures all stakeholders stay connected throughout an emergency.*

Check In

Assess the status of your staff through a quick, answerable prompt to identify who is at risk and offer support. The responses are compiled for easy review. *Save time with a digital method for checking in with staff.*

Maps and Docs

Any building or evacuation maps, as well as useful safety how-to PDFs, are available at your fingertips. *CrisisGo's Maps and Docs tool allows you to provide visual safety resources to all staff.*

Get started with CrisisGo today.

www.crisisgo.com | (314) 669-9022

CRISIS GO
safety through communication

Improve Role-Based Notifications

Checklists

Provide emergency checklists with role-based, actionable instructions to guide individuals through the proper response steps. *Provide digital access to your emergency plan with the Checklist tool.*

Roster Event

When a Roster Event is launched by an admin, staff are able to account for their students in greater detail with in-depth status reporting, and admins can review the roster

statistics in real-time right from their mobile device or computer. *Roster Event provides real-time accountability for students.*

Roster & Reunification

Your class list will always be with you through our Roster tool, which allows you to check-in your students and access their emergency contact information from your mobile device during reunification. *The reunification tool streamlines the process of checking in students and reunifying them with their guardian.*

Increase Situational Awareness

Drill Management

CrisisGo's Drill Reporting feature allows you to automate drill scheduling, drill monitoring, and drill reporting all from your Dashboard. *Make your safety drills more efficient and effective with CrisisGo's comprehensive system.*

Tip & Incident Reports

The details of any incident can be quickly and easily documented through an intuitive report that is shared with the organization's administration. *CrisisGo's Tip and Incident Report tool allows you to capture the details of any incident or safety threat.*

Bully Report

Report every bullying incident with a thorough and accessible reporting tool on your mobile device. Students can use this tool to anonymously report bullying. *Give your staff and students the ability to stand up to bullying with CrisisGo's Bully Report tool.*

Safety Awareness System

Keep your stakeholders aware of safety risks and solutions through content-specific safety cards. *CrisisGo's Safety Awareness System allows you to share safety awareness in your organization to make stakeholders more prepared.*



Utilize CrisisGo's digital safety and crisis response platform to build a safety network for your district.

Get started with CrisisGo today.

www.crisisgo.com | (314) 669-9022

10.5. Approval of Custodial and Maintenance
Salary Rates for 2019-20 School Year

ARTICLE X: CUSTODIAL AND MAINTENANCE SALARY RATES

The parties agree to re-open and mid-term bargain only the salary rates for the 2019-2020 contract year. All other contract provisions shall remain in full force and effect and shall not be subject to mid-term bargaining.

Classification Before July 2003		2018-19 (Old Hire)	2019-20 (Old Hire)
Regular Custodian	3.4	25.66	26.12
Lead Custodian, Light Maint.	4.1	26.66	27.12
Groundskeeper	4.2	27.12	27.58
Regular Maintenance	4.3	27.95	28.41

Classification After July 2003	Years Experience	2018-19 (New Hire)	2019-20 (New Hire)	
Regular Custodian (Steps)	1.01	1	14.30	14.76
	1.02	2	14.50	14.96
	1.03	3	14.71	15.17
	1.04	4	15.22	15.68
	1.05	5	15.75	16.21
	1.06	6	16.30	16.76
	1.07	7	16.87	17.33
	1.08	8	17.46	17.92
	1.09	9	18.09	18.55
	1.1	10	18.73	19.19
HVAC Maintenance		27.95*	28.41	

Lead Custodian, Light Maint.	2.1	Rate of reg. custodian pay plus addtl. \$1.00/hour
Groundskeeper	2.2	Rate of reg. custodian pay plus addtl. \$1.46/hour
Regular Maintenance	2.3	Rate of reg. custodian (step 10) pay plus addtl. \$2.29/hour

* Same rate as “old hire” regular maintenance.

A RIF (reduction in force) substitute in good standing rate is determined by multiplying the regular custodian, Step 1 rate by 75%.

When a person is initially employed, that person is considered as having one year experience. A person obtains additional years of experience only at the beginning of a school year and must have earned a complete year of experience, i.e., a person must be employed on the first day of a school year to obtain a year of experience.

Persons, who were regularly employed by the Collinsville School District as of June 30, 1989, shall qualify as a Step 4 regular custodian regardless of years of experience. Persons who are hired as regular custodial employees during the period of July 1, 1989, through June 30, 1990, shall be considered as having 3 years experience for 1991-92, 4 years in 1992-93, etc. Persons who were hired as regular custodians during the period of July 1, 1990, through November 6, 1991, shall be considered as having 2 years of experience for 1991-92, 3 years in 1992-93, etc. Persons who are hired as regular custodians effective November 7, 1991, or thereafter, shall begin on Step 1, Year 1.

10.6. Discussion of Tax Levy and Approval of
Truth in Taxation

BOARD AGENDA
November 18, 2019

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: November 18, 2019

RE: Truth in Taxation

I recommend the Board of Education approve a resolution at the November 18, 2019 meeting authorizing publication of a notice in the newspaper indicating that the school district shall hold a tax hearing on December 16, 2019, since the District wishes to levy property taxes that exceed last year's **tax extension** by more than 5% (35ILCS 200-18-80).

The Education, O&M (Operations & Maintenance), Transportation, Working Cash, Fire Prevention and Safety, and Special Education Taxes have tax rate limitations based upon statutes or referendums. The rate may not exceed a given rate but may be less if the levy amount divided by the assessed valuation yields a lesser rate. I recommend the District should obtain the maximum available tax extensions for those levies.

The School District may levy whatever is needed for Tort Immunity, Municipal Retirement and Social Security Funds. We are required by statute to offset our requirements for taxes by amounts received from the Corporate Replacement Tax Revenues for Municipal Retirement and Social Security. We also allocate Corporate Replacement Taxes to Education, Special Education, O&M, Transportation, IMRF, Social Security, and Working Cash levies based upon the Madison County tax rates, although that is not a requirement. We do not allocate any Corporate Replacement to the Bond and Interest, Lease Purchase (part of the Education Fund), Tort and Fire Prevention and Safety Fund.

10.7. Discussion of School Improvement Plans

Collinsville Community Unit School District #10

School: Collinsville High School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	A majority of Juniors are not performing at the state average level or above on ELA section of the SAT Exam.
Step 2: SMART Goal (Desired Reality):	Student performance in ELA at the Junior level will increase by 5% each year as measured by the annual SAT Exam and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development ____ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input checked="" type="checkbox"/> Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name: Instructional Planning and Preparation
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are our low income/minority students not achieving? They don't have the higher thinking skills. Why don't they have the higher thinking skills? We don't teach them that because we are working on more basic skills. Why don't we teach them higher level skills? We aren't sure what strategy will work best. Why don't we know the best strategy? Strategies change regularly depending on what is tested. Why don't we pick one strategy? Must be developed by the ELA teachers.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<ol style="list-style-type: none"> 1. The school completed the IL Quality Framework Supporting Rubric. 2. The school will evaluate current instructional strategies and curriculum resources to ensure evidence-based practices are being utilized for ELA (literature and writing) instruction at all grade levels. 3. Staff will review the grade level standards for ELA (literature and writing). Staff will align curriculum to reflect the grade level standards for ELA (literature and writing) as determine on the ISBE website. 4. The school will partner with the ROE to provide professional development on best practices in ELA (literature and writing) aligned to the IL ELA Learning Standards. 5. The Department Chair will provide ELA (literature and writing) classroom instructional coaching to increase rigor and ensure student engagement aligned to grade level standards during PLC time. 6. Classroom teachers will analyze data from a variety of sources to target specific students for interventions to ensure equitable resources are made available to all students. 7. All ELA classes will continue daily SAT practice questions/examples throughout the entire school year which include writing prompts and modeling. 8. Students will continue to be encouraged to use Kahn Academy and sign up for the free review classes before the test. 9. ELA tutoring will continue during the 2019-2020 school year during after school tutoring in the library. 	<p>First Quarter PLC Time to Plan and investigate strategies. Second Quarter implementation Third Quarter implementation Fourth Quarter implementation and PLC Time to reflect on success.</p>	<p>ELA Department Chair and Assistant Principal as Assigned will oversee what is needed and make sure the strategies are implemented that are decided upon first quarter.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PD on SAT Reading/Writing Strategies
- Examination of Scope and Sequence/Curriculum Maps
- SAT Testing Pre Books
- SAT Sample Reading Passages
- Time set aside for data analysis by the leadership team
- Periodic PLC time specifically for discussing successes, challenges, and next steps for ELA Strategies

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students scoring at or above the Illinois SAT exam average.

Collinsville Community Unit School District #10

School: **Collinsville High School**

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	A majority of Juniors are not performing at the state average level or above on the Mathematics section of the SAT Exam.
Step 2: SMART Goal (Desired Reality):	Student performance in Mathematics at the Junior level will increase by 5% each year as measured by the annual SAT Exam and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input checked="" type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Instructional Planning and Preparation
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are our low income/minority students not achieving? They don't have the higher thinking skills. Why don't they have the higher thinking skills? We don't teach them that because we are working on more basic skills. Why don't we teach them higher level skills? We aren't sure what strategy will work best. Why don't we know the best strategy? Strategies change regularly depending on what is tested. Why don't we pick one strategy? Must be developed by the Mathematics teachers.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<ol style="list-style-type: none"> 1. The school completed the IL Quality Framework Supporting Rubric. 2. The school will evaluate current instructional strategies and curriculum resources to ensure evidence-based practices are being utilized for mathematics instruction at all grade levels. This will be led by the Math Department Chair. 3. Staff will review the grade level standards for mathematics. Staff will align curriculum to reflect the grade level standards for mathematics as determine on the ISBE website. 4. The school will partner with the ROE to provide professional development on best practices in mathematics aligned to the IL Mathematics Learning Standards. 5. The Department Chair will provide mathematics classroom instructional coaching to increase rigor and ensure student engagement aligned during PLC time. to grade level standards. 6. Classroom teachers will analyze data from a variety of sources to target specific students for interventions to ensure equitable resources are made available to all students. 7. All math classes will continue their daily SAT practice questions/examples throughout the entire school year. 8. Students will continue to be encouraged to use Kahn Academy and sign up for the free review classes before the test. 9. Math tutoring will continue during the 2019-2020 school year both during daily study halls and after school tutoring in the library. 	<p>First Quarter PLC Time to Plan and investigate strategies. Second Quarter implementation Third Quarter implementation Fourth Quarter implementation and PLC Time to reflect on success.</p>	<p>Mathematics Department Chair and Assistant Principal as Assigned will oversee what is needed and make sure the strategies are implemented that are decided upon first quarter.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?		
<ul style="list-style-type: none">● PD on SAT Math Strategies● Examination of Scope and Sequence/Curriculum Maps● SAT Testing Pre Books● SAT Sample Mathematic Problems● Time set aside for data analysis by the leadership team● Periodic PLC time specifically for discussing successes, challenges, and next steps for Mathematics Strategies		
Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)		
Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students scoring at or above the Illinois SAT exam average.		

- PD on SAT Math Strategies
- Examination of Scope and Sequence/Curriculum Maps
- SAT Testing Pre Books
- SAT Sample Mathematic Problems
- Time set aside for data analysis by the leadership team
- Periodic PLC time specifically for discussing successes, challenges, and next steps for Mathematics Strategies

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students scoring at or above the Illinois SAT exam average.

Collinsville Community Unit School District #10

School: **Collinsville High School**

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	A majority of Juniors are not performing at the state average level or above on the Writing section of the SAT Exam.
Step 2: SMART Goal (Desired Reality):	Student performance in Writing at the Junior level will increase by 5% each year as measured by the annual SAT Exam and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input checked="" type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Instructional Planning and Preparation
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are our low income/minority students not achieving? They don't have the higher thinking skills. Why don't they have the higher thinking skills? We don't teach them that because we are working on more basic skills. Why don't we teach them higher level skills? We aren't sure what strategy will work best. Why don't we know the best strategy? Strategies change regularly depending on what is tested. Why don't we pick one strategy? Must be developed by the ELA teachers.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<ol style="list-style-type: none"> 1. The school completed the IL Quality Framework Supporting Rubric. 2. The school will evaluate current instructional strategies and curriculum resources to ensure evidence-based practices are being utilized for Writing instruction at all grade levels. This will be led by the English Department Chair. 3. Staff will review the grade level standards for Writing. Staff will align curriculum to reflect the grade level standards for writing as determine on the ISBE website. 4. The school will partner with the ROE to provide professional development on best practices in writing aligned to the IL ELA Writing Standards. 5. The Department Chair will provide ELA classroom instructional coaching to increase rigor and ensure student engagement aligned during PLC time. This will be in conjunction with the teachers of Senior Comp Enriched (college Dual Credit instructors) to grade level standards. 6. Classroom teachers will analyze data from a variety of sources to target specific students for interventions to ensure equitable resources are made available to all students. 7. All ELA classes will continue their weekly SAT writing practice prompts/examples throughout the entire school year. 8. Students will continue to be encouraged to use Kahn Academy and sign up for the free review classes before the test. 9. Tutoring will continue during the 2019-2020 school year after school in the library. 	<p>First Quarter PLC Time to Plan and investigate strategies. Second Quarter implementation Third Quarter implementation Fourth Quarter implementation and PLC Time to reflect on success.</p>	<p>ELA Department Chair and Assistant Principal as Assigned will oversee what is needed and make sure the strategies are implemented that are decided upon first quarter.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?		
<ul style="list-style-type: none">● PD on SAT Writing Strategies● Examination of Scope and Sequence/Curriculum Maps● SAT Testing Pre Books● SAT Sample Writing Prompts● Time set aside for data analysis by the leadership team● Periodic PLC time specifically for discussing successes, challenges, and next steps for Writing Strategies		
Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)		
Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students scoring at or above the Illinois SAT exam average.		

- PD on SAT Writing Strategies
- Examination of Scope and Sequence/Curriculum Maps
- SAT Testing Pre Books
- SAT Sample Writing Prompts
- Time set aside for data analysis by the leadership team
- Periodic PLC time specifically for discussing successes, challenges, and next steps for Writing Strategies

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students scoring at or above the Illinois SAT exam average.

Collinsville Community Unit School District #10

School: Collinsville High School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>The graduation rate at Collinsville High School needs to improve.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>The Graduation rate indicator on the summative designation calculation will increase by 5% each year as measured by end of year SIS reports.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input checked="" type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Safe and Engaging Environments </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p> Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are our low income/minority students not graduating? They don't want to finish school. Why don't they want to finish school? Do not feel it is important. Want to make money, Why don't they feel it is important to finish school? They lack a connection here to the school. Why don't they have a connection to the school? They lack the motivation, time, etc to find that connection. What are we doing to help them? We encourage relationship building and have created the Kahok Academy. </p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<ol style="list-style-type: none"> 1. School administrative team will analyze and review attendance reports at each meeting, including excused, unexcused, disciplinary records relevant to attendance, attendance by student group, and modify interventions based on current IL School Code. 2. All staff members will be provided with classroom data on attendance. 3. Staff will review 5 Essential data for climate changes as interventions are implemented. 4. Attendance and grade reports will be shared at Parent teacher conferences when applicable. 5. Staff will reach out to parents at set intervals as determined by the leadership team. This information will be recorded and reviewed for effectiveness and ensure communication with families is a priority. 6. A survey will be utilized to gauge student perceptions of daily interactions with all staff. 7. A survey will be utilized to gauge parent perceptions of school climate. 8. Parents meetings/communications will be held to increase awareness of the impact of grades and attendance of student performance measures and accountability measures for school quality. 9. Faculty communication will be utilized to increase student and parent involvement in school related activities to increase student connectivity to staff and school expectations. 10. Attendance incentives as directed by the SIP chair will continue. 11. The Kahok Academy will continue to serve our student population that need assistance with graduating. 	<p>Weekly meetings of the CHS administration will look at key indicator data to determine who needs special attention.</p> <p>Counseling department will work with students and parents to do all that can be done to get the students in question back on track for an on time graduation.</p> <p>As students are recognized as needing additional assistance, they will be referred to Mrs. Carla Eliff and the Kahok Academy.</p>	<p>CHS Administration will initially identify students needing special attention.</p> <p>CHS Counseling Department will continue to do checks on students (Senior check, grade checks, etc).</p> <p>Carla Elliff will continue to run and supervise the Kahok Academy in order to facilitate on time graduations.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?		
<ul style="list-style-type: none">● Kahok Academy to be fully funded● Kahok Academy having access to the materials and on line programs necessary● Time for administration and counselors to do the necessary background checks for Senior class members.● Attendance incentive to continue in terms of Perfect Attendance and Final Exam Exemptions		
Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)		
Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students graduating on time.		

- Kahok Academy to be fully funded
- Kahok Academy having access to the materials and on line programs necessary
- Time for administration and counselors to do the necessary background checks for Senior class members.
- Attendance incentive to continue in terms of Perfect Attendance and Final Exam Exemptions

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the number of students graduating on time.

Collinsville Community Unit School District #10

School: Collinsville High School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	The chronic absenteeism rate at Collinsville High School needs to improve.
Step 2: SMART Goal (Desired Reality):	The chronic absenteeism rate indicator on the summative designation calculation will decrease by 5% each year as measured by end of year SIS reports.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ___X___ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development ____ Student Achievement ___X___ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ___X___ Indicator C ____ Indicator D List the indicator name: Safe and Engaging Environments
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are some of our students not attending school regularly? They don't want to go school. Why don't they want to attend school? Do not feel it is important. Why don't they feel it is important to attend school? They lack a connection here to the school. Why don't they have a connection to the school? They lack the motivation, time, etc to find that connection. What are we doing to help them? We need to encourage the building of relationships and impress upon the importance of attendance and let them know the incentives to come to school on a regular basis.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<ol style="list-style-type: none"> 1. School administrative team will analyze and review attendance reports at each meeting, including excused, unexcused, disciplinary records relevant to attendance, attendance by student group, and modify interventions based on current IL School Code. 2. All staff members will be provided with classroom data on attendance. 3. Staff will review 5Essential data for climate changes as interventions are implemented. 4. Attendance reports will be shared at Parent teacher conferences when applicable. 5. Staff will reach out to parents at set intervals as determined by the leadership team. This information will be recorded and reviewed for effectiveness and ensure communication with families is a priority. 6. A survey will be utilized to gauge student perceptions of daily interactions with all staff. 7. A survey will be utilized to gauge parent perceptions of school climate. 8. Parents meetings/communications will be held to increase awareness of the impact of attendance of student performance measures and accountability measures for school quality. 9. Faculty communication will be utilized to increase student and parent involvement in school related activities to increase student connectivity to staff and school expectations. 10. Attendance incentives as directed by the SIP chair will continue. 	<p>Weekly meetings of the CHS administration will look at key indicator data to determine who needs special attention.</p> <p>Counseling department will work with students and parents to do all that can be done to get the students to attend school on a regular basis</p> <p>The truancy officer will use his authority to get students into school and hold parents legally responsible for their child's truancy.</p> <p>If students are recognized as needing additional assistance, they will be referred to Mrs. Carla Eliff and the Kahok Academy.</p>	<p>CHS Administration will initially identify students needing special attention.</p> <p>CHS Counseling Department will continue to do checks on students.</p> <p>Scott Blackard will use his powers as the Truancy Officer to enforce state law in regards to attendance.</p> <p>Carla Eliff will continue to run and supervise the Kahok Academy in order to facilitate on time graduations and getting students back on track in terms of grade levels when needed.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Kahok Academy to be fully funded
- Kahok Academy having access to the materials and on line programs necessary
- Time for administration and counselors to do the necessary background checks for Senior class members
- Attendance incentive to continue in terms of Perfect Attendance and Final Exam Exemptions
- A fully funded Truancy Officer position

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be a decrease of 5% in the number of students chronically absent.

Collinsville Community Unit School District #10

School: **Collinsville High School**

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	Not all teachers in all subject areas are incorporating SAT style questions into their curriculum at least once per week.
Step 2: SMART Goal (Desired Reality):	All teachers in all subject areas will incorporate SAT style questions into their curriculum at least once per week.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input checked="" type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Safe and Engaging Environments
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are all students not being exposed to SAT style questions on a weekly basis? No one has ordered it and where would we find them? Why do teachers not know where to find these style questions? It has not been discussed in most departments. Why has it not been discussed? Has never come up or there has not been time. Why has there not been time? PLC has been used for other discussions. Can we use some PLC time to develop questions to ask weekly? Yes we can.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
<p>1. The school completed the IL Quality Framework Supporting Rubric.</p> <p>2. The school will evaluate current instructional strategies and curriculum resources to ensure evidence-based practices are being utilized at all grade levels. This will be led by the School Improvement Chair. Specific reading strategy tools will be placed on the Public drive for easy access for CHS faculty.</p> <p>3. Staff will review the grade level standards for their content area. Staff will align curriculum to reflect the grade level standards for their content area as determined on the ISBE website.</p> <p>4. The Department Chairs will provide classroom instructional coaching to increase rigor and ensure student engagement aligned during PLC time. Department Chairs will also ensure that weekly questions are being asked.</p> <p>5. Classroom teachers will analyze data from a variety of sources to target specific students for interventions to ensure equitable resources are made available to all students.</p> <p>6. Students will continue to be encouraged to use Kahn Academy and sign up for the free review classes before the test.</p> <p>7. Tutoring will continue during the 2019-2020 school year after school in the library.</p>	<p>First Quarter PLC Time to Plan and investigate strategies.</p> <p>Second Quarter implementation</p> <p>Third Quarter implementation</p> <p>Fourth Quarter implementation and PLC Time to reflect on success.</p>	<p>CHS Department Chairs will ensure PLC time is used for looking into strategies and SAT style questions that can be incorporated into lessons weekly.</p> <p>Individual PLC leaders will hold PLC discussion sessions on finding SAT style questions to use in the classroom.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PLC time
- Access to online resources such as Kahn Academy

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student Benchmark(s): By Spring 2020, there will be an increase of 5% in the overall scores of students on the SAT.

Collinsville Community Unit School District #10

School: Collinsville Middle School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): According to daily attendance overall attendance rates are lower than what we want.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By May 2020, the percent of students missing school will increase from 93.45% to 94% as measured by our school reporting system.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why do students not attend school? Poor rapport with staff and/ or peers What can we do to help build rapport? Continue with our Social Emotional training What can we do to support peer relationships? Continue with our clubs and other programs

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Entire staff will continue training on social emotional needs of students	August and September professional development	Social Workers will lead the training
Implementation of PBIS	1st Quarter and continue throughout the school year	All staff and PBIS team
Promote clubs and programs for all students to get involved in some aspect of school activities	1st week of school and continue throughout the year	All staff

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Professional Development and training for social emotional behaviors
Training/ inservice of PBIS program
Title funds will be available for professional development and materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

By the end of the year we hope to see a decrease in absenteeism.

Collinsville Community Unit School District #10

School: Collinsville Middle School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): Student referrals are at an all time high.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Student referrals for inappropriate behaviors will decrease by 20% next year as measured by the school student management program (SKYWARD) data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	___ Continuous Improvement ___ Culture/Climate ___ Shared Leadership ___ Governance/Management & Operations ___ Educator & Employee Quality ___ Family & Community Engagement <u> X </u> Student & Learning Development ___ Student Achievement ___ Attendance ___ Graduation Rate ___ 9th on Track ___ C/C Ready ___ Growth ___ Science ___ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	___ Indicator A <u> X </u> Indicator B ___ Indicator C ___ Indicator D List the indicator name: Classroom Environment
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students not getting the social emotional piece of development? We are not teaching social emotional coping skills. Why do we need to find a way to meet the needs of our students with social emotional needs and are non-doers? Improve behaviors and promote positive perceptions of themselves. Why are parents/home not involved? There may be a lack of internet/phone/mail to communicate or negative perception of schools. Why are their basic needs not being met? Students don't have a stable home life.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Handbook rules, Modeling appropriate behaviors PBIS planning	Midterm 1, Quarter 1	All staff/PBIS team
PBIS planning, Social Worker lunch interventions	Midterm 2, Quarter 2	All staff/PBIS team/Social Worker
PBIS program implementation	Midterm 3, Quarter 3	All staff/PBIS team

Incentive Programs/Rewards

Midterm 4, Quarter 4

All staff/PBIS team

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Professional Development and training for social emotional behaviors
Training/ inservice of PBIS program
Title funds will be available for professional development and materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

By December, we should see a decrease in referrals by 10% from the previous year in all referral areas.

Collinsville Community Unit School District #10

School: Collinsville Middle School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): ELA PARCC/IAR test scores are below state average.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Student performance in ELA at each grade level will increase by 10% per year as measured by the annual State Assessment grade level scores and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development <input checked="" type="checkbox"/> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input checked="" type="checkbox"/> Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: Focused and Coherent instruction
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? We began last year with a new curriculum. The previous curriculum was outdated and scores were not growing. Scores were not growing because all ELA teachers were not consistent with instructional standards. Instruction was not consistent because there was no accountability. Now we have a uniform ELA curriculum and accountability so instruction can occur with fidelity.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
All classrooms will use the Engage New York ELA curriculum.	August 2019- ELA teachers have met over the summer to combine standards in order to get all the required modules taught in the school year. September 2019- PLC time to discuss and determine if all ELA teachers are accomplishing this goal. October 2019- PLC compare MAP scores from the previous year.	Department head and Assistant Principal will collaborate in PLC meetings. The Assistant Principal will lead the analysis of reporting information regarding progress.

All staff professional development meeting	November 2019- PLC to monitor student progress.	Data team will lead and plan PLC
Winter NWEA MAP	December- Students take Winter NWEA MAP test.	Administrators/teachers ensure all have taken Winter NWEA
Analyze data	January 2020- Analyze new NWEA MAP data to determine student progress.	Staff/Administrators
Department meeting- discuss data/develop action plan	February 2020- PLC department meeting to discuss data and develop action plans for those students not meeting goals.	ELA Department along with other pertinent departments will develop action plans.
IAR Prep	March 2020- Ongoing preparation for IAR	All teachers/staff incorporating prep for IAR into classroom curriculum.
Spring NWEA MAP	April/May 2020- Students take last MAP test.	Administrators/teachers ensure all have taken Spring NWEA
Analyze data	June 2020- Analyze data of MAP and IAR as it becomes available.	Staff/Administrators

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Ongoing PLCs to modify curriculum
 Coaching on Engage New York
 Walkthrough rubric and schedule
 Title funds will be available for professional development and materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

By Spring 2020, there will be an increase of 5% in the number of students meeting or exceeding grade level norms as measured by the MAP assessment.

Collinsville Community Unit School District #10

School: Collinsville Middle School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): Math PARCC/IAR test scores are below state average.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Student performance in math at each grade level will increase by 10% per year as measured by the annual State Assessment grade level scores and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development <input checked="" type="checkbox"/> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input checked="" type="checkbox"/> Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: Focused and Coherent instruction
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? We began 2 years ago with a new curriculum. The previous curriculum was outdated and scores were not growing. Scores were not growing because all math teachers were not consistent with instructional standards. Instruction was not consistent because there was no accountability. Now we have a uniform curriculum and accountability so instruction can occur with fidelity.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
All classrooms will use the Engage New York curriculum.	August 2019- Math teachers have met over the summer to combine standards in order to get all the required modules taught in the school year. September 2019- PLC time to discuss and determine if all math teachers are accomplishing goal. October 2019- PLC compare MAP scores from previous year.	Department head and Assistant Principal will collaborate in PLC meetings. The Assistant Principal will lead the analysis of reporting information regarding progress.

All staff professional development meeting	November 2019- PLC to monitor student progress.	Data team will lead and plan PLC
Winter NWEA MAP	December- Students take Winter NWEA MAP test.	Administrators/teachers ensure all have taken Winter NWEA
Analyze data	January 2020- Analyze new NWEA MAP data to determine student progress.	Staff/Administrators
Department meeting- discuss data/develop action plan	February 2020- PLC department meeting to discuss data and develop action plans for those students not meeting goals.	ELA Department along with other pertinent departments will develop action plans.
IAR Prep	March 2020- Ongoing preparation for IAR	All teachers/staff incorporating prep for IAR into classroom curriculum.
Spring NWEA MAP	April/May 2020- Students take last MAP test.	Administrators/teachers ensure all have taken Spring NWEA
Analyze data	June 2020- Analyze data of MAP and IAR as it becomes available.	Staff/Administrators

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Ongoing PLCs to modify curriculum
 Coaching on Engage New York
 Walkthrough rubric and schedule
 Title funds will be available for professional development and materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

By Spring 2020, there will be an increase of 5% in the number of students meeting or exceeding grade level norms as measured by the MAP assessment.

Collinsville Community Unit School District #10

School: Dorris Intermediate School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): According to the Illinois Report Card, students identified as English Language Learners and those of two or more races struggle the most on state assessments in both Language Arts and Mathematics.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By the Winter Benchmark, 80% of the students classified as ELL and two or more races will improve their AIMSWEB benchmark scores in ELA.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input checked="" type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Instructional Planning & Preparation </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Problem: Low performance results on Language Arts IAR assessment from students in 2+ race groups and ELL Why are they low-performing? There is a barrier between English acquisition and native language Why is there a consistent barrier between English & Native Languages? A combination of developmental speech with knowing two languages. This, along with the specific dialect used among the student population, makes it difficult for students to read fluently and comprehend English texts. Why has the barrier not been addressed with the current ELA program? The current reading series includes a Spanish speaking (ELL) component. However, proper training for this specific subgroup of students and how to implement the ELL component is necessary. Why was there not proper ELL "Wonders" training? Specific training for ELL-Reading Wonders may not be available? Lack of funding for professional development from McGraw Hill? Lack of time for professional development? Also, an increase in the ELL population over the years. Solution: We need appropriate professional development for data team, interventionists, teachers, ELL teachers that addresses the specifics of fluency and how it impacts comprehension. Understanding this, along with how it could work with our current reading series would be beneficial to all teachers. We will develop skill deficiency groups for a targeted instruction period each day to help increase scores in deficit areas. We will also structure our ELL periods to deliver more intensive small group instruction to the students who need it most.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
A strong core curriculum (Reading Wonders) A well-managed and implemented RTI program, including correct interventions being assigned to meet individual student needs Technology to properly assist students in achieving goals	August through December, as the first benchmark is administered at the beginning of 1st quarter and the winter benchmark is administered in December. Scores are calculated and student data analyzed to show growth.	All staff members, specifically teachers, language arts interventionists, paraprofessionals, and principals
AIMSWEB test scores	August/December	District Interventionist/Title Team

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Meetings, courses, or short seminars that train teachers on appropriate interventions to use with students classified as English Language Learners
- Trainings that help teach methods on how to isolate/remediate/explain key vocabulary in word problems (to help ELL's with MAZE/RCBM)
- This could include selected teachers receiving PD and then teaching their PLC's on the same strategies/skills
- Time set aside for data analysis by the leadership team

Resources:

- Programs that target reading comprehension & fluency (NewsELA, ReadWorks, MobyMax, Khan Academy, Reading A-Z, etc.)

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

There will be increases in benchmark testing from August to December. Additionally, this goal could be ongoing so that progress could be further monitored in the Spring.

There will also be interim progress monitoring between benchmarks. These could be administered to students identified as ELL or 2+ races biweekly in the period between Fall & Winter benchmarks.

Collinsville Community Unit School District #10

School: Dorris Intermediate School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): According to the Illinois Report Card, students identified as English Language Learners and those of two or more races struggle the most on state assessments in both Language Arts and Mathematics.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By the Winter Benchmark, 80% of the students classified as ELL and two or more races will improve their AIMSWEB benchmark scores in Math.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input checked="" type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input checked="" type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Instructional Planning & Preparation </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Problem: Low performance results on IAR Mathematics assessment from students in 2+ race groups and ELL Why are they low-performing? Teachers may not be using instructional strategies in math appropriate for English-Language Learners. Why aren't we using appropriate ELL math strategies? Teachers may require adequate training on how to implement ELL-based strategies in math. Why didn't we receive adequate training for ELL in math? The new math curriculum was implemented with a heavier focus on word problems instead of computation and instructional delivery. Why was our focus on Engage New York? District wanted to make a shift into Common Core-based curriculum which focuses on critical thinking instead of computation. Why was our curriculum shift so quick? Changing state policies shifted district focus on "What" will be used to help students achieve CCSS instead of "how". Solution: We need strategies or programs that support English Language Learners in content aside from Language Arts. We need resources that help teachers understand how to transfer skills from ELA to Math. We will develop skill deficiency groups for a targeted instruction period each day to help increase scores in deficit areas. We will also structure our ELL periods to deliver more intensive small group instruction to the students who need it most.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
A strong core curriculum (Engage NY) A well-managed and implemented RTI program, including correct interventions being assigned to meet individual student needs Technology to properly assist students in achieving goals	August through December, as the first benchmark is administered at the beginning of 1st quarter and the winter benchmark is administered in December. Scores are calculated and student data analyzed to show growth.	All staff members, specifically teachers, math interventionists, paraprofessionals, and principals
AIMSWEB test scores	August/December	District Interventionist/Title Team

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Meetings, courses, or short seminars that train teachers on appropriate interventions to use with students classified as English Language Learners
- Trainings that help teach methods on how to isolate/remediate/explain key vocabulary in word problems (to help ELL's with the MCAP)
- This could include selected teachers receiving PD and then teaching their PLC's on the same strategies/skills
- Time set aside for data analysis by the leadership team
- Periodic PLC time specifically for discussing successes, challenges, and next steps for Math Talks

Resources:

- Programs that target math computation (XtraMath, FastMath, Zearn, MobyMax, Khan Academy, 1-Minute Drills, 3-Minute Drills, etc.)
- For MCAP: MobyMax & Khan Academy; strategies or consistent steps teaching students how to dissect word problems and explaining their thinking

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

There will be increases in benchmark testing from August to December. Additionally, this goal could be ongoing so that progress could be further monitored in the Spring.

There will also be interim progress monitoring between benchmarks. These could be administered to students identified as ELL or 2+ races biweekly

in the period between Fall & Winter benchmarks.

Collinsville Community Unit School District #10

School: Dorris Intermediate School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): According to a survey from building teachers, as well as data from prior behavior referrals, student behaviors during unstructured school time (recess, bus lines, etc.) needs to be remediated.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By the end of the first year of PBIS implementation, students marked as Tier 3 in behavior will improve their individual behavior scores by 20%, as evidenced by a decrease in discipline referrals/office visits.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input type="checkbox"/> Indicator A <input checked="" type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Classroom Environment </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Problem: Students in our building struggle with age-appropriate behaviors leading to an increasing amount of office referrals/ISS/OSS. Why is there a large influx of behavior referrals? There is an inconsistency between various classrooms regarding which behaviors warrant referrals. Why is there an inconsistency between classrooms? Behaviors that warrant teacher management versus office management are becoming more and more unclear. As the population of our school shifts, teachers need to become aware of what behaviors they are expected to handle in their classrooms versus when it is time to include administration. Why are behaviors diversely handled amongst teachers? Lack of school-wide behavior management system that can universally teach our building teachers how to delegate consequences. Why hasn't a school-wide behavior system been implemented? Over recent years changes in administration has made it difficult to implement such a system. Additionally, lack of funding from the state made it difficult for our school to buy-in to accredited programs, such as PBIS. Solution: Allocate funds to appropriate behavior management systems. As our district has been researching the benefits of PBIS, this system would help address behavior management for teachers/administrators as well as help with social-emotional learning.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
A well-managed and implemented positive behavior program, including correct interventions being assigned to meet individual student needs	August through May, as behavior benchmarks are calculated through PBIS	All staff members in our building
Accountable & consistent classroom management	August through May, as referrals are accumulated throughout the end of the year	Teachers, interventionists, paraprofessionals, recess aides, etc.

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Meetings, courses, or short seminars that train teachers on appropriate interventions to use with students classified as Tier 3 behavior
- Trainings that help teach methods on how to remediate/handle common inappropriate behaviors, with attention to sensitive matters, such as trauma informed, etc.
- This could include selected teachers receiving PD and then teaching their PLC's on the same strategies/skills
- Time set aside for data analysis by the leadership team

Resources:

- Programs that targets behavior improvement?
- Resources that advocate for positive behavior replacement instead of punishment

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

There will be increases in behavior benchmarks on an individual basis, as students' behaviors are tabulated on a daily basis and monthly basis. Additionally, this goal could be ongoing so that progress could be further monitored for 5th graders moving into 6th grade. On a district level, we could also analyze how these changes progress from Tier 3 students coming in from 4th grade.

Collinsville Community Unit School District #10

School: Dorris Intermediate School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): Students in our building have multiple opportunities to participate in before/after school programs, however leadership opportunities are scarce. Our building would benefit from engaging students in leadership programs to promote service to the community.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL:</p> <ul style="list-style-type: none"> • By the first week of school (2020-2021), a student leadership application will be available for teachers to distribute to selected candidates interested in joining the Student Leadership Team. • By the first week of September 2020, a student leadership team will be developed and organized for students to participate in leadership projects for the 2020-2021 school year.
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input checked="" type="checkbox"/> Indicator D List the indicator name: Student Leadership </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Problem: Students do not have a leadership program available to participate in currently. Why is there not a leadership program at school? Of the multiple programs available at school, many of them require student participation vs. leadership, often letting all types of students join rather than requiring an application process. This application process has not been designed previously. Why are there not application-based programs at DIS? We look/aim for inclusivity rather than exclusivity. As wonderful as this is, it often limits those who would stand out as leaders from those who are simply looking to participate. Why haven't we pulled these leaders out previously? Students who are designated as "leaders" often demonstrate this capability in individual classrooms. Individual teachers may have an idea of who their leaders are, yet they are not designated on a building-wide level. Why are these students not working together on a building level? In a building this size, it would require teacher communication and a selective process to narrow down the number of students who are able to participate. Certain standards and criteria would need to be developed to specifically target designated students. Solution: The building leadership team should distribute a building-wide application for individual teachers to distribute to 1-2 peers in their individual classrooms. This would allow teachers across the building to provide input for individual students and making the leadership opportunities more diverse throughout 5th and 6th grade.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Develop an application with concrete criteria for selecting candidates in individual classrooms.	August	Classroom teachers Building leadership team
Sort through applications & narrow down the list of candidates to finalize the student leadership team for the 2020-2021 year. Or simply decide on various candidates for 1st/2nd quarter.	End of August/September	Building leadership team Communication between leadership team, classroom teachers, "specials" teachers (music/pe/etc.)
Develop student leadership projects and manage these ongoing projects throughout the first and second semester	Ongoing	Building Leadership team, Student Leadership members, participating teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

-
- **Resources:** No additional resources needed.
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Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Students in individual classrooms will be nominated for the student leadership team
- Classroom teachers will communicate with the building leadership team their candidates and their reasons for selecting individual students.
- Throughout the year, these students will be responsible for organizing and facilitating various leadership projects. Evidence of this will vary depending on the projects that they select for the upcoming year.

Collinsville Community Unit School District #10

School: Caseyville Elementary - Attendance

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): In looking at the 2018 Report Card, Caseyville Elementary's Chronic Absenteeism Rate was reported at 30.9 (District 14.8%; State 16.8%) UPDATE: 2019 Report Card 16% Rate (District 21%; State 18%)
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By 2020 School Report Card release, Caseyville's absenteeism rate will decrease by a minimum of 15% .
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development _____ Student Achievement <u> X </u> Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Daily attendance phone call checks were not down with fidelity Limited contact w/ truancy officer regarding residency concerns, multiple days absences w/ no contact & tardies Pregenerated Attendance and Truancy letters were not distributed with fidelity

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Daily Attendance Report	August - May	*School Secretary will print daily attendance report and distribute to staff by 9am *School Secretary with assistance from bilingual staff will make daily phone calls to ask about students' whereabouts *School Secretary will keep Skyward attendance records up to date within 24 hour period
Distribution of Pregenerated Attendance and Truancy Letters	August- May	*School Secretary will check every 24-48 hours for pregenerated attendance/truancy letters

		<p>*School Secretary and Administrator will collaborate to sign letters and mailed out immediately.</p> <p>*Collaborate with Truancy Officer when letters require his involvement to contact parents.</p>
Communicate Residency Concerns to Truancy Officer	August - May	<p>*School Secretary and Administrator will communicate with Truancy Officer when residency concerns arise.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

N/A

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Monitor number of students being reported absent on daily attendance report
Track number of attendance/truancy meetings for Truancy Officer

Collinsville Community Unit School District #10

School: Caseyville Elementary - Reading Fluency/ELA Proficiency

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): In looking at the 2018 Report Card, Caseyville Elementary's ELA Proficiency was at 21.8% for <u>all</u> students. When breaking that down further, the growth or decline of cohorts from 3rd to 4th grade indicated the following: 15-16 Increase (11% to 17.1%), 16-17 Decrease (14.9% to 11.3%) and 17-18 Increase (22.7% to 27.8%). Additional data includes AIMS Benchmark testing historical trends for 3 years for grades Kindergarten through 4th when compared to National Norms.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of students in K will meet or exceed the Spring National Norm Target for LNF and LSF on AIMSWeb Benchmarking testing by May 2020. In 1st grade, 50% of students will meet or exceed NWF on AIMSWeb Benchmarking testing by May 2020. In 2nd - 4th grade, 50% of students will meet or exceed the Spring National Norm Target for RCBM on AIMS Benchmarking by May 2020.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <u> X </u> Student & Learning Development <u> X </u> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science <u> X </u> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Multiple changes in personnel among 3rd and 4th grade teams in the last 2 years 4th Grade previously utilized Tier 2 intervention as core curriculum prior to 18-19 School Year Limited preschool or early childhood opportunities for incoming students AIMS Web Roster includes all students (ELL, Special Education, etc) Not implementing curriculum w/ fidelity Not implementing appropriate instructional strategies Not maximizing instructional time Administration has not previously broken down and analyze fluency data this extensively to ever communicate it out

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Six Minute Solution - Whole Class Grades K-4	September - May	*Training will be provided on administering 6

		<p>minute solution to classroom teachers.</p> <p>*Classroom teachers will differentiate weekly 6 minute solutions based upon students initial assessment/placement.</p> <p>*Classroom teachers will model and teach out procedures in September for fluency practice to become part of daily instructional routine for students 3 times per week</p> <ul style="list-style-type: none"> - K will begin in January - 1st grade will begin by October 21st - 2nd - 4th grade will begin by Sept 9th
Small Group Differentiated Instruction	September - May	<p>*Administrator will offer peer observations/visits with “model” classrooms</p> <p>*Teacher will seek out instructional coach for feedback/suggestions</p> <p>*Teacher will meet with students below 50% at least 4 days/wk for at least 15 minutes to provide small group instruction at ability level. (This may require multiple groups.)</p> <p>*Differentiated Read Aloud/Book Study (Partner w/ 3rd and 4th grade)</p>
Secret Stories	August - May	<p>*Classroom teachers will utilize Secret Stories materials and language from training received in January 2019.</p> <p>*Title teacher will supplement instruction from Gen Ed teacher during RTI times to reteach strategies.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Title 1 Funding - 6 minute solution materials for each grade level. PLC training on administering whole class intervention provided by Title Teacher
Possible subscription to ReadingEggs.com for K-1 students to assist with developing a more solid foundation of LNF/LSF.
Possible purchasing of class set of books for differentiated book studies.
Possible purchasing of additional Secret Stories materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will monitor students progress and track growth of each grade level after each data day.
Teachers will report 4 mid-point checks using Easycbm.com to administration in between regularly scheduled data days, teachers are encouraged to

do this monthly, but will be required to report data after the following PLC's (October 16th, January 29th, March 18th & May 13th)
Teachers will have assigned PLC to track/analyze scores of mid-point checks.

Collinsville Community Unit School District #10

School: Caseyville Elementary - Math COMP Fluency/Math Proficiency

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): In looking at the 2018 Report Card, Caseyville Elementary's Math Proficiency was at 26.8% for <u>all</u> students. When breaking that down further, the growth or decline of cohorts from 3rd to 4th grade indicated the following: 15-16 No Change Reported (11% to 11%), 16-17 Decline (21.6% to 11%) and 17-18 Increase (29.9 to 32.5%). Additional data includes AIMS Benchmark testing historical trends for 3 years for grades 1st through 4th when compared to National Norms. When analyzing Kindergarten NIM historical trends for 3 years, students have finished below Spring target each year.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of students in 1st - 4th grade, will meet or exceed the Spring National Norm Target for Math COMP on AIMS Benchmarking by May 2020. 50% of K students, will meet or exceed the Spring National Norm Target for NIM on AIMS Benchmarking by May 2020.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <u>___X___</u> Student & Learning Development <u>__X__</u> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science <u>__X__</u> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Multiple changes in personnel among 3rd and 4th grade teams in the last 2 years Limited preschool or early childhood opportunities for incoming students AIMS Web Roster includes all students (ELL, Special Education, etc) Not implementing curriculum w/ fidelity Not implementing appropriate instructional strategies Kindergarten curriculum does not pair with grades 1-4 math curriculum Not maximizing instructional time Administration has not previously broken down and analyze fluency data this extensively to ever communicate it out

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Implementing Engaged New York Sprints	September - May	*Teachers will utilize ENY Sprints w/ fidelity with

		instruction.
Small Group Differentiated Instruction	September - May	<ul style="list-style-type: none"> *Administrator will offer peer observations/visits with “model” classrooms *Teacher will seek out instructional coach for feedback/suggestions *Teacher will meet with students below 50% at least 4 days/wk for at least 15 minutes to provide small group instruction at ability level. (This may require multiple groups.)
Optional PD Opportunities w/ Dr. Linda Forbringer of SIUE for concrete strategies for problem solving skills	September - May	<ul style="list-style-type: none"> *Teachers will have the opportunity to participate in a year long PD opportunity that will meet every 4-6 w/ Dr. Forbringer during PLC *Teachers will provide verbal and written feedback to Dr. Forbringer *Teachers will allow Dr. Forbringer to attend their classrooms to observe strategies being implemented

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Title 1 Funding -
Possible subscription to Scholastic Fast Math or Moby Max to allow for quick recall fact fluency practice specific to each student’s ability.

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will monitor students progress and track growth of each grade level after each data day.
Teachers will report 4 mid-point checks math comp fluency checks to administration in between regularly scheduled data days, teachers are encouraged to do this monthly, but will be required to report data after the following PLC’s (October 16th, January 29th, March 18th & May 13th)
*TBD what fluency assessment will be used for this.
Teachers will have assigned PLC to track/analyze scores of mid-point checks.

Collinsville Community Unit School District #10
School: Caseyville Elementary - Social/Emotional

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): In looking at the May 2019 Social Emotional Staff Survey reported 5% (1 teacher) consistently meets, 55% (11 teachers) occasionally meets and 40% (8 teachers) never meets with other staff members to discuss and plan school wide activities to reinforce social emotional learning: self awareness, self management, relationship skills, responsible decision making and social awareness (20 teachers participated - includes Music, Special Education, General Education, SLP, Social Worker and ELL assigned to building)</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of teachers that participate in the May 2020 SEL Survey will report the they meet consistently with other staff members to discuss and plan school wide activities to reinforce social emotional learning.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p>_____ Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate _____ Shared Leadership <input checked="" type="checkbox"/> Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development _____ Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p>_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Change in demographic of students - S/E needs are greater than academic needs Administrator and Social Worker are split between buildings and are often unable to lead these conversations or unable to follow through on implementation w/ fidelity Never previously attempted to put school wide initiatives in place, primarily only individual plans Administration has not previously sought feedback from staff pertaining to SEL needs of the building.</p>

<p>Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)</p>		
<p>Activity/Action/Program to be taken/implemented</p>	<p>Timeline</p>	<p>Roles/Responsibilities</p>
<p>Staff members will meet to discuss and plan school wide activities to reinforce social and emotional learning</p>	<p>August - May</p>	<p>*TBD as we learn more about the implementation of PBIS *Spend at least 5 minutes/PLC to discuss proactive approaches to assist and brainstorm</p>

		ideas/interventions to assist classroom teachers w/ specific targeted behaviors.
District Wide PBIS Initiative	September - May	*PBIS/SEL team (administrator, co-leader, 2 general education teachers) will collaborate with district PBIS/SEL Coach *Consistent Implementation of Tier 1 strategies w/i the general education classrooms (classroom management plan, well established routines/procedures and reentry plans)

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Collaboration with Midwest PBIS to implement district wide initiative
 Title 1 Funding -
 Teachers will have voluntary SEL Trauma Training scheduled on Wednesday, September 11th and Wednesday, September 18th through ROE
 Purchase of The Energy Bus for Kids for each classroom teacher to assist w/ implementing Tier 1 expectations
 Purchase of The Trauma Sensitive Classroom for each classroom teacher to assist teachers in the increasing concern on how to support these students to function in school.
 Kindergarten Teacher voluntarily piloting PATHS SEL Curriculum

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will seek clarification on how to efficiently track behaviors in compliance with PBIS. (Communicate out to staff how/what this looks like we complete training w/ Midwest PBIS).
 Staff w/ track interventions and data within the classroom being implemented. (Administrator, School Psych and SW will help supporting but are not solely responsible for implementing the intervention or taking the data.)
 Resurvey staff in May 2020 and compare survey results

Collinsville Community Unit School District #10

School: Jefferson Elementary - Reading Fluency/ELA Proficiency

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): In looking at the 2018 Report Card, Jefferson Elementary's ELA Proficiency was at 59.1% for <u>all</u> students. When breaking that down further, the growth or decline of cohorts from 3rd to 4th grade indicated the following: 15-16 Decline (39.1 to 18.5), 16-17 Increase (30.8% to 32.1%) and 17-18 Increase (42.1% to 45.8%). Additional data includes AIMS Benchmark testing historical trends for 3 years for grades 1st through 4th when compared to National Norms.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of students in K & 1st Grade will meet or exceed the Spring National Norm Target for LNF and LSF on AIMSWeb Benchmarking testing by May 2020. In 2nd - 4th grade, 50% of students will meet or exceed the Spring National Norm Target for RCBM on AIMS Benchmarking by May 2020.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p>_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <u>___X___</u> Student & Learning Development <u>___X___</u> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p>_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Change in demographics among student population Not implementing appropriate instructional strategies Not maximizing instructional time Administration has not previously broken down and analyze fluency data this extensively to ever communicate it out</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Six Minute Solution - Whole Class Grades K-4	September - May	*Training will be provided on administering 6 minute solution to classroom teachers. *Classroom teachers will differentiate weekly 6 minute solutions based upon students initial assessment/placement.

		<p>*Classroom teachers will model and teach out procedures in September for fluency practice to become part of daily instructional routine for students 3 times per week</p> <ul style="list-style-type: none"> - K will begin in January - 1st grade will begin by October 21st - 2nd - 4th grade will begin by Sept 9th
Small Group Differentiated Instruction	September - May	<p>*Administrator will offer peer observations/visits with "model" classrooms</p> <p>*Teacher will seek out instructional coach for feedback/suggestions</p> <p>*Teacher will meet with students below 50% at least 4 days/wk for at least 15 minutes to provide small group instruction at ability level. (This may require multiple groups.)</p> <p>*Differentiated Read Aloud/Book Study (Partner w/ 3rd and 4th grade)</p>
Secret Stories	August - May	<p>*Classroom teachers will utilize Secret Stories materials and language from training received in January 2019.</p> <p>*Title teacher will supplement instruction from Gen Ed teacher during RTI times to reteach strategies.</p>

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Title 1 Funding - 6 minute solution materials for each grade level. PLC training on administering whole class intervention provided by Title Teacher
Possible subscription to ReadingEggs.com for K-1 students to assist with developing a more solid foundation of LNF/LSF.
Possible purchasing of class set of books for differentiated book studies.
Possible purchasing of additional Secret Stories materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will monitor students progress and track growth of each grade level after each data day.
Teachers will report 4 mid-point checks using Easycbm.com to administration in between regularly scheduled data days, teachers are encouraged to do this monthly, but will be required to report data after the following PLC's (October 16th, January 29th, March 18th & May 13th)
Teachers will have assigned PLC to track/analyze scores of mid-point checks.

Collinsville Community Unit School District #10

School: Jefferson Elementary - Math COMP Fluency/Math Proficiency

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): In looking at the 2018 Report Card, Jefferson Elementary's Math Proficiency was at 54.5% for <u>all</u> students. When breaking that down further, the growth or decline of cohorts from 3rd to 4th grade indicated the following: 15-16 Decline (47.8 to 14.8), 16-17 Decline (57.7% to 17.9%) and 17-18 Decline (68.4% to 37.5%). Additional data includes AIMS Benchmark testing historical trends for 3 years for grades 1st through 4th when compared to National Norms. When analyzing Kindergarten NIM historical trends for 3 years, students have finished below Spring target each year.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of students in 1st - 4th grade, will meet or exceed the Spring National Norm Target for Math COMP on AIMS Benchmarking by May 2020.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <u> X </u> Student & Learning Development <u> X </u> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Change in demographics among student population Not implementing curriculum w/ fidelity Not implementing appropriate instructional strategies Kindergarten curriculum does not pair with grades 1-4 math curriculum Kindergarten personnel changes for 3 consecutive years Not maximizing instructional time Administration has not previously broken down and analyze fluency data this extensively to ever communicate it out

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Implementing Engaged New York Sprints	September - May	*Teachers will utilize ENY Sprints w/ fidelity with instruction.

Small Group Differentiated Instruction	September - May	<ul style="list-style-type: none"> *Administrator will offer peer observations/visits with “model” classrooms *Teacher will seek out instructional coach for feedback/suggestions *Teacher will meet with students below 50% at least 4 days/wk for at least 15 minutes to provide small group instruction at ability level. (This may require multiple groups.)
Optional PD Opportunities w/ Dr. Linda Forbringer of SIUE for concrete strategies for problem solving skills	September - May	<ul style="list-style-type: none"> *Teachers will have the opportunity to participate in a year long PD opportunity that will meet every 4-6 w/ Dr. Forbringer during PLC *Teachers will provide verbal and written feedback to Dr. Forbringer *Teachers will allow Dr. Forbringer to attend their classrooms to observe strategies being implemented

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Title 1 Funding -
Possible subscription to Scholastic Fast Math or Moby Max to allow for quick recall fact fluency practice specific to each student’s ability.

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will monitor students progress and track growth of each grade level after each data day.
Teachers will report 4 mid-point checks math comp fluency checks to administration in between regularly scheduled data days, teachers are encouraged to do this monthly, but will be required to report data after the following PLC’s (October 16th, January 29th, March 18th & May 13th)
*TBD what fluency assessment will be used for this.
Teachers will have assigned PLC to track/analyze scores of mid-point checks.

Collinsville Community Unit School District #10
School: Jefferson Elementary - Social/Emotional

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): In looking at the May 2019 Social Emotional Staff Survey reported 1/3 consistently meets, 1/3 occasionally meets and 1/3 never meets with other staff members to discuss and plan school wide activities to reinforce social emotional learning: self awareness, self management, relationship skills, responsible decision making and social awareness (6 teachers participated - includes PE/Music and SLP assigned to building)</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 50% of teachers that participate in the May 2020 SEL Survey will report the they meet regularly with other staff members to discuss and plan school wide activities to reinforce social emotional learning.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p>_____ Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate _____ Shared Leadership <input checked="" type="checkbox"/> Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development _____ Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p>_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: N/A Report Card</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Change in demographic of students - S/E needs are greater than academic needs Administrator and Social Worker are split between buildings and are often unable to lead these conversations or unable to follow through on implementation w/ fidelity Never previously attempted to put school wide initiatives in place, primarily only individual plans Administration has not previously seeked feedback from staff pertaining to SEL needs of the building.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Staff members will meet to discuss and plan school wide activities to reinforce social and emotional learning	August - May	*TBD as we learn more about the implementation of PBIS *Spend at least 5 minutes/PLC to discuss proactive approaches to assist and brainstorm ideas/interventions to assist classroom teachers w/ specific targeted behaviors.

District Wide PBIS Initiative	September - May	<p>*PBIS/SEL team (administrator, co-leader, 2 general education teachers) will collaborate with district PBIS/SEL Coach</p> <p>*Consistent Implementation of Tier 1 strategies w/i the general education classrooms (classroom management plan, well established routines/procedures and reentry plans)</p>
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Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Collaboration with Midwest PBIS to implement district wide initiative
 Title 1 Funding -
 Teachers will have voluntary SEL Trauma Training scheduled on Wednesday, September 11th and Wednesday, September 18th through ROE
 Purchase of The Energy Bus for Kids for each classroom teacher to assist w/ implementing Tier 1 expectations
 Purchase of The Trauma Sensitive Classroom for each classroom teacher to assist teachers in the increasing concern on how to support these students to function in school.

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Administration will seek clarification on how to efficiently track behaviors in compliance with PBIS. (Communicate out to staff how/what this looks like we complete training w/ Midwest PBIS).
 Staff w/ track interventions and data within the classroom being implemented. (Administrator, School Psych and SW will help supporting but are not solely responsible for implementing the intervention or taking the data.)
 Resurvey staff in May 2020 and compare survey results

Collinsville Community Unit School District #10

School: Kreitner Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): Thirteen percent of third and fourth grade students scored at proficient as measured by the 2018 PARCC assessment (grades 3 & 4 combined). An additional 28% were “Approaching”.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Twenty percent of third and fourth grade students participating in the Spring, 2020 PARCC assessment will score at Proficient in ELA.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input checked="" type="checkbox"/> Student Achievement/ELA <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Students have not mastered the skills and concepts being assessed. Students struggle with retention and application of new knowledge. Students' language development is not occurring or being reinforced outside of the classroom. Parents do not have the resources or skill set to reinforce learning.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Implement a secondary approach to teaching basic phonics and decoding skills - Secret Stories	Throughout the year	Teachers
Incorporate reader workshop/conferencing across grade levels	Daily	Teachers
Grade level PLC meetings to assess student performance and data on CFA's	Weekly	Teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Professional Development for Reader Workshop/Conferencing

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Review of grade level CFA's
Classroom assessment monitoring
AIMSWeb benchmark data
Spring 2020 IAR assessment results

Collinsville Community Unit School District #10

School: Kreitner Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): Based on Skyward SIS student data reports from April, 2019, 15% (50 students) of Kreitner students were absent 10 or more days during the 18-19 school year.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific M Measurable A Achievable R Relevant T Timely GOAL: By the end of the 2019-20 school year, 90% of Kreitner students will miss less than 10 days of school each.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development _____ Student Achievement <u> X </u> Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Students are frequently absent because they are depending on adults to get them to school. Families with students who are frequently absent are not making school a priority. Families lack resources that would allow them to prioritize education. Generational expectations/standards and poverty as well as personal negative experiences contribute to complacency about school attendance. Students struggle with motivation to attend school because of parent influence and home stressors as well as academic and social struggles.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Home visits	Throughout year	Home visit committee
Recognition by class for perfect attendance	Daily - throughout the year	Teachers, Principal
Recognition of students for perfect weekly attendance	Weekly - throughout the year	Teachers, Secretary
HERO Theme (Here Everyday Ready Ontime)	All Year	Full Staff

Monthly Classroom Recognition - Traveling Trophy

Monthly - throughout the year

Teachers, Principal

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Skyward reports
Grant/funds for home visits
Perfect Attendance class posters
T-shirts
Brag Tags
Trophy
HERO logo
HERO themed bulletin board and classroom materials
Social media access & newsletters/communication

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Monitor attendance reports - monthly

Collinsville Community Unit School District #10

School: Kreitner Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): Nineteen percent of third and fourth grade students scored at proficient in math as measured by the 2018 PARCC assessment (grades 3 & 4 combined). An additional 27% were "Approaching".
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Twenty-nine percent of third and fourth grade students participating in the Spring, 2020 PARCC assessment will score at Proficient in math.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input type="checkbox"/> Student & Learning Development <input checked="" type="checkbox"/> Student Achievement/MATH W.I.N. <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why? Students have not mastered the skills and concepts being assessed. Students struggle with basic fact fluency. Students lack strong number sense. Students have gaps in learning. Students' gaps in learning prevent them from moving to higher level concepts.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
WIN (What I Need) time built in to school schedule 3 days per week to reteach concepts	Throughout the year	All teachers
Title support for Tier 3 math interventions	Throughout the year	Title teachers
Teacher PLCs review student performance data to group students for WIN groups	Throughout the year	All teachers
Schoolwide emphasis on SMAD	Throughout the year	All teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Concept and Skill Modules created and pre- and post-tests developed
Manipulatives
Engage New York modules for re-teaching
Support for ELL teachers
Implement WIN time structure into master schedule

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student assessments
Post-tests
AIMSWeb assessments
Spring 2020 IAR assessment results

Collinsville Community Unit School District #10

School: Maryville Elementary - Spring 2019

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): The Growth Percentile for ELA in Grade 4 is 38.7 % which is 11.3% below the state average **For 2019 we are at 55% so we exceeded the goal. We are now above state average and will work as a team to develop a new goal.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: The Growth Percentile for ELA will improve by 5% from 2018-2019 as measured by the IAR and interim progress monitoring data.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p><input checked="" type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p><input type="checkbox"/> Indicator A <input checked="" type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Standard VII Student and Learning Development, Indicator B: Classroom Environment</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality?</p> <ul style="list-style-type: none"> • For the 2018 School Year, Maryville received 22 new 4th graders. Many were late enrollees and transient which would negatively impact average growth. • 3rd Grade Scores (2018 PARCC) are well above the state average. Achieving growth from starting high is a challenge. <ul style="list-style-type: none"> ○ Third Grade has 70.5% at levels 4 and 5 on the Statewide Assessment, which is 33.5% above the state average. • 4th Grade Scores are slightly below state average at 36.6% showing proficiency at levels 4 and 5. The state average is 38.6 % proficiency. <ul style="list-style-type: none"> ○ These scores include 22 students who were only instructed at Maryville for one year in 4th grade or less.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Continue to monitor performance of students new to	Start of School through release of scores	Carmen Loemker - principal

Maryville in Grade 4 for either the full or partial year.		Teachers Grades 3 and 4
Monitor intermediate progress of all students with tools such as Aimsweb	Aug. 2019 - May 2020	Carmen Loemker - principal Interventionists Classroom Teachers
Unwrapping and studying standards and progression across grade levels	Aug. 2019 - May 2019	Classroom Teachers Instructional Coach

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Aimsweb (training on updated version)
- Interventionists to deliver services and progress monitor
- Instructional Coach to provide support with unwrapping standards and exploring vertical alignment and progression from 3rd grade in depth
- We will offer after school tutoring specifically for Grade 4 ELA, in addition to other areas

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Aimsweb progress monitoring and benchmarks will show growth

NOTES/EXAMPLES FOR COMPLETION:

Examination of IAR scores from Spring of 2019 - Teams will meet and update goals when most recent scores are finalized

Collinsville Community Unit School District #10

School: Maryville Elementary - Spring 2019

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): The Growth Percentile for 4th Grade Math is 48.4% which is 1.6% below the state average. **For 2019 we are at 46% which is above the district average but still below the state. We will review data as a team and continue to work toward this goal, seeking new ideas.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: The Growth Percentile for Math will improve by 3% from 2018-2019 as measured by the IAR and interim progress monitoring data.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p><input checked="" type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p><input type="checkbox"/> Indicator A <input checked="" type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Standard VII Student and Learning Development Indicator B: Classroom Environment</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality?</p> <ul style="list-style-type: none"> ● For the 2018 School Year, Maryville received 22 new 4th graders. Many were late enrollees and transient which would negatively impact average growth. ● 3rd Grade Scores (2018 PARCC) are well above the state average. Achieving growth from starting high is a challenge. <ul style="list-style-type: none"> ○ Third Grade has 70.5% at levels 4 and 5 on the Statewide Math Assessment, which is 32.8% above the state average. ● 4th Grade Scores are above state average with 43.9% showing proficiency at levels 4 and 5. The state average is 31.5% proficiency. We exceed the state average by 12.4% but there is still a gap between 3rd grade and 4th grade proficiency levels. <ul style="list-style-type: none"> ○ These scores include 22 students who were only instructed at Maryville for one year in 4th grade, or less and we still exceeded state averages by 12.4% in proficiency. ● Overall, 4th graders across the state perform lower than third graders in terms of proficiency with 3rd grade state average at 37.7% and 4th grade state average at 31.5% for a difference of 6.2%.
<p>Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)</p>	

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Continue to monitor performance of students new to Maryville in Grade 4 for either the full or partial year.	Start of School through release of IAR scores	Carmen Loemker - principal Teachers Grades 3 and 4
Monitor intermediate progress of all students with tools such as Aimsweb MComp and MCap	Aug. 2019 - May 2020	Carmen Loemker - principal Interventionists Classroom Teachers
Unwrapping and studying math standards across grade levels.	Aug. 2019 - May 2019	Classroom Teachers Instructional Coach

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Aimsweb (training on updated version)
- Interventionists to deliver services and progress monitor
- Instructional Coach to provide support with unwrapping standards and exploring vertical alignment and progression from 3rd grade in depth
- We will offer after school tutoring for Grade 4 Math, in addition to other areas

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Aimsweb progress monitoring and benchmarks will show growth with MComp and MCap

NOTES/EXAMPLES FOR COMPLETION:

Spring 2019 IAR scores, teams will meet and update goals when new scores are finalized

Collinsville Community Unit School District #10

School: Maryville Elementary - Spring 2019

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): The school does not have a data tracking program or formal tier structure for behavior.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: Maryville Elementary will implement Tier 1 PBIS during the 2019-2020 School Year.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input checked="" type="checkbox"/> Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	<input type="checkbox"/> Indicator A <input checked="" type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Standard VII Student and Learning Development , Indicator B: Classroom Environment
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? <ul style="list-style-type: none"> Overall, Unit 10 is relatively new to PBIS Training costs have been a barrier The need has been less but is increasing Other Strategies have been used to address social emotional needs

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Coach Training	May 2019	Carmen Loemker - principal Katie Keith, Kelly Williams
Team Training	August 1 & 2, 2019	Carmen Loemker - principal Katie Keith, Kelly Williams, Lisa Barker, Jessica May, Jennifer Osaben, Brittany Evans

Sharing with all staff

Aug. 2019 - May 2020

District PBIS Coach
PBIS Tier 2 Team

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Coach Training (completed Wed., May 15, 2019)
- Team Training,(completed August 2019)
- Time to share out with full staff
- Time to meet as a PBIS Team

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Reduced Disciplinary Incidents
- Student reports of less bullying or other unwanted behaviors
- Teacher reports of increased positive behaviors

NOTES/EXAMPLES FOR COMPLETION:

Utilization of our district trauma coach
PBIS procedures in place (matrix, posters)
Awards program for incentive tickets

Collinsville Community Unit School District #10

School: John A Renfro Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): The Growth Percentile for overall ELA is 52% which is 2% above the state average.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: The Growth Percentile of ELA will improve by 3% from the 2018-19 as measured by the IAR and interim progress monitoring data.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	<input checked="" type="checkbox"/> Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development _____ Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: Not applicable
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? <ul style="list-style-type: none"> Renfro School mobility rate is 3.6% higher than the state average. Renfro class size is 1-7 students above the state average per grade level. Renfro has 5.1% higher enrollment of students who are low income compared to the state average. Renfro has inconsistencies in how data is analyzed and used to inform instruction during PLC time

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Title assistants will push into classes	August 2019-May 2020	Administration Classroom Teachers Interventionists
Securing records from previous schools for mobile students	August 2019-May 2020	Administration Classroom Teachers
Parent Engagement Night	September-October 2019	Parent Engagement Committee
Revisit the PLC model with teachers	August 2019	Administration

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Aimsweb Plus (training on updated version)
- Training on how to work with interventionist in the classroom
- Training on PLC model

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Aimsweb Plus progress monitoring and benchmarks will show growth.

Collinsville Community Unit School District #10

School: John A Renfro Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): The percentile for math growth in grades 3 and 4 is 20% which is 7% lower than the state average.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: The growth percentile for math will improve 3% from 2017/18 as measured by IAR data.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p><input checked="" type="checkbox"/> Continuous Improvement <input type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations</p> <p><input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development</p> <p><input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science</p> <p><input type="checkbox"/> ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p><input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D</p> <p>List the indicator name: N/A</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality?</p> <ul style="list-style-type: none"> ● Mobility rate is 11% at Renfro ● Fact fluency is not implemented in all classrooms consistently ● Renfro class size is 1-7 students above the state average per grade level. ● There is not consistent collaboration with Title teachers and special education teachers ● Renfro has inconsistencies in how data is analyzed and used to inform instruction during PLC time

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Revisit PLC model with teachers	August 2019	Administration
Parent engagement night	September-October 2019	Parent engagement committee
Title assistants will push into classrooms	August 2019-May 2020	Classroom teachers, Title teachers, Title assistants, administration
Weekly grade level math fluency assessments	August 2019-May 2020	Classroom teachers Administration
Monitor progress with AIMSweb plus	September 2019-May 2020	Administration Teachers Title teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Aimsweb plus training
Continued after school tutoring

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Aimswest plus progress monitoring and benchmarking
CFAs for grade level fact fluency

Collinsville Community Unit School District #10

School: John A Renfro Elementary

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>(Write current reality and data source): Based on the Renfro Office Referral Data Sheet, 25 different students are referred to the office for disciplinary action equalling an average of 50 students per month.</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: The office referrals will decrease by 10 referrals per month by March of 2020.</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p> <input type="checkbox"/> Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate <input type="checkbox"/> Shared Leadership <input type="checkbox"/> Governance/Management & Operations <input type="checkbox"/> Educator & Employee Quality <input type="checkbox"/> Family & Community Engagement <input checked="" type="checkbox"/> Student & Learning Development <input type="checkbox"/> Student Achievement <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation Rate <input type="checkbox"/> 9th on Track <input type="checkbox"/> C/C Ready <input type="checkbox"/> Growth <input type="checkbox"/> Science <input type="checkbox"/> ELL Proficiency </p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p> <input type="checkbox"/> Indicator A <input type="checkbox"/> Indicator B <input checked="" type="checkbox"/> Indicator C <input type="checkbox"/> Indicator D List the indicator name: Evidence suggests district and school climate inconsistently supports the physical, cultural, and socio-economic needs of all students and staff. </p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Ask yourself the 5 WHYS! Why is this the current reality?</p> <ul style="list-style-type: none"> ● Renfro Staff inconsistently follows through with school-wide and classroom expectations. <ul style="list-style-type: none"> ○ Unstructured areas such as the bus, cafeteria, and playground are the most problematic. 11% of referrals come from bus issues, 35% of referrals come from issues on the playground, and 6% of referrals come from the cafeteria. ○ 48% of office referrals come from the classroom. ● Non-certified staff is under trained in managing behaviors in unstructured areas.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Implementation of Tier 1 PBIS (Positive Behavioral Interventions and Support).	August 2019-May 2020	PBIS team, Principal, Assistant Principal, Teachers and Staff
Calm Classroom	August 2019-May 2020	Principal, Assistant Principal, Teachers, and Staff
Professional Development/Training for social/emotional support	August 2019-August 2020	Teachers, Staff

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PBIS Training
- Social/Emotional Training

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Renfro Office Referral Data Sheet

Collinsville Community Unit School District #10

School: Summit School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	As of March 31, 2019, 27% of all students have been absent 10 days or more. As of March 31, 2019, 12% of all students have been absent 15 days or more.
Step 2: SMART Goal (Desired Reality):	Specific Measurable Achievable Relevant Timely GOAL: Less than 22% of all students will be absent 10 days or more in the 19-20 school year. Less than 10% of all students will be absent 15 days or more in the 19-20 school year.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development _____ Student Achievement <u> X </u> Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: School Report Card data
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why aren't students at school on time? Overslept, transportation, parent's work schedule, doctor/dentist appts Why are kids chronically absent? Transportation, illness, vacation, anxiety, lice Why isn't school a priority? Demographics, financial situations, lifestyle Why aren't the students motivated to be at school? Struggling academically, classroom environment, peer conflict, lack of sleep, anxiety How can we communicate that school is a priority to parents? School attendance compact / Every Day Counts - theme for the year Action - Every Day Counts theme / rewards and incentives / parent communication / attendance monitoring team

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Beginning of the year attendance information and compact with students and parents. All stakeholders will sign the compact.	August / September 2019	<ul style="list-style-type: none"> Stephanie Pulse will create Teachers will promote and collect

Every Day Counts Theme (logo, staff shirts, classroom signs and bulletin boards)	August 2019 - May 2020	<ul style="list-style-type: none"> • Staff shirts - Heather Hartmann • Logo on Weekly Notes - Julie Haake • Signs in classrooms and hallways - Kristen Leech and Michelle Theis • Monthly Perfect Attendance Bulletin Board - Kristen Leech, Michelle Theis, Emilee Cline • Daily Classroom tally sheet and special sign for Perfect Attendance hung outside each classroom door - Julie Haake
Celebrate and promote September is "School Attendance Month"	September 2019 Every day in September, all students in attendance will receive a Starburst for "Star Attendance"	<ul style="list-style-type: none"> • Stephanie - purchase • All teacher distribute
Create school "Attendance Monitoring Team" Team will create a tiered level of support based on student days absent.	May 2019 - May 2020	<ul style="list-style-type: none"> • Theresa Marlin • Heather Hartmann
Student Attendance Rewards / Incentives	August 2019 - May 2020	<ul style="list-style-type: none"> • Kristal Lewis

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Funding for alarm clocks, student awards and incentives
- Time for parent meetings
- Staff shirts designed with Every Day Counts theme
- Parent / Student / Teacher attendance compact
- Classroom and bulletin board materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Attendance reports will be monitored weekly and student attendance percentages will increase.

Collinsville Community Unit School District #10

School: Summit School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): 26% of all 3rd and 4th students achieved ELA proficiency as measured by the 2018 PARCC assessment.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 35% of all 3rd and 4th grade students will achieve ELA proficiency as measured by the 2019 IAR.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development <input checked="" type="checkbox"/> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name: School Report Card Data
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students underperforming? Attendance, lack of support at home, education is not a priority, no early exposure to literature, limited books / resources at home, limited vocabulary, interruptions to instruction due to behavior, curriculum not covered by testing date Why don't students have stamina when reading and writing? Lack of focus, lack of interest / motivation, lack of confidence, lack of skills Why do students lack foundational skills when entering higher grade levels? Mobility, skill gap is too large, trauma, anxiety, not enough time in the school day, education is not a priority in the home, parents struggle with helping students at home Why don't students test well? Anxiety, lack of motivation, lack of interest How can we better assess students skills? Shorter, more frequent common assessments Action: Well designed lessons, scope and sequence for each grade level, common formative assessments

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Host a family night at the Collinsville Public Library including a sign up for library cards to utilize	September 2019	<ul style="list-style-type: none"> ● Stephanie Pulse, Title One Teacher

additional sources of books for students to read.		
Data collaboration days will be held three times a year. In addition, Title teachers will meet with each grade level at a mid-point between data days.	August 2019 - May 2020	<ul style="list-style-type: none"> Stephanie Pulse, Title One Teacher
Classes will buddy with other classes to read together on a weekly basis.	August 2019 - May 2020	<ul style="list-style-type: none"> Kristal Lewis
Teachers will utilize PLC time to design and analyze the data from common formative assessments that are aligned with grade level standards.	August 2019 - May 2020	<ul style="list-style-type: none"> All PLC teams
Teachers in grades K-2 will continue to review and modify/adjust the scope and sequence of phonics skills, as well as assessments for each.	August 2019 - May 2020	<ul style="list-style-type: none"> K-2 Teachers Title One Teacher Instructional Coach
Teachers in grades 3-4 will continue to review and modify/adjust the scope and sequence of comprehension skills, as well as the assessments for each.	August 2019 - May 2020	<ul style="list-style-type: none"> 3-4 Teachers Title One Teacher Instructional Coach
After school tutoring will be provided for students below proficiency in ELA.	October 2019 - April 2020	<ul style="list-style-type: none"> Stephanie Pulse Title One Teacher YMCA

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PLC time will be used to analyze student data
- Student goal sheet to guide staff on making meaningful, attainable goals for all students
- Collaboration with the Collinsville Library for a library card sign up night
- Funding for substitutes for data collaboration days
- PLC schedules created with time for mid-point grade level data collaboration meetings
- PLC time utilized for continued monitoring of ELA scope and sequence for each grade level
- PLC time utilized for monitoring ELA skill assessments and designing activities to reteach and/or enrich skill development
- Partnership with the YMCA to provide after school tutoring session for students (tutors, materials and supplies)

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Classroom assessments and student progress will be monitored regularly
- AIMSweb Benchmark assessments will be given three times a year and monitored/analyzed
- AIMSweb progress monitoring assessments will be given bi-monthly to Tier students

Collinsville Community Unit School District #10

School: Summit School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): 36% of all 3rd and 4th grade students achieved Math proficiency as measured by the 2018 PARCC assessment.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 40% of all 3rd and 4th grade students will achieve Math proficiency as measured by the 2019 IAR.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement _____ Student & Learning Development <input checked="" type="checkbox"/> Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	_____ Indicator A _____ Indicator B _____ Indicator C _____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students struggling in math? They do not know the basic facts and struggle with extended response. Why don't they know the basic facts? The curriculum doesn't emphasize basic facts. Why don't we supplement the curriculum? Fact Fluency Action: Fact Fluency programs / Utilize ENY application problem

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
All teachers will implement "fact fluency" practice a minimum of three times a week (i.e. Moby Max, Extra Math)	August 2019 - May 2020	<ul style="list-style-type: none"> Emilee Cline - facilitate training session All teachers administer
All teachers will incorporate the Engage NY Application workbook next year.	August 2019 - May 2020	<ul style="list-style-type: none"> Michelle Theis - organize and distribute All teachers administer
Data collaboration days will be held three times a year. In addition, Title teachers will meet with each	August 2019 - May 2020	<ul style="list-style-type: none"> Stephanie Pulse Title One Teacher

grade level at a mid-point between data days.		
After school tutoring will be provided for students below proficiency in math.	October 2019 - April 2020	<ul style="list-style-type: none"> • Stephanie Pulse • Title One Teacher • YMCA
Teachers will utilize PLC time to design and analyze the data from common formative assessments aligned with grade level standards.	August - May 2020	<ul style="list-style-type: none"> • All PLC teams

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PLC time will be used to analyze student data
- Present the Moby Max fact fluency program, including the data tracking piece.
- ENY application problem workbooks will be purchased and distributed
- Partnership with the YMCA to provide after school tutoring session for students (tutors, materials and supplies)
- PLC schedules created with time for mid-point grade level data collaboration meetings
- PLC time utilized for monitoring Math skill assessments and designing activities to reteach and/or enrich skill development

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Classroom assessments and student progress will be monitored regularly
- Moby Max data will be tracked by students and monitored by teachers
- AIMSweb COMP and CAP will be given bi-weekly to Tier students
- AIMSweb COMP and CAP will be used as benchmark assessments three times a year for all students

Collinsville Community Unit School District #10

School: Summit School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	91% of teachers surveyed stated they would like additional classroom strategies for difficult students. 55% of students surveyed stated their classroom instruction often gets interrupted due to students misbehaving.
Step 2: SMART Goal (Desired Reality):	Specific Measurable Achievable Relevant Timely GOAL: 40% or less of students will report classroom instruction often gets interrupted due to students misbehaving.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development ____ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students interrupting instruction? Lack of self control and /or attention seeking. Why don't students have self control? Why are they inappropriately seeking attention? They haven't been taught the skills, they don't get positive adult attention at home. How can we teach the skills? We need a SEL curriculum What's available? Morning meetings How can we address the attention seeking behaviors? Classroom buddies / additional strategies from professional development session / facilitating morning meetings Action - Morning Meetings / Classroom Strategies Training / Buddy Classrooms

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Two after school professional development sessions will be offered for all teachers / staff titled, "Stressed Brains Can't Learn: Creating a Trauma Sensitive Classroom with Strategies that Work."	<ul style="list-style-type: none"> September 2019 	Stephanie Pulse - schedule and facilitate

Summit will be working under a district initiative to incorporate year one of PBIS.	<ul style="list-style-type: none"> July 2019 - May 2020 	Emilee Cline - Co-chair
Summit teachers will implement "Morning Meetings" in all grade levels.	<ul style="list-style-type: none"> May 2019 - teachers will receive PD book "The Morning Meeting Book" June / July 2019 - Teachers will hold a summer book study on "The Morning Meeting" Book August 2019 - May 2020 - implementation in all classrooms 	Stephanie Pulse - purchase and distribute PD books Heather Hartmann - Lead summer book study
Classrooms will have "buddy classes" that will meet weekly for ELA activities.	<ul style="list-style-type: none"> August 2019 - assign buddy classes September 2019- May 2020 - buddy classes meet weekly 	Kristal Lewis - assign buddy classes

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- "Stressed Brains Can't Learn: Creating a Trauma Sensitive Classroom with Strategies that Work" - two sessions for all interested staff
- PBIS team will be attending training sessions throughout the school year
- Purchase "The Morning Meeting Book" for all classroom teachers
- Purchase "The First Six Weeks of School" book for all classroom teachers
- Purchase "80 Morning Meeting Ideas K-2" for appropriate teachers
- Purchase "80 Morning Meeting Ideas 3-6" for appropriate teachers
- Teachers will attend summer book study on Morning Meetings

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- **Classroom instruction will be interrupted less by student misconduct.**
- **Students will learn and demonstrate coping skills and be able to regulate their emotions, lessening classroom outbursts and disruptions.**

Collinsville Community Unit School District #10

School: Twin Echo

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	As of March 31, 2019, 39% of all students have been absent 10 days or more. As of March 31, 2019, 19% of all students have been absent 15 days or more. As of March 31, 2019, 8% of all students have been absent 20 days or more.
Step 2: SMART Goal (Desired Reality):	GOAL: Less than 30% of all students will be absent 10 days or more in the 19-20 school year. Less than 15% of all students will be absent 15 days or more in the 19-20 school year. Less than 5% of all students will be absent 20 days or more in the 19-20 school year.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	___ Continuous Improvement ___ Culture/Climate ___ Shared Leadership ___ Governance/Management & Operations ___ Educator & Employee Quality ___ Family & Community Engagement ___ Student & Learning Development ___ Student Achievement ___x___ Attendance ___ Graduation Rate ___ 9th on Track ___ C/C Ready ___ Growth ___ Science ___ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	___ Indicator A ___ Indicator B ___ Indicator C ___ Indicator D List the indicator name: School report card data
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are kids chronically absent? Transportation, illness, vacation, anxiety, lice, lifestyle Why isn't school a priority? Demographics, financial situations, parents feelings towards school Why aren't the students motivated to be at school? Struggling academically, classroom environment, peer conflict, lack of sleep, anxiety How can we communicate that school is a priority to parents? School attendance compact / Every Day Counts - theme for the year Action - Every Day Counts theme / rewards and incentives / parent communication / attendance monitoring team

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)		
Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Beginning of the year attendance information and compact with students and parents. All stakeholders will sign the compact.	August / September 2019	<ul style="list-style-type: none"> Julie Haake will create Teachers will promote and collect

Every Day Counts Theme (logo, staff shirts, classroom signs and bulletin boards)	August - May 2020	<ul style="list-style-type: none"> ● Staff shirts - Heather Hartmann ● Logo on Weekly Notes - Julie Haake ● Signs in classrooms and hallways - Kristen Leech and Michelle Theis ● Monthly Perfect Attendance Bulletin Board - Kristen Leech, Michelle Theis, Emilee Cline ● Daily Classroom tally sheet and special sign for Perfect Attendance hung outside each classroom door - Julie Haake ● Add recognition and important supporting data to morning announcements - Theresa Marlin
Celebrate and promote September is "School Attendance Month"	September 2019 Every day in September, all students in attendance will receive a Starburst for "Star Attendance"	<ul style="list-style-type: none"> ● Julie Haake - purchase ● All teachers distribute
Create school "Attendance Monitoring Team" Team will create a tiered level of support based on student days absent.	May 2019 - May 2020	<ul style="list-style-type: none"> ● Theresa Marlin ● Heather Hartmann ● Kristen Leech
Student Attendance Rewards / Incentives	August - May 2020	<ul style="list-style-type: none"> ● Kristal Lewis

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Funding for alarm clocks, student awards and incentives
- Time for parent meetings
- Staff shirts designed with Every Day Counts theme
- Parent / Student / Teacher attendance compact
- Classroom and bulletin board materials

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Attendance reports will be monitored weekly and student attendance percentages will increase.

Collinsville Community Unit School District #10

School: Twin Echo

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	27% of all 3rd and 4th students achieved ELA proficiency as measured by the 2018 PARCC assessment.
Step 2: SMART Goal (Desired Reality):	GOAL: 35% of all 3rd and 4th grade students will achieve ELA proficiency as measured by the 2019 IAR.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development <u> x </u> Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name: School report data
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students underperforming? Attendance, lack of support at home, education is not a priority, no early exposure to literature, limited books / resources at home, limited vocabulary, interruptions to instruction due to behavior, curriculum not covered by testing date Why don't students have stamina when reading and writing? Lack of focus, lack of interest / motivation, lack of confidence, lack of skills Why do students lack foundational skills when entering higher grade levels? Mobility, the skill gap is too large, trauma, anxiety, not enough time in the school day, education is not a priority in the home, parents struggle with helping students at home Why don't student's test well? Anxiety, lack of motivation, lack of interest How can we better assess students skills? Shorter, more frequent common assessments Action: Well designed lessons, scope and sequence for each grade level, common formative assessments

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Host a family night at the Collinsville Library including a sign up for library cards.	September 2019	<ul style="list-style-type: none"> Julie Haake, Title One Teacher

Data collaboration days will be held three times a year. In addition, Title teachers will meet with each grade level at a mid-point between data days.	August - May 2020	<ul style="list-style-type: none"> ● Julie Haake, Title One Teacher
Teachers will utilize PLC time to design and analyze the data from common formative assessment aligned with grade level standards.	August - May 2020	<ul style="list-style-type: none"> ● All PLC teams
Teachers in grades K-2 will continue to review and modify/adjust the scope and sequence of phonics skills, as well as assessments for each.	August - May 2020	<ul style="list-style-type: none"> ● K-2 Teachers ● Title One Teacher ● Instructional Coach
Teachers in grades 3-4 will continue to review and modify/adjust the scope and sequence of comprehension skills, as well as the assessments for each.	August - May 2020	<ul style="list-style-type: none"> ● 3-4 Teacher ● Title One Teacher ● Instructional Coach
After school tutoring will be provided for students below proficiency in ELA	October - April 2020	<ul style="list-style-type: none"> ● Julie Haake ● Title One Teacher ● Stephanie Pulse ● YMCA

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PLC time will be used to analyze student data
- Student goal sheet to guide staff on making meaningful, attainable goals for all students
- Collaboration with the Collinsville Library for a library card sign up night
- Funding for substitutes for data collaboration days
- PLC schedules created with time for mid-point grade level data collaboration meetings
- PLC time utilized for continued monitoring of ELA scope and sequence for each grade level
- PLC time utilized for monitoring ELA skill assessments and designing activities to reteach and/or enrich skill development
- Partnership with the YMCA to provide after school tutoring session for students (tutors, materials and supplies)

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Classroom assessments and student progress will be monitored regularly
- AIMSweb assessments will be given three times a year and monitored
- AIMSweb progress monitoring will be given bi-weekly to Tier students

Collinsville Community Unit School District #10

School: Twin Echo

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	29% of all 3rd and 4th grade students achieved Math proficiency as measured by the 2018 PARCC assessment.
Step 2: SMART Goal (Desired Reality):	GOAL: 35% of all 3rd and 4th grade students will achieve Math proficiency as measured by the 2019 IAR.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development __X__ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are they struggling in math? They don't know the basic facts, and struggle with extended response Why don't they know the basic facts? The curriculum doesn't emphasize basic facts Why don't we supplement the curriculum? Fact Fluency Action: Fact Fluency programs / Utilize ENY application problem

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
All teachers will implement "fact fluency" practice a minimum of three times a week (i.e. Moby Max, Xtra Math)	August 2019 - May 2020	<ul style="list-style-type: none"> Emilee Cline - facilitate training session All teachers administer
All teachers will incorporate the ENY Application Workbook next year.	August 2019 - May 2020	<ul style="list-style-type: none"> Michelle Theis - organize and distribute All teachers administer
After school tutoring will be provided for students below proficiency in Math	August 2019 - May 2020	<ul style="list-style-type: none"> Julie Haake Title One Teacher

		<ul style="list-style-type: none"> • Stephanie Pulse • YMCA
Data collaboration days will be held three times a year. In addition, Title teachers will meet with each grade level at a mid-point between data days.	August 2019 - May 2020	<ul style="list-style-type: none"> • Julie Haake • Title One teacher
Teachers will utilize PLC time to design and analyze the data from common formative assessments aligned with grade level standards.	August - May 2020	<ul style="list-style-type: none"> • All PLC teams

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- PLC time will be used to analyze student data
- Present the Moby Max fact fluency program, including the data tracking piece.
- ENY application problem workbooks will be purchased and distributed
- Partnership with the YMCA to provide after school tutoring session for students (tutors, materials and supplies)
- PLC schedules created with time for mid-point grade level data collaboration meetings
- PLC time utilized for monitoring Math skill assessments and designing activities to reteach and/or enrich skill development

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Classroom assessments and student progress will be monitored regularly
- Moby Max data will be tracked by students and monitored by teachers
- AIMSweb COMP and CAP will be given bi-weekly to Tier students
- AIMSweb COMP and CAP will be used as benchmark assessments three times a year for all students

Collinsville Community Unit School District #10

School: Twin Echo School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	91% of teachers surveyed stated they would like additional classroom strategies for difficult students. 55% of students surveyed stated their classroom instruction often gets interrupted due to students misbehaving.
Step 2: SMART Goal (Desired Reality):	Specific Measurable Achievable Relevant Timely GOAL: 45% or less of students will report their classroom instruction often gets interrupted due to students misbehaving.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement <input checked="" type="checkbox"/> Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development ____ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are students interrupting instruction? Lack of self-control and/or attention seeking Why don't students have self-control? Why are they inappropriately seeking attention? They haven't been taught the skills, they don't get positive adult attention at home How can we teach the skills? We need a SEL curriculum What's available? PATHS curriculum How can we address the attention seeking behaviors? Classroom buddies / additional strategies from professional development session Action - SEL curriculum / Classroom Strategies Training / Buddy Classrooms

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Two after school professional development sessions will be offered for all teachers / staff titled, "Stressed Brains Can't Learn: Creating a Trauma Sensitive Classroom with Strategies that Work."	<ul style="list-style-type: none"> September 2019 	Julie Haake - schedule and facilitate

Twin Echo will be working under a district initiative to incorporate year one of PBIS.	<ul style="list-style-type: none"> July 2019 - May 2020 	Michelle Theis - Co-chair
Twin Echo teachers will implement the PATHS curriculum in all grade levels.	<ul style="list-style-type: none"> May 2019 - teachers will receive classroom kits August - May 2020 	Julie Haake - purchase and distribute

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- “Stressed Brains Can’t Learn: Creating a Trauma Sensitive Classroom with Strategies that Work” - two sessions for all interested staff
- PBIS team will be attending training sessions throughout the school year
- PATHS curriculum will be purchased for individuals that do not have a classroom kit
- PATHS curriculum - teachers need time to watch webinars and become familiar with the curriculum

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- **Classroom instruction will be interrupted less by student misconduct.**
- **Students will learn and demonstrate coping skills and be able to regulate their emotions, lessening classroom outbursts and disruptions.**

Collinsville Community Unit School District #10

School: Webster Elementary School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	(Write current reality and data source): During the 18-19 school year, 7.5% (20/265) of Webster students in grades kindergarten-4th missed 20 or more school days.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: By the end of the 19-20 school year, fewer than 6.5% of students will miss 20 or more school days.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development ____ Student Achievement <u> x </u> Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name: Skyward Absence Occurrence Report
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why? Why are kids chronically absent? Transportation, illness, vacation, anxiety, lice, lifestyle Why isn't school a priority? Demographics, financial situations, parents feelings towards school Why aren't the students motivated to be at school? Struggling academically, classroom environment, peer conflict, lack of sleep, anxiety How can we communicate that school is a priority to parents? Weekly reminders to parents of students with attendance issues.

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Discussion of students with attendance issues	Weekly	Classroom Teachers/Principal
Running of report with students who have missed 5/10/20 days of school	Weekly	Secretary/Principal
Communication with parents	Weekly	Classroom Teachers/Principal

Perfect Attendance Recognition	Monthly	Principal
Perfect Attendance Award	EOY	Principal

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

- Time for parent meetings
- Attendance incentives
- Data tracking sheets

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

- Attendance reports will be monitored weekly and student attendance percentages will increase.

Collinsville Community Unit School District #10

School: Webster Elementary School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	42% of all 3rd and 4th grade students met or exceeded the standards on the 2019 IAR Assessment.
Step 2: SMART Goal (Desired Reality):	48% of all 3rd and 4th grade students will meet or exceed the standards on the 2020 IAR Assessment.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development __X__ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why?</p> <p>Why are students underperforming? Students are currently underperforming for a variety of reasons. First, attendance is an issue for many students. The parents of some of our students do not value education. They did not have a good experience in school and it is not a priority. Due to their lack of experience, they are unable to assist their children with regular school work. Currently many of our students do not attend our Pre-K and Early Childhood programs.</p> <p>Why are student's math skills lacking? Students lack basic language arts skills. Earlier grades lack letter identification and sounds, which add to their struggles with comprehension in later years.</p> <p>What do we need to do better? We are adding additional groups for language arts RTI at the younger ages. During additional times throughout the day, we are taking an "all hands on deck" approach and utilizing available staff to assist students in letter identification, letter sounds, and comprehension?</p> <p>How can we get parents on board? Teachers will be meeting with parents early in the school year to disseminate Aimsweb+ testing data. Many parents are unaware their child is under performing. Additional resources will be provided to parents to assist their child at home.</p> <p>How can we keep this issue from happening in the future? We are working with our parent educators and family liaison to identify students as early as 3 years old and place them in our Early Childhood and Pre-K programs.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
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Classroom teachers will meet with parents to inform them of their child's current scores and progress monitoring scores.	August 2019-May 2020	Classroom Teachers Title Teachers
Students in kindergarten-second grade will meet in small groups during the day to build basic literacy skills..	August 2019-May 2020	All available staff
Notices about opportunities for after school tutoring will be given to parents.	August 2019-May 2020	Classroom Teachers
Data days will be held 3 times per year and classroom teachers will meet with the Title team to make adjustments to rosters as necessary.	August 2019-May 2020	Classroom Teachers Title Teachers Psychologist
Teachers will utilize PLC meetings to analyze data	August 2019-2020	Classroom Teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

1. PLC time will be given to analyze data.
2. Subs will be provided for data days to analyze data.
3. Staff will be trained in games and manipulatives to assist students.

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Data will be analyzed of tier 2 and 3 students on a biweekly basis to ensure students are making progress.
 Data will be analyzed of all students 3 times during the year.
 IAR data will be analyzed to close any gaps in the curriculum.

Collinsville Community Unit School District #10

School: Webster Elementary School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

Step 1: Current Reality: What is the data showing as one of the greatest areas of need?	Currently 35% of all 3rd and 4th grade students met or exceeded on the 2019 IAR assessment.
Step 2: SMART Goal (Desired Reality):	(Write the desired SMART goal and when it will become reality): Specific Measurable Achievable Relevant Timely GOAL: 41% of all 3rd and 4th grade students will meet or exceed on the 2020 IAR assessment.
Step 3: What standard are we addressing from IQFR or our Report Card Data?	____ Continuous Improvement ____ Culture/Climate ____ Shared Leadership ____ Governance/Management & Operations ____ Educator & Employee Quality ____ Family & Community Engagement ____ Student & Learning Development __X__ Student Achievement ____ Attendance ____ Graduation Rate ____ 9th on Track ____ C/C Ready ____ Growth ____ Science ____ ELL Proficiency
Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)	____ Indicator A ____ Indicator B ____ Indicator C ____ Indicator D List the indicator name:
Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!	<p>Ask yourself the 5 WHYS! Why is this the current reality? Why? Why? Why? Why?</p> <p>Why are students underperforming? Students are currently underperforming for a variety of reasons. First, attendance is an issue for many students. The parents of some of our students do not value education. They did not have a good experience in school and it is not a priority. Due to their lack of experience, they are unable to assist their children with regular school work. Currently many of our students do not attend our Pre-K and Early Childhood programs.</p> <p>Why are student's math skills lacking? Students lack skills in math facts and computation. Earlier grades lack basic number identification and number sense.</p> <p>What do we need to do better? We are adding additional groups for math RTI at the younger ages. During additional times throughout the day, we are taking an "all hands on deck" approach and utilizing flash cards, number games, and basic number identification facts to assist students?</p> <p>How can we get parents on board? Teachers will be meeting with parents early in the school year to disseminate Aimsweb+ testing data. Many parents are unaware their child is under performing. Additional resources will be provided to parents to assist their child at home.</p> <p>How can we keep this issue from happening in the future? We are working with our parent educators and family liaison to identify students as early as 3 years old and place them in our Early Childhood and Pre-K programs.</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
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Classroom teachers will meet with parents to inform them of their child's current scores and progress monitoring scores.	August 2019-May 2020	Classroom Teachers Title Teachers
Students will meet in small groups during the day to build basic math fluency and number sense.	August 2019-May 2020	All available staff
Notices about opportunities for after school tutoring will be given to parents.	August 2019-May 2020	Classroom Teachers
Data days will be held 3 times per year and classroom teachers will meet with the Title team to make adjustments to rosters as necessary.	August 2019-May 2020	Classroom Teachers Title Teachers Psychologist
Teachers will utilize PLC meetings to analyze data	August 2019-2020	Classroom Teachers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

1. PLC time will be given to analyze data.
2. Subs will be provided for data days to analyze data.
3. Staff will be trained in games and manipulatives to assist students.

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Data will be analyzed of tier 2 and 3 students on a biweekly basis to ensure students are making progress.
 Data will be analyzed of all students 3 times during the year.
 IAR data will be analyzed to close any gaps in the curriculum.

Collinsville Community Unit School District #10

School: Webster Elementary School

School Improvement and Action Planning using the IL Quality Framework Rubric and School Report Card Data

<p>Step 1: Current Reality: What is the data showing as one of the greatest areas of need?</p>	<p>Our current school safety survey results were as follows: Do you feel safe in the..... Bathroom--Y=72%, N=38% Cafeteria--Y=82%, N=18% Class--Y=96%, N=4% Hallways--Y=66%, N=34.1% Recess--Y=75%, N=25%</p>
<p>Step 2: SMART Goal (Desired Reality):</p>	<p>By the end of the 2019-2020 school year, the school safety survey results will improve to: Bathroom--Yes>75% Cafeteria--Yes>85% Class--Yes>98% Hallways--Yes>70% Recess--Yes>80%</p>
<p>Step 3: What standard are we addressing from IQFR or our Report Card Data?</p>	<p>_____ Continuous Improvement _____ Culture/Climate _____ Shared Leadership _____ Governance/Management & Operations _____ Educator & Employee Quality _____ Family & Community Engagement <u> x </u> Student & Learning Development _____ Student Achievement _____ Attendance _____ Graduation Rate _____ 9th on Track _____ C/C Ready _____ Growth _____ Science _____ ELL Proficiency</p>
<p>Step 4: What indicator from that IQFR standard are we addressing? (doesn't apply to Report Card)</p>	<p>_____ Indicator A <u> x </u> Indicator B _____ Indicator C _____ Indicator D</p> <p>List the indicator name: Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.</p>
<p>Step 5: Possible causes for gap between goal and reality. Ask yourself the 5 WHYS!</p>	<p>Why do students not feel safe in the school? Previous experiences, they don't feel safe at home, they don't have the skills to handle situations. Why do their previous experiences affect how they feel now? Situations were not handled correctly, lack of education in handling previous experiences. Why do situations at home affect feelings at school? Unstable home life, unable to control situations, lack of support staff. What can we do as a staff? In class lessons, group interventions, question students who feel unsafe, monitor areas where students feel unsafe. How can we support parents? Provide resources for them at home</p>

Step 6: What is our step by step plan to accomplish this goal? What tools can we use (or create) to check whether they're making progress (in other words, is our plan working?)

Activity/Action/Program to be taken/implemented	Timeline	Roles/Responsibilities
Small group lessons/interventions	August 2019-May 2020	Social Workers
Whole class discussions/classroom meetings	August 2019-May 2020	Classroom Teachers
Meet with concerned parents	August 2019-May 2020	Principal/Social Workers

Step 7: What will you need in the area of professional development or resources to support your efforts in meeting the goal?

Community resource guide
SEL curriculum
SEL/Trauma Training

Step 8: How will you know that you are seeing success along the way to the final goal? (Interim/Benchmark Checks)

Student survey at the end of the year.

11. Closed Session

12. Personnel

12.1. Motion to Increase Part-Time to Full-Time
Non-Certified Pre-K Staff

12.2. Non-Certified Employee Recommendations
for Employment

12.3. Non-Certified Employee Resignations

12.4. Non-Certified Employee Resignation

12.5. Recommendation for Fall Coaches at
Collinsville High School

12.6. Recommendation for Volunteer Coach

12.7. Non-Certified Employee Recommendations
for Employment

12.8. Non-Certified Employee Recommendation for
Employment

12.9. Motion to Employ Assistant Principal

13. Student Discipline - Expulsions

13.1. Student Discipline - Expulsion

13.2. Student Discipline - Expulsion

14. Adjourn