

Regular Meeting

Monday, June 15, 2020 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**

1. Written Correspondence

a. Note from Terry Obernuefemann

b. Note from Carolyn Demaree

2. Audience Input

5. **Reports/Requests**

1. Superintendent's Report - Dr. Brad Skertich

2. Financial Report - Mrs. Uta Robison

3. Special Education Report - Mrs. Ali Underwood

4. Budget Committee Update - Dr. Dennis Craft

5. Curriculum Committee Report - Mrs. Vicki
Reulecke

6. **Approval of Minutes**

1. Approval of May 18, 2020 Board Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, May 18, 2020

SUMMARY

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Correspondence
5. Audience Input
6. Comments by Mr. Peccola
7. Superintendent's Report
8. Financial Report
9. Public Relations Report
10. Budget Committee Update
11. Approval of Minutes of Regular Meeting of 04/20/20, Special Meeting of 05/04/20, and Special Meeting of 05/13/20
12. Approval of Board Bills
13. Approval of Monthly Financial Statements
14. Approval of Board Policy Updates
15. Update on 2019-2020 Amended Budget
16. Approval of 2020-2021 Collinsville Community Unit School District #10 Student and Parent Handbook
17. Approval of Extension of Food Service Contract for 2020-2021
18. Approval of School Improvement Network Membership
19. Approval of Internet Connectivity Expansion
20. Approval of Asphalt Bid for Parking Lot and Playground Improvements
21. Motion Regarding Flooring Replacement Bid (Motion Failed)
22. Approval of Flooring Replacement Bid Pending a Change Order
23. Approval of Boiler Replacement Bid
24. Update on Short and Long Term Planning Committee
25. Closed Session
26. Return to Open Session
27. Report on Closed Session Discussion
28. Acceptance of Resignations of Coaches
29. Approval of Employment of Certified Employees
30. Acceptance of Resignation of Non-Certified Employee
31. Acceptance of Resignations of Certified Employees
32. Approval of Coaches
33. Approval to Post Non-Certified Position
34. Approval of Re-Employment of CNA Instructors
35. Approval of Winter & Spring Coaches at CHS
36. Approval of Employment for the 2019-2020 Extended School Year Summer School Program
37. Approval of Expulsion of Student
38. Approval of Expulsion of Student
39. Approval of Expulsion of Student
40. Adjournment

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, May 18, 2020
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, May 18, 2020, 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 reported that the board had received the following written correspondence:
(a) Email from Virena Murphy.
- Audience Input** 5. Mr. Peccola said due to COVID-19 restrictions, the public was provided an opportunity to give input to the Board via email and also by telephone. No emails or telephone calls were received.
- Comments by Mr. Peccola** 6. Mr. Peccola said graduation and the virtual honors convocation held this past week were phenomenal. He thanked everyone who was involved in helping recognize the CHS students. He said the expressions on the students faces as they were celebrated at the drive-through diploma ceremony made the effort worthwhile. On behalf of the board, he expressed appreciation for all of the time and effort that went into making it a wonderful celebration for the students and their families.
- Reports**
- Superintendent's Report** 7. Dr. Skertich echoed Mr. Peccola's sentiments, complimenting the CHS faculty, staff, Board of Education and administrative team who put in so much time to properly recognize the Class of 2020. While the district was unable to have a formal graduation, he feels they found a way for each student to have an individual moment of recognition. He also shared an email from a parent expressing gratitude for the recognition experience provided for her daughter.
Now that the school year is winding down, thought exchange

surveys have been initiated for certified and non-certified staff regarding the remote learning process. The principals and directors will gather and review the data provided and continue to look for ways to improve remote learning in the future. They will be evaluating connectivity, communication, remote lessons, utilization of technology and devices, and clearer definition of the role of non-certified employees. Dr. Skertich also reported that the working cash bond sale has been completed and the bond proceeds have been deposited into the district’s account.

Financial Report

8. Mrs. Robison said her financial report in the board packet reflects figures through the end of April, which is 10 months into the fiscal year. The Education Fund received 88% of budgeted revenue and 79% of budgeted expenditures were made. In the O&M Fund, 161% of budgeted revenue was received, 42% of budgeted expenditures were made, and transfers were made to Funds 30 and 60. The Transportation Fund received 65% of budgeted revenue and 71% of budgeted expenditures were made. The Transportation Fund has a negative fund balance of (\$1,548,166) as of the end of April. That figure does not include the second categorical payment that was received in May. Mrs. Robison said the district may not receive the third categorical payment from the state before the end of the fiscal year. The Working Cash Fund received 91% of the budgeted revenue and no expenditures were made. The \$10 million working cash bond proceeds were received after the end of April and will be reflected in fund balances for the month of May. Dr. Skertich said the working cash bond interest rate was initially estimated at 2.3%, but the actual rate ended up at 1.37%. The reduction will save the district \$438,000 over the life of the bonds.

Public Relations Report

9. Mrs. Collins provided her written report to the board. Some of the highlights include many instances of media coverage and community involvement to celebrate the Class of 2020, including the virtual commencement and drive-up diploma ceremony. The closure of school in March due to the COVID pandemic generated the need for many new areas of communication, public statements and information distribution. Dr. Skertich commended Mrs. Collins for her dedication and the tremendous effort she has put forth in the past few months.

Budget Committee Update

10. Dr. Craft reported on the May 4, 2020 budget committee meeting and said the draft minutes are included in the board packet. Among other things, the committee discussed extension of the food service contract, updates to the plan to provide internet connectivity to the Fairmont City students, and various facility

improvement projects planned for the summer. The next budget committee meeting is scheduled for June 8, 2020 at 5:00 p.m. Mr. Kusmierczak said when a vaccine for COVID-19 is available, he would like to see the district pay for and provide inoculations to all district students and staff.

Approval of Minutes of Regular Meeting of 04/20/20, Special Meeting of 05/04/20, and Special Meeting of 05/13/20 (Motion Passed)

11. A motion was made by Soehlke and seconded by Reulecke that the minutes listed below be approved. Motion passed unanimously on voice vote.
- Regular Meeting – April 20, 2020
 - Closed Session – Regular Meeting – April 20, 2020
 - Special Meeting – May 4, 2020
 - Closed Session – Special Meeting – May 4, 2020
 - Special Meeting – May 13, 2020

Approval of Board Bills (Motion Passed)

12. A motion was made by Soehlke and seconded by Hasamear that the Board bills for the Area Vocational Center Budget and the Unit 10 General Budget presented for payment on May 18, 2020, 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)

13. A motion was made by Soehlke and seconded by Stutts that the monthly financial statements for Collinsville Community Unit School District No. 10 and the Collinsville Area Vocational Center for April 2020, be approved and attached to these minutes as Exhibit E-8. Motion passed unanimously on voice vote.

Approval of Board Policy Updates (Motion Passed)

14. A motion was made by Soehlke and seconded by Reulecke to approve the Board Policy updates, as presented in Exhibit E-9.1. Motion passed unanimously on voice vote.

Update on 2019-2020 Amended Budget

15. Mrs. Robison said in order to comply with the legal time frame required for publishing notice of the public hearing on the amended budget, the hearing is scheduled for the June 15, 2020 regular board meeting. She provided the board with a copy of the ISBE budget report and said there will be additional changes prior to adoption of the final amended budget.

Approval of 2020-2021 Collinsville

16. A motion was made by Soehlke and seconded by Stutts to approve the 2020-2021 Collinsville Community Unit School District #10 Student and Parent Handbook, as presented in

**Community Unit
School District
#10 Student
and Parent
Handbook
(Motion Passed)**

Exhibit E-9.3. Mrs. Reulecke asked about the rationale for combining all of the handbooks into one document. She feels the draft presented is heavily directed to the high school students and not very elementary friendly. Dr. Skertich said consolidation allows for everyone to be working from one document and will provide greater efficiency with respect to changes by district staff and review by legal counsel. After additional general discussion, the motion passed unanimously on voice vote.

**Approval of
Extension of
Food Service
Contract for
2020-2021
(Motion Passed)**

17. A motion was made by Soehlke and seconded by Kusmierczak that the food service contract with Sodexo School Services be renewed for the 2020-2021 school year, as presented in Exhibit E-10.1. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
School
Improvement
Network
Membership
(Motion Passed)**

18. A motion was made by Soehlke and seconded by Reulecke to approve the membership to the Cognia Improvement Network at a cost of \$1,200 per year. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Internet
Connectivity
Expansion
(Motion Passed)**

19. A motion was made by Soehlke and seconded by Craft to authorize Derek Turner to proceed to finalize plans for the internet connectivity expansion, not to exceed \$250,000, at Kreitner Elementary utilizing federal stimulus money and in partnership with the Village of Fairmont City. Mr. Turner said approval of this motion will allow him to arrange for a site visit from StepCG to finalize cost figures. Mr. Turner provided additional information with respect to the tower and equipment under consideration, budget and funding estimates, the possibility of using hot spots in other areas where connectivity is a problem, and potential expansion of the system to other areas in the district. The board commended Mr. Turner on the good work he has done in developing this plan. Motion passed unanimously on voice vote.

**Approval of
Asphalt Bid for
Parking Lot and
Playground
Improvements**

20. A motion was made by Soehlke and seconded by Stutts to approve the bid from L. Keeley Construction for \$498,000 for parking lot and playground improvements at Collinsville High School, Kreitner and Webster Elementary Schools. Dr. Craft

- (Motion Passed)** noted that this project also includes repairs to the retaining wall at Webster. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.
- Motion Regarding Flooring Replacement Bid (Motion Failed)** 21. A motion was made by Soehlke and seconded by Reulecke to approve the bid from Desco Systems for \$147,493 for flooring replacement at Collinsville High School, Dorris Intermediate School and Caseyville Elementary School. There was a lengthy discussion with respect to whether epoxy flooring or floor tiles should be used for this project. Points discussed include expense comparisons between the two products, inherent characteristics of the two types of materials, cost and time factors involved with maintaining each product, preserving credibility with taxpayers by spending money wisely, concerns regarding worker's compensation and liability claims, and performance of existing floor tile at Maryville School. Motion failed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, no; Craft, no; Hasamear, no; Reulecke, no; Stutts, yes.
- Approval of Flooring Replacement Bid Pending a Change Order (Motion Passed)** 22. A motion was made by Soehlke and seconded by Craft to approve the bid from Desco Systems, pending a change order, to complete the flooring replacement project at Collinsville High School and Dorris Intermediate School. Motion passed on roll call vote as follows: Soehlke, no; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.
- Approval of Boiler Replacement Bid (Motion Passed)** 23. A motion was made by Soehlke and seconded by Kusmierczak to approve the bid from France Mechanical for \$105,977 for the boiler replacement at Collinsville Middle School. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.
- Update on Short and Long Term Planning Committee** 24. Dr. Skertich said the board was provided with the first draft of a summary from the Short and Long Term Planning Committee. The summary will be mailed to committee members for their review, and may be tweaked if needed. Dr. Skertich said the document will be brought back to the board for approval once it has been finalized. He noted that this instrument provides goals, and all are not necessarily action items. The plan is to review the document annually in July or August to determine what progress has been made and see whether adjustments are advisable.
- Closed Session (Motion Passed)** 25. A motion was made by Soehlke and seconded by Hasamear 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); student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9); 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. (7:40 p.m.)

**Return to
Open Session**

26. The Regular Meeting returned to Open Session at 8:45 p.m. Those members present on roll call were: Soehlke, Peccola, Kusmierczak, Craft, Hasamear, Reulecke and Stutts.

**Report on
Closed Session
Discussion**

27. 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. Student disciplinary cases, pursuant to 5 ILCS 120/2(c)(9);
and
3. Pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11).

**Acceptance of
Resignations
of Coaches
(Motion Passed)**

28. A motion was made by Soehlke and seconded by Hasamear to approve the resignations of the following coaches, effective with the end of the 2019-2020 season. Motion passed unanimously on voice vote.

Ryan Warnecke as Head Baseball Coach for Collinsville High School;

Colton Rhodes, Head Boys' Basketball Coach for Collinsville Middle School.

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

29. A motion was made by Soehlke and seconded by Reulecke to approve the employment of the following certified employees effective with the 2020-2021 school year, pending employment requirements. Motion passed unanimously on voice vote.

Elizabeth Howard, District Elementary teacher;
Briana McBride, District Elementary teacher;

Cody Coffin, CAVC Machining teacher;
Amy Svoboda, CHS Math teacher;
Francesca Barbieri, District Special Education teacher.

**Acceptance of
Resignation of
Non-Certified
Employee
(Motion Passed)**

30. A motion was made by Soehlke and seconded by Hasamear to approve the resignation of Deborah Alves da Mota, Educational Assistant, effective with the end of the 2019-2020 school year. Motion passed unanimously on voice vote.

**Acceptance of
Resignations
of Certified
Employees
(Motion Passed)**

31. A motion was made by Soehlke and seconded by Stuttts to approve the resignations of the following individuals. Motion passed unanimously on voice vote.

Jesse Sauls, DIS teacher; Dr. Tricia Blackard, Director of CAVC; and Cassie Flynn, DIS Special Education teacher; effective with the end of the 2019-2020 school year; and

Patricia Ellington, for reason of retirement, effective with the end of the 2022-2023 school year.

**Approval of
Coaches
(Motion Passed)**

32. A motion was made by Soehlke and seconded by Hasamear to approve the following individuals for coaching positions. Motion passed unanimously on voice vote.

Sydney Bertlesmann, CMS Dance Coach, Step 1;
Sarah Jobe, CMS Assistant Girls' Basketball Coach, Step 1;
Dave Boeger, CHS Assistant Boys' Volleyball Coach, Step 15;
Brooke Meyer, CHS Assistant Girls' Basketball Coach, Step 3;
Gabby Suria, CHS Volunteer Dance Coach;
Amanda Bigley, CMS Assistant Softball Coach, Step 1;
Jessica Schmittling, CMS Head Softball Coach, Step 7.

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

33. A motion was made by Soehlke and seconded by Reulecke to approve posting an American Sign Language Interpreter for the District, as shown in Exhibit E-12.6. Motion passed unanimously on voice vote.

**Approval of
Re-Employment
of CNA
Instructors
(Motion Passed)**

34. A motion was made by Soehlke and seconded by Craft that Health Occupations CNA Instructors Mary Fedder be re-employed with a maximum of 92 days, and Marion Rose be re-employed with a maximum of 77 days at Collinsville Area Vocational Center, effective with the 2020-2021 school year, with salary on schedule. Motion passed unanimously on voice vote.

Approval of

35. A motion was made by Soehlke and seconded by Stuttts that the

**Winter &
Spring Coaches
at CHS
(Motion Passed)**

people shown in Exhibit E-12.8 be approved as Winter and Spring coaches at Collinsville High School for the 2020-2021 school year. Motion passed unanimously on voice vote.

**Approval of
Employment for
the 2019-2020
Extended School
Year Summer
School Program
(Motion Passed)**

36. A motion was made by Soehlke and seconded by Reulecke to employ the following certified personnel for the 2019-2020 Extended School Year Summer School program, effective June 1, 2020 as shown in Exhibit E-12.9. Motion passed unanimously on voice vote.

**Approval of
Expulsion of
Student
(Motion Passed)**

37. A motion was made by Soehlke and seconded by Stutts that the Board expel the student named in Exhibit E-13.1 (#19-20/8) for the remainder of the 2019-2020 school year and the first semester of the 2020-2021 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 Collinsville Middle School for the second semester of the 2020-2021 school year, under probation as prescribed by the administration. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Expulsion of
Student
(Motion Passed)**

38. A motion was made by Soehlke and seconded by Hasamear that the Board expel the student named in Exhibit E-13.2 (#19-20/9) for the remainder of the 2019-20 school year and the entire 2020-21 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 2021-22 school year, under probation as prescribed by the administration. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

**Approval of
Expulsion of
Student
(Motion Passed)**

39. A motion was made by Soehlke and seconded by Reulecke that the Board expel the student named in Exhibit E-13.3 (#19-20/10) for the remainder of the 2019-20 school year and the entire 2020-21 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 2021-22 school year, under probation as prescribed by the administration. Motion passed on roll call vote as follows: Soehlke, yes; Peccola, yes; Kusmierczak, yes; Craft, yes; Hasamear, yes; Reulecke, yes; Stutts, yes.

Adjournment

40. There being no further business, Mr. Peccola declared the meeting adjourned at 9:07 p.m.

7. **Approval of Board Bills for June 2020**

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #	
A & H MECHANICAL									
052454	26082540323G	REP/MAINT SVC HS		650		580.00	6/1/20	20-2540-323-08-22	
						<u>580.00</u>			
A 1 PARTY & WEDDING RENTAL									
0062305	16012310690B	GRADUATION EXPENSES		652		100.00	6/1/20	10-2310-690-01-20	
						<u>100.00</u>			
AMERI-CAN PORTABLES									
50472	26082540323N	REP/MAINT SVC MS		651		90.00	6/1/20	20-2540-323-08-27	
50470	10011710016B	VOC HOUSE, 115 Courtland, current proj		651		95.00	6/1/20	10-171-01	
50471	26082540324G	REP/MAINT HS ATHL		651		90.00	6/1/20	20-2540-324-08-22	
						<u>275.00</u>			
ARNOLD, JERI									
REIMBURSE	16491130333G	HS CONTEST TRAVEL		650		65.00	6/1/20	10-1130-333-49-22	
						<u>65.00</u>			
ARTHUR J. GALLAGHER RISK									
3466957	86012310390U	MISC TORT		651		3,270.00	6/1/20	80-2365-390-01-10	
						<u>3,270.00</u>			
BARNES & NOBLE, INC.									
REQUEST	16053300410U	19-20 TITLE I SUPPLIES		651	05207094	191.52	6/1/20	10-3300-410-05-430000-10	
						<u>191.52</u>			
BATTERIES PLUS BULBS									
P27356747	26082540410U	MAINT SUPPLIES UNIT		650		720.80	6/1/20	20-2540-410-08-10	
						<u>720.80</u>			
BELL, SHELLY									
REIMBURSE	16763700332U	19-20TITLE II NON PUB TRAVEL		651		60.00	6/1/20	10-3700-332-76-493200-10	
						<u>60.00</u>			
BELLEVILLE NEWS DEMOCRAT									
693952	160225103501	CSBO ADVERTISING		651		449.92	6/1/20	10-2510-350-02-01	
						<u>449.92</u>			
BENSON, JULIE									
MILEAGE	16122140332U	PSYCHOLOGIST TRAVEL		650		48.24	6/1/20	10-2140-332-12-10	
						<u>48.24</u>			
BIONDI, STEPHANIE									

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
REIMBURSE	16481120410U	CHS MS RTI Materials (2ndary)		650		29.91	6/1/20	10-1120-410-48-10
						<u>29.91</u>		
BLACKARD, TRICIA								
REIMBURSE	16012310690B	GRADUATION EXPENSES		650		11.94	6/1/20	10-2310-690-01-20
						<u>11.94</u>		
BLUNT, MATTHEW								
REIMBURSE	16311650410U	GIFTED SUPPLY		650		41.64	6/1/20	10-1650-410-31-10
						<u>41.64</u>		
BOERNER, REBECCA								
REIMBURSE	16552210310U	17-18 Preschool Expan. Dev.		650		30.00	6/1/20	10-2210-310-55-490200-10
						<u>30.00</u>		
BOHLER, SUSAN								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		77.00	6/1/20	10-2524-340-02-01
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		650		15.31	6/1/20	10-2210-410-76-493200-10
						<u>92.31</u>		
BOZEMAN, PATTI								
REIMBURSE	16492410340G	HS OFFICE POSTAGE/RENTAL		650		6.94	6/1/20	10-2410-340-49-22
						<u>6.94</u>		
BSN SPORTS								
908871384	16461500425G	HS GIRLS TRACK SUPPLIES		650		963.00	6/1/20	10-1500-425-46-22
						<u>963.00</u>		
BUZZS AUTOMOTIVE SERVICES								
20798	16242563323U	LUNCH PROG DIST REP MAINT SERV		650		987.54	6/1/20	10-2563-323-24-10
20720	16242563323U	LUNCH PROG DIST REP MAINT SERV		651		249.71	6/1/20	10-2563-323-24-10
						<u>1,237.25</u>		
CALVIN, DEBBIE								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		13.75	6/1/20	10-2524-340-02-01
						<u>13.75</u>		
CAPPS, STACY								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		16.10	6/1/20	10-2524-340-02-01
						<u>16.10</u>		
CARTER WATERS LLC								
13950238-00	16721110540U	PERKINS GRANT EQUIPMENT		651		823.78	6/1/20	10-1110-540-72-10

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
						823.78		
CATHOLIC CHARITIES								
REQUEST	16393700314U	19-20 Title IV NON PUB CONSUL		651		270.00	6/1/20	10-3700-314-39-440000-10
						270.00		
CDW-G								
XZR0858	16932660411U	TECHNOLOGY SOFTWARE		651	19500059	14,768.60	6/1/20	10-2660-411-93-10
						14,768.60		
CENTRAL INSTITUTE FOR THE DEAF								
MORSS3-20	16924220680U	PRE-K MEDICAID TUITION		651		3,400.00	6/1/20	10-4220-680-92-10
MORSS5-20	16924220680U	PRE-K MEDICAID TUITION		651		3,200.00	6/1/20	10-4220-680-92-10
						6,600.00		
CHEMSEARCHFE								
3949593	26082540323U	BLDGS/GRDS MAINT SVC		650		2,139.74	6/1/20	20-2540-323-08-10
3957259	26082540323G	REP/MAINT SVC HS		651		194.91	6/1/20	20-2540-323-08-22
3938625	26082540323U	BLDGS/GRDS MAINT SVC		651		232.25	6/1/20	20-2540-323-08-10
3954898	26082540323N	REP/MAINT SVC MS		651		1,113.60	6/1/20	20-2540-323-08-27
						3,680.50		
CIFCO								
39561	26082540410N	MAINT SUPPLIES CMS		651		63.96	6/1/20	20-2540-410-08-27
REQUEST	26082540410G	MAINT SUPPLIES HS		651		23.50	6/1/20	20-2540-410-08-22
						87.46		
CITY OF COLLINSVILLE								
DIESEL FUEL	26082540464U	MAINTENANCE GASOLINE		650		101.95	6/1/20	20-2540-464-08-10
DIESEL GAS	26082540464U	MAINTENANCE GASOLINE		651		483.83	6/1/20	20-2540-464-08-10
						585.78		
CLARK, CHELSEA								
REIMBURSE	16053300411U	19-20 TITLE I Supplies		652		301.95	6/1/20	10-3300-411-05-430000-10
						301.95		
COLEMAN, CHRISTINE								
REIMBURSE	16832300410U	19-20 Preschool Expan PE		650		26.75	6/1/20	10-2300-410-83-370500-10
						26.75		
COMMERCIAL TELEPHONE SYSTEMS								
52458	26072540323U	TELEPHONE MAINT SERV		650		45.00	6/1/20	20-2540-323-07-10
						45.00		

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
COMPUTYPE COMPUTER SERVICE								
452546	86932367390U	TECH: Security Camera Mainte & Repair		650		3,204.50	6/1/20	80-2367-390-93-10
451259	86932367390U	TECH: Security Camera Mainte & Repair		650		3,204.50	6/1/20	80-2367-390-93-10
453535	86932367390U	TECH: Security Camera Mainte & Repair		651		3,204.50	6/1/20	80-2367-390-93-10
						<u>9,613.50</u>		
CONNER, SHELLEY								
MILEAGE	16932660332U	TECHNOLOGY Prof TRAVEL		652		25.30	6/1/20	10-2660-332-93-10
						<u>25.30</u>		
COORDINATED YOUTH AND HUMAN SERVICES								
STMT	16924220680U	ELEM MEDICAID TUITION		651		2,529.44	6/1/20	10-4220-680-92-10
STMT	16924220680U	HS MEDICAID TUITION		651		6,797.87	6/1/20	10-4220-680-92-10
						<u>9,327.31</u>		
CRESCENT PARTS & EQUIPMENT								
38136133-00	26082540410X	MAINT SUPPLIES WEBSTER		651		118.00	6/1/20	20-2540-410-08-31
						<u>118.00</u>		
CSI								
0000238422	16242562323U	LUNCH PROG REP MAINT SERV		651		5,531.37	6/1/20	10-2562-323-24-10
						<u>5,531.37</u>		
DELL MARKETING L.P.								
REQUEST	16393700410U	19-20 Titel IV NonPub materials		651		487.75	6/1/20	10-3700-410-39-440000-10
						<u>487.75</u>		
DEMAREE, CAROLYN								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		56.80	6/1/20	10-2524-340-02-01
						<u>56.80</u>		
EBERHART SIGN & LIGHTING CO								
24572	26082540323I	REPAIRS/MAINT DORRIS		650		4,229.28	6/1/20	20-2540-323-08-33
						<u>4,229.28</u>		
EBERHART, R. SCOTT								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		23.00	6/1/20	10-2524-340-02-01
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		51.02	6/1/20	10-1130-410-02-01
						<u>74.02</u>		
EMBRACE EDUCATION								
6884	16212660310U	IDEA FLow Thru Service		650		1,696.61	6/1/20	10-2660-310-21-462000-10
						<u>1,696.61</u>		

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
ENVIRONMENTAL CONSULTANTS								
10672	26082540323K	REP/MAINT SVC KREITNER		650		509.98	6/1/20	20-2540-323-08-25
10672	26082540323C	REP/MAINT SVC CASEYVILLE		650		509.98	6/1/20	20-2540-323-08-21
10672	26082540323S	REP/MAINT SVC SUMMIT		650		255.02	6/1/20	20-2540-323-08-29
10672	26082540323R	REP/MAINT SVC RENFRO		650		255.02	6/1/20	20-2540-323-08-28
						1,530.00		
ERB TURF & EQUIPMENT, INC.								
01-39667	26082540323G	REP/MAINT SVC HS		650		520.40	6/1/20	20-2540-323-08-22
01-40053	26082540323U	BLDGS/GRDS MAINT SVC		650		1,152.66	6/1/20	20-2540-323-08-10
01-39666	26082540410U	MAINT SUPPLIES UNIT		650		697.87	6/1/20	20-2540-410-08-10
01-39880	26082540323U	BLDGS/GRDS MAINT SVC		650		2,962.16	6/1/20	20-2540-323-08-10
						5,333.09		
ETA HAND2MIND								
60225774	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		650	0320050	3,504.71	6/1/20	10-1110-411-04-04
						3,504.71		
FINAL LAP RACE MANAGEMENT								
305	16012310690B	GRADUATION EXPENSES		650		300.00	6/1/20	10-2310-690-01-20
						300.00		
FIRST STUDENT INC								
11681355	46012550332B	REG TRANSP FIRST STUDENT 6.25% increase	2	651		169,090.05	6/1/20	40-2550-332-01-20
11681355	46122550332B	SPEC ED TRANSP FIRST STUDENT 6.25% FY20	2	651		106,600.56	6/1/20	40-2550-332-12-20
11678563	460125503321	REG TRANSP Bus Monitor First Student	1	650		44,122.49	6/1/20	40-2550-332-01-01
11678563	46012550332B	REG TRANSP FIRST STUDENT 6.25% increase	1	650		200,794.43	6/1/20	40-2550-332-01-20
11678563	46122550332B	SPEC ED TRANSP FIRST STUDENT 6.25% FY20	1	650		121,656.77	6/1/20	40-2550-332-12-20
11681355	460125503321	REG TRANSP Bus Monitor First Student	2	651		33,316.64	6/1/20	40-2550-332-01-01
						675,580.94		
FOLLETT SCHOOL SOLUTIONS INC								
1398652	16932660323U	TECHNOLOGY REPAIRS/MAINTENANCE		652		8,908.18	6/1/20	10-2660-323-93-10
						8,908.18		
FORECAST5 ANALYTICS INC.								
INV11841	160223204401	SUPERINTENDENT OFF PERIODICALS		650		14,944.00	6/1/20	10-2320-440-02-01
						14,944.00		
FRISBIE, ELIZABETH B.								
STMT	16832130310U	19-20 Preschool Expan PE		652		93.75	6/1/20	10-2130-310-83-370500-10
STMT	16552130310U	17-18 Preschool Expan. Dev.		652		156.25	6/1/20	10-2130-310-55-490200-10

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
						250.00		
FROST ELECTRIC SUPPLY CO.								
s4167586.001	26082540410U	MAINT SUPPLIES UNIT		651		341.76	6/1/20	20-2540-410-08-10
S41162611.001	26082540410M	MAINT SUPPLIES MARYVILLE		652		17.88	6/1/20	20-2540-410-08-26
						<u>359.64</u>		
GIANT STEPS OF ST. LOUIS, INC.								
2376	16924220680U	MEDICAID TUITION		651		5,179.40	6/1/20	10-4220-680-92-10
						<u>5,179.40</u>		
GRANADOS, LAURA								
REIMBURSE	16671250410U	LIPLEP SUPPLIES		650		111.91	6/1/20	10-1250-410-67-490900-10
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		55.00	6/1/20	10-2524-340-02-01
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		39.99	6/1/20	10-1130-410-02-01
						<u>206.90</u>		
GREAT CIRCLE								
COLL4.20.151	16924220680U	ELEM MEDICAID TUITION		650		13,365.00	6/1/20	10-4220-680-92-10
COLL4.20.151	16924220680U	HS MEDICAID TUITION		650		26,730.00	6/1/20	10-4220-680-92-10
						<u>40,095.00</u>		
GUIN MUNDORF LLC								
46447	86012310318B	RETAINER		650		450.00	6/1/20	80-2369-318-01-20
46448	86012310318B	PTAB		650		191.25	6/1/20	80-2369-318-01-20
46449	86012310318B	LR2019		650		1,785.00	6/1/20	80-2369-318-01-20
46445	86012310318B	PERSONNEL		650		1,402.50	6/1/20	80-2369-318-01-20
46446	86012310318B	BOARD GOVERNANCE		650		4,016.25	6/1/20	80-2369-318-01-20
						<u>7,845.00</u>		
GURKEY, JAMES								
REIMBURSE	16841220410G	Grant DORS/STEP Store Supplies		650		500.00	6/1/20	10-1220-410-84-22
						<u>500.00</u>		
HALL, LYNN								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		11.70	6/1/20	10-2524-340-02-01
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		44.97	6/1/20	10-1130-410-02-01
						<u>56.67</u>		
HAMILTON, CORINA								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		32.80	6/1/20	10-2524-340-02-01
						<u>32.80</u>		

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
HARDY, MELISSA								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		17.97	6/1/20	10-1130-410-02-01
						<u>17.97</u>		
HENDRICKS, NICOLE								
REIMBURSE	16763700332U	19-20TITLE II NON PUB TRAVEL		650		60.00	6/1/20	10-3700-332-76-493200-10
						<u>60.00</u>		
HERRING, MERCEDES								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		104.20	6/1/20	10-2524-340-02-01
						<u>104.20</u>		
HILLYARD								
18023490	26072540410G	CUSTODIAL SUPPLIES HS		651		4,986.10	6/1/20	20-2540-410-07-22
						<u>4,986.10</u>		
HRABUSICKY, JODIE								
REIMBURSE	16763700332U	19-20TITLE II NON PUB TRAVEL		650		60.00	6/1/20	10-3700-332-76-493200-10
						<u>60.00</u>		
ILLINOIS CENTER FOR AUTISM								
STMT	16124220687U	ELEM ILLINOIS CENTER FOR AUTISM		652		23,688.00	6/1/20	10-4220-680-12-10
STMT	16124220687U	HS ILLINOIS CENTER FOR AUTISM		652		13,536.00	6/1/20	10-4220-680-12-10
						<u>37,224.00</u>		
INDUSTRIAL SOAP COMPANY								
1287442	26072540410U	CUSTODIAL SUPPLIES UNIT		650		381.15	6/1/20	20-2540-410-07-10
1288693	16882540410U	FY21 CARES Grant		650		600.00	6/1/20	10-2540-410-88-10
1288121	26082540323J	REP/MAINT SVC JEFFERSON		651		12.90	6/1/20	20-2540-323-08-24
						<u>994.05</u>		
INSTITUTE FOR PREVENTION RESEARCH								
6896	16391100410U	19-20 TITLE IV		651	0320036	1,048.60	6/1/20	10-1100-410-39-440000-10
						<u>1,048.60</u>		
INTRADO INTERACTIVE SERVICES CORP								
118509	16932660310U	NETWORK ADMIN CONTRACT? School master		651		10,360.35	6/1/20	10-2660-310-93-10
						<u>10,360.35</u>		
JORDAN, CARI								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		22.00	6/1/20	10-2524-340-02-01
						<u>22.00</u>		

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
JTC ACADEMY								
SY2019-20	16924220680U	HS MEDICAID TUITION		651		4,137.00	6/1/20	10-4220-680-92-10
						<u>4,137.00</u>		
JWEB MEDIA								
3057	16932660310U	NETWORK ADMIN CONTRACT? School master		651		1,710.00	6/1/20	10-2660-310-93-10
						<u>1,710.00</u>		
KEITH, CHRIS								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		181.44	6/1/20	10-1130-410-02-01
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		33.00	6/1/20	10-2524-340-02-01
						<u>214.44</u>		
KULUPKA, CATHERINE								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		130.99	6/1/20	10-2524-340-02-01
						<u>130.99</u>		
LANGUAGE TESTING INTERNATIONAL								
L35436IN	16041110314U	ASSESS "THINK LINK, STUDY ISLA		650		60.00	6/1/20	10-1110-314-04-10
						<u>60.00</u>		
LAUENSTEIN, STACEY								
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		651		62.88	6/1/20	10-2210-410-76-493200-10
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		651		199.00	6/1/20	10-2210-332-76-493200-10
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		651		56.91	6/1/20	10-2210-410-76-493200-10
						<u>318.79</u>		
LEWIS, KRISTAL								
REIMBURSE	16273300410U	NA PRE-K AT RISK SUP (commu		650		22.00	6/1/20	10-3300-410-27-370500-10
						<u>22.00</u>		
MADISON COUNTY ROE #41								
4-2020-10	16124220688U	HS TUITION TO EDUC THERAPY CTR		651		2,723.80	6/1/20	10-4220-680-12-10
5-2020-10	16124220688U	HS TUITION TO EDUC THERAPY CTR		651		2,042.85	6/1/20	10-4220-680-12-10
3-2020-10	16124220688U	HS TUITION TO EDUC THERAPY CTR		651		1,498.09	6/1/20	10-4220-680-12-10
						<u>6,264.74</u>		
MADISON COUNTY ROE #41								
04-20-2020-10	16324190314U	Title I School Imp Purchased Service		651		6,142.50	6/1/20	10-4190-314-32-10
						<u>6,142.50</u>		
MADISON COUNTY ROE								
3-2020-10	16922523311U	HS NOT SPED MEDICAID ADM OUTREACH		652		150.00	6/1/20	10-2523-311-92-10

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
						150.00		
MADISON COUNTY ROE								
FPMAY20	160226423101	HR BACKGROUND INVESTIGAT		651		168.00	6/1/20	10-2642-310-02-01
						168.00		
MARKWELL, LAUREN								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		37.95	6/1/20	10-2524-340-02-01
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		52.90	6/1/20	10-1130-410-02-01
REIMBURSE	16762210410U	19-20 TITLE II PROF D, SUPPLIES		650		15.31	6/1/20	10-2210-410-76-493200-10
						106.16		
MARXAM LLC								
57575	160225243401	POSTAGE & POSTAGE MACH Rental		650		135.00	6/1/20	10-2524-340-02-01
57574	16492410340G	HS OFFICE POSTAGE/RENTAL		650		135.00	6/1/20	10-2410-340-49-22
						270.00		
MAY, JESSICA								
REIMBURSE	16211220410U	19-20 IDEA FLO THRU SUPPLIES		650		77.70	6/1/20	10-1220-410-21-462000-10
						77.70		
MCCARTHY, MARY KATHLEEN								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		67.65	6/1/20	10-2524-340-02-01
						67.65		
MCGRAW HILL SCHOOL EDUCATION HOLDINGS								
112853528001	16051250410U	19-20 TITLE I INST MATLS		650	05207130	461.39	6/1/20	10-1250-410-05-430000-10
112974290001	16671250410U	LIPLEP SUPPLIES		651		977.40	6/1/20	10-1250-410-67-490900-10
112974290001	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		651		16,831.18	6/1/20	10-1110-411-04-04
						18,269.97		
MEDINA, ASHLEY								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		33.00	6/1/20	10-2524-340-02-01
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		651		31.74	6/1/20	10-2210-410-76-493200-10
						64.74		
MELZER, LISA								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		54.89	6/1/20	10-1130-410-02-01
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		76.50	6/1/20	10-2524-340-02-01
						131.39		
MILLION, TERRY								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		69.99	6/1/20	10-1130-410-02-01

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
						69.99		
MOW PRINTING CO.								
82833	16012310690B	GRADUATION EXPENSES		650		660.00	6/1/20	10-2310-690-01-20
82774	160123103111	CONSULTING/Admin SERVICES		650		995.00	6/1/20	10-2310-311-01-01
82782	160123103111	CONSULTING/Admin SERVICES		651		355.00	6/1/20	10-2310-311-01-01
						<u>2,010.00</u>		
MYSTERY SCIENCE, INC.								
72258	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		651	0320048	8,991.00	6/1/20	10-1110-411-04-04
						<u>8,991.00</u>		
OBERNUEFEMANN, TERRY								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		17.42	6/1/20	10-2524-340-02-01
						<u>17.42</u>		
OLSEN, KAREN								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		650		71.99	6/1/20	10-1130-410-02-01
						<u>71.99</u>		
PAPACHRISANTHOU, SHERYL								
reimburse	160211304101	HS MISC SUPPLIES Contingency		652		67.78	6/1/20	10-1130-410-02-01
						<u>67.78</u>		
PATHS PROGRAM								
SPY1267	16051250410U	19-20 TITLE I INST MATLS		650	05207045	42,452.98	6/1/20	10-1250-410-05-430000-10
						<u>42,452.98</u>		
PAVLINEK, CHRISTINE								
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		650		103.94	6/1/20	10-2210-410-76-493200-10
REIMBURSE	16762210314U	19-20 TITLE II CONSULT (4932)		650		199.00	6/1/20	10-2210-314-76-493200-10
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		651		150.53	6/1/20	10-2210-410-76-493200-10
						<u>453.47</u>		
PEARSON EDUCATION								
4026087889	16051250410U	19-20 TITLE I INST MATLS		651	05207132	850.97	6/1/20	10-1250-410-05-430000-10
						<u>850.97</u>		
PETTY, AMELIA								
REIMBURSE	16672210332U	LIPLEP (4909) services		650		405.00	6/1/20	10-2210-332-67-490900-10
						<u>405.00</u>		
PIFFNER BATHON, SHERRY								
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		652		22.00	6/1/20	10-1130-410-02-01

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 #
						22.00		
POE, KIMBERLY								
REIMBURSE	16671250410U	LIPLEP SUPPLIES		650		289.40	6/1/20	10-1250-410-67-490900-10
						289.40		
POTWORA, ASHLEY								
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		45.00	6/1/20	10-2524-340-02-01
						45.00		
PROJECT LEAD THE WAY ILLINOIS								
234163	16951400410U	CTE GRANT SUPPLIES		650		170.50	6/1/20	10-1400-410-95-10
						170.50		
PROJECT LEAD THE WAY INC								
237321	16951400410U	CTE GRANT SUPPLIES		650	99001738	75.75	6/1/20	10-1400-410-95-10
234163	16951400410U	CTE GRANT SUPPLIES		650	99001738	170.50	6/1/20	10-1400-410-95-10
						246.25		
PULSE, STEPHANIE								
REIMBURSE	16762210410U	19-20 TITLE II SUPPLIES (4932)		650		131.70	6/1/20	10-2210-410-76-493200-10
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		55.00	6/1/20	10-2524-340-02-01
						186.70		
PURITAN SPRINGS BOTTLED WATER								
1064823	16012310410B	BOARD SUPPLIES		651		40.87	6/1/20	10-2310-410-01-20
						40.87		
QUILL CORPORATION								
7048422	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		650	0320051	529.47	6/1/20	10-1110-411-04-04
7052338	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		650	0320051	519.48	6/1/20	10-1110-411-04-04
						1,048.95		
REEVES, PEGGY								
REIMBURSE	16763700332U	19-20TITLE II NON PUB TRAVEL		650		60.00	6/1/20	10-3700-332-76-493200-10
						60.00		
REPUBLIC SERVICES #350								
0350-0040833C	26072540321U	TRASH REMOVAL & PEST CONTROL		651		5,846.91	6/1/20	20-2540-321-07-10
						5,846.91		
ROBERT BROOKE AND ASSOCIATES								
217633	26082540323J	REP/MAINT SVC JEFFERSON		650	8819201236	284.56	6/1/20	20-2540-323-08-24
217634	26082540323I	REPAIRS/MAINT DORRIS		650	8819201237	298.20	6/1/20	20-2540-323-08-33

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 #
						582.76		
ROYAL PAPER INC								
959122	26072540410X	CUSTODIAL SUPPLIES WEBSTER		650		2,641.78	6/1/20	20-2540-410-07-31
959125	26072540410R	CUSTODIAL SUPPLIES RENFRO		650		3,158.04	6/1/20	20-2540-410-07-28
959064	26072540410I	CUSTODIAL SUPPLIES DORRIS		650		3,788.78	6/1/20	20-2540-410-07-33
959143	26072540410M	CUSTODIAL SUPPLIES MARYVILLE		650		2,990.77	6/1/20	20-2540-410-07-26
959145	26072540410C	CUSTODIAL SUPPLIES CASEYVILLE		650		2,299.29	6/1/20	20-2540-410-07-21
959121	26072540410T	CUSTODIAL SUPPLIES TWIN ECHO		650		1,286.13	6/1/20	20-2540-410-07-30
959103	26072540410H	CUSTODIAL SUPPLIES HOLLY HGTS		650		168.42	6/1/20	20-2540-410-07-23
959119	26072540410G	CUSTODIAL SUPPLIES HS		650		11,810.71	6/1/20	20-2540-410-07-22
959102	26072540410J	CUSTODIAL SUPPLIES JEFFERSON		650		672.42	6/1/20	20-2540-410-07-24
959119-1	26072540410G	CUSTODIAL SUPPLIES HS		650		921.47	6/1/20	20-2540-410-07-22
964263-1	26072540410U	CUSTODIAL SUPPLIES UNIT		651		946.00	6/1/20	20-2540-410-07-10
B966592-2	26072540410U	CUSTODIAL SUPPLIES UNIT		651		2,500.00	6/1/20	20-2540-410-07-10
963766-1	26072540410U	CUSTODIAL SUPPLIES UNIT		651		625.00	6/1/20	20-2540-410-07-10
967282	16012134410U	NURSES STAFF SUPPLIES		651		156.67	6/1/20	10-2134-410-01-10
967282	16012134412U	BLOODBORNE PATHOGEN SUPPLIES		651		473.08	6/1/20	10-2134-412-01-10
959099	26072540410N	CUSTODIAL SUPPLIES MS		650		5,539.34	6/1/20	20-2540-410-07-27
						<u>39,977.90</u>		
RP LUMBER								
2002461846	10011710013B	VOC HOUSE 310 South Seminary		651		3,371.92	6/1/20	10-171-01
2002002035	10011710013B	VOC HOUSE 310 South Seminary		651		5.49	6/1/20	10-171-01
2002021249	10011710013B	VOC HOUSE 310 South Seminary		651		455.61	6/1/20	10-171-01
2002030393	10011710013B	VOC HOUSE 310 South Seminary		651		465.40	6/1/20	10-171-01
2003087736	10011710013B	VOC HOUSE 310 South Seminary		651		507.69	6/1/20	10-171-01
2003112807	10011710013B	VOC HOUSE 310 South Seminary		651		2,106.64	6/1/20	10-171-01
2003145776	10011710013B	VOC HOUSE 310 South Seminary		651		114.00	6/1/20	10-171-01
2001407580	10011710013B	VOC HOUSE 310 South Seminary		651		(499.50)	6/1/20	10-171-01
						<u>6,527.25</u>		
SAFARI MEDICAL SUPPLIES								
129	16882540410U	FY21 CARES Grant		651	1019200011	1,521.50	6/1/20	10-2540-410-88-10
						<u>1,521.50</u>		
SASED-MIDWEST PBIS NETWORK								
48919292-VSU	16392210332U	19-20 Title IV SSAE PD TRAVEL		650		90.00	6/1/20	10-2210-332-39-440000-10
						<u>90.00</u>		
SCHOLASTIC EDUCATION INSIDE SALES								
22040105	16053300410U	19-20 TITLE I SUPPLIES		650	05207151	378.67	6/1/20	10-3300-410-05-430000-10

Specialized Data Systems, Inc.

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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 #	
22649711	16053300410U	19-20 TITLE I SUPPLIES		651	05207149	8,961.76	6/1/20	10-3300-410-05-430000-10	
						<u>9,340.43</u>			
SCHOLASTIC									
21439411	16051250410U	19-20 TITLE I INST MATLS		651	05207129	3,051.90	6/1/20	10-1250-410-05-430000-10	
						<u>3,051.90</u>			
SCHOOL SPECIALTY SUPPLY									
208125200545	160411104114	ELEM INSTR SUPPLIES/Mat TEXTS		651	0320052	420.75	6/1/20	10-1110-411-04-04	
						<u>420.75</u>			
SCHOWALTER & JABOURI									
200892	86012367317B	Audit District CUSD #10		651		2,000.00	6/1/20	80-2367-317-01-20	
						<u>2,000.00</u>			
SHAWNEE BEHAVIORAL SERVICES									
2019-20	16212210332U	19-20 IDEA FLO THRU TRAVEL		651		48,450.00	6/1/20	10-2210-332-21-462000-10	
						<u>48,450.00</u>			
SHERROD, HEATHER									
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		76.36	6/1/20	10-1130-410-02-01	
						<u>76.36</u>			
SHRED-IT									
8128625087	16012310311U	Shredding District (No SP ED)		652		48.62	6/1/20	10-2310-311-01-10	
8129040127	16012310311U	Shredding District (No SP ED)		652		49.00	6/1/20	10-2310-311-01-10	
81294689691	16012310311U	Shredding District (No SP ED)		652		24.26	6/1/20	10-2310-311-01-10	
						<u>121.88</u>			
SKYWARD INC.									
0000204836	16932660411U	TECHNOLOGY SOFTWARE		650		81.25	6/1/20	10-2660-411-93-10	
0000204261	16932660310U	NETWORK ADMIN CONTRACT		652		58,322.10	6/1/20	10-2660-310-93-10	
0000204735	16932660310U	NETWORK ADMIN CONTRACT? School master		652		7,967.50	6/1/20	10-2660-310-93-10	
						<u>66,370.85</u>			
SNIDER, DAVID									
REIMBURSE	16012310690B	GRADUATION EXPENSES		650		500.00	6/1/20	10-2310-690-01-20	
MILEAGE	16032410332G	HS PRIN OFF TRAVEL (6*300)		650		93.15	6/1/20	10-2410-332-03-22	
						<u>593.15</u>			
SOUTHERN ILLINOIS SOCCER OFFICIALS									
S2683	16471500410G	MISC ATH DIR SUPPLIES		650		60.00	6/1/20	10-1500-410-47-22	
						<u>60.00</u>			

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name						ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #
SOUTHWESTERN CONFERENCE								
PLAQUES	16471500412G	HS Athletic Awards/Trophy		652		74.00	6/1/20	10-1500-412-47-22
						<u>74.00</u>		
ST. LOUIS POST DISPATCH								
76527	16212330360U	IDEA FLO THRU PRINTING		652		177.50	6/1/20	10-2330-360-21-462000-10
						<u>177.50</u>		
STATE FIRE MARSHAL								
5125110060	96022535323U	H/L/S PROJECTS CONTIGENCY		650		375.00	6/1/20	90-2535-323-02-10
						<u>375.00</u>		
STENHOUSE PUBLISHERS								
0123336	16051250410U	19-20 TITLE I INST MATLS		650	05207148	147.50	6/1/20	10-1250-410-05-430000-10
						<u>147.50</u>		
STRITTMATTER, LINDA								
REIMBURSE	16012310690B	GRADUATION EXPENSES		650		450.00	6/1/20	10-2310-690-01-20
						<u>450.00</u>		
SUMNERONE								
2537201	16932660410U	TECHNOLOGY GENERAL SUPPLIES		652		3,922.00	6/1/20	10-2660-410-93-10
						<u>3,922.00</u>		
TECH ELECTRONICS INC								
N000025495	26082540323G	REP/MAINT SVC HS		651		3,109.65	6/1/20	20-2540-323-08-22
						<u>3,109.65</u>		
TEST EQUIPMENT DEPOT								
0750049IN	169514005401	CTE GRANT EQUIP		652	99001741	2,931.00	6/1/20	10-1400-540-95-01
						<u>2,931.00</u>		
THOUGHTFUL LEARNING								
7738	16051250410U	19-20 TITLE I INST MATLS		651	05207118	189.82	6/1/20	10-1250-410-05-430000-10
						<u>189.82</u>		
TURNINTIN LLC								
PFQ405026-2	16932660411U	TECHNOLOGY SOFTWARE		651	19500061	6,730.00	6/1/20	10-2660-411-93-10
						<u>6,730.00</u>		
UNITED REFRIGERATION INC								
73361666-01	26082540410R	MAINT SUPPLIES RENFRO		650		45.70	6/1/20	20-2540-410-08-28
73361666-00	26082540410R	MAINT SUPPLIES RENFRO		650		83.94	6/1/20	20-2540-410-08-28

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #	
73342885-00	26082540410G	MAINT SUPPLIES HS		650		129.66	6/1/20	20-2540-410-08-22	
73417793-00	26082540410G	MAINT SUPPLIES HS		650		46.96	6/1/20	20-2540-410-08-22	
73662452-00	26082540410I	MAINT SUPPLIES CIS		651		261.21	6/1/20	20-2540-410-08-33	
73665661-00	26082540410G	MAINT SUPPLIES HS		651		49.75	6/1/20	20-2540-410-08-22	
73713712-00	26082540410G	MAINT SUPPLIES HS		651		42.81	6/1/20	20-2540-410-08-22	
73732181-00	26082540410K	MAINT SUPPLIES KREITNER		651		16.92	6/1/20	20-2540-410-08-25	
73106419-00	26082540410M	MAINT SUPPLIES MARYVILLE		650		(189.22)	6/1/20	20-2540-410-08-26	
						<u>487.73</u>			
VACCA, STEPHANIE									
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		162.43	6/1/20	10-1130-410-02-01	
						<u>162.43</u>			
VALENUS, JODY									
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		22.00	6/1/20	10-2524-340-02-01	
						<u>22.00</u>			
VOTRIAN, SHERYL									
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		651		66.90	6/1/20	10-2524-340-02-01	
REIMBURSE	160211304101	HS MISC SUPPLIES Contingency		651		123.80	6/1/20	10-1130-410-02-01	
						<u>190.70</u>			
WATTS COPY SYSTEMS, INC.									
981704	16012310311B	UNIT wide COPY SERV Non-Cap lease		650		123.59	6/1/20	10-2310-311-01-20	
985224	16052570323U	19-20 TITLE I		650		27.85	6/1/20	10-2570-323-05-430000-10	
985223	16012310311B	UNIT wide COPY SERV Non-Cap lease		650		57.01	6/1/20	10-2310-311-01-20	
984810	16012310311B	UNIT wide COPY SERV Non-Cap lease		650		6,905.79	6/1/20	10-2310-311-01-20	
						<u>7,114.24</u>			
WEISS, ERIC									
MILEAGE	16932660332U	TECHNOLOGY Prof TRAVEL		652		21.80	6/1/20	10-2660-332-93-10	
						<u>21.80</u>			
WEISS, KYLEE									
REIMBURSE	16212210332U	19-20 IDEA FLO THRU TRAVEL		650		106.66	6/1/20	10-2210-332-21-462000-10	
						<u>106.66</u>			
WILLIAM BEDELL ACHIEVEMENT & RESOURCE CTR									
STMT	16124220681U	HS TUITION WILLIAM BEDELL		651		12,288.96	6/1/20	10-4220-680-12-10	
STMT	16124220681U	ELEM TUITION WILLIAM BEDELL		651		14,337.12	6/1/20	10-4220-680-12-10	
						<u>26,626.08</u>			
WILLIAMS OFFICE PRODUCTS									

Open Accounts Payable List

Printed: 6/11/2020 9:16 AM

COLLINSVILLE 10

Vendor Name							ExOn		
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Amount	Date	State Account #	
48545-1	160225104101	CSBO SUPPLIES		650		11.76	6/1/20	10-2510-410-02-01	
48501-0	16242562411U	LUNCH PROG NON FOOD		650		249.76	6/1/20	10-2562-411-24-10	
48411-1	16012310690B	GRADUATION EXPENSES		650		119.97	6/1/20	10-2310-690-01-20	
48405-1	16212330410U	IDEA FLO THRU SUPPLIES		650		133.85	6/1/20	10-2330-410-21-462000-10	
47699-1	16052330410U	19-20 TITLE I SUPPLIES		650		681.44	6/1/20	10-2330-410-05-430000-10	
48329-1	16041110410R	RENFRO TEACHER SUPPLIES		650		129.67	6/1/20	10-1110-410-04-28	
48461-1	160225104101	CSBO SUPPLIES		650		2.99	6/1/20	10-2510-410-02-01	
48414-1	160226404101	Dir OF CURR OFF SUPPLIES		650		39.99	6/1/20	10-2640-410-02-01	
48485-1	16052330410U	19-20 TITLE I SUPPLIES		650		159.83	6/1/20	10-2330-410-05-430000-10	
48592-0	160225234101	AP ACT FD OFF SUPPLIES		650		69.92	6/1/20	10-2523-410-02-01	
48590-1	160225104101	CSBO SUPPLIES		650		6.09	6/1/20	10-2510-410-02-01	
48614-1	160225744101	CENT DUPL SUPPLIES		650		43.96	6/1/20	10-2574-410-02-01	
48462-1	16492410340G	HS OFFICE POSTAGE/RENTAL		651		49.40	6/1/20	10-2410-340-49-22	
						<u>1,698.63</u>			
WOHLRAB, JANA									
MILEAGE	161226203321	SPEC ED DIR TRAVEL		650		21.85	6/1/20	10-2620-332-12-01	
						<u>21.85</u>			
XEROX CORPORATION									
010291931	160225743231	CENT DUPL REPAIR/MAINT()		650		1,300.71	6/1/20	10-2574-323-02-01	
						<u>1,300.71</u>			
YORK, LEA									
REIMBURSE	160225243401	POSTAGE & POSTAGE MACH Rental		650		41.70	6/1/20	10-2524-340-02-01	
						<u>41.70</u>			
YOUNG, MALLORIE									
REIMBURSE	16762210332U	19-20 TITLE II PROF D, TRAVEL		651		350.00	6/1/20	10-2210-332-76-493200-10	
						<u>350.00</u>			
						<u><u>\$1,223,145.66</u></u>	Report Total		

Open Accounts Payable Fund Totals

Printed: 6/11/2020 9:17 AM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	650	452,256.32
20	Oper, Build, & Maint Fund	651	72,204.90
40	Transportation Fund	651	675,580.94
80	Tort Fund	651	22,728.50
90	Fire Prevention and Safety Fund	650	375.00
Report Total			\$1,223,145.66

Open Accounts Payable List

Printed: 6/11/2020 9:22 AM

COLLINSVILLE 10

Vendor Name								Due	
Invoice #	A.S.N.	Description	Claim #	Batch #	P.O. #	Dir. Dep.	Amount	Date	State Account #
REPUBLIC SERVICES #350									
0350-00408	26952540321A	TRASH REMOVAL		650		0.00	649.66	6/11/20	20-2540-321-95
						<u>0.00</u>	<u>649.66</u>		
WILLIAMS OFFICE PRODUCTS									
47754-0	16952410410A	VOC OFFICE SUPPLIES		650		0.00	338.88	6/11/20	10-2410-410-95
						<u>0.00</u>	<u>338.88</u>		
						<u>\$0.00</u>	<u>\$988.54</u>		Report Total

Open Accounts Payable Fund Totals

Printed: 6/11/2020 9:23 AM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	650	338.88
20	Oper, Build, & Maint Fund	650	649.66
Report Total			<u><u>\$988.54</u></u>

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
0483929006	26072540465M	AMEREN ILLINOIS	NATURAL GAS MARYVILLE	504		5/4/20	5/1/20	117015	479.43	20-2540-465-07-26
8064511000	26072540466G		ELECTRICITY HS	504		5/4/20	5/1/20	117015	36.59	20-2540-466-07-22
6504989082	26072540466G		ELECTRICITY HS	504		5/4/20	5/1/20	117015	42.05	20-2540-466-07-22
Total									558.07	
1950-02	16212550330U	HAY, CATHERINE	FY20 IDEA bus driver	504		5/4/20	5/1/20	117016	450.00	10-2550-330-21-462000-10
Total									450.00	
1920-19	16212130310U	LINNMANN, TERE A	IDEA FLO TH Health Servi	504		5/4/20	5/1/20	117017	966.00	10-2130-310-21-462000-10
Total									966.00	
0110300000	26072540370K	MOUND PUBLIC WATER	WATER & SEWER KREITNER	504		5/4/20	5/1/20	117018	42.98	20-2540-370-07-25
0110200000	26072540370K		WATER & SEWER KREITNER	504		5/4/20	5/1/20	117018	39.82	20-2540-370-07-25
0110100000	26072540370K		WATER & SEWER KREITNER	504		5/4/20	5/1/20	117018	39.82	20-2540-370-07-25
Total									122.62	
1715002	16041110410K	PURITAN SPRINGS BOTTLED W.	KREITNER TEACHER SUPPLIES	504		5/4/20	5/1/20	117019	3.00	10-1110-410-04-25
Total									3.00	
1064823	16012310410B	PURITAN SPRINGS BOTTLED W.	BOARD SUPPLIES	504		5/4/20	5/1/20	117020	25.67	10-2310-410-01-20
Total									25.67	
8511726	26082540410I	THE HOME DEPOT	MAINT SUPPLIES CIS	504		5/4/20	5/1/20	117021	6.58	20-2540-410-08-33
8021971	26082540410U		MAINT SUPPLIES UNIT	504		5/4/20	5/1/20	117021	80.85	20-2540-410-08-10
5014787	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	67.24	20-2540-410-08-22
5161938	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	(9.98)	20-2540-410-08-22
4524273	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	3.90	20-2540-410-08-22
4620296	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	175.47	20-2540-410-08-22
3014944	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	45.46	20-2540-410-08-22
3082826	26082540410G		MAIN SUPPLIES HS	504		5/4/20	5/1/20	117021	69.98	20-2540-410-08-22
1015133	26082540410N		MAINT SUPPLIES CMS	504		5/4/20	5/1/20	117021	26.30	20-2540-410-08-27
1610862	26082540410T		MAINT SUPPLIES TWIN ECHO	504		5/4/20	5/1/20	117021	41.97	20-2540-410-08-30
1083159	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	174.96	20-2540-410-08-22
8524673	26082540410N		MAINT SUPPLIES CMS	504		5/4/20	5/1/20	117021	34.92	20-2540-410-08-27
8010022	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	23.91	20-2540-410-08-22
7512149	26082540410C		MAINT SUPPLIES CASEYVILLE	504		5/4/20	5/1/20	117021	44.53	20-2540-410-08-21

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #	
7022471	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	20.95	20-2540-410-08-22	
9520141	26082540410G		MAINT SUPPLIES HS	504		5/4/20	5/1/20	117021	35.88	20-2540-410-08-22	
4611619	26082540410R		MAINT SUPPLIES RENFRO	504		5/4/20	5/1/20	117021	23.30	20-2540-410-08-28	
4611619	26082540410I		MAINT SUPPLIES CIS	504		5/4/20	5/1/20	117021	78.30	20-2540-410-08-33	
3621690	260825404101		MAINT SUPPLIES ADMIN BLDG	504		5/4/20	5/1/20	117021	131.54	20-2540-410-08-01	
1023334	26082540410C		MAINT SUPPLIES CASEYVILLE	504		5/4/20	5/1/20	117021	55.96	20-2540-410-08-21	
1023347	26082540410U		MAINT SUPPLIES UNIT	504		5/4/20	5/1/20	117021	25.91	20-2540-410-08-10	
REQUEST	16022525690U		ACCOUNTING ADJUSTMENT	504		5/4/20	5/1/20	117021	35.27	10-2525-690-02-10	
									Total	1,193.20	
9852739003	16932660340U	VERIZON WIRELESS	TECHNOLOGY TELEPHONE	504		5/4/20	5/1/20	117022	508.27	10-2660-340-93-10	
									Total	508.27	
3007703658	26072540466T	AEP ENERGY	ELECTRICITY TWIN ECHO	511		5/11/20	5/1/20	117040	855.34	20-2540-466-07-30	
3007703636	26072540466I		ELECTRICITY DORRIS	511		5/11/20	5/1/20	117040	3,642.59	20-2540-466-07-33	
3007703681	26072540466K		ELECTRICITY KREITNER	511		5/11/20	5/1/20	117040	52.49	20-2540-466-07-25	
3007703625	26072540466G		ELECTRICITY HS	511		5/11/20	5/1/20	117040	18,534.42	20-2540-466-07-22	
3007703535	26072540466M		ELECTRICITY MARYVILLE	511		5/11/20	5/1/20	117040	1,188.03	20-2540-466-07-26	
3007703669	26072540466N		ELECTRICITY MS	511		5/11/20	5/1/20	117040	40.38	20-2540-466-07-27	
									Total	24,313.25	
0195112067	26072540466G	AMEREN ILLINOIS	ELECTRICITY HS	511		5/11/20	5/1/20	117041	35.10	20-2540-466-07-22	
9289576013	26072540466X		ELECTRICITY WEBSTER	511		5/11/20	5/1/20	117041	14.61	20-2540-466-07-31	
9540416335	26072540466X		ELECTRICITY WEBSTER	511		5/11/20	5/1/20	117041	15.87	20-2540-466-07-31	
									Total	65.58	
831000854831	26072540340U	AT&T	TELEPHONE CHARGES	511		5/11/20	5/1/20	117042	662.12	20-2540-340-07-10	
831000854833	26072540340U		TELEPHONE CHARGES	511		5/11/20	5/1/20	117042	471.69	20-2540-340-07-10	
618345472347	26072540340U		TELEPHONE CHARGES	511		5/11/20	5/1/20	117042	265.65	20-2540-340-07-10	
									Total	1,399.46	
B WHITE	16762210332U	CENTER FOR GIFTED STUDIES	19-20 TITLE II PROF D, TRAVEL	511		5/11/20	5/1/20	117043	550.00	10-2210-332-76-493200-10	
									Total	550.00	
6698624	26072540465C	CENTERPOINT ENERGY SERVIC	NATURAL GAS CASEYVILLE	511		5/11/20	5/1/20	117044	476.44	20-2540-465-07-21	
6698624	26072540465N		NATURAL GAS MS	511		5/11/20	5/1/20	117044	1,630.41	20-2540-465-07-27	

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
6698624	26072540465I		NATURAL GAS DORRIS	511		5/11/20	5/1/20	117044	1,078.95	20-2540-465-07-33
6698624	260725404651		NATURAL GAS ADMIN BLDG & ANNEX	511		5/11/20	5/1/20	117044	99.32	20-2540-465-07-01
6698624	26072540465G		NATURAL GAS HS	511		5/11/20	5/1/20	117044	2,699.05	20-2540-465-07-22
6698624	260725404651		NATURAL GAS ADMIN BLDG & ANNEX	511		5/11/20	5/1/20	117044	20.57	20-2540-465-07-01
6698624	260725404651		NATURAL GAS ADMIN BLDG	511		5/11/20	5/1/20	117044	219.89	20-2540-465-07-01
6698624	26072540465H		NATURAL GAS HOLLYWOOD HEIGHTS	511		5/11/20	5/1/20	117044	251.06	20-2540-465-07-23
6698624	26072540465J		NATURAL GAS JEFFERSON	511		5/11/20	5/1/20	117044	191.12	20-2540-465-07-24
6698624	26072540465K		NATURAL GAS KREITNER	511		5/11/20	5/1/20	117044	445.29	20-2540-465-07-25
6698624	26072540465M		NATURAL GAS MARYVILLE	511		5/11/20	5/1/20	117044	592.59	20-2540-465-07-26
6698624	26072540465R		NATURAL GAS RENFRO	511		5/11/20	5/1/20	117044	602.85	20-2540-465-07-28
6698624	26072540465S		NATURAL GAS SUMMIT	511		5/11/20	5/1/20	117044	176.75	20-2540-465-07-29
6698624	26072540465T		NATURAL GAS TWIN ECHO	511		5/11/20	5/1/20	117044	315.06	20-2540-465-07-30
6698624	26072540465X		NATURAL GAS WEBSTER	511		5/11/20	5/1/20	117044	1,520.77	20-2540-465-07-31
									Total	10,320.12
167821042420	26012549323U	CHARTER COMMUNICATIONS	FIBER WAN NETWORK	511		5/11/20	5/1/20	117045	65.03	20-2549-323-01-10
									Total	65.03
5204090000	26072540371G	CITY OF COLLINSVILLE	WATER HS ATHL FIELD	511		5/11/20	5/1/20	117046	22.00	20-2540-371-07-22
7372000000	26072540370K		WATER & SEWER KREITNER	511		5/11/20	5/1/20	117046	300.93	20-2540-370-07-25
7372100000	26072540370K		WATER & SEWER KREITNER	511		5/11/20	5/1/20	117046	148.86	20-2540-370-07-25
									Total	471.79
2238890	16051250314U	EXPLORE LEARNING	19-20 TITLE I PROF SERV INST	511	520709	5/11/20	5/1/20	117047	3,295.00	10-1250-314-05-430000-10
									Total	3,295.00
0000288	160225103321	ILLINOIS ASSOC OF SCHOOL BL	CSBO Prof Ed, Travel	511		5/11/20	5/1/20	117048	175.00	10-2510-332-02-01
									Total	175.00
0624740001	26072540370M	MARYVILLE WATER DEPARTMEI	WATER/SEWER MARYVILLE	511		5/11/20	5/1/20	117049	71.60	20-2540-370-07-26
									Total	71.60
1-11	16212130310U	SCANZONI, LISA	IDEA FLO TH Health Servi	511		5/11/20	5/1/20	117050	840.00	10-2130-310-21-462000-10
									Total	840.00
110846238	16051250410U	TEACHER SYNERGY	19-20 TITLE I INST MATLS	511	520705	5/11/20	5/1/20	117051	85.79	10-1250-410-05-430000-10
108446538	16211220410U		19-20 IDEA FLO THRU SUPPLIES	511	192021	5/11/20	5/1/20	117051	21.00	10-1220-410-21-462000-10

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
109803665	16212150410U		IDEA FLO THRU SUPPLIES	511	192023:	5/11/20	5/1/20	117051	21.24	10-2150-410-21-462000-10
								Total	128.03	
582501204795	26082540323U	ADVANCE AUTO PARTS	BLDGS/GRDS MAINT SVC	513		5/13/20	5/1/20	117052	27.51	20-2540-323-08-10
								Total	27.51	
8148157938	26072540466G	AMEREN ILLINOIS	ELECTRICITY HS	513		5/13/20	5/1/20	117053	6,012.44	20-2540-466-07-22
								Total	6,012.44	
4016572100	26072540370H	CASEYVILLE WATER DEPT	WATER/SEWER HOLLY HGTS	513		5/13/20	5/1/20	117054	100.13	20-2540-370-07-23
3022007500	26072540370C		WATER & SEWER CASEYVILLE	513		5/13/20	5/1/20	117054	72.13	20-2540-370-07-21
3022005000	26072540370C		WATER & SEWER CASEYVILLE	513		5/13/20	5/1/20	117054	72.13	20-2540-370-07-21
								Total	244.39	
D NEUBER	16762210332U	CENTER FOR GIFTED STUDIES	19-20 TITLE II PROF D, TRAVEL	513		5/13/20	5/1/20	117055	550.00	10-2210-332-76-493200-10
								Total	550.00	
000037505042	26012549323U	CHARTER COMMUNICATIONS	FIBER WAN NETWORK	513		5/13/20	5/1/20	117056	6,795.05	20-2549-323-01-10
								Total	6,795.05	
REIMBURSE	16762210332U	FEDDER, MARY	19-20 TITLE II PROF D, TRAVEL	513		5/13/20	5/1/20	117057	102.92	10-2210-332-76-493200-10
								Total	102.92	
0350-00407095	26072540321U	REPUBLIC SERVICES #350	TRASH REMOVAL & PEST CONTROL	513		5/13/20	5/1/20	117058	6,002.16	20-2540-321-07-10
								Total	6,002.16	
049600620819	46022550464U	WEX BANK	Fuel for Activity Busses	513		5/13/20	5/1/20	117059	334.13	40-2550-464-02-10
049600620819	46022550464U		Fuel for Activity Busses	513		5/13/20	5/1/20	117059	256.50	40-2550-464-02-10
								Total	590.63	
00003246	16932660323U	HADDOCK CORPORATION	TECHNOLOGY REPAIRS/MAINTENANCE	514		5/14/20	5/1/20	117060	17,894.80	10-2660-323-93-10
								Total	17,894.80	
REQUEST	16052210332U	PROJECT APPLESEED	19-20 TITLE I PROF TRAVEL	514	520711:	5/14/20	5/1/20	117061	3,500.00	10-2210-332-05-430000-10
								Total	3,500.00	
STMT	16212550330U	HAY, CATHERINE	FY20 IDEA bus driver	515		5/15/20	5/1/20	117062	450.00	10-2550-330-21-462000-10
								Total	450.00	
0424293295	26072540466T	AMEREN ILLINOIS	ELECTRICITY TWIN ECHO	518		5/18/20	5/1/20	117063	63.99	20-2540-466-07-30
2916793131	26072540466I		ELECTRICITY DORRIS	518		5/18/20	5/1/20	117063	37.04	20-2540-466-07-33

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Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
									Total	101.03
MILEAGE	160411103304	ANDREWS, BRIAN	REPLACEMENT CHECK ELEM PE TEA	518		5/18/20	5/1/20	117064	10.14	10-1110-330-04-04
									Total	10.14
GIRLS BOWLI	14451711000G	CHS BOWLING BOOSTERS	REPLACEMENT CHECK IHSA REGION	518		5/18/20	5/1/20	117065	14.50	10-1711-45-00
GIRLS BOWLI	16471500332G		REPLACEMENT CHECK GAS	518		5/18/20	5/1/20	117065	101.87	10-1500-332-47-22
GIRLS BOWLI	16471500332G		REPLACEMENT CHECK GAS	518		5/18/20	5/1/20	117065	64.49	10-1500-332-47-22
GIRLS BOWLI	16471500640U		REPLACEMENT CHECK LANE FEES	518		5/18/20	5/1/20	117065	48.00	10-1500-640-47-10
GIRLS BOWLI	16471500640U		REPLACEMENT CHECK LANE FEES	518		5/18/20	5/1/20	117065	20.00	10-1500-640-47-10
									Total	248.86
MCFALL	16764190332U	ILLINOIS STATE UNIV CONF SEF	19-20 TITLE II PAY OTH GOVT	518		5/18/20	5/1/20	117066	230.00	10-4190-332-76-493200-10
VANDEFORD	16764190332U		19-20 TITLE II PAY OTH GOVT	518		5/18/20	5/1/20	117066	230.00	10-4190-332-76-493200-10
DAUGHERTY	16764190332U		19-20 TITLE II PAY OTH GOVT	518		5/18/20	5/1/20	117066	230.00	10-4190-332-76-493200-10
PARCIAK	16764190332U		19-20 TITLE II PAY OTH GOVT	518		5/18/20	5/1/20	117066	230.00	10-4190-332-76-493200-10
COREY	16764190332U		19-20 TITLE II PAY OTH GOVT	518		5/18/20	5/1/20	117066	230.00	10-4190-332-76-493200-10
									Total	1,150.00
1920-20	16212130310U	LINNEMANN, TERE	IDEA FLO TH Health Servi	518		5/18/20	5/1/20	117067	966.00	10-2130-310-21-462000-10
									Total	966.00
MILEAGE	16121210332U	OSABEN, JENNIFER	REPLACEMENT CHECK SPEECH MILE	518		5/18/20	5/1/20	117068	34.45	10-1210-332-12-10
									Total	34.45
MILEAGE	16651800332U	PETTY, AMELIA	REPLACEMENT CHECK BILINGUAL MI	518		5/18/20	5/1/20	117069	35.53	10-1800-332-65-10
									Total	35.53
REIMBURSE	16721110410U	REED, EMILY	REPLACEMENT CHECK TEACHERS P.	518		5/18/20	5/1/20	117070	125.70	10-1110-410-72-10
									Total	125.70
618346094216	26072540340U	AT&T	TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	51.67	20-2540-340-07-10
618346112425	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	80.51	20-2540-340-07-10
618346165641	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	56.91	20-2540-340-07-10
618346622114	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	56.91	20-2540-340-07-10
618346203590	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	200.98	20-2540-340-07-10
618346626547	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	232.20	20-2540-340-07-10
618346636492	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	52.09	20-2540-340-07-10

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
618343693087	26072540340U	AT&T	TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	154.59	20-2540-340-07-10
618343275312	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	98.92	20-2540-340-07-10
618343274745	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	135.01	20-2540-340-07-10
618343259941	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	276.15	20-2540-340-07-10
618343103706	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	156.25	20-2540-340-07-10
618343198473	26072540340U		TELEPHONE CHARGES	520		5/21/20	5/1/20	117203	101.32	20-2540-340-07-10
								Total	1,653.51	
REFUND	14011811000G	BARDWELL, JEAN	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117204	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117204	5.00	10-1999-93
REFUND	14011790002B		VEHICLE STICKER SALES	520		5/21/20	5/1/20	117204	100.00	10-1790-01-00
								Total	205.00	
REFUND	16171421410G	BARENDREGT, NICOLE	Foods 1 & 2 student fees (transfer, in an	520		5/21/20	5/1/20	117205	50.00	10-1421-410-17-22
								Total	50.00	
REFUND	14011811000G	BECKER, CHERI	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117206	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117206	15.00	10-1999-93
								Total	115.00	
REFUND	14011811000G	BIESER, MARIA	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117207	105.00	10-1811-01-00
								Total	105.00	
REFUND	14011811000G	CALDWELL, ALISA	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117208	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117208	15.00	10-1999-93
								Total	115.00	
REQUEST	16721110540U	CARDMEMBER SERVICES	PERKINS GRANT EQUIPMENT	520		5/21/20	5/1/20	117209	1,461.85	10-1110-540-72-10
REQUEST	16721110540U		PERKINS GRANT EQUIPMENT	520		5/21/20	5/1/20	117209	505.45	10-1110-540-72-10
REQUEST	16721110540U		PERKINS GRANT EQUIPMENT	520		5/21/20	5/1/20	117209	823.78	10-1110-540-72-10
REQUEST	16721110540U		PERKINS GRANT EQUIPMENT	520		5/21/20	5/1/20	117209	3,868.12	10-1110-540-72-10
REQUEST	16951400410U		CTE GRANT SUPPLIES	520	990017:	5/21/20	5/1/20	117209	113.97	10-1400-410-95-10
								Total	6,773.17	
8421000000	26072540370J	CITY OF COLLINSVILLE	WATER & SEWER JEFFERSON	520		5/21/20	5/1/20	117210	164.67	20-2540-370-07-24
7601000000	26072540370N		WATER/SEWER MS	520		5/21/20	5/1/20	117210	1,617.61	20-2540-370-07-27
7601010000	26072540370N		WATER/SEWER MS	520		5/21/20	5/1/20	117210	22.00	20-2540-370-07-27

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
								Total	1,804.28	
REIMBURSE	16053300410U	HAAKE, JULIE	19-20 TITLE I SUPPLIES	520		5/21/20	5/1/20	117211	24.00	10-3300-410-05-430000-10
								Total	24.00	
REFUND	14011811000G	HARKINS, DAMON	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117212	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117212	15.00	10-1999-93
								Total	115.00	
F54246	26082540411G	JOHN DEERE FINANCIAL	HS ATH MAINT SUPPLIES	520		5/21/20	5/1/20	117213	31.06	20-2540-411-08-22
F62509	26082540410J		MAINT SUPPLIES JEFFERSON	520		5/21/20	5/1/20	117213	1.21	20-2540-410-08-24
F76316	26082540410R		MAINT SUPPLIES RENFRO	520		5/21/20	5/1/20	117213	10.92	20-2540-410-08-28
								Total	43.19	
REFUND	16171421410G	JOHNSON, JAY	Foods 1 & 2 student fees (transfer, in an	520		5/21/20	5/1/20	117214	50.00	10-1421-410-17-22
								Total	50.00	
MILEAGE	16122130332U	MCGINNIS, ANGIE	REPLACE CHECK 113262	520		5/21/20	5/1/20	117215	65.54	10-2130-332-12-10
								Total	65.54	
3220050000	26072540370C	METRO EAST SANITARY DIST	WATER & SEWER CASEYVILLE	520		5/21/20	5/1/20	117216	11.00	20-2540-370-07-21
3220075000	26072540370C		WATER & SEWER CASEYVILLE	520		5/21/20	5/1/20	117216	11.00	20-2540-370-07-21
								Total	22.00	
MILEAGE	16121210332U	OSABEN, JENNIFER	SLP CORR IN DIST TRAVEL	520		5/21/20	5/1/20	117217	25.53	10-1210-332-12-10
								Total	25.53	
REFUND	14011811000G	PERKINS, LINDA	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117218	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117218	15.00	10-1999-93
								Total	115.00	
REFUND	14011790002B	PESKAR, MATT	VEHICLE STICKER SALES	520		5/21/20	5/1/20	117219	100.00	10-1790-01-00
REFUND	14011811000G		BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117219	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117219	(10.00)	10-1999-93
								Total	190.00	
REFUND	14011811000G	PFALZGRAPH, MICHAEL	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117220	100.00	10-1811-01-00
								Total	100.00	
REFUND	14011790002B	RAMSEY, AMANDA	VEHICLE STICKER SALES	520		5/21/20	5/1/20	117221	100.00	10-1790-01-00
REFUND	14011811000G		BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117221	100.00	10-1811-01-00

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 #
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117221	15.00	10-1999-93
								Total	215.00	
REFUND	16171421410G	SOLEDAD, ANASTACIO	Foods 1 & 2 student fees (transfer, in an	520		5/21/20	5/1/20	117222	50.00	10-1421-410-17-22
								Total	50.00	
449636446856	26082540323G	SYNCHRONY BANK/AMAZON	REP/MAINT SVC HS	520		5/21/20	5/1/20	117223	25.50	20-2540-323-08-22
								Total	25.50	
REFUND	14011811000G	TYLER, LARRY	BOOK RENTAL & MATL FEES HS	520		5/21/20	5/1/20	117224	100.00	10-1811-01-00
REFUND	14931999001U		TECH Student Fees	520		5/21/20	5/1/20	117224	15.00	10-1999-93
								Total	115.00	
003250	160226414101	WALMART COMMUNITY BRC	STUDENT SERV SUPPLIES	520		5/21/20	5/1/20	117225	500.00	10-2641-410-02-01
								Total	500.00	
6180031212	260725404651	AMEREN ILLINOIS	NATURAL GAS ADMIN BLDG	527		5/27/20	5/1/20	117226	112.70	20-2540-465-07-01
3864012173	260725404651		NATURAL GAS ADMIN BLDG	527		5/27/20	5/1/20	117226	70.52	20-2540-465-07-01
5468217450	26072540466M		ELECTRICITY MARYVILLE	527		5/27/20	5/1/20	117226	42.75	20-2540-466-07-26
6621334004	260725404651		NATURAL GAS ADMIN BLDG	527		5/27/20	5/1/20	117226	171.86	20-2540-465-07-01
8808982000	26072540465J		NATURAL GAS JEFFERSON	527		5/27/20	5/1/20	117226	186.43	20-2540-465-07-24
0483929006	26072540465M		NATURAL GAS MARYVILLE	527		5/27/20	5/1/20	117226	351.73	20-2540-465-07-26
7416548493	26072540465H		NATURAL GAS HOLLYWOOD HEIGHTS	527		5/27/20	5/1/20	117226	195.96	20-2540-465-07-23
6830294009	26072540465N		NATURAL GAS MS	527		5/27/20	5/1/20	117226	1,214.54	20-2540-465-07-27
4866317008	26072540465C		NATURAL GAS CASEYVILLE	527		5/27/20	5/1/20	117226	309.51	20-2540-465-07-21
2479934005	26072540465X		NATURAL GAS WEBSTER	527		5/27/20	5/1/20	117226	1,392.93	20-2540-465-07-31
2756232005	26072540465K		NATURAL GAS KREITNER	527		5/27/20	5/1/20	117226	284.01	20-2540-465-07-25
9567041000	26072540465T		NATURAL GAS TWIN ECHO	527		5/27/20	5/1/20	117226	216.99	20-2540-465-07-30
5252357001	26072540465S		NATURAL GAS SUMMIT	527		5/27/20	5/1/20	117226	149.43	20-2540-465-07-29
7944225617	26072540465I		NATURAL GAS DORRIS	527		5/27/20	5/1/20	117226	917.95	20-2540-465-07-33
7944225617	26072540466I		ELECTRICITY DORRIS	527		5/27/20	5/1/20	117226	16.66	20-2540-466-07-33
4113114000	26072540465R		NATURAL GAS RENFRO	527		5/27/20	5/1/20	117226	355.70	20-2540-465-07-28
6860139005	26072540465G		NATURAL GAS HIGH SCHOOL	527		5/27/20	5/1/20	117226	2,231.42	20-2540-465-07-22
								Total	8,221.09	
REFUND	14241611000U	ARMSTRONG, TARA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117227	15.65	10-1611-24-00

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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	15.65	
REFUND	14241611000U	AYLSWORTH, JERALD	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117228	67.00	10-1611-24-00
								Total	67.00	
REFUND	14241611000U	BARNETT, BRANDI	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117229	40.70	10-1611-24-00
								Total	40.70	
REFUND	14241611000U	BAUER, ELISA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117230	31.30	10-1611-24-00
REFUND	14241611000U		STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117230	20.35	10-1611-24-00
								Total	51.65	
REFUND	14241611000U	BAUGH, LISA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117231	20.40	10-1611-24-00
								Total	20.40	
REFUND	14241611000U	BLAN, SARAH	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117232	29.00	10-1611-24-00
								Total	29.00	
REFUND	14241611000U	BUCHART, DAWN	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117233	25.95	10-1611-24-00
								Total	25.95	
REFUND	14241611000U	CARLISLE, CARRIE	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117234	67.80	10-1611-24-00
								Total	67.80	
REFUND	14241611000U	DIX, JOSEPH	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117235	45.30	10-1611-24-00
								Total	45.30	
REFUND	14241611000U	DROBISCH, ALICE	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117236	25.50	10-1611-24-00
								Total	25.50	
REFUND	14241611000U	ELMORE, HEATHER	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117237	27.60	10-1611-24-00
								Total	27.60	
REFUND	14241611000U	HOLDER, DEBRA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117238	59.75	10-1611-24-00
								Total	59.75	
REFUND	14241611000U	KLOBNAK, MARIE	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117239	51.70	10-1611-24-00
								Total	51.70	
REFUND	14241611000U	LAWRENCE, LAURA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117240	118.80	10-1611-24-00
								Total	118.80	
REFUND	14241611000U	LEE, MINDY	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117241	28.40	10-1611-24-00

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Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
								Total	28.40	
REFUND	14241611000U	MORRIS, DAVID	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117242	40.95	10-1611-24-00
								Total	40.95	
REFUND	14241611000U	NELSON, ANGLEA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117243	26.80	10-1611-24-00
								Total	26.80	
REFUND	14241611000U	O'NEILL, RACHEL	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117244	15.95	10-1611-24-00
								Total	15.95	
REFUND	14241611000U	OLIEA, STACEY	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117245	78.70	10-1611-24-00
								Total	78.70	
REFUND	14241611000U	OVALLE, JESUS	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117246	28.75	10-1611-24-00
								Total	28.75	
REFUND	14241611000U	PESKAR, MATT	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117247	16.90	10-1611-24-00
								Total	16.90	
REFUND	14241611000U	REVER, CRISTAL	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117248	19.45	10-1611-24-00
								Total	19.45	
1-12	16212130310U	SCANZONI, LISA	IDEA FLO TH Health Servi	527		5/27/20	5/1/20	117249	840.00	10-2130-310-21-462000-10
								Total	840.00	
REFUND	14241611000U	SCHILLER, ROBIN	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117250	26.25	10-1611-24-00
								Total	26.25	
REFUND	14241611000U	SLAUGHTER, KELLY	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117251	53.10	10-1611-24-00
								Total	53.10	
REFUND	14241611000U	TARRANT, DENNIS	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117252	22.80	10-1611-24-00
								Total	22.80	
REFUND	14241611000U	THOMPSON, VALERIE	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117253	85.50	10-1611-24-00
								Total	85.50	
REFUND	14241611000U	TOTTLEBEN, THOMAS	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117254	27.90	10-1611-24-00
								Total	27.90	
REFUND	14241611000U	TUCKER, LIZA	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117255	16.35	10-1611-24-00
								Total	16.35	
REFUND	14241611000U	VINCENT, RICHARD	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117256	38.35	10-1611-24-00

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
									Total	38.35
REFUND	14241611000U	WEBER, MICHAEL	STUDENT Breakfast/LUNCH SALES	527		5/27/20	5/1/20	117257	61.70	10-1611-24-00
									Total	61.70
REQUEST	36935000500U	BUSEY BANK	New Chromebook lease (3000 each) (1 c	529		5/29/20	5/1/20	117259	800.00	30-5000-500-93-10
REQUEST	36935000503U		Promethian boards FY21 \$1.3 Million	529		5/29/20	5/1/20	117259	800.00	30-5000-500-93-10
									Total	1,600.00
0600	16951400410U	CARDMEMBER SERVICES	HARBOR FREIGHT	529		5/29/20	5/1/20	117260	113.97	10-1400-410-95-10
5435	16012310410B		OFFICEMAX	529		5/29/20	5/1/20	117260	339.80	10-2310-410-01-20
6861	16012310410B		OTC BRANDS	529		5/29/20	5/1/20	117260	299.25	10-2310-410-01-20
3170	16932660310U		GOOGLE CLOUD	529		5/29/20	5/1/20	117260	249.34	10-2660-310-93-10
7292	26072540410U		AMAZON.COM	529		5/29/20	5/1/20	117260	195.18	20-2540-410-07-10
7176	16932660411U		GODADDY.COM	529		5/29/20	5/1/20	117260	159.98	10-2660-411-93-10
8771	16932660410U		AMZN MKTP	529		5/29/20	5/1/20	117260	47.98	10-2660-410-93-10
3758	16932660410U		GROUPON INC	529		5/29/20	5/1/20	117260	91.11	10-2660-410-93-10
1108	16932660411U		ONESTREAM LIVE	529		5/29/20	5/1/20	117260	69.00	10-2660-411-93-10
1182	16932660323U		AMAZON.COM	529		5/29/20	5/1/20	117260	322.78	10-2660-323-93-10
0106	16451500332G		IPA	529		5/29/20	5/1/20	117260	199.00	10-1500-332-45-22
6788	16211220314U		PEARSON EDUCATION	529		5/29/20	5/1/20	117260	340.00	10-1220-314-21-462000-10
7821	16932660411U		ADOBE ACROPRO SUBS	529		5/29/20	5/1/20	117260	15.93	10-2660-411-93-10
3147	16393700332U		EB GET YOUR VIRTUAL	529		5/29/20	5/1/20	117260	853.28	10-3700-332-39-440000-10
2519	46022550464U		ORCHARD SHELL	529		5/29/20	5/1/20	117260	24.00	40-2550-464-02-10
2519	26082540464U		ORCHARD SHELL	529		5/29/20	5/1/20	117260	675.78	20-2540-464-08-10
2519	16151700464G		ORCHARD SHELL	529		5/29/20	5/1/20	117260	213.49	10-1700-464-15-22
2519	16151700323G		HS DR ED CAR REPAIRS	529		5/29/20	5/1/20	117260	151.15	10-1700-323-15-22
2519	16242563464U		LUNCH PROG DIST GASOLINE	529		5/29/20	5/1/20	117260	264.20	10-2563-464-24-10
2519	260725404641		DISTRIB TRK GASOLINE	529		5/29/20	5/1/20	117260	207.17	20-2540-464-07-01
3166	26082540464U		ORCHARD SHELL	529		5/29/20	5/1/20	117260	440.71	20-2540-464-08-10
3166	260725404641		DISTRIB TRK GASOLINE	529		5/29/20	5/1/20	117260	57.00	20-2540-464-07-01
1578	26082540410U		BUYERS INDUSTRIAL	529		5/29/20	5/1/20	117260	2,472.00	20-2540-410-08-10
6324	16932660411U		ZOOM USA	529		5/29/20	5/1/20	117260	104.99	10-2660-411-93-10

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:26 AM
 COLLINSVILLE 10

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1108	16932660411U	CARDMEMBER SERVICES	FRGN TRANS FEE ONESTREAM LIVE	529		5/29/20	5/1/20	117260	1.38	10-2660-411-93-10	
5876	16932660411U		WEB NETWORK SOLUTIONS	529		5/29/20	5/1/20	117260	15.99	10-2660-411-93-10	
3125	16932660410U		AMZN MKTP	529		5/29/20	5/1/20	117260	38.97	10-2660-410-93-10	
5811	16012310332U		CRESLINE MOTO IPT	529		5/29/20	5/1/20	117260	759.66	10-2310-332-01-10	
									Total	8,723.09	
1920-21	16212130310U	LINNEMANN, TERE	IDEA FLO TH Health Servi	529		5/29/20	5/1/20	117261	598.00	10-2130-310-21-462000-10	
									Total	598.00	
220256717	16932660323U	MICRO FOCUS SOFTWARE, INC	TECHNOLOGY REPAIRS/MAINTENAN	529	195000	5/29/20	5/1/20	117262	3,600.00	10-2660-323-93-10	
220257530	16932660411U		TECHNOLOGY SOFTWARE	529	195000	5/29/20	5/1/20	117262	18,354.10	10-2660-411-93-10	
									Total	21,954.10	
8129467323	16212330360U	SHRED-IT	IDEA FLO THRU PRINTING	529		5/29/20	5/1/20	117263	32.94	10-2330-360-21-462000-10	
									Total	32.94	
Report Total									\$146,043.89		

Paid Accounts Payable (Fund Summary)

Printed: 6/11/2020 8:27 AM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	520	70,283.82
20	Oper, Build, & Maint Fund	511	73,545.44
30	Debt Service Fund	529	1,600.00
40	Transportation Fund	513	614.63
Report Total			<u><u>\$146,043.89</u></u>

Paid Accounts Payable by Check Number

Printed: 6/11/2020 8:23 AM
 COLLINSVILLE 10

Invoice #	A.S.N.	Vendor Name	Description	Batch #	P.O. #	Check Date	Expense on Date	Check #	Amount	State Account #
0350-00407	26952540321A	REPUBLIC SERVICES #350	TRASH REMOVAL	513		5/13/20	5/1/20	1150	666.91	20-2540-321-95
								Total	<u>666.91</u>	
REIMBURSE	16951400332A	BLACKARD, TRICIA	REPLACEMENT CHECK	518		5/18/20	5/1/20	1151	180.96	10-1400-332-95
REIMBURSE	16951400332A		REPLACEMENT CHECK	518		5/18/20	5/1/20	1151	13.22	10-1400-332-95
REIMBURSE	16951400332A		REPLACEMENT CHECK	518		5/18/20	5/1/20	1151	180.96	10-1400-332-95
								Total	<u>375.14</u>	
REQUEST	100001010002	COLLINSVILLE AREA VOCATION	CASH Bank of Edwardsville Prime	514		5/14/20	5/1/20	14915	140,000.00	10-101
								Total	<u>140,000.00</u>	
								Report Total	<u><u>\$141,042.05</u></u>	

Paid Accounts Payable (Fund Summary)

Printed: 6/11/2020 8:25 AM
COLLINSVILLE 10

Fund Code	Description	Batch #	Amount
10	Education Fund	514	140,375.14
20	Oper, Build, & Maint Fund	513	666.91
Report Total			<u><u>\$141,042.05</u></u>

8. **Monthly Financial Statements for May 2020**

9. **Unfinished Business**

1. Approval of Amended Budget 2019-20

BOARD AGENDA
JUNE 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official



DATE: June 15, 2020

RE: Amended Budget 2019-20

The Amended Budget for 2019-20 has been on file since April 23, 2020 for public view in the office and on the District website. An ad for the public hearing was published in the Troy Times Tribune newspaper on April 23, 2020.

The reason for amending the budget this year is to accommodate the transfers and changes the board has authorized and initiated during the year as outlined below.

- Transfer of \$3,000,000 from Tort Fund (80) to O&M Fund (20).
- Transfer of expenditures \$600,000 from O&M (20) to Tort Fund (80) via risk management plan.
- Transfer of expenditures \$300,000 from Education Fund (10) to Tort Fund (80) via risk management plan.
- Sold working cash bond of \$10,000,000 in Working Cash Fund (70).
- Interfund loan of \$1,500,000 from O&M Fund (20) to Transportation Fund (40).

I recommend approval of the following suggested motion:

"I move to approve the Amended 2019-20 Budget for Collinsville Community Unit School District No.10 as presented in Exhibit 9.1."

ss

Attachment



Collinsville Community Unit School District 10

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

FY19-20 Budget approved Sep 23, 2019	Education (10)	Operations & Maintenance (20)	Bond & Interest (30)	Transportation (40)	IMRF / Soc.Sec.(50)	Site & Construction (60)	Working Cash (70)	Tort (80)	Fire & Safety (90)	Total:
Fund Balance Beginning of Year	\$ 8,184,177	\$ 2,148,665	\$ 227,917	\$ (788,772)	\$ 1,769,150	\$ 74,095	\$ 7,117,086	\$ 4,238,498	\$ 2,063,646	\$ 25,034,462
FY20 Budget Revenue	\$ 55,704,126	\$ 4,331,774	\$ 2,533,842	\$ 4,181,955	\$ 2,066,774	\$ 1,007,000	\$ 457,479	\$ 2,522,682	\$ 397,879	\$ 73,203,511
FY20 Budget Expenditures	\$ 56,514,070	\$ 5,035,548	\$ 2,530,180	\$ 4,862,140	\$ 2,173,619	\$ 1,038,994	\$ -	\$ 2,666,885	\$ 577,705	\$ 75,399,141
Budgeted ending Fund Balance	\$ 7,374,233	\$ 1,444,891	\$ 231,579	\$ (1,468,957)	\$ 1,662,305	\$ 42,101	\$ 7,574,565	\$ 4,094,295	\$ 1,883,820	\$ 22,838,832
<hr/>										
FY19-20 Amended Budget June 15, 2020	Education (10)	Operations & Maintenance (20)	Bond & Interest (30)	Transportation (40)	IMRF / Soc.Sec.(50)	Site & Construction (60)	Working Cash (70)	Tort (80)	Fire & Safety (90)	Total:
Fund Balance Beginning of Year	\$ 8,184,177	\$ 2,148,665	\$ 227,917	\$ (788,772)	\$ 1,769,150	\$ 74,095	\$ 7,117,086	\$ 4,238,498	\$ 2,063,646	\$ 25,034,462
FY20 Budget Revenue	\$ 55,704,126	\$ 4,331,774	\$ 2,533,842	\$ 4,181,955	\$ 2,066,774	\$ 1,007,000	\$ 457,479	\$ 2,522,682	\$ 397,879	\$ 73,203,511
Transfer of funds in	\$ 3,000,000									\$ 3,000,000
Sale of Bonds							\$ 10,000,000			\$ 10,000,000
FY20 Budget Expenditures	\$ 56,514,070	\$ 5,035,548	\$ 2,530,180	\$ 4,862,140	\$ 2,173,619	\$ 1,038,994	\$ -	\$ 2,666,885	\$ 577,705	\$ 75,399,141
reduce by								\$ (106,000)		\$ 3,000,000
Transfer of funds out										
Transfer of expenses										
Risk M Plan Salaries		\$ (600,000)								\$ -
Transfer of expenses										
Risk M Plan Salaries	\$ (300,000)							\$ 300,000		\$ -
Transfer of expenses										
Risk M Plan legal/audit service (\$300,000)	\$ -									\$ -
Budgeted ending Fund Balance	\$ 7,674,233	\$ 5,044,891	\$ 231,579	\$ (1,468,957)	\$ 1,662,305	\$ 42,101	\$ 17,574,565	\$ 295	\$ 1,883,820	\$ 32,644,832
ISBE Report	\$ 7,674,233	\$ 5,044,891	\$ 231,579	\$ (1,468,957)	\$ 1,662,305	\$ 42,101	\$ 17,574,565	\$ 295	\$ 1,883,820	\$ 32,644,832
Difference	\$ (0)	\$ (0)	\$ 0	\$ (0)	\$ (0)	\$ 0	\$ (0)	\$ 0	\$ 0	\$ (0)
Note: Budget expenditures can be overstated, but not understated.										
Interfund Loan needed		\$ (1,500,000)								\$ 1,500,000

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

Accounting Basis:

Cash
 Accrual

SCHOOL DISTRICT BUDGET FORM *
July 1, 2019 - June 30, 2020

Balanced budget, no deficit reduction plan is required.

Date of Amended Budget: June 15, 2020
(MM/DD/YY)

District Name: Collinsville CUD # 10

District RCDT No: 41-057-0100-26

If your FY19 AFR states that you need to do a deficit reduction plan and your FY20 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Collinsville CUD # 10, County of Madison, St. Clair,
State of Illinois, for the Fiscal Year beginning July 1, 2019 and ending June 30, 2020.

WHEREAS the Board of Education of Collinsville CUD # 10,
County of Madison, St. Clair,

of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;
23 day of April, 20 20,

notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning July 1, 2019 and ending June 30, 2020.

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

ADOPTION OF BUDGET

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

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

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

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

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
		Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>											
2	Description: Enter Whole Numbers Only											
3	ESTIMATED BEGINNING FUND BALANCE July 1, 2019 ¹		8,184,177	2,148,665	227,917	(788,772)	1,769,150	74,095	7,117,086	4,238,498	2,063,646	
4	RECEIPTS/REVENUES											
5	LOCAL SOURCES	1000	22,013,211	4,331,774	2,253,842	1,560,219	2,066,774	7,000	457,479	2,522,682	397,879	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000		0		0	0					
7	STATE SOURCES	3000	201,300	0	0	2,621,736	0	0	0	0	0	
8	FEDERAL SOURCES	4000	27,585,124	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁴		55,704,126	4,331,774	2,253,842	4,181,955	2,066,774	7,000	457,479	2,522,682	397,879	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		55,704,126	4,331,774	2,253,842	4,181,955	2,066,774	7,000	457,479	2,522,682	397,879	
12	DISBURSEMENTS/EXPENDITURES											
13	INSTRUCTION	1000	37,102,962				909,751					
14	SUPPORT SERVICES	2000	16,586,858	3,115,548		4,837,140	1,203,921	1,038,994		3,760,885	577,705	
15	COMMUNITY SERVICES	3000	488,457	0		0	59,947					
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,035,793	40,000	0	25,000	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,530,180	0	0	0		0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		56,214,070	3,155,548	2,530,180	4,862,140	2,173,619	1,038,994		3,760,885	577,705	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180		0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		56,214,070	3,155,548	2,530,180	4,862,140	2,173,619	1,038,994		3,760,885	577,705	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(509,944)	1,176,226	(276,338)	(680,185)	(106,845)	(1,031,994)	457,479	(1,238,203)	(179,826)	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140		3,000,000						0		
31	Transfer from Capital Projects Fund to O&M Fund	7150										
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int. ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210							10,000,000			
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Capital Leases	7400			260,000							
40	Transfer to Debt Service Fund to Pay Interest on Capital Leases	7500			20,000							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						1,000,000				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	3,000,000	280,000	0	0	1,000,000	10,000,000	0	0	

BUDGET SUMMARY

	A	B	C	D	E	F	G	H	I	J	K	L
		Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>											
2	Description: Enter Whole Numbers Only											
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140							3,000,000			
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Capital Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420										
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430		260,000								
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440										
61	Taxes Pledged to Pay Interest on Capital Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520										
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530		20,000								
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830		1,000,000								
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	1,280,000	0	0	0	0	0	3,000,000	0	0
80	Total Other Sources/Uses of Fund		0	1,720,000	280,000	0	0	1,000,000	10,000,000	(3,000,000)	0	0
81	ESTIMATED ENDING FUND BALANCE June 30, 2020		7,674,233	5,044,891	231,579	(1,468,957)	1,662,305	42,101	17,574,565	295	1,883,820	

SUMMARY OF EXPENDITURES (by Major Object)

	Object Name	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
86	Salaries	100	41,104,333	49,500						1,694,000	0	42,877,833
87	Employee Benefits	200	6,756,710	83,638			2,173,619			155,015	0	9,178,002
88	Purchased Services	300	3,772,518	964,160	0	4,682,120				1,911,870	552,705	11,883,373
89	Supplies & Materials	400	1,783,375	1,649,800		16,000				0	25,000	3,474,175
90	Capital Outlay	500	459,814	300,100		100,000		1,038,994		0	0	1,898,908
91	Other Objects	600	2,132,720	40,350	2,530,180	25,000	0			0	0	4,728,250
92	Non-Capitalized Equipment	700	54,600	68,000		0				0	0	122,600
93	Termination Benefits	800	150,000	0		0						150,000
94	Total Expenditures		56,214,070	3,155,548	2,530,180	4,862,140	2,173,619	1,038,994		3,760,885	577,705	74,313,141

SUMMARY OF CASH TRANSACTIONS

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2										
3		8,569,994	1,337,542	227,917	11,228	1,769,110	74,095	7,117,086	4,238,498	2,063,646
4		55,704,126	7,331,774	2,533,842	4,181,955	2,066,774	1,007,000	10,457,479	2,522,682	397,879
5										
6		0	800,000		1,500,000					
7										
8										
9										
10		0	800,000	0	1,500,000	0	0	0	0	0
11		55,704,126	8,131,774	2,533,842	5,681,955	2,066,774	1,007,000	10,457,479	2,522,682	397,879
12		64,274,120	9,469,316	2,761,759	5,693,183	3,835,884	1,081,095	17,574,565	6,761,180	2,461,525
13		56,214,070	4,435,548	2,530,180	4,862,140	2,173,619	1,038,994	0	6,760,885	577,705
14										
15		0	1,500,000		800,000			0		
16										
17										
18										
19		0	1,500,000	0	800,000	0	0	0	0	0
20		56,214,070	5,935,548	2,530,180	5,662,140	2,173,619	1,038,994	0	6,760,885	577,705
21		8,060,050	3,533,768	231,579	31,043	1,662,265	42,101	17,574,565	295	1,883,820

ESTIMATED RECEIPTS/REVENUES

	A	B	C	D	E	F	G	H	I	J	K	
	Description: Enter Whole Numbers Only	Acct #	Educational (10)	Operations & Maintenance (20)	Debt Service (30)	Transportation (40)	Municipal Retirement/ Social Security (50)	Capital Projects (60)	Working Cash (70)	Tort (80)	Fire Prevention & Safety (90)	
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)											
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100										
5	Designated Purposes Levies ^{11 (1110-1120)}	-	19,037,857	3,778,795	2,247,842	1,505,519	926,499	0	373,879	2,477,682	377,879	
6	Leasing Purposes Levy ¹²	1130	0	377,879								
7	Special Education Purposes Levy	1140	300,104	0		0		0				
8	FICA and Medicare Only Levies	1150					1,046,075					
9	Area Vocational Construction Purposes Levy	1160		0	0			0				
10	Summer School Purposes Levy	1170	0									
11	Other Tax Levies (Describe & Itemize)	1190	0	0	0	0	0	0	0	0	0	
12	Total Ad Valorem Taxes Levied by District		19,337,961	4,156,674	2,247,842	1,505,519	1,972,574	0	373,879	2,477,682	377,879	
13	PAYMENTS IN LIEU OF TAXES											
14	Mobile Home Privilege Tax	1210	5,000	0	0	0	0	0	0	0	0	
15	Payments from Local Housing Authority	1220	0	0	0	0	0	0	0	0	0	
16	Corporate Personal Property Replacement Taxes ¹³	1230	760,000	140,000	0	54,000	76,200	0	13,600	0	0	
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290	0	0	0	0	0	0	0	0	0	
18	Total Payments in Lieu of Taxes		765,000	140,000	0	54,000	76,200	0	13,600	0	0	
19	TUITION											
20	Regular Tuition from Pupils or Parents (In State)	1311	0									
21	Regular Tuition from Other Districts (In State)	1312	0									
22	Regular Tuition from Other Sources (In State)	1313	0									
23	Regular Tuition from Other Sources (Out of State)	1314	0									
24	Summer School Tuition from Pupils or Parents (In State)	1321	10,000									
25	Summer School Tuition from Other Districts (In State)	1322	0									
26	Summer School Tuition from Other Sources (In State)	1323	0									
27	Summer School Tuition from Other Sources (Out of State)	1324	0									
28	CTE Tuition from Pupils or Parents (In State)	1331	0									
29	CTE Tuition from Other Districts (In State)	1332	0									
30	CTE Tuition from Other Sources (In State)	1333	0									
31	CTE Tuition from Other Sources (Out of State)	1334	0									
32	Special Education Tuition from Pupils or Parents (In State)	1341	0									
33	Special Education Tuition from Other Districts (In State)	1342	0									
34	Special Education Tuition from Other Sources (In State)	1343	0									
35	Special Education Tuition from Other Sources (Out of State)	1344	0									
36	Adult Tuition from Pupils or Parents (In State)	1351	0									
37	Adult Tuition from Other Districts (In State)	1352	0									
38	Adult Tuition from Other Sources (In State)	1353	0									
39	Adult Tuition from Other Sources (Out of State)	1354	0									
40	Total Tuition		10,000									
41	TRANSPORTATION FEES											
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				0						
43	Regular Transportation Fees from Other Districts (In State)	1412				0						
44	Regular Transportation Fees from Other Sources (In State)	1413				100						
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415				0						
46	Regular Transportation Fees from Other Sources (Out of State)	1416				0						
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421				0						
48	Summer School Transportation Fees from Other Districts (In State)	1422				0						
49	Summer School Transportation Fees from Other Sources (In State)	1423				0						
50	Summer School Transportation Fees from Other Sources (Out of State)	1424				0						
51	CTE Transportation Fees from Pupils or Parents (In State)	1431				0						
52	CTE Transportation Fees from Other Districts (In State)	1432				0						
53	CTE Transportation Fees from Other Sources (In State)	1433				0						
54	CTE Transportation Fees from Other Sources (Out of State)	1434				0						
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441				0						

ESTIMATED RECEIPTS/REVENUES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
56	Special Education Transportation Fees from Other Districts (In State)	1442				0					
57	Special Education Transportation Fees from Other Sources (In State)	1443				0					
58	Special Education Transportation Fees from Other Sources (Out of State)	1444				0					
59	Adult Transportation Fees from Pupils or Parents (In State)	1451				0					
60	Adult Transportation Fees from Other Districts (In State)	1452				0					
61	Adult Transportation Fees from Other Sources (In State)	1453				0					
62	Adult Transportation Fees from Other Sources (Out of State)	1454				0					
63	Total Transportation Fees					100					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	100,000	35,000	6,000	600	18,000	7,000	70,000	45,000	20,000
66	Gain or Loss on Sale of Investments	1520	0	0	0	0	0	0	0	0	0
67	Total Earnings on Investments		100,000	35,000	6,000	600	18,000	7,000	70,000	45,000	20,000
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	320,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	270,000								
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		590,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	89,200	0	0						
78	Admissions - Other	1719		0	0						
79	Fees		6,100	0							
80	Book Store Sales	1730		0	0						
81	Other District/School Activity Revenue (Describe & Itemize)	1790	25,000	0	0						
82	Total District/School Activity Income		120,300	0	0						
83	TEXTBOOK INCOME	1800									
84	Rentals - Regular Textbooks	1811	300,000								
85	Rentals - Summer School Textbooks	1812		0							
86	Rentals - Adult/Continuing Education Textbooks	1813		0							
87	Rentals - Other (Describe)	1819		0							
88	Sales - Regular Textbooks	1821		0							
89	Sales - Summer School Textbooks	1822		0							
90	Sales - Adult/Continuing Education Textbooks	1823		0							
91	Sales - Other (Describe & Itemize)	1829		0							
92	Other (Describe & Itemize)	1890	500								
93	Total Textbooks		300,500								
94	OTHER REVENUE FROM LOCAL SOURCES	1900									
95	Rentals	1910	16,950	0	0						
96	Contributions and Donations from Private Sources	1920		0	0						
97	Impact Fees from Municipal or County Governments	1930		0	0						
98	Services Provided Other Districts	1940		0	0						
99	Refund of Prior Years' Expenditures	1950		0	0						
100	Payments of Surplus Moneys from TIF Districts	1960	725,000	0	0						
101	Drivers' Education Fees	1970	37,500								
102	Proceeds from Vendors' Contracts	1980		0	0						
103	School Facility Occupation Tax Proceeds	1983		0	0						
104	Payment from Other Districts	1991		0	0						
105	Sale of Vocational Projects	1992		0	0						

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	Educational (10)	Operations & Maintenance (20)	Debt Service (30)	Transportation (40)	Municipal Retirement/ Social Security (50)	Capital Projects (60)	Working Cash (70)	Tort (80)	Fire Prevention & Safety (90)
1											
2											
106	Other Local Fees (Describe & Itemize)	1993	0	0	0	0	0	0	0	0	0
107	Other Local Revenues (Describe & Itemize)	1999	10,000	100	0	0	0	0	0	0	0
108	Total Other Revenue from Local Sources		789,450	100	0	0	0	0	0	0	0
109	Total Receipts/Revenues from Local Sources	1000	22,013,211	4,331,774	2,253,842	1,560,219	2,066,774	7,000	457,479	2,522,682	397,879
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)											
110											
111	Flow-Through Revenue from State Sources	2100	201,300	0	0	0	0	0	0	0	0
112	Flow-Through Revenue from Federal Sources	2200	0	0	0	0	0	0	0	0	0
113	Other Flow-Through Revenue (Describe & Itemize)	2300	0	0	0	0	0	0	0	0	0
114	Total Flow-Through Receipts/Revenues From One District to Another District	2000	201,300	0	0	0	0	0	0	0	0
RECEIPTS/REVENUES FROM STATE SOURCES (3000)											
115											
116	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
117	Evidence Based Funding Formula (Section 18-8.15)	3001	26,570,167	0	0	0	0	0	0	0	0
118	Reorganization Incentives (Accounts 3005-3021)	3005	0	0	0	0	0	0	0	0	0
119	Fast Growth District Grants	3030	0	0	0	0	0	0	0	0	0
120	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099	8,757	0	0	0	0	0	0	0	0
121	Total Unrestricted Grants-In-Aid		26,578,924	0	0	0	0	0	0	0	0
122	RESTRICTED GRANTS-IN-AID (3100-3900)										
123	SPECIAL EDUCATION										
124	Special Education - Private Facility Tuition	3100	330,000	0	0	0	0	0	0	0	0
125	Special Education - Funding for Children Requiring Sp Ed Services	3105	0	0	0	0	0	0	0	0	0
126	Special Education - Personnel	3110	0	0	0	0	0	0	0	0	0
127	Special Education - Orphanage - Individual	3120	150,000	0	0	0	0	0	0	0	0
128	Special Education - Orphanage - Summer Individual	3130	0	0	0	0	0	0	0	0	0
129	Special Education - Summer School	3145	0	0	0	0	0	0	0	0	0
130	Special Education - Other (Describe & Itemize)	3199	0	0	0	0	0	0	0	0	0
131	Total Special Education		480,000	0	0	0	0	0	0	0	0
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200	0	0	0	0	0	0	0	0	0
134	CTE - Secondary Program Improvement (CTEI)	3220	0	0	0	0	0	0	0	0	0
135	CTE - WCEP	3225	0	0	0	0	0	0	0	0	0
136	CTE - Agriculture Education	3235	0	0	0	0	0	0	0	0	0
137	CTE - Instructor Practicum	3240	0	0	0	0	0	0	0	0	0
138	CTE - Student Organizations	3270	0	0	0	0	0	0	0	0	0
139	CTE - Other (Describe & Itemize)	3299	0	0	0	0	0	0	0	0	0
140	Total Career and Technical Education		0	0	0	0	0	0	0	0	0
141	BILINGUAL EDUCATION										
142	Bilingual Education - Downstate - TPI and TBE	3305	0	0	0	0	0	0	0	0	0
143	Bilingual Education - Downstate - Transitional Bilingual Education	3310	0	0	0	0	0	0	0	0	0
144	Total Bilingual Education		0	0	0	0	0	0	0	0	0
145	State Free Lunch & Breakfast	3360	35,000	0	0	0	0	0	0	0	0
146	School Breakfast Initiative	3365	0	0	0	0	0	0	0	0	0
147	Driver Education	3370	89,200	0	0	0	0	0	0	0	0
148	Adult Education (from ICCB)	3410	0	0	0	0	0	0	0	0	0
149	Adult Education - Other (Describe & Itemize)	3499	0	0	0	0	0	0	0	0	0
150	TRANSPORTATION										
151	Transportation - Regular and Vocational	3500	0	0	0	1,400,362	0	0	0	0	0
152	Transportation - Special Education	3510	0	0	0	1,221,374	0	0	0	0	0
153	Transportation - Other (Describe & Itemize)	3599	0	0	0	0	0	0	0	0	0
154	Total Transportation		0	0	0	2,621,736	0	0	0	0	0
155	Learning Improvement - Change Grants	3610	0	0	0	0	0	0	0	0	0

ESTIMATED RECEIPTS/REVENUES

	A	B	C	D	E	F	G	H	I	J	K	
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1												
2												
156	Scientific Literacy	3660	0	0	0	0	0	0	0	0	0	
157	Truant Alternative/Optional Education	3695	60,000	0	0	0	0	0	0	0	0	
158	Early Childhood - Block Grant	3705	340,000	0	0	0	0	0	0	0	0	
159	Chicago General Education Block Grant	3766	0	0	0	0	0	0	0	0	0	
160	Chicago Educational Services Block Grant	3767	0	0	0	0	0	0	0	0	0	
161	School Safety & Educational Improvement Block Grant	3775	0	0	0	0	0	0	0	0	0	
162	Technology - Technology for Success	3780	2,000	0	0	0	0	0	0	0	0	
163	State Charter Schools	3815	0	0	0	0	0	0	0	0	0	
164	Extended Learning Opportunities - Summer Bridges	3825	0	0	0	0	0	0	0	0	0	
165	Infrastructure Improvements - Planning/Construction	3920	0	0	0	0	0	0	0	0	0	
166	School Infrastructure - Maintenance Projects	3925	0	0	0	0	0	0	0	0	0	
167	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	0	0	0	0	0	0	0	0	0	
168	Total Restricted Grants-In-Aid		1,006,200	0	0	2,621,736	0	0	0	0	0	
169	Total Receipts/Revenues from State Sources	3000	27,585,124	0	0	2,621,736	0	0	0	0	0	
170	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)											
171	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)											
172	Federal Impact Aid	4001	0	0	0	0	0	0	0	0	0	
173	Other Unrestricted Grants-In-Aid Received Directly from the Federal Govt. (Describe & Itemize)	4009	0	0	0	0	0	0	0	0	0	
174	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0	
175	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)											
176	Head Start	4045	0	0	0	0	0	0	0	0	0	
177	Construction (Impact Aid)	4050	0	0	0	0	0	0	0	0	0	
178	MAGNET	4060	0	0	0	0	0	0	0	0	0	
179	Other Restricted Grants-In-Aid Received Directly from Federal Govt. (Describe & Itemize)	4090	0	0	0	0	0	0	0	0	0	
180	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0	0	0	0	0	0	0	0	
181	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)											
182	TITLE V											
183	Title V - Flexibility and Accountability	4100	0	0	0	0	0	0	0	0	0	
184	Title V - SEA Projects	4105	0	0	0	0	0	0	0	0	0	
185	Title V - Rural Education Initiative (REI)	4107	0	0	0	0	0	0	0	0	0	
186	Title V - Other (Describe & Itemize)	4199	0	0	0	0	0	0	0	0	0	
187	Total Title V		0	0	0	0	0	0	0	0	0	
188	FOOD SERVICE											
189	Breakfast Start-Up Expansion	4200	0	0	0	0	0	0	0	0	0	
190	National School Lunch Program	4210	1,500,000	0	0	0	0	0	0	0	0	
191	Special Milk Program	4215	0	0	0	0	0	0	0	0	0	
192	School Breakfast Program	4220	425,000	0	0	0	0	0	0	0	0	
193	Summer Food Service Admin/Program	4225	0	0	0	0	0	0	0	0	0	
194	Child and Adult Care Food Program	4226	0	0	0	0	0	0	0	0	0	
195	Fresh Fruit and Vegetables	4240	0	0	0	0	0	0	0	0	0	
196	Food Service - Other (Describe & Itemize)	4299	0	0	0	0	0	0	0	0	0	
197	Total Food Service		1,925,000	0	0	0	0	0	0	0	0	
198	TITLE I											
199	Title I - Low Income	4300	1,604,491	0	0	0	0	0	0	0	0	
200	Title I - Low Income - Neglected, Private	4305	0	0	0	0	0	0	0	0	0	

ESTIMATED RECEIPTS/REVENUES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	Educational (10)	Operations & Maintenance (20)	Debt Service (30)	Transportation (40)	Municipal Retirement/ Social Security (50)	Capital Projects (60)	Working Cash (70)	Tort (80)	Fire Prevention & Safety (90)
1											
2											
201	Title I - Migrant Education	4340	0	0	0	0	0				
202	Title I - Other (Describe & Itemize)	4999	0	0	0	0	0				
203	Total Title I		1,604,491	0	0	0	0				
204	TITLE IV										
205	Title IV - Student Support & Academic Enrichment Grant	4400	25,000	0	0	0	0				
206	Title IV - 21st Century	4421	0	0	0	0	0				
207	Title IV - Other (Describe & Itemize)	4499	0	0	0	0	0				
208	Total Title IV		25,000	0	0	0	0				
209	FEDERAL - SPECIAL EDUCATION										
210	Federal Special Education - Preschool Flow-Through	4600	50,000	0	0	0	0				
211	Federal Special Education - Preschool Discretionary	4605	0	0	0	0	0				
212	Federal Special Education - IDEA Flow Through	4620	1,400,000	0	0	0	0				
213	Federal Special Education - IDEA Room & Board	4625	50,000	0	0	0	0				
214	Federal Special Education - IDEA Discretionary	4630	0	0	0	0	0				
215	Federal Special Education - IDEA - Other (Describe & Itemize)	4699	0	0	0	0	0				
216	Total Federal Special Education		1,500,000	0	0	0	0				
217	CTE - PERKINS										
218	CTE - Perkins-Title III Tech Prep	4770	0	0	0	0	0				
219	CTE - Other (Describe & Itemize)	4799	0	0	0	0	0				
220	Total CTE - Perkins		0	0	0	0	0				
221	Federal - Adult Education	4810	0	0	0	0	0				
222	ARRA - General State Aid - Education Stabilization	4850	0	0	0	0	0				
223	ARRA - Title I - Low Income	4851	0	0	0	0	0				
224	ARRA - Title I - Neglected, Private	4852	0	0	0	0	0				
225	ARRA - Title I - Delinquent, Private	4853	0	0	0	0	0				
226	ARRA - Title I - School Improvement (Part A)	4854	0	0	0	0	0				
227	ARRA - Title I - School Improvement (Section 1003g)	4855	0	0	0	0	0				
228	ARRA - IDEA - Part B - Preschool	4856	0	0	0	0	0				
229	ARRA - IDEA - Part B - Flow-Through	4857	0	0	0	0	0				
230	ARRA - Title IID - Technology - Formula	4860	0	0	0	0	0				
231	ARRA - Title IID - Technology - Competitive	4861	0	0	0	0	0				
232	ARRA - McKinney - Vento Homeless Education	4862	0	0	0	0	0				
233	ARRA - Child Nutrition Equipment Assistance	4863	0	0	0	0	0				
234	Impact Aid Formula Grants	4864	0	0	0	0	0				
235	Impact Aid Competitive Grants	4865	0	0	0	0	0				
236	Qualified Zone Academy Bond Tax Credits	4866	0	0	0	0	0				
237	Qualified School Construction Bond Credits	4867	0	0	0	0	0				
238	Build America Bond Tax Credits	4868	0	0	0	0	0				
239	Build America Bond Interest Reimbursement	4869	0	0	0	0	0				
240	ARRA - General State Aid - Other Government Services Stabilization	4870	0	0	0	0	0				
241	Other ARRA Funds - II	4871	0	0	0	0	0				
242	Other ARRA Funds - III	4872	0	0	0	0	0				
243	Other ARRA Funds - IV	4873	0	0	0	0	0				
244	Other ARRA Funds - V	4874	0	0	0	0	0				
245	ARRA - Early Childhood	4875	0	0	0	0	0				
246	Other ARRA Funds - VII	4876	0	0	0	0	0				
247	Other ARRA Funds - VIII	4877	0	0	0	0	0				
248	Other ARRA Funds - IX	4878	0	0	0	0	0				
249	Other ARRA Funds - X	4879	0	0	0	0	0				
250	Other ARRA Funds - Ed Job Fund Program	4880	0	0	0	0	0				
251	Total Stimulus Programs		0	0	0	0	0				

ESTIMATED RECEIPTS/REVENUES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
252	Race to the Top Program	4901	0								
253	Race to the Top - Preschool Expansion Grant	4902	100,000	0							
254	Title III - Instruction for English Learners & Immigrant Students	4905	0								
255	Title III - English Language Acquisition	4909	50,000								
256	McKinney Education for Homeless Children	4920	0	0							
257	Title II - Eisenhower - Professional Development Formula	4930	0	0							
258	Title II - Teacher Quality	4932	260,000	0							
259	Federal Charter Schools	4960	0	0							
260	State Assessment Grants	4981	0	0							
261	Grant for State Assessments and Related Activities	4982	0	0							
262	Medicaid Matching Funds - Administrative Outreach	4991	110,000	0							
263	Medicaid Matching Funds - Fee-For-Service Program	4992	330,000	0							
264	Other Restricted Grants Received from Federal Government through State (Describe & Itemize)	4999	0	0							0
265	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		5,904,491	0	0	0	0	0	0	0	0
266	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	5,904,491	0	0	0	0	0	0	0	0
267	TOTAL DIRECT RECEIPTS/REVENUES		55,704,126	4,331,774	2,253,842	4,181,955	2,066,774	7,000	457,479	2,522,682	397,879

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	11,903,796	1,632,046	43,525	499,472	35,000	5,360	38,700	150,000	14,307,899
6	Tuition Payment to Charter Schools	1115			3,215						3,215
7	Pre-K Programs	1125	5,468,465	752,035	29,850	204,359	15,000	6,775	6,900	0	6,483,383
8	Special Education Programs (Functions 1200 - 1220)	1200	8,504,115	1,546,494	112,457	108,935	22,750	0	0	0	10,294,751
9	Special Education Programs Pre-K	1225	304,276	36,312	0	0	0	0	0	0	340,588
10	Remedial and Supplemental Programs K-12	1250	1,483,585	281,198	47,458	283,331	25,000	0	0	0	2,120,572
11	Remedial and Supplemental Programs Pre-K	1275	0	0	0	0	0	0	0	0	0
12	Adult/Continuing Education Programs	1300	0	0	0	0	0	0	0	0	0
13	CTE Programs	1400	1,068,433	121,426	605	32,300	23,000	0	1,000	0	1,246,764
14	Interscholastic Programs	1500	624,335	62,382	96,772	64,080	10,000	26,445	0	0	884,014
15	Summer School Programs	1600	0	0	0	495	0	0	0	0	495
16	Gifted Programs	1650	500	0	0	1,440	0	0	0	0	1,940
17	Driver's Education Programs	1700	210,000	12,727	9,540	8,468	20,000	0	0	0	260,735
18	Bilingual Programs	1800	1,074,687	81,200	2,320	400	0	0	0	0	1,158,607
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									
21	Regular K-12 Programs Private Tuition	1911									
22	Special Education Programs K-12 Private Tuition	1912									
23	Special Education Programs Pre-K Tuition	1913									
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									
26	Adult/Continuing Education Programs Private Tuition	1916									
27	CTE Programs Private Tuition	1917									
28	Interscholastic Programs Private Tuition	1918									
29	Summer School Programs Private Tuition	1919									
30	Gifted Programs Private Tuition	1920									
31	Bilingual Programs Private Tuition	1921									
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									
33	Total Instruction¹⁴	1000	30,642,191	4,525,820	345,742	1,203,280	150,750	38,580	46,600	150,000	37,102,962
34	SUPPORT SERVICES (ED)	2000									
35	Support Services - Pupil	2100									
36	Attendance & Social Work Services	2110	912,430	147,875	7,700	200	0	0	0	0	1,068,205
37	Guidance Services	2120	330,104	42,100	0	19,350	0	0	0	0	391,554
38	Health Services	2130	824,077	180,107	25,772	11,800	0	0	0	0	1,041,756
39	Psychological Services	2140	371,095	54,473	2,500	1,600	0	0	0	0	429,668
40	Speech Pathology & Audiology Services	2150	120,678	26,760	0	6,000	2,064	0	0	0	155,502
41	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
42	Total Support Services - Pupil	2100	2,558,384	451,314	35,972	38,950	2,064	0	0	0	3,086,684
43	Support Services - Instructional Staff	2200									
44	Improvement of Instruction Services	2210	231,333	50,530	160,483	44,921	0	0	0	0	487,267
45	Educational Media Services	2220	327,201	48,685	26,600	46,204	0	0	1,000	0	449,690
46	Assessment & Testing	2230	1,077	3	0	750	0	0	0	0	1,830
47	Total Support Services - Instructional Staff	2200	559,611	99,218	187,083	91,875	0	0	1,000	0	938,788
48	Support Services - General Administration	2300									
49	Board of Education Services	2310	204,329	547,509	621,800	14,500	0	28,500	0	0	1,416,638
50	Executive Administration Services	2320	241,666	23,671	5,000	2,745	0	2,310	2,000	0	277,392
51	Special Area Administration Services	2330	164,022	17,300	3,695	16,351	10,000	1,300	0	0	212,667
52	Tort Immunity Services	2360 -	47,968	10,222	0	0	0	0	0	0	58,190
53	Total Support Services - General Administration	2300	657,984	598,702	630,495	33,596	10,000	32,110	2,000	0	1,964,887
54	Support Services - School Administration	2400									
55	Office of the Principal Services	2410	2,745,918	378,493	23,250	20,872	0	8,500	3,500	0	3,180,533
56	Other Support Services - School Administration (Describe & Itemize)	2490	0	0	0	0	0	0	0	0	0
57	Total Support Services - School Administration	2400	2,745,918	378,493	23,250	20,872	0	8,500	3,500	0	3,180,533

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
58	Support Services - Business	2500									
59	Direction of Business Support Services	2510	171,335	17,720	17,800	2,450	0	25,330	1,000	0	235,635
60	Fiscal Services	2520	106,100	17,668	45,700	14,490	57,000	0	500	0	241,458
61	Operation & Maintenance of Plant Services	2540	1,712,434	358,373	9,000	0	0	0	0	0	2,079,807
62	Pupil Transportation Services	2550	0	0	511	0	0	0	0	0	511
63	Food Services	2560	32,279	8,577	2,040,407	35,220	0	0	0	0	2,116,483
64	Internal Services	2570	80,736	17,053	15,900	11,600	0	0	0	0	125,289
65	Total Support Services - Business	2500	2,102,884	419,391	2,129,318	63,760	57,000	25,330	1,500	0	4,799,183
66	Support Services - Central	2600									
67	Direction of Central Support Services	2610	0	0	0	0	0	0	0	0	0
68	Planning, Research, Development & Evaluation Services	2620	272,414	36,312	7,250	900	0	0	0	0	316,876
69	Information Services	2630	0	0	0	0	0	0	0	0	0
70	Staff Services	2640	589,585	72,124	42,650	15,365	0	4,100	0	0	723,804
71	Data Processing Services	2660	633,340	115,933	311,200	178,600	240,000	100	0	0	1,479,173
72	Total Support Services - Central	2600	1,495,339	224,369	361,080	194,865	240,000	4,200	0	0	2,519,853
73	Other Support Services (Describe & Itemize)	2900	87,536	8,594	0	800	0	0	0	0	96,930
74	Total Support Services	2000	10,207,657	2,180,081	3,367,198	444,718	309,064	70,140	8,000	0	16,586,858
75	COMMUNITY SERVICES (ED)	3000	254,485	50,810	47,786	135,377	0	0	0	0	488,457
76	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
77	Payments to Regular Programs	4100	0	0	0	0	0	0	0	0	0
78	Payments for Special Education Programs	4110	0	0	0	0	0	0	0	0	0
79	Payments for Adult/Continuing Education Programs	4130	0	0	0	0	0	0	0	0	0
80	Payments for CTE Programs	4140	0	0	0	0	0	0	0	0	0
81	Payments for Community College Programs	4170	0	0	0	0	0	0	0	0	0
82	Other Payments to In-State Govt Units (Describe & Itemize)	4190	11,793	0	0	0	0	0	0	0	11,793
83	Total Payments to Other Dist & Govt Units (In-State)	4100	11,793	0	0	0	0	0	0	0	11,793
84	Payments for Regular Programs - Tuition	4210	0	0	0	0	0	0	0	0	0
85	Payments for Special Education Programs - Tuition	4220	0	0	0	0	0	0	0	0	0
86	Payments for Adult/Continuing Education Programs - Tuition	4230	0	0	0	0	0	0	0	0	0
87	Payments for CTE Programs - Tuition	4240	0	0	0	0	0	0	0	0	0
88	Payments for Community College Programs - Tuition	4270	0	0	0	0	0	0	0	0	0
89	Other Payments to In-State Govt Units (Describe & Itemize)	4290	0	0	0	0	0	0	0	0	0
90	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200	0	0	0	0	0	0	0	0	0
91	Payments for Regular Programs - Transfers	4310	0	0	0	0	0	0	0	0	0
92	Payments for Special Education Programs - Transfers	4320	0	0	0	0	0	0	0	0	0
93	Payments for Adult/Continuing Ed Programs - Transfers	4330	0	0	0	0	0	0	0	0	0
94	Payments for CTE Programs - Transfers	4340	0	0	0	0	0	0	0	0	0
95	Payments for Community College Programs - Transfers	4370	0	0	0	0	0	0	0	0	0
96	Other Payments to In-State Govt Units (Describe & Itemize)	4390	0	0	0	0	0	0	0	0	0
97	Total Payments to Other Dist & Govt Units - Transfers (In State)	4300	0	0	0	0	0	0	0	0	0
98	Payments to Other Dist & Govt Units (Out of State)	4400	0	0	0	0	0	0	0	0	0
99	Total Payments to Other Dist & Govt Units	4000	11,793	0	0	0	0	0	0	0	11,793
100	DEBT SERVICE (ED)	5000									
101	Debt Service - Interest on Short-Term Debt	5100	0	0	0	0	0	0	0	0	0
102	Tax Anticipation Warrants	5110	0	0	0	0	0	0	0	0	0
103	Tax Anticipation Notes	5120	0	0	0	0	0	0	0	0	0
104	Corporate Personal Property Repl Tax Anticipated Notes	5130	0	0	0	0	0	0	0	0	0
105	State Aid Anticipation Certificates	5140	0	0	0	0	0	0	0	0	0
106	Other Interest on Short-Term Debt (Describe & Itemize)	5150	0	0	0	0	0	0	0	0	0
107	Total Debt Service - Interest on Short-Term Debt	5100	0	0	0	0	0	0	0	0	0
108	Debt Service - Interest on Long-Term Debt	5200	0	0	0	0	0	0	0	0	0
109	Total Debt Service	5000	0	0	0	0	0	0	0	0	0
110	Total Debt Service	5000	0	0	0	0	0	0	0	0	0
111	Total Debt Service	5000	0	0	0	0	0	0	0	0	0
112	Total Debt Service	5000	0	0	0	0	0	0	0	0	0

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
113	PROVISION FOR CONTINGENCIES (ED)	6000									0
114	Total Direct Disbursements/Expenditures		41,104,333	6,756,710	3,772,518	1,783,375	459,814	2,132,720	54,600	150,000	56,214,070
115	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(509,944)
117	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
118	SUPPORT SERVICES (O&M)	2000									
119	Support Services - Pupil	2100									
120	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	0	0	0	0	0	0	0
121	Support Services - Business	2500									
122	Direction of Business Support Services	2510	0	0	0	0	0	0	0	0	0
123	Facilities Acquisition & Construction Services	2530	0	0	40,000	0	0	0	0	0	40,000
124	Operation & Maintenance of Plant Services	2540	49,500	83,638	924,160	1,649,800	245,100	350	66,000	0	3,018,548
125	Pupil Transportation Services	2550	0	0	0	0	0	0	0	0	0
126	Food Services	2560									
127	Total Support Services - Business	2500	49,500	83,638	964,160	1,649,800	300,100	350	2,000	0	57,000
128	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	68,000	0	3,115,548
129	Total Support Services	2000	49,500	83,638	964,160	1,649,800	300,100	350	68,000	0	3,115,548
130	COMMUNITY SERVICES (O&M)	3000	0	0	0	0	0	0	0	0	0
131	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
132	Payments to Other Dist & Govt Units (In-State)	4100									
133	Payments for Regular Programs	4110			0			0			0
134	Payments for Special Education Programs	4120			0			0			0
135	Payments for CTE Program	4140			0			0			0
136	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0		40,000				40,000
137	Total Payments to Other Dist & Govt Units (In-State)	4100			0		40,000				40,000
138	Payments to Other Dist & Govt Units (Out of State)	4400									0
139	Total Payments to Other Dist & Govt Unit	4000									40,000
140	DEBT SERVICE (O&M)	5000									
141	Debt Service - Interest on Short-Term Debt	5100									
142	Tax Anticipation Warrants	5110									
143	Tax Anticipation Notes	5120									
144	Corporate Personal Prop Repl Tax Anticipated Notes	5130									
145	State Aid Anticipation Certificates	5140									
146	Other Interest on Short-Term Debt (Describe & Itemize)	5150									
147	Total Debt Service - Interest on Short-Term Debt	5100									
148	Debt Service - Interest on Long-Term Debt	5200									
149	Total Debt Service	5000									
150	PROVISION FOR CONTINGENCIES (O&M)	6000									
151	Total Direct Disbursements/Expenditures		49,500	83,638	964,160	1,649,800	300,100	40,350	68,000	0	3,155,548
152	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,176,226
153											
154	30 - DEBT SERVICE FUND (DS)										
155	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
156	Payments to Other Dist & Govt Units (In-State)	4100									
157	Payments for Regular Programs	4110									0
158	Payments for Special Education Programs	4120									0
159	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
160	Total Payments to Other Dist & Govt Units (In-State)	4000									0
161	DEBT SERVICE (DS)	5000									
162	Debt Service - Interest on Short-Term Debt	5100									
163	Tax Anticipation Warrants	5110									0
164	Tax Anticipation Notes	5120									0

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
165	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
166	State Aid Anticipation Certificates	5140						130,650			130,650
167	Other Interest on Short-Term Debt (Describe & Itemize)	5150						0			0
168	Total Debt Service - Interest On Short-Term Debt	5100						130,650			130,650
169	Debt Service - Interest on Long-Term Debt	5200						2,115,000			2,115,000
170	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						280,000			280,000
171	Debt Service Other (Describe & Itemize)	5400			0			4,530			4,530
172	Total Debt Service	5000			0			2,530,180			2,530,180
173	PROVISION FOR CONTINGENCIES (DS)	6000									0
174	Total Direct Disbursements/Expenditures							2,530,180			2,530,180
175	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(276,338)
176											
177	40 - TRANSPORTATION FUND (TR)										
178	SUPPORT SERVICES (TR)	2000									
179	Support Services - Pupils	2100									
180	Other Support Services - Pupils (Describe & Itemize)	2190	0	0	5,000	0	0	0	0	0	5,000
181	Support Services - Business										
182	Pupil Transportation Services	2550	30,000	9,020	4,677,120	16,000	100,000	0	0	0	4,832,140
183	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
184	Total Support Services	2000	30,000	9,020	4,682,120	16,000	100,000	0	0	0	4,837,140
185	COMMUNITY SERVICES (TR)	3000	0	0	0	0	0	0	0	0	0
186	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
187	Payments to Other Dist & Govt Units (In-State)	4100									
188	Payments for Regular Program	4110			0			0			0
189	Payments for Special Education Programs	4120			0			0			0
190	Payments for Adult/Continuing Education Programs	4130			0			0			0
191	Payments for CTE Programs	4140			0			25,000			25,000
192	Payments for Community College Programs	4170			0			0			0
193	Other Payments to In-State Govt Units (Describe & Itemize)	4190			0			0			0
194	Total Payments to Other Dist & Govt Units (In-State)	4100			0			25,000			25,000
195	Payments to Other Dist & Govt Units (Out-of-State)	4400									
196	Total Payments to Other Dist & Govt Units	4000			0			25,000			25,000
197	DEBT SERVICE (TR)	5000									
198	Debt Service - Interest on Short-Term Debt	5100									
199	Tax Anticipation Warrants	5110						0			0
200	Tax Anticipation Notes	5120						0			0
201	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
202	State Aid Anticipation Certificates	5140						0			0
203	Other Interest on Short-Term Debt (Describe and Itemize)	5150						0			0
204	Total Debt Service - Interest On Short-Term Debt	5100						0			0
205	Debt Service - Interest on Long-Term Debt	5200						0			0
206	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						0			0
207	Debt Service - Other (Describe and Itemize)	5400						0			0
208	Total Debt Service	5000						0			0
209	PROVISION FOR CONTINGENCIES (TR)	6000									0
210	Total Direct Disbursements/Expenditures		30,000	9,020	4,682,120	16,000	100,000	25,000	0	0	4,862,140
211	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(680,185)
Z1Z											

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
213	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
214	INSTRUCTION (MR/SS)	1000									
215	Regular Program	1100		223,452							223,452
216	Pre-K Programs	1125		91,026							91,026
217	Special Education Programs (Functions 1200-1220)	1200		468,518							468,518
218	Special Education Programs Pre-K	1225		22,500							22,500
219	Remedial and Supplemental Programs K-12	1250		44,964							44,964
220	Remedial and Supplemental Programs Pre-K	1275		0							0
221	Adult/Continuing Education Programs	1300		0							0
222	CTE Programs	1400		12,937							12,937
223	Interscholastic Programs	1500		27,542							27,542
224	Summer School Programs	1600		0							0
225	Gifted Programs	1650		0							0
226	Driver's Education Programs	1700		6,875							6,875
227	Bilingual Programs	1800		11,937							11,937
228	Traut Alternative & Optional Programs	1900		0							0
229	Total Instruction	1000		909,751							909,751
230	SUPPORT SERVICES (MR/SS)	2000									
231	Support Services - Pupil	2100									
232	Attendance & Social Work Services	2110		27,190							27,190
233	Guidance Services	2120		4,000							4,000
234	Health Services	2130		114,630							114,630
235	Psychological Services	2140		7,805							7,805
236	Speech Pathology & Audiology Services	2150		1,055							1,055
237	Other Support Services - Pupils (Describe & Itemize)	2190		0							0
238	Total Support Services - Pupil	2100		154,680							154,680
239	Support Services - Instructional Staff	2200									
240	Improvement of Instruction Services	2210		4,080							4,080
241	Educational Media Services	2220		36,550							36,550
242	Assessment & Testing	2230		3,987							3,987
243	Total Support Services - Instructional Staff	2200		44,617							44,617
244	Support Services - General Administration	2300									
245	Board of Education Services	2310		50,605							50,605
246	Executive Administration Services	2320		17,500							17,500
247	Special Area Administrative Services	2330		20,377							20,377
248	Claims Paid from Self Insurance Fund	2361		0							0
249	Workers' Compensation or Workers' Occupation Disease Acts Payments	2362		0							0
250	Unemployment Insurance Payments	2363		0							0
251	Insurance Payments (regular or self-insurance)	2364		0							0
252	Risk Management and Claims Services Payments	2365		0							0
253	Judgment and Settlements	2366		0							0
254	Educat, Inspect, Supervisory Serv. Related to Loss Prevention or Reduction	2367		0							0
255	Reciprocal Insurance Payments	2368		0							0
256	Legal Service	2369		7,000							7,000
257	Total Support Services - General Administration	2300		95,482							95,482
258	Support Services - School Administration	2400									
259	Office of the Principal Services	2410		206,088							206,088
260	Other Support Services - School Administration (Describe & Itemize)	2490		300							300
261	Total Support Services - School Administration	2400		206,388							206,388
262	Support Services - Business	2500									
263	Direction of Business Support Services	2510		11,000							11,000
264	Fiscal Services	2520		22,297							22,297
265	Facilities Acquisition & Construction Services	2530		0							0
266	Operation & Maintenance of Plant Service	2540		443,118							443,118
267	Pupil Transportation Services	2550		0							0
268	Food Services	2560		10,810							10,810
269	Internal Services	2570		16,909							16,909
270	Total Support Services - Business	2500		504,134							504,134

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Func #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
271	Support Services - Central	2600									0
272	Direction of Central Support Services	2610		0							28,500
273	Planning, Research, Development & Evaluation Services	2620		28,500							0
274	Information Services	2630		0							54,870
275	Staff Services	2640		54,870							113,725
276	Data Processing Services	2660		113,725							197,095
277	Total Support Services - Central	2600		197,095							1,525
278	Other Support Services (Describe & Itemize)	2900		1,525							1,203,921
279	Total Support Services	2000		1,203,921							59,947
280	COMMUNITY SERVICES (MR/SS)	3000									
281	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
282	Payments for Regular Programs	4110		0							0
283	Payments for Special Education Programs	4120		0							0
284	Payments for CTE Programs	4140		0							0
285	Total Payments to Other Dist & Govt Units	4000		0							0
286	DEBT SERVICE (MR/SS)	5000									
287	Debt Service - Interest on Short-Term Debt	5100									
288	Tax Anticipation Warrants	5110						0			0
289	Tax Anticipation Notes	5120						0			0
290	Corporate Personal Prop Repl Tax Anticipation Notes	5130						0			0
291	State Aid Anticipation Certificates	5140						0			0
292	Other (Describe & Itemize)	5150						0			0
293	Total Debt Service	5000						0			0
294	PROVISION FOR CONTINGENCIES (MR/SS)	6000									
295	Total Direct Disbursements/Expenditures			2,173,619							2,173,619
296	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(106,845)
298	60 - CAPITAL PROJECTS (CP)										
299	SUPPORT SERVICES (CP)	2000									
300	Support Services - Business	2530		0			1,038,994	0	0		1,038,994
301	Facilities Acquisition & Construction Services	2900		0			0	0	0		0
302	Other Support Services (Describe & Itemize)	2000		0			0	0	0		0
303	Total Support Services	2000		0			1,038,994	0	0		1,038,994
304	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
305	Payments to Other Dist & Govt Units (In-State)	4100									
306	Payments to Regular Programs	4110									0
307	Payment for Special Education Programs	4120									0
308	Payment for CTE Programs	4140									0
309	Payments to Other Govt Units (In-State) (Describe & Itemize)	4190									0
310	Total Payments to Other Districts & Govt Units	4000									0
311	PROVISION FOR CONTINGENCIES (CP)	6000									
312	Total Direct Disbursements/Expenditures			0			1,038,994	0	0		1,038,994
313	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,031,954)
315	70 WORKING CASH FUND (WC)										
317	80 - TORT FUND (TF)										
318	SUPPORT SERVICES - GENERAL ADMINISTRATION	2000									
319	Claims Paid from Self Insurance Fund	2361		0			0	0	0		0
320	Workers' Compensation or Workers' Occupational Disease Act Payments	2362		0			0	0	0		0
321	Unemployment Insurance Payments	2363		0			60,000	0	0		60,000
322	Insurance Payments (regular or self-insurance)	2364		0			1,180,000	0	0		1,180,000
323	Risk Management and Claims Services Payments	2365		294,000			250,000	0	0		694,015
324	Judgment and Settlements	2366		0			0	0	0		0

ESTIMATED DISBURSEMENTS/EXPENDITURES

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1											
2											
325	Educatl, Inspec), Supervisory Serv Related to Loss Prevention or Reduction	2367	1,400,000	5,000	165,770	0	0	0	0	0	1,570,770
326	Reciprocal Insurance Payments	2368	0	0	0	0	0	0	0	0	0
327	Legal Service	2369	0	0	256,100	0	0	0	0	0	256,100
328	Property Insurance (Building & Grounds)	2371	0	0	0	0	0	0	0	0	0
329	Vehicle Insurance (Transportation)	2372	0	0	0	0	0	0	0	0	0
330	Total Support Services - General Administration	2000	1,694,000	155,015	1,911,870	0	0	0	0	0	3,760,885
331	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
332	Payments for Regular Programs	4110						0	0		0
333	Payments for Special Education Programs	4120						0	0		0
334	Total Payments to Other Dist. & Govt Units	4000						0	0		0
335	DEBT SERVICE (TF)	5000									
336	Debt Service - Interest on Short-Term Debt										
337	Tax Anticipation Warrants	5110									
338	Corporate Personal Property Replacement Tax Anticipation Notes	5130									
339	Other Interest on Short-Term Debt (Describe & Itemize)	5150									
340	Total Debt Service	5000									
341	PROVISION FOR CONTINGENCIES (TF)	6000									
342	Total Direct Disbursements/Expenditures		1,694,000	155,015	1,911,870	0	0	0	0	0	3,760,885
343	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(1,238,203)
344											
345	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
346	SUPPORT SERVICES (FP&S)	2000									
347	Support Services - Business	2500									
348	Facilities Acquisition & Construction Services	2530	0	0	552,705	25,000	0	0	0	0	577,705
349	Operation & Maintenance of Plant Service	2540	0	0	0	0	0	0	0	0	0
350	Total Support Services - Business	2500	0	0	552,705	25,000	0	0	0	0	577,705
351	Other Support Services (Describe & Itemize)	2900	0	0	0	0	0	0	0	0	0
352	Total Support Services	2000	0	0	552,705	25,000	0	0	0	0	577,705
353	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
354	Payments to Regular Programs	4110							0		0
355	Payments to Special Education Programs	4120							0		0
356	Other Payments to In-State Govt Units (Describe & Itemize)	4190							0		0
357	Total Payments to Other Districts & Govt Units (FP&S)	4000							0		0
358	DEBT SERVICE (FP&S)	5000									
359	Debt Service - Interest on Short-Term Debt	5100									
360	Tax Anticipation Warrants	5110									
361	Other Interest on Short-Term Debt (Describe & Itemize)	5150									
362	Total Debt Service - Interest on Short-Term Debt	5100									
363	Debt Service - Interest on Long-Term Debt	5200									
364	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300									
365	Total Debt Service	5000									
366	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									
367	Total Direct Disbursements/Expenditures		0	0	552,705	25,000	0	0	0	0	577,705
368	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(179,826)

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

1. Fund 30: The District plans to enter into a capital lease agreement for 1 million dollars over a period of 4 years to purchase 3000 chromebooks.
2. Fund 30: The District plans to enter into a capital lease agreement for 120,000 dollars over a year period to purchase new server equipment at a cost of \$30,000 a year.
3. Fund 40: The District budgeted \$5,000 for Transportation Cost Reduction Consulting Services.

	A	B	C	D	E	F
DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only						
1	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
2						
3	Direct Revenues	55,704,126	4,331,774	4,181,955	457,479	64,675,334
4	Direct Expenditures	56,214,070	3,155,548	4,862,140		64,231,758
5	Difference	(509,944)	1,176,226	(680,185)	457,479	443,576
6	Estimated Fund Balance - June 30, 2020	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732
7	Balanced budget, no deficit reduction plan is required.					
8	A deficit reduction plan is required if the local board of education adopts (or amends) the 2019-20 school district budget in which the "operating funds" listed above result in direct revenues (line 9) being less than direct expenditures (line 19) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81).					
10	Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.					
12	The School Code, Section 17-1 (105 ILCS 5/17-1) - If the 2018-2019 Annual Financial Report (AFR) reflects a deficit as defined above (page 36), then the school district shall adopt and submit a deficit reduction plan (found here on page 20-24) to ISBE within 30 days after acceptance of the AFR.					
13	The deficit reduction plan, if required, is developed using ISBE guidelines and format.					

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

A	B	C	D	E	F	G
DEFICIT REDUCTION PLAN						
ESTIMATED BUDGET						
FY2019-2020						
1						
2						
3	41057010026					
4	District Number					
5	Collinsville CUD # 10					
	District Name					
6		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)	8,184,177	2,148,665	(788,772)	7,117,086	16,661,156
8	RECEIPTS/REVENUES					
9	LOCAL SOURCES	22,013,211	4,331,774	1,560,219	457,479	28,362,683
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	201,300	0	0		201,300
11	STATE SOURCES	27,585,124	0	2,621,736	0	30,206,860
12	FEDERAL SOURCES	5,904,491	0	0	0	5,904,491
13	Total Receipts/Revenues	55,704,126	4,331,774	4,181,955	457,479	64,675,334
14	DISBURSEMENTS/EXPENDITURES					
15	INSTRUCTION	37,102,962				37,102,962
16	SUPPORT SERVICES	16,586,858	3,115,548	4,837,140		24,539,546
17	COMMUNITY SERVICES	488,457	0	0		488,457
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	2,035,793	40,000	25,000		2,100,793
19	DEBT SERVICES	0	0	0		0
20	PROVISION FOR CONTINGENCIES	0	0	0		0
21	Total Disbursements/Expenditures	56,214,070	3,155,548	4,862,140		64,231,758
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures	(509,944)	1,176,226	(680,185)	457,479	443,576
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)	0	3,000,000	0	10,000,000	13,000,000
25	OTHER USES OF FUNDS (8000)	0	1,280,000	0	0	1,280,000
26	TOTAL OTHER SOURCES/USES OF FUNDS	0	1,720,000	0	10,000,000	11,720,000
27	ESTIMATED ENDING FUND BALANCE	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	H	I	J	K	L
ESTIMATED BUDGET FY2020-2021							
1							
2							
3		41057010026					
4		District Number					
5		Collinsville CUD # 10					
		District Name					
6			Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7		ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732
8		RECEIPTS/REVENUES					
			Acct #				
9		LOCAL SOURCES	1000				0
10		FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				0
11		STATE SOURCES	3000				0
12		FEDERAL SOURCES	4000				0
13		Total Receipts/Revenues		0	0	0	0
14		DISBURSEMENTS/EXPENDITURES	Funct #				
15		INSTRUCTION	1000				0
16		SUPPORT SERVICES	2000				0
17		COMMUNITY SERVICES	3000				0
18		PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				0
19		DEBT SERVICES	5000				0
20		PROVISION FOR CONTINGENCIES	6000				0
21		Total Disbursements/Expenditures		0	0	0	0
22		Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23		OTHER SOURCES/USES OF FUNDS					
24		OTHER SOURCES OF FUNDS (7000)					0
25		OTHER USES OF FUNDS (8000)					0
26		TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27		ESTIMATED ENDING FUND BALANCE	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	M	N	O	P	Q
ESTIMATED BUDGET FY2021-2022							
1							
2							
3		41057010026					
4		District Number					
5		Collinsville CUD # 10					
		District Name					
6			Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7		ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732
8		RECEIPTS/REVENUES	Acct #				
9		LOCAL SOURCES	1000				0
10		FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				0
11		STATE SOURCES	3000				0
12		FEDERAL SOURCES	4000				0
13		Total Receipts/Revenues		0	0	0	0
14		DISBURSEMENTS/EXPENDITURES	Funct #				
15		INSTRUCTION	1000				0
16		SUPPORT SERVICES	2000				0
17		COMMUNITY SERVICES	3000				0
18		PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				0
19		DEBT SERVICES	5000				0
20		PROVISION FOR CONTINGENCIES	6000				0
21		Total Disbursements/Expenditures		0	0	0	0
22		Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23		OTHER SOURCES/USES OF FUNDS					
24		OTHER SOURCES OF FUNDS (7000)					0
25		OTHER USES OF FUNDS (8000)					0
26		TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27		ESTIMATED ENDING FUND BALANCE	7,674,233	5,044,891	(1,468,957)	17,574,565	28,824,732

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	R	S	T	U	V
1							
2							
3		41057010026					
4		District Number					
5		Collinsville CUD # 10					
		District Name					
6							
7		ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)					
8		RECEIPTS/REVENUES					
			Acct #				
9		LOCAL SOURCES	1000				
10		FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				
11		STATE SOURCES	3000				
12		FEDERAL SOURCES	4000				
13		Total Receipts/Revenues		0	0	0	0
14		DISBURSEMENTS/EXPENDITURES	Funct #				
15		INSTRUCTION	1000				
16		SUPPORT SERVICES	2000				
17		COMMUNITY SERVICES	3000				
18		PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				
19		DEBT SERVICES	5000				
20		PROVISION FOR CONTINGENCIES	6000				
21		Total Disbursements/Expenditures		0	0	0	0
22		Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23		OTHER SOURCES/USES OF FUNDS					
24		OTHER SOURCES OF FUNDS (7000)					
25		OTHER USES OF FUNDS (8000)					
26		TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27		ESTIMATED ENDING FUND BALANCE		7,674,233	5,044,891	(1,468,957)	17,574,565
							28,824,732

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

A		B	W	X	Y	Z
SUMMARY						
BUDGET ADDENDUM - DEFICIT REDUCTION PLAN						
ESTIMATED BUDGET						
Date of Adoption: (Enter as MM/DD/YY)						
1			FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023
2			16,661,156	28,824,732	28,824,732	28,824,732
3	41057010026					
4	District Number					
5	Collinsville CUD # 10					
	District Name					
6						
7	ESTIMATED BEGINNING FUND BALANCE					
	(must equal prior Ending Fund Balance)					
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	28,362,683	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	201,300	0	0	0
11	STATE SOURCES	3000	30,206,860	0	0	0
12	FEDERAL SOURCES	4000	5,904,491	0	0	0
13	Total Receipts/Revenues		64,675,334	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	37,102,962	0	0	0
16	SUPPORT SERVICES	2000	24,539,546	0	0	0
17	COMMUNITY SERVICES	3000	488,457	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	2,100,793	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		64,231,758	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		443,576	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		13,000,000	0	0	0
25	OTHER USES OF FUNDS (8000)		1,280,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		11,720,000	0	0	0
27	ESTIMATED ENDING FUND BALANCE		28,824,732	28,824,732	28,824,732	28,824,732

Deficit Reduction Plan-Background/Assumptions
Fiscal Year 2019-2020 through Fiscal Year 2022-2023

Collinsville CUD # 10 41057010026

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

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

- Short and Long Term Borrowing:

- Educational Impact:

- Other Assumptions:

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

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS *(For Local Use Only)*

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2020 budgeted expenditures over FY2019 actual expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

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

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at:

[Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET		School District Name: Collinsville CUD # 10					
(Section 17-1.5 of the School Code)		RCDT Number: 41-057-0100-26					
Description (Enter Whole Numbers Only)	Funct #	Estimated Actual Expenditures, Fiscal Year 2019		Budgeted Expenditures, Fiscal Year 2020			
		(10) Educational Fund	(20) Operations & Maintenance Fund	Total	(10) Educational Fund	(20) Operations & Maintenance Fund	Total
1. Executive Administration Services	2320	248,251		248,251	277,392		277,392
2. Special Area Administration Services	2330	165,107		165,107	212,667		212,667
3. Other Support Services - School Administration	2490	0		0	0		0
4. Direction of Business Support Services	2510	212,404	1,275	213,679	235,635	0	235,635
5. Internal Services	2570	118,789		118,789	125,289		125,289
6. Direction of Central Support Services	2610	0		0	0		0
7. Deduct - Early Retirement or other pension obligations required by state law and include above				0			0
8. Totals		744,551	1,275	745,826	850,984	0	850,984
9. Estimated Percent Increase (Decrease) for FY2020 (Budgeted) over FY2019 (Actual)							14%

Reference Description

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

The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- 14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money
(see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS	
<p>This worksheet checks various cells to assure that selected items are in balance. Out-of-balance conditions are accompanied by an error message. Errors must be corrected before the budget is finalized and submitted to ISBE.</p>	
Budget Item References	Message
Is Deficit Reduction Plan Required?	Congratulations! You have a balanced budget.
If required, is Deficit Reduction Plan Completed (Page: DefReductPlan 20-24)?	
1. Cover Page - CASH or ACCRUAL	
Check one type of Accounting Basis used on the Cover sheet.	CASH
2. Budget Summary: Other Sources (Page BudgetSum 2-3 - Acct 7000), must equal Other Uses (BudgetSum 2-3 - Acct. 8000).	
Estimated Beginning Fund Balance July,1 2019 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on Capital Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on Capital Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
3. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2019, (CashSum 4, All Funds), cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
4. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2020, (Page CashSum 4 - All Funds), cannot be negative.	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
5. Summary of Cash Transactions: Other Receipts, (Page CashSum 4), must equal Other Disbursements, (Page CashSum 4).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40 & 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK

End of Balancing

10. **New Business**

1. Spending in FY 20 Prior to FY 21 Approval

BOARD AGENDA
June 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: June 15, 2020

RE: Spending in FY20 prior Budget FY21 Approval

In light of technical nuances and transparency, the board should approve to allow spending via a motion in the next fiscal July, August and September 2020. The underlying authority to spend district funds is the board approved budget (105 ILCS 5/17-1). However, the budget approval for FY21 budget takes place in September 2020. To bridge the timeframe gap, I recommend the board approve spending in those months for both, Collinsville Community Unit School District No.10 and Collinsville Area Vocational Center.

“I move that the Board authorize the interim expenditure of district and Collinsville Area Vocational Center funds from July 1, 2020 through the date of final approval of the 2021 fiscal budgets.”

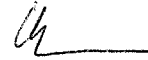
SS

2. Resolution Appointing Representative for
MISSVIC

BOARD AGENDA
June 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official



DATE: June 15, 2020

RE: Resolution Appointing Representatives for MISSVIC

The Mississippi Valley Intergovernmental Cooperative requires in its by-laws that the Board of Education ***appoint*** two persons to serve as Insurance Representative and as alternate voting Representative to serve on the Mississippi Valley Intergovernmental Cooperative Board of Directors for the 2020-21 Fiscal Year.

I recommend approval of the following suggested motion:

“I move that the Board of Education appoint Uta Robison Chief School Business Official to serve as our voting Representative on the Mississippi Valley Intergovernmental Cooperative Board of Directors for the 2020-21 Fiscal Year and to appoint Dr. Brad Skertich, Superintendent to serve as our alternate voting Representative on the Mississippi Valley Intergovernmental Cooperative Board of Directors for the 2020-21 Fiscal Year.”

SS

3. Interfund Loan

BOARD AGENDA
June 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: June 15, 2020

RE: Interfund Loan

With the budget committee's approval (June 8, 2020), I recommend that Collinsville Community Unit School District 10 approve an inter-fund loan up to \$1,500,000 from the Operations and Maintenance Fund (20) to the Transportation Fund (40), to cover its expected negative FY20 ending fund balance. The loan is to be repaid within one year or as soon as tax revenues are received, whichever occurs first. The expected loan numbers are estimates, which are based on receipt of all budgeted early tax payments in June 2020.

"I move to approve an inter fund loan from the Operations & Maintenance Fund to the Transportation Fund for up to \$1,500,000, to be repaid within one year or as soon as tax revenue is received whichever occurs first."

4. Increases Per the Healthy Hunger-Free Kids Act
2010

BOARD AGENDA
June 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: June 15, 2020

RE: Healthy Hunger Free Kids Act 2010: Increases in Lunch Prices

With recommendation from the budget committee members who met on June 8, 2020, I recommend that Collinsville Community Unit School District No. 10 increase the lunch prices from \$2.95 to \$3.05 for Collinsville Middle School and Collinsville High School. For all elementary schools, the lunch price should increase from \$2.85 to \$2.95. The breakfast prices should increase from \$1.35 to \$1.40 for Collinsville Middle School and Collinsville High School and from \$1.25 to \$1.30 for all Collinsville Elementary Schools.

The cost increase is calculated to follow The Healthy Hunger Free Kids Act enacted in 2010. The Healthy Hunger Free Kids Act, Section 205, requires the Meal Price Equity for the Collinsville School Year 2020-2021 to be \$3.09 for the weighted average price. This can be achieved with the above suggested lunch prices increases. Please note, if Collinsville Community Unit School District No. 10 does not increase the lunch prices as demanded by the Healthy Hunger Free Kids Act, then the difference must be borne by District funds other than the surplus from the Food Service Contract.

“I move that the Healthy Hunger Free Kids Act 2010 increases in Lunch Prices be increased to the following for the 2020-21 school year. Lunch prices from \$2.95 to \$3.05 for Collinsville Middle School and Collinsville High School. Elementary schools the lunch price should increase from \$2.85 to \$2.95 and Breakfast prices from \$1.35 to \$1.40 for Collinsville Middle School and Collinsville High School and \$1.25 to \$1.30 for all Collinsville Elementary Schools.”

ss

Attachment

SY 2019-20 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for
October 2019.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2019-20 Weighted Average Price
1.	5,918	\$ 2.85	\$ 16,866.30	
2.	10,204	\$ 2.95	\$ 30,101.80	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	16,122		\$ 46,968.10	\$ 2.91
<p style="text-align: center;"><i>Note: SY 2019-20 Weighted Average Price equal to or above the target price of \$3.09 are compliant for SY 2020-21. \$3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.</i></p>				

Collinsville CUSD#10 Lunch Price History						
Healthy Hunger-Free Kids Act 2010.						
School Year	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Fiscal Year	to be approved June 15, 2020 item 10.4 for 2020-2021	approved May 20, 2019 item (10.2) 2019-2020	approved June 18, 2018 (10.2) 2018- 2019	approved June 19, 2017 (10.2) 2017- 2018	approved March 16, 2016 (10.3)	approved March 23, 2015
Breakfast Student PreK-6	\$ 1.30	\$ 1.25	\$ 1.25	\$ 1.25	\$ 1.25	\$ 1.25
Breakfast Student CMS	\$ 1.40	\$ 1.35	\$ 1.35	\$ 1.35	\$ 1.35	\$ 1.35
Breakfast Student CHS	\$ 1.40	\$ 1.35	\$ 1.35	\$ 1.35	\$ 1.35	\$ 1.35
Breakfast Adult	\$ 1.60	\$ 1.55	\$ 1.55	\$ 1.55	\$ 1.55	\$ 1.55
Lunch Student PreK-6	\$ 2.95	\$ 2.85	\$ 2.75	\$ 2.65	\$ 2.50	\$ 2.40
Lunch Student CMS	\$ 3.05	\$ 2.95	\$ 2.85	\$ 2.75	\$ 2.60	\$ 2.50
Lunch Student CHS	\$ 3.05	\$ 2.95	\$ 2.85	\$ 2.75	\$ 2.60	\$ 2.50
Lunch Adult	\$ 3.30	\$ 3.20	\$ 3.10	\$ 3.00	\$ 2.85	\$ 2.85
MILK (1/2 Pint)	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60
MILK (1 Pint) not available	\$ 1.25	\$ 1.25	\$ 1.25	\$ 1.25	\$ 1.25	\$ 1.25
Notes:	5th year waiver COVID 19	4th last year	3rd year	2nd year	1st year	
1) According to Act must increase						
2) Increase at least up to \$0.10.						
Reduced breakfast price is \$0.30 for all levels the same for several years						
Reduced lunch price is \$0.40 for all levels the same for several years.						

5. Approval to Establish Hispanic Heritage Club at
Collinsville High School



Horne 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: Dr. Mark B. Skertich, Superintendent of Schools

FROM: David G. Snider, Principal

DATE: June 11, 2020

SUBJECT: RECOMMENDATION OF NEW CLUB AT CHS

I have received a request from proposed sponsors Lori Blumberg and Priscilla Diego-Villagran to establish a new club at Collinsville High School. The proposed club is to be named Hispanic Heritage Club. The mission statement and beliefs for the club are indicated in the attached proposal.

I recommend that the Board of Education approve Hispanic Heritage Club for Collinsville High School for the 2020-2021 school year. At this time, it is also my recommendation that no stipend be paid to the club sponsors.

Thank you for your consideration of this recommendation.

Sincerely,

David G. Snider
Principal

pb



David Snider <dsnider@cusd.kahoks.org>

Hispanic Heritage Club Proposal - Invitation to edit

1 message

Lori Blumberg (via Google Docs) <drive-shares-noreply@google.com>

Thu, Jun 4, 2020 at 3:00 PM

Reply-To: Lori Blumberg <lblumberg@cusd.kahoks.org>

To: dsnider@cusd.kahoks.org

Cc: pvillagr@cusd.kahoks.org

lblumberg@cusd.kahoks.org has invited you to **edit** the following document:

 **Hispanic Heritage Club Proposal**



Hi Mr. Snider,

I have done some research into Hispanic Heritage Clubs at other high school and universities, and most of this content is taken from those clubs. I'm envisioning that we would host social events celebrating Hispanic culture like movie nights or pot-lucks; help the ESL department with their family nights; and work with Key Club and/or Kahok Strong in order to volunteer within the community. I know the student who wanted to start this club is also wanting to celebrate Hispanic Heritage Month schoolwide, which is September 15-October 15.

Please let me know what you think or if you have any additional ideas.

Thank you!

[Open in Docs](#)

Google Docs: Create and edit documents online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because lblumberg@cusd.kahoks.org shared a document with you from Google Docs.

This transmission is intended and restricted for use by the above addressee only. It may contain confidential and/or privileged information exempt from disclosure under federal or state law. In the event some other person or entity receives this transmission, said recipient is hereby notified that any dissemination, distribution, or duplication of this transmission or its contents is prohibited. If you received this transmission in error, please call us immediately at 618-346-6350. Delete the file from your system and destroy any hard copies of this transmission. Thank you.

Hispanic Heritage Club

Proposal

Advisor: Lori Blumberg & Priscilla Diego-Villagran

Mission Statement

- To commemorate and share Hispanic roots, art, and culture in our diverse Collinsville High School.
- To provide a social and cultural environment for all our Hispanic students.
- To participate and enjoy multiple events while strengthening the relationships and knowledge of Hispanic cultures.
- To provide a safe environment to encourage the Hispanic students to build and reinforce a positive ethnic identity. And promote academic achievement and higher education through fun and informative activities throughout the year.
- To contribute to dispelling misleading stereotypes about Hispanics.
- To become more involved in the community in order to promote diversity, inclusion, and cultural awareness

Belief

- All individuals are unique, can learn and deserve to be educated about their culture and others.
- A safe and orderly environment is essential to learning.
- Physical and mental well-being are essential for optimum performance.
- Achievement requires responsible and accountable behavior.
- High achievement requires high expectations.
- Recognition and support increase learning.
- The positive interaction between school and community is a foundation for success.

6. Approval of Consolidated District Plan

eGrant Management System

Printed Copy of Application

Applicant: COLLINSVILLE C U SCH DIST 10

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: COLLINSVILLE C U SCH DIST 10

Date Generated: 5/21/2020 9:08:40 PM

Generated By: latoyacoleman

1. Contact Information for Person Completing This Form

Last Name* <input type="text" value="Berry-Coleman"/> Phone* <input type="text" value="618"/> <input type="text" value="346"/> <input type="text" value="6350"/>	First Name* <input type="text" value="LaToya"/> Email* <input type="text" value="lcoleman@cusd.kahoks.org"/>	Middle Initial <input type="text" value="N"/>
---	---	--

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

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

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

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

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

([count] of 2500 maximum characters used)

Collinsville School District serves an academically, culturally, and socioeconomically diverse population of students and families. The district is strongly committed to equal access and treatment for all students, families, and employees. In order to overcome barriers that impede equitable access we will 1) provide teacher training on practices that address individual achievement gaps. The training will involve culturally responsive teaching, poverty training, and teaching strategies for students with disabilities and limited English. 2) We will use a universal screener to support ongoing student performance of all student subgroups. 3) We will survey attendees at grant-related events to solicit information regarding special access requirements. 4) we will hire and recruit individuals from social and ethnic minority groups to the greatest extent possible 5) Offer translators at all events as needed 6) arrange for technology assisted devices for participants in need of such services and 6) post material, schedules of events, and program information in appropriate languages to make sure all families have an understanding and accessibility to the information.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

Program Risk Assessment pages must be completed for FY2021. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

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

[[count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2020-2021.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

The LEA will use federal resources to supplement district initiatives and meet school improvement goals as they relate to subgroup performance. Resources will be used to improve the culture and climate of schools, increase academic achievement, and meet social emotional needs of students based on the results of the IL Quality Framework Needs Assessments, the 5 Essentials Survey, and district and school report card data. The LEA will use Title 1, 2,3, 4, and IDEA funds to support continuous improvement by providing ongoing training to teachers as it relates to subgroup performance and provide material and resources that are needed to meet student performance goals. The LEA will monitor the school improvement process by meeting with teams to set school improvement goals and monitoring academic data. The expenditures will be monitored at the district level and all funds will be aligned to school improvement plans.

Response from the approved FY20 Consolidated District Plan.

The LEA will use federal resources to supplement district initiatives and meet school improvement goals as they relate to subgroup performance. Resources will be used to improve the culture and climate of schools, increase academic achievement, and meet social emotional needs of students based on the results of the IL Quality Framework Needs Assessments, the 5 Essentials Survey, and district and school report card data. The LEA will use Title 1, 2,3, 4, and IDEA funds to support continuous improvement by providing ongoing training to teachers as it relates to subgroups, provide material and resources that are needed to meet student performance goals. The LEA will monitor the school improvement process by meeting with teams to set school improvement goals and monitoring academic data. The expenditures will be monitored at the district level and all funds will be aligned to the school improvement goals.

Legislative References:

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

*Required field, applicable for all funding sources

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

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

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

ACCESS Testing Data

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

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

A.Title I, Part A - Improving Basic Programs

After reviewing the needs assessments, we will focus on funding Tier 2 interventions, Tier 3 interventions, intervention training, and ELL literacy support programs to improve academic progress. We will continue to support the instructional needs of classroom teachers at each of our Title schools to help support academic growth. AimswebPlus benchmark assessments, administered to all K-6 students three times a year, along with bi-weekly progress monitoring assessments of Tier 3 students will be used to evaluate academic growth. Title 1 funds will provide salaries for Title 1 teachers, Title 1 instructional aides, and instructional coaches. The instructional coaches will assist new and existing teachers by modeling instructional best practices, supporting the core curriculum, and providing training related to curriculum, instruction, and data collection.

B.Title I, Part A - School Improvement Part 1003(a)

Based on the results of the needs assessments for underperforming schools, Renfro Elementary School (2018) and Collinsville Middle School (2019), both schools will continue to work on improving school culture and climate and increasing academic achievement. Renfro will continue to work with two IL Learning Partners, the PBIS Network and the Regional Office of Education to improve student outcomes. Learning Partners will provide professional development and model instructional practices in reading, math, and positive student behaviors. PLC teams will continue to review data and set individual students goals. The school improvement team will meet quarterly to update the school improvement plan as goals are met and new goals continue to be developed. Collinsville Middle School was designated as an underperforming school in 2019. Collinsville Middle School was designated based on growth outcomes in the multiracial subgroup in ELA and Math. The middle school has and will continue to implement researched based intervention programs, such as Read 180, for all students not meeting instructional goals. PLC teams will meet weekly to review and analyze data and monitor student growth. Both schools will be in the second year of PBIS implementation to improve student behaviors and increase instructional time in the classroom. The grants will provide stipends to teachers to attend trainings, purchase intervention material, and pay IL Learning Partner fees.

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

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

According to various needs assessments, staff development is an essential component to meeting district and school improvement goals. Continuous professional development will be offered in Reading, Math, Writing, Science, Social Emotional Learning, Instruction and Technology. The district, overall, has consistently scored below the state average on reading, math, and science assessments. Current report card data shows that progress has been made in various schools and the needs assessments show the areas of weakness and where additional training needs to happen. In order to increase subgroup performance and close the achievement gap, the district will also offer trainings in poverty and trauma awareness, tier 2 and 3 intervention strategies, and positive behavior supports. Title II funds will be used to give staff members the opportunity to attend workshops, conferences, training sessions and meetings within the school district and/or conferences, workshops or seminars sponsored by Regional Offices of Education, BER, SDE, Universities, etc. Consultants, as well as other resource personnel from within the district, will be used to conduct the in-district training sessions and meetings. Stipends will be provided to support school improvement planning and progress monitoring of school improvement plans. Costs for travel to workshops and registration fees will be covered for teachers attending conferences and workshops outside the district/schools. Teachers may have substitute teachers hired for their classrooms while they attend these training sessions, workshops, etc. Materials and supplies will be provided, as needed, for these opportunities. On-going high quality professional development will be provided for certified and non-certified employees working in the Collinsville Unit 10 School District and the non-public schools. Title II funds will also be used to reduce class size in 2nd and 4th grades in two of our highest needs schools.

G.Title III - LIEP

The English Learning Department's priority is to build the home to school connection. The English Learner Dept. and Collinsville schools meet with parents throughout the school year to establish a relationship of trust, inform parents the importance of attendance and upcoming events, and educate parents on how they can be involved in their children's learning. Bilingual parent liaisons are present at meetings and events to interpret. The needs and goals have been extracted from these meetings and the English Learner Curriculum Committee will revisit these needs and goals and adjust the 2020-21 activities accordingly. One of our first goals from our "Grow Your Own Committee" is to diversify certified teachers and support staff. We are continuously increasing the number of Bilingual teachers and support staff who communicate efficiently with students and parents. The number of bilingual teachers has increased to 4.1% out of 410 teachers. Also the bilingual student population has increased to 21% of which 5% have qualified in the English Learning Program. Another goal is to improve College & Career Readiness among English Learners. At Collinsville High School our Latino students are offered Universidad Ya seminars. The topics covered are financial aid, scholarships, essay writing, grade point average and mentoring. Within the last 4 years there has been shown significant improvement on the percentage of English Learners who are graduating within four to six years increasing 13% (80% to 93%). The greatest achievement gap exists among 6th-8th and 11th grade according to College Readiness assessment. 3rd through 5th grade English Learners on average meet the standards in Math 5% and ELA 5%. However 0% meet the state standards in grades 6th-8th (IAR) and 11th grade (SAT). English Learner Curriculum needs to be more challenging to prepare our students to be lifelong learners. English Learner teachers will incorporate higher level questioning to promote critical thinking into their lessons as well as similar IAR/SAT format on assessments. Our third area needing improvement is the dropout rate. In 2016 2.2% students left school and has increased 4%. There is a culture clash with some parents requiring students to work and contribute to the household income. Working is not an option for many families. We make many strides to try to come to an understanding by showing the benefits of having an education. Students will make more money over time. However it's difficult when money is needed immediately and completing school is not a priority. However, the English Learners who are staying in school are successfully completing a four year program. This may be attributed to English Learner teachers advocating for the students and at Collinsville Middle and High School academic and linguistic support is provided in the classes required to graduate. Lastly, the Access English Proficiency Assessment is given annually and since the test has been realigned to common core less students are scoring proficient. As a result, more English Learners will remain in the program longer which will require our district to hire more Bilingual Teachers. Prior to the assessment change in 2016, 12% students tested out of the program. In 2017 1.1% scored proficient, 2018 4.7%, 2019 4.8% scored proficient. The English Learner Department's goal is to better prepare the students for state assessments and for the English Learner Curriculum Committee to continue to align our curriculum to state standards.

H.Title III - Immigrant Education Program

In order to be equitable in the 21st century English Learners should be able to use technology proficiently. For example, some of our students have never used a computer, are not familiar with keyboarding and do not have internet access at home. These students are at a disadvantage in the classroom and at home because they lack the skills of their peers. Collinsville CUSD has 1 on 1 initiative so that each student has an assigned Chromebooks 5th through 12th grade. At the lower grade levels teachers have classroom sets of Chromebooks, 1 pads and computer lab availability. Therefore the first goal is for English Learner Immigrant students to obtain technological proficiency. The Immigrant Education Program's goal is to ensure that English learners who are immigrant students attain English language proficiency and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. Another goal is for teachers to demonstrate the use of technology in the classroom regularly and model appropriately. Also teachers are to frequently incorporate the use of technology into their lesson plans and student activities. Grant funding is used to supplement computer resources that enhance student learning. We are purchasing software licenses and computer applications that offer a variety of languages which improves comprehension and learning. The English Learning Department also meets with parents to inform and train with the use of technology, demonstrating the programs that their children are using. There are a variety of free English programs that parents are encouraged to use at home with other family members. The needs assessment was based on English Learning Department; teachers, support staff, parents and students surveys. The goals are reflective of greatest need among this subgroup. The purpose of the planned activities are to inform all stakeholders and improve the areas identified as goals.

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

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

Title IV funds will continue to support the whole child, safe and healthy student initiatives, and college and career readiness. These activities include bullying prevention programs, mental health seminars, violence prevention presentations, school safety initiatives, STEM, and various enrichment programs. Funds will be used to pay for professional speakers, material, and substitutes when needed. In addition, all 3rd grade students in the district will participate in STEM day activities to reinforcement what students are learning in the classroom and to explore hands-on STEM activities. This big event will require the purchase of material and transportation to the event. According to our Needs Assessment and School Report Card data, SAT scores are below the state average with only 29% of 11th graders meeting in

ELA and 22% meeting in Math. A big focus in our high school is on college and career readiness and increasing academic achievement for students. We will continue to offer stipends to teachers for additional advancement placement and SAT tutoring after school and on Saturday. We will also purchase any material needed for these activities. Teachers will continue to receive training as it relates to these goals. In order to continue increasing the graduation rate, the high school will continue its drop out prevention program, JumpStart, which will allow students to attend study skills courses and learn about physical and mental health. This program will be offered 8 days before the start of the school year and serve to motivate high risk students to stay in school. The grant will be used to support this program with stipends and materials.

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

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

Aimsplus will continue to be used as an assessment tool to benchmark and progress monitor students in reading fluency, reading comprehension, math computation and math concepts and applications. This data is collected and analyzed to assist in determining students' strengths as well as weakness areas requiring targeted instruction and academic support. Students with IEPs will continue to be benchmarked 3x per year and progress monitored monthly or bi-weekly with Aimsplus to identify areas of student growth in the areas of English Language Arts and Math. Specifically skills in Reading Comprehension, Reading Fluency, Math Computation and Math Concepts and Applications are assessed and monitored. Early intervention with AIMS scores will be used for students who are receiving Tiered Interventions. The District's Psychologists work collaboratively with the Title 1 team, Social Workers, Building Principals, General Education teachers, ELL teachers, and Special Education Teachers to review data and make decisions on interventions and when necessary moving a student through the referral process to determine a need for Special Education Services. Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services. Based on the recent pandemic of COVID-19 and the impact of school closures on students with disabilities, many trainings to start the 2020-2021 school year will be heavily focused on incorporating technology into classroom routines in order to prepare the students for the possibility of remote learning situations. Many special education teachers and related services staff are interested in providing trainings and educational opportunities to their students' parents as well in order to assist them in the event they are providing behavioral support to their children during remote instruction sessions. Language Live, an English Language Arts curriculum program which includes a key technology component, is used with students enrolled in grades 5th through 8th with IEPs receiving English Language Arts instruction in the special education classroom setting. The data collected and analyzed from the benchmarks and progress monitoring pieces in the program as well as data collected through Aimsplus benchmarks and progress monitoring indicated student growth in their reading comprehension and fluency. After successful implementation of Language Live in 5th - 8th grades, the vertical alignment of similar materials and curriculum was expanded by adding Read Well to include Kindergarten to 4th Grade students with IEPs receiving English Language Arts instruction in the special education classroom setting. Both Language Live and Read Well will continue to be used for the 2020-2021 school year. Additionally, My Math and Glencoe Math 1, 2 and 3 will be implemented in all instructional special education math classes in grades K-8 beginning the 2020-2021 school year. Utilizing these two series when teaching students with identified math deficits in the smaller special education setting will be beneficial in providing consistency for students receiving these services district wide. This will be a 1:1 devices such as chromebooks and/or ipads will continue to be used in the classrooms to allow for increased opportunities for the individualization of student instruction. Teachers of students with Autism will continue to receive support through professional development sessions provided on-site with continuous feedback as well as have access and training to utilize Telepeak to provide remote ABA services. Hollywood Heights Alternative School will continue to enroll K-12 students with social-emotional and learning disabilities and have received intensive training the past two years on trauma informed practices and applying those to the students who attend Hollywood Heights. Additionally, the social emotional curriculum, AIM (Accept, Identify, Move) is being implemented in all self contained emotional support classrooms so there is vertical alignment throughout the program district wide. This implementation is being supported via ongoing site based trainings and remotely held webinars from Dr. Mark Dixon, BCBA of Shawnee Behavioral Services. Unique Learning Systems has been adopted by all of the Life Skills Classes in the district to provide a consistent curriculum as students who require that intensive special education programming move from building to building in the district. Unique Learning Systems is going to be used in the self contained Early Childhood Classes beginning with the 2020-2021 school year. The district's team of Speech and Language Pathologists will all receive training on Symbol Stix, an evidence based symbol communication tool, which is also a component of Unique Learning Systems, and begin utilizing this tool in speech and language therapy sessions for students with communication disorders. Again, this will assist in providing consistency and continuity for students with similar needs receiving services district wide.

L. IDEA, Part B - Preschool

According to the annual needs assessment, supplemental materials for the classroom teachers and related service providers as well as professional development for the early childhood special education staff will continue to be provided to benefit students ages 3-5 with disabilities. Supplemental classroom materials and curriculum for academics; supplemental materials and curriculum for social emotional skills; supplemental materials for speech and language development; additional support for students with health needs such as toileting and feeding provided by a health care attendant; continued professional development for teachers and related staff working with students in the early childhood special education program; proportionate share for speech and language services for non-public students ages 3-5 who have been identified as eligible to receive those special education services. Collinsville Unit 10 School District's Early Childhood Special Education Program continues to provide a continuum of services for students ages 3-5 with mild, moderate and severe disabilities. The continuum of services includes a blended model and co-teach model to provide maximum interaction with non-disabled peers as well as a smaller self contained setting for students with more intensive needs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

School improvement teams at all district schools contributed in completing the IL Quality Framework Rubric, School Improvement Plans, and school improvement surveys. Teams are comprised of teachers, administrators, support staff, instructional coaches and community members. Teachers, parents and students completed the 5 Essential Survey. Results from both Needs Assessments, in addition to state school report cards, impacted the development of this plan. School Administrators meet monthly throughout the school year to discuss district and school improvement goals. School Board Meeting-- On June 15, 2020 the School Board will review and approve the District Consolidated Plan.

Response from the FY20 Consolidated District Plan.

A district level meeting was conducted on April 4, 2019 to discuss the development of the district plan. District level administrators received updates on title funding and gave input on goals for the upcoming school year. On April 17, 2019, a stakeholders meeting with Principals was conducted to discuss School Improvement Planning and how it relates to the district plan. Principals provided a summary of Needs Assessment findings. School improvement teams at each district school contributed in completing the IL Quality Framework Rubric and teachers, parents and students completed the 5 Essential Survey. Results from both Needs Assessments impacted the development of this plan. School Board Consultant Meeting-- On May 20, 2019 the School Board will review and approved the District Consolidated Plan.

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

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([count] of 7500 maximum characters used)

The Collinsville School District addresses the importance of communication between teachers and parents on an ongoing basis through Parent-teacher conferences in all schools, weekly newsletters, progress reports, parent surveys, ELL Parent Advisory group, and through Special Education IEP meetings. Each of these events allow parents the opportunity to give input on the programs and services we provide. To ensure Parent Involvement throughout the year, we send home the Title I Parent Compacts to let families know that we are dedicated to parent involvement as well as the importance of it to their child's academic progress. Each school hosts a variety of family activities to engage parents in the educational process. The ELL Department meets with the ELL Parent Advisory group 4 times a year to seek their input on services offered to their families. Parents are also encouraged to attend their child's IEP meeting as needed through the special education department. During remote learning, parents at all levels were surveyed weekly to collect ongoing data on the progress of the program.

Response from the FY20 Consolidated District Plan.

The Collinsville School District addresses the importance of communication between teachers and parents on an ongoing basis through Parent-teacher conferences in all schools, weekly newsletters, progress reports, parent surveys, ELL Parent Advisory group, and through Special Education IEP meetings. Each of these events allow parents the opportunity to give input on the programs and services we provide. To ensure Parent Involvement throughout the year, we send home the Title I Parent Compacts to let families know that we are dedicated to parent involvement as well as the importance of it to their child's academic progress. Each school hosts a variety of family activities to engage parents in the educational process. Some of the parent opportunities that are offered throughout the year, is a Gear up for Reading Event. At this event, we team up with the local Fire Department to promote fire safety and the love of reading. We give out fire prevention books to the

children and provide a Title I brochure to the parents telling them all about our Title services in each building and how they can help their child academically at home. In the Spring, we promote our Little Libraries (funded by Title) to encourage children to read whenever they are not in school. We host an event to introduce the libraries and their locations. At the event, we also provide the parents with our Title I brochure as well as some free books for the kids. The ELL Department meets with the ELL Parent Advisory group 4 times a year to seek their input on services offered to their families.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

(count) of 7500 maximum characters used)

The district will continue to implement the annual Needs Assessment Survey to parents, the 5 Essentials Survey, and offer a host of family related activities and events. For the FY21 Grant Year, Title I will continue to engage parents through a variety of family events that will take place in our STREAM Room, Community Parks and at our Title I Schools. Title I will also send home a parent annual survey to gather feedback from parents in regards to programs and services offered to their child. Parents of English Learners will have an opportunity to serve on the EL Parent Advisory board. This board meets quarterly to become informed of EL program recommendations, review title III grant, discuss concerns and celebrate successes of the program. Parents will also be invited to participate in open house, parent teacher conferences, reading and STEM nights, Cinco De Mayo annual events, home visit programs, surveys, and a variety of school based events within the school community.

Response from the FY20 Consolidated District Plan.

The district will continue to implement the annual Needs Assessment Survey to parents, the 5 Essentials Survey, and offer a host of family related activities and events. For FY20 Grant Year, Title I will continue to engage parents through a variety of family events that will take place in our STREAM Room, Community Parks and at our Title I Schools. Parents of English Learners will have an opportunity to serve on the EL Parent Advisory board. This board meets quarterly to become informed of EL program recommendations, review title III grant, discuss concerns and celebrate successes of the program. Parents will also be invited to participate in open house, parent teacher conferences, reading and STEM nights, Cinco De Mayo annual events, home visit programs, surveys, and a variety of school based events within the school community.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

*Required field

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

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

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
Legacy Christian Academ	5/28/2020			<input type="checkbox"/>
Father McGivney Catholic	5/28/2020			<input type="checkbox"/>
Good Shepherd Lutheran	5/28/2020			<input type="checkbox"/>
St John Neumann	5/28/2020			<input type="checkbox"/>
Broken But Not Shattere				<input checked="" type="checkbox"/>
Maryville Christian Schoc	5/28/2020			<input type="checkbox"/>
Holy Cross Lutheran Sch	5/28/2020			<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

Choose File no file selected

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

Choose File no file selected

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

ISBE Goals:

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

District Goal(s):

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

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district's early childhood programs, title one programs and EL programs collaborate on an ongoing basis. The district program coordinators collaborate in regards to children transitioning from the early childhood program to kindergarten. The early childhood programs offer spring conferences for those students and families who will be entering kindergarten for that school year. The purpose of the conferences is to update families on their child's progress and explain what kindergarten may look like for their children. Teachers also discuss what possible expectations kindergarten teachers may have for students entering the program in the coming fall. The early childhood and title departments also work at helping publicize kindergarten enrollment and registration dates for transitioning families in the community. In addition, both departments host collaborating family involvement events throughout the school year.

Response from the approved FY20 Consolidated District Plan.

The district early childhood programs and title programs collaborate on an ongoing basis. The district pre-k coordinator and title coordinator collaborate in regards to children transitioning from the early childhood program to kindergarten. The early childhood programs offer spring conferences for those students and families who will be entering kindergarten for that school year. The purpose of the conferences is to update families on their child's progress and explain what kindergarten may look like for their children. Teachers also discuss what possible expectations kindergarten teachers may have. The early childhood and title departments also work at helping publicize kindergarten enrollment and registration dates for transitioning families in the community. In addition both departments host collaborating family involvement events throughout the school year.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Collinsville School District will strive to meet the academic and social emotional needs of all students.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

The district will continue to meet the needs of all students by implementing a standards aligned curriculum, a positive behavior intervention program, a social emotional learning program, and enrichment programs in science, math, STEM, advance courses, and world languages. Students will be assessed and data analyzed to make sure interventions are provided in a timely manner. Technology will be apart of every students daily instruction to provide a real-world experience. A social emotional curriculum, PATHS, will be implemented at the K-6 grade levels. English language learners will receive instruction in both their native language and English language when possible to enhance biliteracy skills. Programs and services will be evaluated annually and adjustments made to meet the needs of all students.

Response from the FY20 Consolidated District Plan.

We will deliver an aligned curriculum based on challenging standards, measure achievement, ensure all students meet the standards, and annually improve state assessment scores. Here our individual goals of our district: -Develop and support the implementation of a formative assessment system to guide instruction. -Develop and implement intervention programs to support identified students. -Continue curriculum mapping process as way of updating and aligning curriculum with state standards and indicators for the purpose of improving state assessment scores. -We will utilize the Professional Learning Community model to focus upon student learning, teacher growth, and continuous improvement. -Maintain a district Curriculum Council that oversees curriculum and instruction needs of the district including: school improvement, curriculum development and updating, testing, technology and staff development. - Plan and provide necessary and meaningful staff development in-service activities that encourage successful implementation and integration of instructional technology and provided differentiated instructional practice for personalized student learning. -Annually review school improvement plans, analyzing data, setting new targets, and revising instructional interventions. Make annual reports to the board by curricular area to update on progress on meeting identified targets. -Utilize PLC time for teacher collaboration focused upon continued school improvement. -We will maintain diverse and strong academic and student support programs which provide quality opportunities to all students of all ages. - Build and maintain an English as a Second Language (ESL) program to meet the educational needs of students who are non-English speaking. - Build and maintain quality career, character, and mentoring education programs that are integrated across all content and curricular areas. -Strengthen vocational/technical education that is responsive to workforce development needs in the area, working to meet vocational assurances criteria in all funded areas. -Continually monitor all curriculum areas to analyze the relevancy to our students' post secondary choices and update to meet all student needs. -We will recruit, develop, support and retain a high quality teaching, administrative, and student support staff to improve staff performance and enhance student achievement. - Maintain a mentoring program for new teachers. - Support school-based, job embedded professional development to enable staff to develop aligned common standards, research based instructional strategies, and formative assessments. - Study staff and administrative quality improvement and appraisal systems that provide support and growth opportunities for all employees. -We will build and maintain strong relationships with parents, families, the community, and businesses seeking ways to promote the school district. -Provide monthly reports by staff on classroom activities, curriculum efforts, and student successes to the board of education. -Participation by administrative team members in community organizations, seeking partnerships that benefit our students and educational institution. - Maintain a community service and student leadership program at both buildings. - Develop and maintain a district web page that provides updated information to patrons. -Plan informational coach and parent meetings on an annual basis to maintain positive communication regarding expectations for each program. We will develop, implement, and maintain a scheduled plan to upgrade district technology. -Promote technology rich classrooms and equitable access to technology district wide. -Maintain a district technology plan for administrative/operational and instructional technology addressing changes in technology, training, support, standards, efficiencies, and funding.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

At risk students will be identified in the area of language arts by using AIMS Web, STAR, MAP and IAR data along with teacher and parent recommendation and input. We anticipate that, 75% of the identified at risk students will show a 3% growth rate in language arts, by the end of the school year with use of the AIMS Web assessment. The AIMS Web progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. At risk students will be identified in the area of mathematics by using AIMS Web, STAR, Engage NY, MAP and IAR data along with teacher recommendation and input. We anticipate that, 75% of the identified at risk students will show 3% growth rate in mathematics, by the end of the year with use of the AIMS Web assessment. The AIMS Web progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. To ensure academic achievement in language arts and math assessment scores will be analyzed to determine the level of achievement. These scores will be reviewed and analyzed on a regular basis throughout the school year during data collaboration meetings. The scores of various assessments including AIMS, progress monitoring tools and classroom performance will be analyzed and put together for all interested parties to evaluate to determine the effectiveness of the program for the specific students. The district will continue to implement data days, IEP meetings and PLC days to review and analyze data and identify students needing additional supports. The process will be used for all subgroups being addressed.

Response from the FY20 Consolidated District Plan.

At risk students will be identified in the area of language arts by using AIMS Web, Wonders Assessments, MAP and IAR data along with teacher and parent recommendation and input. We anticipate that, 75% of the identified at risk students will show a 3% growth rate in language arts, by the end of the school year with use of the AIMS Web assessment. The AIMS Web progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. At risk students will be identified in the area of mathematics by using AIMS Web, Engage NY, MAP, STAR and IAR data along with teacher recommendation and input. We anticipate that, 75% of the identified at risk students will show 3% growth rate in mathematics, by the end of the year with use of the AIMS Web assessment. The AIMS Web progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. To ensure academic achievement in language arts and math assessment scores will be analyzed to determine the level of achievement. These scores will be reviewed and analyzed on a regular basis throughout the school year during data collaboration meetings. The scores of various assessments including AIMS, progress monitoring tools and classroom performance will be analyzed and put together for all interested parties to evaluate to determine the effectiveness of the program for the specific students. The district will continue to implement data days, IEP meetings and PLC days to review and analyze data and identify students needing additional supports. The process will be used for all subgroups being addressed.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

Individual students who need additional help meeting the challenging state academic standards will be instructed in language arts with interventions such as Soar to Success and Early Success, Scholastic Read 180 and System 44, Visualizing and Verbalizing, Seeing Stars and LIPS, Jolly Phonics, Read Naturally, Six Minute Solution and Wonder Works. Students will focus on decoding, vocabulary, fluency and comprehension in a small group setting with a Title I teacher and/or reading interventionist. These students will have ongoing progress monitoring to ensure academic success. In Math, students who need additional assistance meeting the state standards will be instructed using the math core curriculum along with Number Worlds, Scholastic Fast Math, Moby Math, Freckle Math and best practices for math interventions such as reteaching and games. These will be used in a small group setting and students will have ongoing progress monitoring throughout the instructional period. Teachers will use technology and small group instruction to differentiate and meet the needs of their students in the classroom. Secondary students will be placed in appropriate courses for their skill level which may include extended time in math and an additional class for reading instruction.

Response from the FY20 Consolidated District Plan.

Individual students who need additional help meeting the challenging State academic standards will be instructed in language arts with interventions such as Soar to Success and Early Success, Scholastic Read 180 and System 44, Visualizing and Verbalizing, Seeing Stars and LIPS, Jolly Phonics, Read Naturally, Six Minute Solution and Wonder Works. Students will focus on decoding, vocabulary, fluency and comprehension in a small group setting with a Title I teacher and/or reading interventionist. These students will have ongoing progress monitoring to ensure academic success. In Math, students who need additional assistance meeting the state standards will be instructed using the math core curriculum along with Number Worlds, Scholastic Fast Math, Moby Math and best practices for math interventions such as reteaching and games. These will be used in a small group setting and students will have ongoing progress monitoring throughout the instructional period. Teachers will use technology to differentiate and meet the needs of their students in the classroom. Secondary students will be placed in appropriate courses for their skill level which may include extended time in math and an additional class for reading instruction.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

Assessment scores of at risk students will be reviewed and analyzed often to determine the level of achievement. The scores of various assessments including AIMS, MAP, STAR, and IAR progress monitoring tools will also be used to monitor individual growth on a consistent basis to ensure that these students are making academic progress. Elementary and Middle School students will receive small group math and all students will have access to technology. Weekly staff PLC meetings will be used to collaborate and look at date to improve student academic growth. Students with language barriers will be instructed using the most effective strategies to meet their needs. This may include small group instruction, co-teaching support, bilingual classrooms, or online courses in their native language. Students will be assessed in both English and Spanish to ensure both language skills and academic content skills are being identified and addressed. Identified students will also receive one on one instruction after school.

Response from the FY20 Consolidated District Plan.

Assessment scores of at risk students will be reviewed and analyzed often to determine the level of achievement. The scores of various assessments including AIMS, MAP, PARCC and progress monitoring tools will also be used to monitor individual growth on a consistent basis to ensure that these students are making academic progress. Elementary students will receive small group math and all students will have access to technology. Weekly staff PLC meetings will be used to collaborate and look at date to improve student academic growth. Students with language barriers will be instructed using the most effective strategies to meet their needs. This may include small group instruction, co-teaching support, bilingual classrooms, or online courses in their native language.

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

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([count] of 7500 maximum characters used)

To ensure that all students are successful learners all certified and non-certified instructional employees will receive high quality professional development in content areas, interventions, data analysis, technology integration, standards based instruction, classroom management, etc. Employees will be encouraged to attend workshops, conferences, meetings, seminars, etc. at the local, state and national levels. At the elementary level, Title I instructional coaches will support the districts goals and support teachers in the classroom when it comes to progress monitoring, modeling lessons and data analysis. Instructional coaches will also give in district training on topics the district deems important. To assure there is no disparities, professional development is a component of the yearly teacher evaluation tool that the district uses to keep track that teachers are participating in ongoing professional development.

Response from the FY20 Consolidated District Plan.

To ensure that all students are successful learners all certified and non-certified instructional employees will receive high quality professional development in content areas, interventions, data analysis, technology integration, standards based instruction, classroom management, etc. Employees will be encouraged to attend workshops, conferences, meetings, seminars, etc. at the local, state and national levels. At the elementary level, Title I instructional coaches will support the districts goals and support teachers in the classroom when it comes to progress monitoring, modeling lessons and data analysis. Instructional coaches will also give in district training on topics the district deems important. To assure there is no disparities, professional development is a component of the yearly teacher evaluation tool that the district uses to keep track that teachers are participating in ongoing professional development.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
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(count) of 7500 maximum characters used)

The measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement are in all of our elementary buildings we have Promethean boards that teachers use to display digital books, online interactive reading programs such as Accelerated Reader, MyOn Reading and our Wonders reading curriculum allows the children to read a variety of materials online as well. At the Middle School and High School levels are librarians have provided research and digital literacy presentations at the request of teachers and our high school offers a freshman orientation to familiar all new students with the digital components of the library to promote academic achievement. Our district also has a substantial budget for library and media material and supplies that assist in keeping our libraries shelves well stocked with current publications.

Response from the FY20 Consolidated District Plan.

The measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement are in all of our elementary buildings we have Promethean boards that teachers use to display digital books, online interactive reading programs such as MyOn Reading and our Wonders reading curriculum allows the children to read a variety of materials online as well. At the Middle School and High School levels are librarians have provided research and digital literacy presentations at the request of teachers and our high school offers a freshman orientation to familiar all new students with the digital components of the library to promote academic achievement. Our district also has a substantial budget for library and media material and supplies that assist in keeping our libraries shelves well stocked with current publications.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

(count) of 7500 maximum characters used)

As a district we identify gifted and talented students by using assessments and strategies to ensure students with high potential are identified. Once they are identified we differentiated instruction for them by condensing, modifying, or streamlining the regular curriculum to reduce repetition of previously mastered material. We also compact what students already know to allow time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know. At the elementary level, we use Renzulli Learning, a project-based enrichment program for our gifted learners. We also offer many STEM opportunities. At middle school we offer advance classes in Math and Science, including after school programs. We also offer a pre-Engineering program and world language. At our high school the students have an opportunity to enroll in Advanced Placement Classes, which allow placement of students with similar abilities and/or performance together for instruction for more appropriate, rapid, and advanced instruction, which allows them to advance quickly academically.

Response from the FY20 Consolidated District Plan.

As a district we identify gifted and talented students by using assessments and strategies to ensure students with high potential are identified. Once they are identified we differentiated instruction for them by condensing, modifying, or streamlining the regular curriculum to reduce repetition of previously mastered material. We also compact what students already know to allow time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know. At the elementary level, we use Renzulli Learning, a project-based enrichment program for our gifted learners. At middle school we offer advance classes in Math and Science, including after school programs. At our high school the students have an opportunity to enroll in Advanced Placement Classes, which allow placement of students with similar abilities and/or performance together for instruction for more appropriate, rapid, and advanced instruction, which allows them to advance quickly academically.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

The district goal is to prepare every student for college and career readiness.

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

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

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

[[count] of 7500 maximum characters used)

The district vertically aligns its curriculum to meet the needs of students as they progress from one grade level to the next. Students are assessed using the same assessment methods from middle school to high school and student data is tracked throughout their educational career. As students enter high school, they are given a career interest survey to evaluate their strengths and interests and to set goals for graduation. The high school offers vocational classes, cooperative work programs, and dual credit courses from area colleges. We have full time counselors available to assist students with their career goals and prepare them for college and career readiness.

Response from the approved FY20 Consolidated District Plan.

The district vertically aligns its curriculum to meet the needs of students as they progress from one grade level to the next. Students are assessed using the same assessment methods from middle school to high school and student data is tracked throughout their educational career. As students enter high school, they are given a career interest survey to evaluate their strengths and interests and to set goals for graduation. The high school offers vocational classes, cooperative work programs, and dual credit courses from area colleges. We have full time counselors available to assist students with their career goals and prepare them for college and career readiness.

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

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

[[count] of 7500 maximum characters used)

Our high school students have the opportunity to participate in the Collinsville Area Vocational Center. It is a two year, public vocational training center for junior and senior level high school students. Students are drawn from nine area high schools and attend 2 1/2 hour classes taught by instructors who have many hours of actual work experience in their fields. Each program area is designed to emphasize proper work habits, employable skills, and career opportunities, as well as give students a work environment related to their chosen fields. Many of our programs have dual credit and/or articulation agreements with the community colleges, where many of our graduates continue their education.

Response from the approved FY20 Consolidated District Plan.

Our high school students have the opportunity to participate in the Collinsville Area Vocational Center. It is a two year, public vocational training center for junior and senior level high school students. Students are drawn from nine area high schools and attend 2 1/2 hour classes taught by instructors who have many hours of actual work experience in their fields. Each program area is designed to emphasize proper work habits, employable skills, and career opportunities, as well as give students a work environment related to their chosen fields. Many of our programs have dual credit and/or articulation agreements with the community colleges, where many of our graduates continue their education.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2020-2021 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Funds will be used to provide professional development for Collinsville CUSD general education teachers and Title 1 staff to support effective implementation of reading and math interventions. Funds will also support professional development related to student academic and social-emotional growth.

B. Title I, Part A - School Improvement Part 1003(a)

These funds will be used to support professional development at our underperforming schools. Renfro Elementary school will continue to work with a learning partner to offer ongoing training in instructional best practices in reading and math and offer teacher stipends to attend and work collaboratively after school. Collinsville Middle School will continue to implement small group instruction in math and participate in training to improve student behavior.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title 2 Funds will be used to offer professional development in the areas of technology and instruction. According to a recent technology needs assessment, teachers expressed interest in remote learning strategies and tools such as, google classroom, flipped classroom, and other communication tools to increase the home/school connection. Due to the significant loss of in-person instruction this school year, we will also offer training in small-group instruction, differentiation, data collection, and interventions. Teachers and staff will attend workshops and conferences in the areas of reading, writing, math, social emotional learning, trauma, and technology. With the implementation of STAR Assessment, Accelerated Reader, Freckle, and MyOn, teachers will also receive training on these programs.

G. Title III - LIEP

Funds will be used to make for professional development available for Collinsville CUSD general education teachers, support staff and Private schools. They will be invited to attend Collinsville Teacher Institute Training as well as other professional development available through IRC, ISBE and local professional training to improve state assessment scores and employ parent liaisons who promote parental involvement and services to increase awareness of English Learner program.

H. Title III - Immigrant Education

Funds will be used to make professional development available for Collinsville CUSD general education teacher, support staff and Private schools. Professional development will be available via Collinsville CUSD faculty and staff. This preparation is essential for the purchase and use of technology within our EL student population. Technology will be purchased for the academic school year and summer learning to foster English Language Acquisition, content skills learning and cultural awareness and also increase the knowledge of using computers as a tool to assist learning.

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

Funds will be used to support teaching the whole child. Training will be offered in student behavior, social emotional learning, STEM, SAT prep, and college and career readiness.

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

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

Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services. Based on the recent pandemic of COVID-19 and the impact of school closures on students with disabilities, many trainings to start the 2020-2021 school year will be heavily focused on incorporating technology into classroom routines in order to prepare the students for the possibility of remote learning situations. Many special education teachers and related services staff are interested in providing trainings and educational opportunities to their students' parents as well in order to assist them in the event they are providing behavioral support to their children during remote instruction sessions. Additionally, the related staff providers will receive professional development on teletherapy and teletherapy platforms in the event that schools are closed for an extended period of time again during the 2020-2021 school year.

L. IDEA, Part B - Preschool

Training on the Unique Learning System for the self contained Early Childhood Teachers will be provided to support the implementation of this program in their classes. Additionally, early childhood teachers and the related staff providers such as Speech and Language pathologists, occupational therapists, physical therapists and the school social worker and school psychologist will have professional development opportunities provided to them regarding the delivery and principles of ABA, least restrictive environment, assessment tools and the pyramid model for behavior management strategies.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Collinsville School District will strive to improve the culture and climate of our schools.

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

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**
- each major racial and ethnic group;
 - economically disadvantaged students as compared to students who are not economically disadvantaged;
 - children with disabilities as compared to children without disabilities;
 - English proficiency status;
 - gender; and
 - migrant status.

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([count] of 7500 maximum characters used)

At the elementary, middle and high school levels our district effectively enforces a school based disciplinary management style to keep school and school-related activities free of disruption of any incidences. The elementary and middle schools will continue to implement PBIS, Positive Behavior Interventions and Support. Teachers will receive training in Trauma, Restorative Practices, and Classroom Management Strategies. All of these trainings will be in the effort to build relationships with students and keep students in the classroom. The second cohorts of teachers and administrators will participate in a Poverty Simulation to help us become more aware of the disadvantages of low-income students. All of our schools will continue to implement bully prevention programs which will include trainings for teachers and staff, students awareness, the KahoKIND program, and character education programs that encourage students to have good character. Students will also have access to clubs and organizations that promote leadership and good character development.

Response from the FY20 Consolidated District Plan.

At the elementary, middle and high school levels our district effectively enforces a school based disciplinary management style to keep school and school-related activities free of disruption of any incidences. The elementary schools will implement PBIS, Positive Behavior Interventions and Support. Teachers will receive training in Trauma, Restorative Practices, and Classroom Management Strategies. All of these trainings will be in the effort to build relationships with students and keep students in the classroom. Teachers and Administrators will also participate in a Poverty Simulation to help us become more aware of the disadvantages of low-income students. All of our schools will implement bully prevention programs which will include trainings for teachers and staff, students awareness, the KahoKIND program, and character education programs that encourage students to have good character. Students will also have access to clubs and organizations that promote leadership and good character development.

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

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

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([count] of 7500 maximum characters used)

With Title funds, the district provides school supplies, clothing needs and food to homeless children to ensure they are healthy and safe. In addition, with use funds to provide transportation to school for homeless children who are having difficulty getting to school.

Response from the FY20 Consolidated District Plan.

With Title funds, the district provides school supplies, clothing needs and food to homeless children to ensure they are healthy and safe. In addition, with use funds to provide transportation to school for homeless children who are having difficulty getting to school.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - COLLINSVILLE HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1003 - Collinsville Middle School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - WEBSTER ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2006 - CASEYVILLE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2011 - KREITNER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2013 - JEFFERSON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2014 - JOHN A RENFRO ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2020 - SUMMIT ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2022 - MARYVILLE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2023 - TWIN ECHO ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/15/2020
2024 - Dorris Intermediate Sch	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3001 - HOLLYWOOD HEIGHTS	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations: _____

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

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

ISBE Goals:

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

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

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

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

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

No schools identified under this part

([count] of 7500 maximum characters used)

Schools identified as comprehensive or targeted for school improvement will participate in activities focused on helping all students achieve these goals. Every faculty and staff member is a member of a PLC team that meets once a week to analyze student data, discuss student progress and any other topic pertaining to student growth. At a district level, we have a curriculum council that looks at data for the K-6 students and determines the needs for each building to improve academic progress and ensure student success. The school(s) identified will meet monthly to review the School improvement plans and monitor the progress of the school. Title 1 funding will continue to meet the needs of the school by providing material and professional development in the areas identified.

Re-display of the approved response from the FY20 Consolidated District Plan.

If schools are identified as comprehensive or targeted for school improvement they will participate in activities focused on helping all students achieve these goals. Every faculty and staff member is involved in a weekly PLC team that meets once a week to analyze student data, discuss student progress and any other topic that needs to be addressed. At a district level, we have a curriculum council that looks at data for the K-6 students and determines the needs for each building to improve academic progress and ensure student success. The school(s) identified will meet monthly to review the School improvement plans and monitor the progress of the school. Title 1 funding will continue to meet the needs of the school by providing material and professional development in the areas identified. At Renfro Elementary School, a targeted school, we will use funds to purchase additional researched based interventions, hire an additional Title 1 teacher to support high needs students, and purchase material and provide training in SEL.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Our schoolwide program includes all elementary building attendance centers in the Title I Grant, including Caseyville Elementary, Jefferson Elementary, Summit Elementary, Twin Echo Elementary, Webster Elementary, Renfro Elementary and Kreitner Elementary. Reading - Students in grades K-4 who are identified as Tier 3 reading students (lowest performing) receive 30-45 minutes of small group reading instruction daily, provided by Title I staff. Title 1 staff salaries are paid with Title 1 grant funds. Math - Students in grades K-4 who are identified as Tier 3 math students (lowest performing) receive 30-45 minutes of small group math instruction 2-5 days per week, provided by Title I staff. Title 1 staff salaries are paid with Title 1 grant funds. Extended Day Tutoring Program - Program provides 45 minute after school tutoring sessions, 2-5 days a week. Tutors, paid with Title 1 grant funds, give extra support to students in reading and math at the K-4 elementary buildings listed above.

Re-display of the approved response from the FY20 Consolidated District Plan.

Schoolwide Approach--All elementary building attendance centers in the Title I Grant which include Caseyville Elementary, Jefferson Elementary, Summit Elementary, Twin Echo Elementary, Webster Elementary, Renfro Elementary and Kreitner Elementary receive 30-45 minutes of pull-out instruction provided by a Title I Teacher (paid for by the grant) in Reading 5 days a week to Tier 3 students (lowest performing students) at the K-4 grade levels. Math-Title 1 grant funds 30 minutes of pull-out instruction provided by a Title I Teacher (paid for by the grant) in Math 2 days a week to Tier 3 (lowest performing students) students at the K-4 grade levels. Extended Day Tutoring Program (provided by Title funds) provides after school tutoring 2 days a week for 45 minutes to give extra support to students in reading and math at the K-4 elementary buildings listed above.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Re-display of the approved response from the FY20 Consolidated District Plan.

All of our Title I schools are school wide schools that operate under school wide Title guidelines.

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

Several topic areas of professional development were identified including: Trauma Informed Practices in Education, conducting Functional Behavioral Assessments and writing Behavior Intervention Plans, Data Collection for measuring progress and completing present levels of performance, quality Transition Planning including appropriate assessment tools and activities, implementation of ABA for students with Autism, ongoing professional development for working with students with significant emotional deficits and challenging behaviors and incorporating technology into the classroom to prepare for the possibility of extended school closures and periods of remote learning for students with special education services. The need for the continued use of Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students in special education. Additionally, consistency and vertical alignment in the curriculum and practices throughout district programs such as the self contained emotional support classes, special education instructional language arts and math classes, and the life skills and autism classes has also been identified and has been and will continue to be addressed during the 2020-2021 school year.

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

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

([count] of 7500 maximum characters used)

Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services. Based on the recent COVID-19 pandemic and the impact of school closures on students with disabilities, many trainings to start the 2020-2021 school year will be heavily focused on incorporating technology into classroom routines in order to prepare the students for the possibility of remote learning situations. Many special education teachers and related services staff are interested in providing trainings and educational opportunities to their students' parents as well in order to assist them in the event they are providing behavioral support to their children during remote instruction sessions. Language Live, an English Language Arts curriculum program which includes a key technology component, is used with students enrolled in grades 5th through 8th with IEPs receiving English Language Arts instruction in the special education classroom setting. The data collected and analyzed from the benchmarks and progress monitoring pieces in the program as well as data collected through Aimsplus benchmarks and progress monitoring indicated student growth in their reading comprehension and fluency. After successful implementation of Language Live in 5th - 8th grades, the vertical alignment of similar materials and curriculum was expanded by adding Read Well to include Kindergarten to 4th Grade students with IEPs receiving English Language Arts instruction in the special education classroom setting. Both Language Live and Read Well will continue to be used for the 2020-2021 school year. Additionally, My Math and Glencoe Math 1, 2 and 3 will be implemented in all instructional special education math classes in grades K-8 beginning the 2020-2021 school year. Utilizing these two series when teaching students with identified math deficits in the smaller special education setting will be beneficial in providing consistency for students receiving these services district wide. 1:1 devices such as chromebooks and/or ipads will continue to be used in the classrooms to allow for increased opportunities for the individualization of student instruction. Teachers of students with Autism will continue to receive support through professional development sessions provided on-site with continuous feedback as well as have access and training to utilize Telepeak to provide remote ABA services. Hollywood Heights Alternative School will continue to enroll K-12 students with social-emotional and learning disabilities and have received intensive training the past two years on trauma informed practices and applying those practices to the students who attend Hollywood Heights. Additionally, the social emotional curriculum, AIM (Accept, Identify, Move) is being implemented in all self contained emotional support classrooms so there is vertical alignment throughout the program district wide. This implementation is being supported via ongoing site based trainings and remotely held webinars from Dr. Mark Dixon, BCBA of Shawnee Behavioral Services. Unique Learning Systems has been adopted by all of the Life Skills and self contained Autism Classes in the district to provide a consistent curriculum as students who require that intensive special education programming move from building to building in the district. Additional training opportunities have been provided on all of the aspects of Unique Learning Systems and this program will continue to be used in 2020-2021.

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

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

([count] of 7500 maximum characters used)

My Math and Glencoe Math 1-3 will be used in grades K-8 for students with identified math deficits receiving special education services in the smaller instructional setting. Trainings on the implementation of these series will be provided. This implementation will be closely monitored and teachers will be provided ongoing professional development and support as needed. Unique Learning Systems is going to be used in the self contained Early Childhood Classes beginning with the 2020-2021 school year. The district's team of Speech and Language Pathologists will all receive training on Symbol Stix, an evidence based symbol communication tool, which is also a component of Unique Learning Systems, and begin utilizing this tool in speech and language therapy sessions for students with communication disorders. Again, this will assist in providing consistency and continuity for students with similar needs receiving speech and language services district wide. Finally, as a result of the recent COVID-19 Pandemic and the impact the school closures have had on students with disabilities, there will be additional trainings offered for providing remote special education instruction and services. One specific platform that will be used will be Telepeak to provide remote ABA services should the need arise again due to school closures. Additionally, other teletherapy platforms and trainings are being researched to provide for all related service providers in the event that schools are closed again for extended periods of time.

*Required Field

Overview

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

PROGRAM: Foster Care Transportation Plan

PURPOSE: To comply with ESSA requirements for educational stability for students in foster care

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Hyre"/>	<input type="text" value="Bradley"/>	<input type="text" value="Assistant Superintendent - Student Services"/>	<input type="text" value="bhyre@cusd.kahoks.org"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Hyre"/>	<input type="text" value="Bradley"/>	<input type="text" value="Assistant Superintendent - Student Services"/>	<input type="text" value="bhyre@cusd.kahoks.org"/>

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

3. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Underwood"/>	<input type="text" value="Ali"/>	<input type="text" value="Director of Special Education"/>	<input type="text" value="aunderwo@cusd.kahoks.org"/>

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Robbins"/>	<input type="text" value="Mandy"/>	<input type="text" value="Assistant Principal, Renfro Elementary School"/>	<input type="text" value="mrobbins@cusd.kahoks.org"/>

Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care.Under ESSA, transportation procedures for children in foster care must: 1) Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation; 2) Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the district will provide transportation to the school of origin if: a) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; b) the district agrees to pay for the cost of such transportation; or c) the district and the local child welfare agency agree to share the cost of such transportation.Development of this Transportation Plan for Students in Foster Care included the following participants:Bradley Hyre, Director of Student Services, Local Foster Care Liaison, McKinney-Vento Liaison, and CUSD10 pupil transportation directorAll Underwood, Director of Special EducationMandy Robbins, CUSD10 Social Services/Renfro Elementary School Assistant PrincipalA State Education Agency (SEA), in collaboration with the state or tribal child welfare agency, must ensure that an LEA takes into consideration all factors relating to a child's best interest in determining whether the child should remain in his or her school of origin. (ESEA section 1111(g)(1)(E)(i)).The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care:1. A pre-existing transportation route;2. A new transportation route;3. Route-to-route hand-offs;4. District-to-district boundary hand-offs;5. Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act).6. Alternatives not directly provided by Collinsville Community Unit School District No. 10 such as: Contracted services: taxis, student transport companies, uber, lyft, etc.; Public transportation such as city buses, rails, etc.; and Carpools; or School/District staff.7. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.BEST INTEREST DETERMINATION GUIDELINESRequirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).SEQUENCE:1. When a student is placed in foster care or changes residence while in foster care, the LDSS worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the foster care liaison must be notified and invited to participate in the Best Interest Determination (BID).2. Upon receipt of the invitation to participate in the BID, the foster care liaison notifies the school of origin transportation designee. a. The foster care liaison should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.b. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the foster care liaison to include in the BID.3. The LDSS worker, foster care liaison, and other essential members of BID share their information. The joint decision is made by the LDSS worker and the foster care liaison. 4. If the BID decision is that the student will remain in the current school, the foster care liaison notifies the school of origin transportation designee, who then assists the LDSS worker in arranging transportation to and from school.Options to Consider:The following factors should be considered when developing the Transportation Procedures for a foster care student:1. Safety;2. Duration;3. Time of placement change;4. Type of transportation available;5. Traffic patterns;6. Flexibility in school schedule;7. Impact of extracurricular activities on transportation options; and8. Maturity and behavioral capacity.

Response from the approved FY20 Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. 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These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).SEQUENCE:1. 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2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation hereSee Section 504 here

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Response from the approved FY20 Consolidated District Plan.

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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available;5. Traffic patterns;6. Flexibility in school schedule;7. Impact of extracurricular activities on transportation options; and8. Maturity and behavioral capacity.The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care:1. A pre-existing transportation route;2. A new transportation route;3. Route-to-route hand-offs;4. District-to-district boundary hand-offs;5. Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act).6. Alternatives not directly provided by Collinsville Community Unit School District No. 10 such as: Contracted services: taxis, student transport companies, uber, lyft, etc.; Public transportation such as city buses, rails, etc.; and Carpools; or School/District staff.7. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.FUNDING OPTIONS:1. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion);2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);3. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved FY20 Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREBEST INTEREST DETERMINATION (BID) FACTORS/CONSIDERATIONS:SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).Options to Consider:The following factors should be considered when developing the Transportation Procedures for a foster care student:1. Safety;2. Duration;3. Time of placement change;4. Type of transportation available;5. Traffic patterns;6. Flexibility in school schedule;7. Impact of extracurricular activities on transportation options; and8. Maturity and behavioral capacity.The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care:1. A pre-existing transportation route;2. A new transportation route;3. Route-to-route hand-offs;4. District-to-district boundary hand-offs;5. Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act).6. Alternatives not directly provided by Collinsville Community Unit School District No. 10 such as: Contracted services: taxis, student transport companies, uber, lyft, etc.; Public transportation such as city buses, rails, etc.; and Carpools; or School/District staff.7. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.FUNDING OPTIONS:1. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion);2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);3. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE4. DISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE4. DISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

*Required field

Transportation Plan Development

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

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

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE The Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care. Under ESSA, transportation procedures for children in foster care must: 1) Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation; 2) Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the district will provide transportation to the school of origin if: a) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; b) the district agrees to pay for the cost of such transportation; or c) the district and the local child welfare agency agree to share the cost of such transportation. Development of this Transportation Plan for Students in Foster Care included the following participants: Bradley Hyre, Director of Student Services, Local Foster Care liaison, McKinney-Vento liaison, and CUSD10 pupil transportation director. All Underwood, Director of Special Education Mandy Robbins, CUSD10 Social Services, Rentfro Elementary School Assistant Principal A State Education Agency (SEA), in collaboration with the state or tribal child welfare agency, must ensure that an LEA takes into consideration all factors relating to a child's best interest in determining whether the child should remain in his or her school of origin. (ESEA section 1111(g)(1)(E)(i)). The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care: 1. A pre-existing transportation route; 2. A new transportation route; 3. Route-to-route hand-offs; 4. District-to-district boundary hand-offs; 5. Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act). 6. Alternatives not directly provided by Collinsville Community Unit School District No. 10 such as: Contracted services: taxis, student transport companies, uber, lyft, etc.; Public transportation such as city buses, rails, etc.; and Carpools; or School/District staff. 7. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. BEST INTEREST DETERMINATION GUIDELINES Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay. SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). SEQUENCE: 1. When a student is placed in foster care or changes residence while in foster care, the LDSS worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the foster care liaison must be notified and invited to participate in the Best Interest Determination (BID). 2. Upon receipt of the invitation to participate in the BID, the foster care liaison notifies the school of origin transportation designee. a. The foster care liaison should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation. b. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the foster care liaison to include in the BID. 3. The LDSS worker, foster care liaison, and other essential members of BID share their information. The joint decision is made by the LDSS worker and the foster care liaison. 4. If the BID decision is that the student will remain in the current school, the foster care liaison notifies the school of origin transportation designee, who then assists the LDSS worker in arranging transportation to and from school. Options to Consider: The following factors should be considered when developing the Transportation Procedures for a foster care student: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

Response from the approved FY20 Consolidated District Plan.

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The LDSS worker, foster care liaison, and other essential members of BID share their information. The joint decision is made by the LDSS worker and the foster care liaison. 4. If the BID decision is that the student will remain in the current school, the foster care liaison notifies the school of origin transportation designee, who then assists the LDSS worker in arranging transportation to and from school. Options to Consider: The following factors should be considered when developing the Transportation Procedures for a foster care student: 1. Safety; 2. Duration; 3. Time of placement change; 4. Type of transportation available; 5. Traffic patterns; 6. Flexibility in school schedule; 7. Impact of extracurricular activities on transportation options; and 8. Maturity and behavioral capacity.

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

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

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

- h. Other - describe
Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.
i. Other - describe
j. Other - describe

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE FUNDING OPTIONS: 1. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); 2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 3. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

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

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE DISPUTE RESOLUTION: If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to

assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)). Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

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

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

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

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COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE The Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care. LEAs should also work with state or local child school districts and DCFS must work together well to serve all children in their care. Fulfilling the commitments made in ESSA to foster children is a very important step in that collaboration. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved FY20 Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CARE The Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care. LEAs should also work with state or local child school districts and DCFS must work together well to serve all children in their care. Fulfilling the commitments made in ESSA to foster children is a very important step in that collaboration. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

*Required field

7. Approval of CHS Math Textbook Series Proposal

CHS Math Textbook Series Proposal

Cindy Tesdall – Math Department Chair

April 2020

The CHS Math Department teachers propose that the School Board approve the purchase of new textbooks for Algebra 1, Geometry, and Algebra 2 to replace the current textbook series. Our current textbook series is from Pearson Prentice Hall (copyright 2007) and is no longer supported on their digital platform. After careful review and piloting a variety of series, the math department recommends the Big Ideas Math AGA series from Cengage. The books are aligned with current learning standards, compatible with our students' chrome books, provide a variety of digital resources for both classroom and home use, and sync with Skyward for course rosters. Additionally, they provide a dynamic classroom component that allows students to practice problems during the lesson and receive immediate feedback. The pilot teachers have found that students are more engaged and will persevere on finding their mistakes and correcting them. The new digital books have many features which are designed to help students be more engaged in the lessons and on their homework. Additionally, students can choose a language which will help our ELL students tremendously.

The new textbooks will be for the following courses: 8th grade Algebra 1, Algebra 1 co-taught, Algebra 1, Geometry with Math Models, Geometry, Pre-AP Geometry, Algebraic Concepts, and Algebra 2. We typically have about 1200 students enrolled in those classes on a yearly basis.

The current textbooks are in bad shape and need to be replaced. The current price of physical textbooks is in the \$120-150 range per book. Needing 1200 books, that would be a cost of \$144,000-\$180,000. The numbers needed in each discipline is fluid and changes year to year, so that cost would go up when needing additional books down the road. The Big Ideas books are digital with the 1200 licenses being fluid and used for any of the 3 disciplines. So, the fluctuation of our numbers between the disciplines each year would not be an issue. The cost of an 8-year license for Big Ideas Math is \$120,000. Included in this price are all teacher materials and 30 physical books of each discipline (each math classroom will have books available for student use if they don't have their chrome book).

During this past school year, we have evaluated textbooks from three different vendors. After extensive review, we narrowed it down to Big Ideas from Cengage and EnVision from Pearson. This spring, several teachers piloted both series to compare how they actually work in the classroom. The Big Ideas series was chosen because it had better features for the student. For example, in the "Try it Now" problems, Big Ideas told the students whether their response was correct or incorrect and gave them another opportunity to answer. EnVision just stated what the correct answer was. Big Ideas is compatible with the students' chrome books and the eBook can be used even when not online. Another helpful feature of Big Ideas is that it syncs daily with Skyward to keep student rosters up to date. The student's data moves with them if they switch sections. Homework can be done online or downloaded at school, worked on at home without internet and then uploaded when they are back at school. This is a huge advantage for our students without internet access at home. Quizzes and tests can be traditional paper and pencil versions or can be taken online. There are many instructional videos that the students can access which will be helpful to students who have been absent. These are just a few of the many reasons that we believe the Big Ideas series is the best for our department.

For Fastest Order Processing and Fulfillment, please use our electronic order entry below, instead of fax or email.

Confidential Price Quote (4354434)

[Submit Customer Purchase Order Here](#)

4/30/2020

Pricing on this Proposal Guaranteed: **10/5/2020**

Presented To: Cynthia Tesdall (618) 346-6320, ctesdall@cusd.kahoks.org

Prepared By: Barbara Postal, (314) 568-9196, barb.postal@cengage.com

SHIP TO: Collinsville High School	BILL TO: Collinsville High School	Cengage Learning
Cynthia Tesdall	Cynthia Tesdall	ATTN: Order Fulfillment
2201 S Morrison Ave	2201 S Morrison Ave	10650 Toebben Drive
Collinsville, IL 62234	Collinsville, IL 62234	Independence, KY 41051
USA	USA	(800) 354-9706
		http://NGL.Cengage.com/Customersupport

[View Quote in CAD](#)

Quoted Products: 2020 Math AGA BIM 8 Years

Qty	Update Qty	Product	Price	Quoted Price	Total
400		<u>BIM CC ALGEBRA 1 DYNAMIC STUDENT RESOURCES OL 8YR</u> Larson 1st Edition [K12, 2019] 9781643124278 / 1643124277	\$100.00	\$100.00	\$40,000.00
450		<u>BIM CC GEOMETRY DYNAMIC STUDENT RESOURCES ONLINE 8YR</u> Larson 1st Edition [K12, 2019] 9781643124551 / 1643124552	\$100.00	\$100.00	\$45,000.00
350		<u>BIM CC ALGEBRA 2 DYNAMIC STUDENT RESOURCES ONLINE 8YR</u> Larson 1st Edition [K12, 2019] 9781643124834 / 1643124838	\$100.00	\$100.00	\$35,000.00
30		<u>Big Ideas Math Algebra 1: A Common Core Curriculum, Student Edition</u> Larson 1st Edition [K12, 2019] 9781642087178 / 1642087173	\$86.00	\$0.00	FREE
30		<u>Big Ideas Math Geometry: A Common Core Curriculum, Student Edition</u> Larson/Boswell 1st Edition [K12, 2019] 9781642087611 / 1642087610	\$86.00	\$0.00	FREE
30		<u>Big Ideas Math: A Common Core Curriculum Algebra 2, Student Edition</u> Larson/Boswell 1st Edition [K12, 2019] 9781642088052 / 1642088056	\$86.00	\$0.00	FREE
24		<u>BIM CC ALGEBRA 1 TRP 8 YR</u> Larson 1st Edition [K12, 2019] 9781643124513 / 164312451X	\$1,670.00	\$0.00	FREE
23		<u>BIM CC ALGEBRA 2 TEACHER RESOURCE PACKAGE 8YR</u> Larson 1st Edition [K12, 2019] 9781643125077 / 1643125079	\$1,670.00	\$0.00	FREE
23		<u>BIM CC GEOMETRY TRP 8YR</u> Larson 1st Edition [K12,	\$1,670.00	\$0.00	FREE

Sub-Total:	\$120,000.00
+ Estimated Shipping and/or Process Fee:	\$0.00

TOTAL: \$120,000.00
Total Savings: \$124,640.00

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

8. Approval of Bid for Sanitary Sewer Improvements
at Collinsville High School

FGM ARCHITECTS

June 9, 2020

Mr. Mark Skertich, Superintendent
Collinsville Community Unit School District 10
201 West Clay Street
Collinsville, Illinois 62234

Re: Sanitary Sewer Improvements
Collinsville HighSchool
FGM Project No.: 20-2942.01

Dear Mr. Skertich,

Enclosed please find the Bid Tabulation for above referenced Project. Bids were received on June 9, 2020 at 2:00 p.m. with three (3) bidders responding. Limbaugh Construction submitted the lowest Base Bid of \$117,808.00. There is a \$40,000.00 allowance included in the Base Bid which, should there be any remaining, will be credited back to the District at project closeout. An Alternate No. 1 was submitted at \$228,120.00.

FGM Architects has spoken with Limbaugh Construction and they have stated that they are comfortable with their bid and the scope of work involved. They appear to be a responsible bidder. Therefore, we see no reason not to enter into a contract with Limbaugh Construction.

Please let us know your decision at your earliest convenience. Upon your direction, FGM Architects will draft a construction contract for signatures and notify the contractor to proceed with the Project.

If you have any questions or comments, please don't hesitate to call.

Sincerely,



Emily Spindler, AIA
Senior Associate

Cc: Arthur Hayhurst, AIA

BID TABULATION

FGM Architects

Project Name: Sanitary Sewer Improvements
Collinsville CUSD #10

Project Number: 20-2942.01

Signed: Dr. Brad Skerfich, Supt
Mr. Josh DeWitte, Dir of Facilities

Witness #1:

Witness #2: Emily Spindler, AIA

Date: June 9, 2020

Contractor	Bid Bond	Addenda		Base Bid (Includes Allowance Amount)	Alternate No. 1	Comments
		1	2			
Limbaugh Construction	x	x	x	\$ 117,808.00	\$ 228,120.00	
Davinroy Mechanical	x	x	x	\$ 156,180.00	\$ 193,398.00	
Haier Plumbing	x	x	x	\$ 260,000.00	\$ 390,000.00	



To: Board of Education
Collinsville CUSD 10
201 West Clay Street
Collinsville, IL 62234

Project: Sanitary Sewer Improvements
Collinsville High School

Bid From: Limbaugh Construction Co., Inc.
4186 Highway 162
Granite City, IL 62040

SECTION 00 41 13R - BID FORM (REVISED)

TO: BOARD OF EDUCATION
COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10
201 WEST CLAY STREET
COLLINSVILLE, ILLINOIS 62234

FROM: Limbaugh Construction Co., Inc. (Contractor)
4186 Highway 162 (Address)
Granite City, IL 62040

Operating as (strike out conditions that do not apply) ~~an Individual, a Corporation, organized and existing under the law of the State of Illinois, a Partnership, a Joint Venture consisting of the firms of~~ _____

BASE BID PROPOSAL

In response to your invitation to submit a proposal for the execution of all work described by the drawings and specifications titled:

SANITARY SEWER IMPROVEMENTS
COLLINSVILLE HIGH SCHOOL
2201 SOUTH MORRISON AVENUE
COLLINSVILLE, ILLINOIS 62234

FGM PROJECT NO.: 20-2942.01

DATE: MAY 21, 2020

and having examined the site where the Work is to be executed; and having become familiar with local conditions as they might in any way affect the cost and/or execution of the Work; and having carefully examined the aforesaid drawings, specifications, and other related documents and addenda thereto, the undersigned Bidder hereby proposes and agrees to provide all labor, materials, plant, equipment, transportation, and other facilities as necessary and/or required for the complete and satisfactory execution of the Work for which this proposal is submitted, for the lump-sum consideration as stated hereinafter:

Bidders must show bid amount in both words and figures. In case of discrepancy, amount shown in words shall govern.

BASE BID PROPOSAL

1. Bidder agrees to perform all Work in accordance with the contract documents for the sum of :

One hundred seventeen thousand eight hundred eight and 00/100 -----

----- Dollars (\$ 117,808.00).

ALTERNATES

When alternate proposals are required by Contract Documents or addenda thereto, the undersigned proposed to perform alternates for herein before state Base Bid. Additions and deductions include all modifications of work or additional work that the under signed may be required to perform by reason of the acceptance of alternates. Note that if the alternate below does not affect bid or is not relative to a specific base bid contract, indicate by "\$0.00".

<u>Alt. No.</u>	<u>Alt. Description</u>	<u>Add to Base Proposal</u>
1.	ADD all work shown on Civil Drawings as shown and specified herein.	\$ <u>228,120.00</u>

ALLOWANCES

The undersigned has included the following Allowance cost with Base Bid Proposal. Allowances shall be implemented and performed in accordance with Division One Section 01 21 00 Allowances. Any unused portion of the allowance shall be returned to the Owner by Deduct Change Order at the completion of the Project

Allowance No. 1: Contingency allowance for unforeseen conditions for additional work. (To be included with Base Bid)	Allowance (include in Base Bid Amount) \$40,000
--	--

UNIT PRICES

When Unit Prices are required by Contract Documents or addenda thereto, the undersigned proposes to perform unit prices for hereinbefore stated Base Bid. The Owner may make written request for additional unit prices throughout this Contract when he deems it appropriate to meet project requirements. Supply all unit prices within five business days after date of request.

Unit Price	Miscellaneous patching (2" mill and overlay) beyond areas noted on the Bid Documents. Areas to be approved by Owner. Provide price per square yard.	± \$ <u>2,750.00</u> /sy
No. 1:		

ADDENDA ACKNOWLEDGEMENT

The undersigned acknowledges receipt of the following addenda: (List by number and date appearing on each addendum. If all addenda are not acknowledged, the bid will be considered irregular).

<u>Addendum No.</u>	<u>Dated</u>	<u>Addendum No.</u>	<u>Dated</u>
<u>1</u>	<u>6/1/2020</u>	_____	_____
<u>2</u>	<u>6/5/2020</u>	_____	_____

TIME OF COMPLETION

The undersigned agrees to complete all of the work required by the Contract to Substantial Completion by July 31, 2020 and Final Acceptance by August 7, 2020. See Completion Dates and Milestone for all dates.

BID SECURITY

Bid Security is attached, without endorsement, in the sum of:

Ten Percent of Bid Amount ~~Dollars (\$~~ 10% ~~)~~.

The undersigned agrees that Bid Security may be retained by Owner until the Contract has been signed and required bonds have been made and delivered to the Owner.

GENERAL STATEMENT

The undersigned has checked all of the figures contained in this proposal and further understands that Owner will not be responsible for any errors or omissions made therein by the undersigned.

After Bid Proposals are received, tabulated and evaluated by FGM Architects, said Bidder agrees to meet with FGM Architects for the purpose of determining any duplications or omissions. For these meetings, the Bidder agrees to provide a complete, detailed cost breakdown; a detailed list of all sub-subcontractors proposed for use in the work; and a list of all items, materials and their manufacturers proposed for use in the work.

The undersigned agrees to assist and cooperate with Owner in preparing the formal Contract and shall execute same and return it to Owner along with surety bonds and insurance certificates, as may be required by the specifications and other Contract Documents, within 10 days following its receipt.

The undersigned further agrees to begin work on said Contract as soon as practicable after date of "Contract" or "Notice to Proceed," whichever is earlier; or, in any event, not later than 15 days from date of such notification, unless instructed otherwise in Instructions to Bidders. In case the undersigned fails or neglects to appear within the specified time to execute the Contract the undersigned will be considered as having abandoned it and the Bid Security accompanying this proposal will be forfeited to Owner as liquidated damages for delay and loss caused to Owner by reason of such failure on the part of the undersigned.

It is understood that the right is reserved by Owner to reject any or all proposals, to waive all informalities in connection therewith, and to award a contract for any part of the Work or the Project as a whole. It is agreed that this proposal may not be withdrawn for a period of 90 days after it has been opened, without permission of the Owner.

The undersigned declares that the person(s) signing this proposal is/are fully authorized to sign on behalf of the named firm and to fully bind the named firm to all the conditions and provisions thereof.

It is agreed that no person(s) or company other than the firm listed below or as otherwise indicated hereinafter has any interest whatsoever in this proposal or the Contract that may be entered into as a result thereof, and that in all respects the proposal is legal and fair, submitted in good faith, without collusion or fraud.

It is agreed that the undersigned has complied or will comply with all requirements concerning licensing and with all other local, state, and national laws, and that no legal requirement has been or will be violated in making or accepting this proposal, in awarding the Contract to him, or in the prosecution of the Work required thereunder.

Bidder by executing and submitting this Bid submittal form expressly agrees to the expedited dispute resolution process contained in the Instructions to Bidders.

MATERIAL SUBSTITUTION LIST USE BY CONTRACTOR IS OPTIONAL

Following is a schedule of substitute materials and/or methods Bidder proposes to furnish on this job, with the difference in price being added to or deducted from Base Bid. Base Bid and Alternate Bid(s) are understood to include only those items which are definitely specified by manufacturer, trade names or otherwise.

Bidder understands that the selection of materials and/or methods is optional with Owner and approval or rejection of the substitutions below will be indicated prior to executing the Contract.

Listed items will not be considered in determining the lowest responsible bidder. Such determination will be made on the basis of the lowest combination of Base Bid and accepted Alternate Bids as set forth in Instructions to Bidders.

<u>PRODUCT NAME AND/OR MANUFACTURER</u>	<u>ADD</u>	<u>DEDUCT</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

In proposing the Material or Equipment Substitutions herein the Bidder represents:

He has personally investigated the proposed substitution and has determined that it is equal or superior in all respects to that specified.

He will provide the same guarantee for the substitution as for the item specified.

He will coordinate installation of an accepted substitution into the Work, making all such changes as may be required for the Work to be complete in all respects.

He waives all claims for additional costs related to the substitution. Cost data is complete and includes all related costs under his Contract except for:

- Architect/Engineer's redesign.
- Costs under Contracts for other Work.

He will pay all redesign costs and additional costs to other Contractors.

SUBCONTRACTOR LISTING

This proposal has been prepared using sub-bids received from the firms listed below:

Classification of Work	Name of Sub Contractors
<u>Sewers</u>	<u>Kuberski Excavating</u>
<u>Plumbing</u>	<u>Bel-O</u>

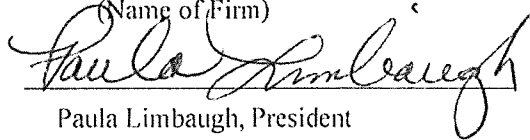
BIDDER SIGNATURE

Respectfully submitted this 9th day of June, 2020.

Limbaugh Construction Co., Inc.

(Name of Firm)

BY


Paula Limbaugh, President

(SEAL - IF BIDDER
IS A CORPORATION)

CERTIFICATIONS

Per the Collinsville Community Unit School District #10 Board of Education, a responsible contractor is defined by meeting the following criteria and is able to submit evidence of such compliance. By signing this required form, the undersigned agrees that said contractor is responsible as defined below.

CERTIFICATE OF ELIGIBILITY TO BID

The Contractor, pursuant to Section 33E-1 et seq. of the Illinois Criminal code of 1961 as amended, hereby certifies that neither (he, she, it) nor any of (his, her, its) partners, officers, or owners of (his, her, its) business has been convicted in the past five (5) years of the offense of bid-rigging under Section 33E-3 of the Illinois Criminal Code of 1961 as amended, that neither (he, she, it) nor any of (his, her, its) partners, offices or owners of (his, her, its) business has ever been convicted of the offense of bid-rotating under Section 33E-4 of the Illinois Criminal Code of 1961 as amended, that neither (he, she, it) nor any of (his, her, its) partners, officers, or owners of (his, her, its) business has been convicted in the past five (5) years of the offense of offering or providing any kickback under Section 33E-7 of the Illinois Criminal Code of 1961 as amended, and that neither (he, she, it) nor any of (his, her, its) partners, offices or owners of (his, her, its) business has ever been convicted of the offense of bribery under Section 33E-8 of the Illinois Criminal Code of 1961 as amended.

ILLINOIS USE TAX

The Contractor, his/her/its partners, officers or owners of Contractor and its affiliates have and will continue to collect and remit Illinois Use Tax, to the extent required under the Illinois Use Tax Act, 35 ILCS 105/1 et. seq.

CERTIFICATE REGARDING SEXUAL HARASSMENT POLICY

The Contractor does hereby certify (pursuant to Section 2-105 of the Illinois Human Rights Act (775 ILCS 5/2-105) that (he, she, it) has adopted a written sexual harassment policy that includes at a minimum the following information (i) the illegality of sexual harassment; (ii) the definition of sexual harassment under Illinois Law; (iii) a description of sexual harassment utilizing examples; (iv) internal compliant process including penalty; (v) the legal recourse, investigate and complaint process available through the Illinois Department of Human Rights and the Illinois Human Rights Commission; (vi) directions on how to contact the Department and Commission; and (vii) protection against retaliation as provided. Submitter further certifies that it will comply with the Illinois Human Rights Act implementing regulations required for all public contractors and included herein.

EQUAL EMPLOYMENT OPPORTUNITY

The Contractor does hereby certify pursuant to Section 2-105 of the Illinois Human Rights Act (775 ILCS 5/2-105) that it has a written equal employment opportunity policy that is in compliance with all terms and conditions of the Equal Employment Opportunity provisions of the Illinois Human Rights Act. Contractors must assure that all persons employed by the Contractors, and all applicants for such employment, will not be discriminated against because of their race, religion, nationality, gender, disability, physical characteristics or sexual orientation. Contractor must also comply with all rules and regulations of the Illinois Department of Human Rights, Illinois Human Rights Commission and the Equal Employment Opportunity Commission.

PREVAILING WAGE ACT

Contractor, does hereby certify that while under contract to Collinsville Community Unit School District #10, St. Clair and Madison Counties, Illinois, that said Contractor has and will fully comply with the applicable provisions, of the Illinois Prevailing Wage Rate Act, (820 ILCS 130/0.01) which provides that no less than the prevailing rate of wages, as founded by the Department of Labor, shall be paid to all laborers, workmen and mechanics performing work on this contract. The most current list of prevailing wages can be obtained without charge by writing the Conciliation Mediation Service, Illinois Department of Labor, 705 Stratton Office Building, Springfield, Illinois 62706 or by visiting their website.

Contractor also will maintain records of payments following the Prevailing Wage Rate Act (820 ILCS 130/5 (a) (1), (b)). Contractor will submit certified payroll records following the Prevailing Wage Rate Act (820 ILCS 130/5 (a)(2)).

ILLINOIS DRUG-FREE WORKPLACE ACT

The Contractor, having 25 or more employees, does hereby certify pursuant to section 3 of the Illinois Drug-Free Workplace Act (30 ILS 580/3) that [he,she,it] shall provide a drug-free workplace for all employees engaged in the performance of work under the contract by complying with the requirements of the Illinois Drug-Free Workplace Act and , further certifies, that [he,she,it] is not ineligible for award of the contract by reason of debarment for a violation of the Illinois Drug-Free Workplace Act.

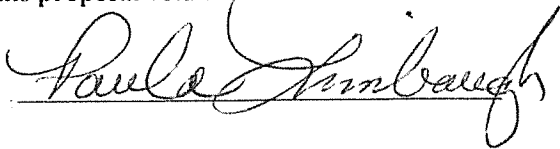
CRIMINAL BACKGROUND CHECK

The Contractor by submitting its bid certifies that it will submit to background screening those employees, including subcontract employees, which will be working on any district project. This information is to be provided in accordance with the requirements of 105 ILCS 5/10-21.9. The Contractor by submitting its bid understands that employees found to be in violation of the Illinois School Code will not be permitted to work on school grounds.

CONFLICT OF INTEREST

By signing below, Contractor certifies that it is in accordance with the School Code, and the Public Officer Prohibited Practice Act, 50 ILCS 105/0.01 et seq., no Board of Education member or School District employee shall be directly or indirectly involved or own an interest in any contract, work, or business of the District, or in the sale of any article by or to the School District.

In certifying to the above, I hereby acknowledge that the Board of Education may declare any contract awarded pursuant to this proposal void if this certification is false.

Signed: 

Name (printed): Paula Limbaugh

Title: President

Company Name: Limbaugh Construction Co., Inc.

Address: 4186 Highway 162

Granite City, IL 62040

Telephone Number: 618-931-3170

Date: 6/9/2020

Document A310™ – 2010

Conforms with The American Institute of Architects AIA Document 310

Bid Bond

CONTRACTOR:

(Name, legal status and address)

Limbaugh Construction Co., Inc.

4186 Highway 162
Granite City, IL 62040

OWNER:

(Name, legal status and address)

Collinsville CUSD#10
210 W. Clay
Collinsville, IL 62234

BOND AMOUNT: Ten Percent of Amount Bid

PROJECT:

(Name, location or address, and Project number, if any)

Sanitary Sewer Improvements #20-2942.01

SURETY:

(Name, legal status and principal place of business)

Old Republic Surety Company
P.O. Box 1635
Milwaukee, WI 53201-1635

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.


Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

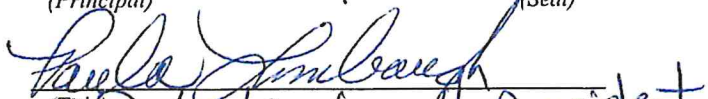
Signed and sealed this 9th day of June 2020


(Witness)

Limbaugh Construction Co., Inc.

(Principal)


(Seal)


(Title) Paula Limbaugh, President

Old Republic Surety Company

(Surety)

(Seal)

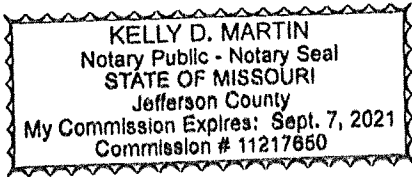

(Witness)


(Title)

Brandi L. Bullock, Attorney-in-Fact

State of Missouri
County of City of St. Louis

On this June 9, 2020, before me personally appeared
Brandi L. Bullock to me known to be an Attorney-in-Fact of
Old Republic Surety Company the corporation described in the
within instrument, and he acknowledged that he executed the within instrument as the act of the said
Company in accordance with authority duly conferred upon him by said Company.



Kelly D Martin
Notary Public



OLD REPUBLIC SURETY COMPANY

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That OLD REPUBLIC SURETY COMPANY, a Wisconsin stock insurance corporation, does make, constitute and appoint:

GREGORY L. STANLEY, MICHAEL T. REEDY, THERESA A. HUNZIKER, KAREN SPECKHALS, JOEL KARSTEN, CYNTHIA ANN ROHR, MARK S. FELTS, DON K. ARDOLINO, KIMBERLY ANN CONNELL, BRANDI L. BULLOCK, CHRISTOPHER J. O'HAGAN, TRUDY D. WHITROCK, OF ST. LOUIS, MO

its true and lawful Attorney(s)-in-Fact, with full power and authority, for and on behalf of the company as surety, to execute and deliver and affix the seal of the company thereto (if a seal is required), bonds, undertakings, recognizances or other written obligations in the nature thereof, (other than bail bonds, bank depository bonds, mortgage deficiency bonds, mortgage guaranty bonds, guarantees of installment paper and note guaranty bonds, self-insurance workers compensation bonds guaranteeing payment of benefits, asbestos abatement contract bonds, waste management bonds, hazardous waste remediation bonds or black lung bonds), as follows:

ALL WRITTEN INSTRUMENTS

and to bind OLD REPUBLIC SURETY COMPANY thereby, and all of the acts of said Attorneys-in-Fact, pursuant to these presents, are ratified and confirmed. This appointment is made under and by authority of the board of directors at a special meeting held on February 18, 1982. This Power of Attorney is signed and sealed by facsimile under and by the authority of the following resolutions adopted by the board of directors of the OLD REPUBLIC SURETY COMPANY on February 18, 1982.

RESOLVED that, the president, any vice-president, or assistant vice president, in conjunction with the secretary or any assistant secretary, may appoint attorneys-in-fact or agents with authority as defined or limited in the instrument evidencing the appointment in each case, for and on behalf of the company to execute and deliver and affix the seal of the company to bonds, undertakings, recognizances, and suretyship obligations of all kinds; and said officers may remove any such attorney-in-fact or agent and revoke any Power of Attorney previously granted to such person.

RESOLVED FURTHER, that any bond, undertaking, recognizance, or suretyship obligation shall be valid and binding upon the Company

- (i) when signed by the president, any vice president or assistant vice president, and attested and sealed (if a seal be required) by any secretary or assistant secretary; or
- (ii) when signed by the president, any vice president or assistant vice president, secretary or assistant secretary, and countersigned and sealed (if a seal be required) by a duly authorized attorney-in-fact or agent; or
- (iii) when duly executed and sealed (if a seal be required) by one or more attorneys-in-fact or agents pursuant to and within the limits of the authority evidenced by the Power of Attorney issued by the company to such person or persons.

RESOLVED FURTHER, that the signature of any authorized officer and the seal of the company may be affixed by facsimile to any Power of Attorney or certification there of authorizing the execution and delivery of any bond, undertaking, recognizance, or other suretyship obligations of the company; and such signature and seal when so used shall have the same force and effect as though manually affixed.

IN WITNESS WHEREOF, OLD REPUBLIC SURETY COMPANY has caused these presents to be signed by its proper officer, and its corporate seal to be affixed this 10TH day of MARCH, 2020.

OLD REPUBLIC SURETY COMPANY

Karen J. Haffner

Assistant Secretary



Alan Pavlic

President

STATE OF WISCONSIN, COUNTY OF WAUKESHA-SS

On this 10TH day of MARCH, 2020

, personally came before me, Alan Pavlic and Karen J. Haffner, to me known to be the individuals and officers of the OLD REPUBLIC SURETY COMPANY who executed the above instrument, and they each acknowledged the execution of the same, and being by me duly sworn, did severally depose and say; that they are the said officers of the corporation aforesaid, and that the seal affixed to the above instrument is the seal of the corporation, and that said corporate seal and their signatures as such officers were duly affixed and subscribed to the said instrument by the authority of the board of directors of said corporation.



Kathryn R. Pearson
Notary Public

My commission expires: 9/28/2022

(Expiration of notary commission does not invalidate this instrument)

CERTIFICATE

I, the undersigned, assistant secretary of the OLD REPUBLIC SURETY COMPANY, a Wisconsin corporation, CERTIFY that the foregoing and attached Power of Attorney remains in full force and has not been revoked; and furthermore, that the Resolutions of the board of directors set forth in the Power of Attorney, are now in force.

40-1923



Signed and sealed at the City of Brookfield, WI this 9th day of June, 2020.

Karen J. Haffner

Assistant Secretary


CHARLES L. CRANE AGENCY

9. CAVC 2020-21 Tentative Budget

BOARD AGENDA

June 15, 2020

TO: Dr. Brad Skertich, Superintendent of Schools

FROM: Uta Robison, Chief School Business Official 

DATE: June 15, 2020

RE: AVC 2020-21 Tentative Budget

The following motion should be presented designating our detailed budget as the Tentative Budget for the Collinsville Area Vocational Center:

“I move that the budget as attached be designated the Tentative Budget for the Collinsville Area Vocational Center Joint Agreement for the fiscal year beginning July 1, 2020 and ending June 30, 2021 and that it be made available for public inspection for at least thirty days beginning June 16, 2020 in the Administrative Office of Collinsville Community Unit School District No.10 at 201 West Clay Street, Collinsville, Illinois, and further that a public hearing of said budget be held at 6:30 p.m. on the 17th day of August, 2020 at the Administration Annex, 123 W. Clay Street, Collinsville, Illinois 62234.”

SS

Attachment

10. Presentation of Board Policy Updates

11. Discussion of November School Board Convention

11. Closed Session

12. Personnel

1. Non-Certified Resignations

2. Recommendation for Employment for the 2019-20
CHS and CMS Summer School Programs

3. Recommendation for Coaching Stipend

4. Motion to Approve Extended Contract Days for
Staff

5. Certified Employee Resignations

6. Non-Certified Employee Recommendation for
Employment

7. Employment Recommendations for Administrators

8. Approval of Administrative Contracts

9. Recommendation for Activity Sponsors at
Collinsville High School

10. Recommendation for Re-Employment of Assistant
Athletic Director

11. Recommendation for Department Chairs at
Collinsville High School

12. Recommendation for Appointment of Behind-The-
Wheel Drivers Education Teachers at Collinsville
High School

13. Recommendation for Band Volunteers

14. Certified Employee Recommendation for
Employment

13. Adjourn