

LINCOLNWOOD SCHOOL DISTRICT 74  
BOARD OF EDUCATION  
REGULAR MEETING AGENDA  
TUESDAY, MAY 4, 2021 AT **7:30 PM**

BOARD OF EDUCATION  
**Kevin Daly**, *President*  
**Rupal Shah Mandal**, *Vice President*  
**John P. Vranas**, *Secretary*  
**Myra A. Foutris**  
**Elaina Geraghty**  
**Jay Oleniczak**  
**Peter D. Theodore**

ADMINISTRATION  
**Dr. David L. Russo**, *Superintendent of Schools*  
**Dr. Dominick M. Lupo**, *Assistant Superintendent for Curriculum and Instruction*  
**Courtney Whited**, *Business Manager/CSBO*

*Agenda of the Regular Meeting of the Board of Education of Lincolnwood School District 74,  
Cook County, Illinois, to be held in the Lincoln Hall Band Room #108  
6855 North Crawford  
Lincolnwood, IL 60712,  
on Tuesday, May 4, 2021.*

**Notice of Change in Meeting Location  
for the May 4, 2021, Meeting of  
the Board of Education of  
School District Number 74,  
Cook County, Illinois**

Public Notice is Hereby Given that the meeting of the Board of Education of School District Number 74, Cook County, Illinois, scheduled for May 4, 2021, at 7:30 o'clock P.M., at the Village of Lincolnwood Council Chambers, 6900 North Lincoln Avenue, Lincolnwood, Illinois, has been relocated to the Band Room (#108) of the Lincoln Hall Middle School Building, 6855 North Crawford Avenue, Lincolnwood, Illinois, and will also be accessible by video conference via Zoom webinar, which connection information will be made available via the following electronic link: <https://meetings.boardbook.org/Public/Organization/1270>.

**The Agenda for the Meeting is as follows:**

IN-PERSON PARTICIPATION: Pursuant to the Governor's disaster proclamation issued on April 2, 2021, no more than 10 people may gather at this location for the meeting. Per Board Policy 2:230, anyone who wishes to address the Board during "Audience to Visitors" as indicated on the agenda may do so when recognized by the Board President. Typically each person is allotted three minutes. Members of the public may only participate by joining through ZOOM Conferencing. The Zoom Tech Check will be at 7:15 p.m.

Join the meeting via ZOOM app (video and audio): Meeting ID: # 815 6278 0605  
(Link: <https://sd74-org.zoom.us/j/81562780605>)

or

Join the meeting via phone (audio only): Step #1: Dial 1-312-626-6799; Step #2: Enter Meeting ID: # 815 6278 0605

Bill reviewers for the month: Myra A. Foutris and Elaina Geraghty

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE - **(7:30 p.m.)**
  - Scott L. Anderson
  - Kevin Daly
  - Jeffrey S. Evens
  - Myra A. Foutris
  - Elaina Geraghty
  - Rupal Shah Mandal
  - John P. Vranas

ADMINISTRATIVE TEAM MEMBERS

- Dr. Kimberly A. Nasshan                       Dr. Dominick Lupo
- Dr. David L. Russo                               Mark Atkinson
- Courtney Whited                                 Chris Harmon
- Jennifer Ruttkay                                 Erin Curry
- Christopher Edman                               Christina Audisho
- Renee Tolnai

2. AUDIENCE TO VISITORS

3. APPROVAL OF MINUTES

- a. Regular Board Meeting Minutes - April 8, 2021 7
- b. Regular Board Meeting - Closed Session Minutes - April 8, 2021  
Rationale: The Lincolnwood School District 74 Board of Education approves all Board of Education meeting minutes.

**Recommended motion: I move that the Lincolnwood School District 74 Board of Education approve the Regular and Closed Session minutes from the April 8, 2021 Board of Education meeting.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

4. LINCOLNWOOD SCHOOL DISTRICT 74 BOARD OF EDUCATION

- a. Thank you to Board Member Jeffrey S. Evens for his service.

5. RE-ORGANIZATION OF THE BOARD OF EDUCATION

- a. INFORMATION/DISCUSSION: Results of April 6, 2021 Election: Dr. Kimberly A. Nasshan

Four-Year Term  
Scott L. Anderson  
Kevin Daly  
Rupal Shah Mandal  
Peter D. Theodore

6. **BOARD WILL ADJOURN SINE DIE FOR THE PURPOSE OF RE-ORGANIZATION**

- a. Election of President Pro-Tem and Secretary Pro-Tem: Board Members (See Policies 2:210 and 2:110) 14  
Rationale: The Lincolnwood School District 74 Board of Education adheres to Board Policies 2:210 and 2:110.

**Recommended Motion: I move that Dr. Kimberly A. Nasshan be appointed as President Pro-Tem and Renee Tolnai be appointed Secretary Pro-Tem for the purpose of conducting the election of School Board President.**

**President Pro-Tem:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No."

7. CALL TO ORDER: Dr. Kimberly A. Nasshan

8. RE-ORGANIZATION/OATH OF OFFICE: Dr. Kimberly A. Nasshan

- a. Oath of Office for Newly Elected and Continuing Board of Education Members (See Policy 2:80) 17  
**President Pro-Tem:** Leads the newly elected and continuing Board of Education members in the Oath of Office.

- b. Seating of New Board Member - Peter D. Theodore

**President Pro-Tem:** Welcomes new Board member Peter D. Theodore

- c. Length of the Term for Board Officers (See Policy 2:110)

**President Pro-Tem:** "The next item is to determine the length of the term of office for Board officers. The School Code sets the term of office at two years unless the Board chooses to make it one year. (The District's past practice has been to establish the Term of Office for one year.) Is there a motion?"

**Recommended Motion:** I move that the Lincolnwood School District 74 term of office for Board officers be established for \_\_\_\_\_ year/s."

**President Pro-Tem:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_ that the term of office for Board officers be established for \_\_\_\_\_ year/s. All in favor say "Aye"; those opposed say "No." The term of office for Board officers will be \_\_\_\_\_ year/s.

- d. Nominations for and Election of Board President (See Policy 2:110)

**President Pro-Tem:** "Nominations are now in order for the office of PRESIDENT".

**Any Board Member:** "I nominate \_\_\_\_\_ for PRESIDENT."

**Any Other Board Member:** "Second"

**President Pro-Tem:** "Member \_\_\_\_\_ is nominated for PRESIDENT. Are there any other nominations for the office of President?"

**President Pro-Tem:** "If there are no further nominations ..... nominations for the office of President are closed."

*(Note: A motion to reopen nominations may be adopted by the majority vote.)*

**President Pro-Tem:** "All in favor say "Aye"; those opposed say "No." The Board has elected \_\_\_\_\_ as PRESIDENT."

**The newly elected PRESIDENT immediately assumes the chair and conducts the election of other Board officer/s.**

9. RE-ORGANIZATION CONTINUED: Newly Elected President

18

- a. Nominations For and Election of Board Vice President and Secretary (See Policy 2:210)

**Newly Elected Board President:** "Nominations are now in order for the office of VICE PRESIDENT"

**Any Board Member:** "I nominate \_\_\_\_\_ for VICE PRESIDENT"."

**Any Other Board Member:** "Second"

**Newly Elected Board President:** "Member \_\_\_\_\_ is nominated for VICE PRESIDENT. Are there any other nominations for this office?"

**Newly Elected Board President:** "If there are no further nominations .....nominations are closed."

*(Note: A motion to reopen nominations may be adopted by majority vote.)*

**Newly Elected Board President:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No." " The Board has elected \_\_\_\_\_ as VICE PRESIDENT."

**Note: The newly elected VICE PRESIDENT immediately assumes the chair.**

**Newly Elected Board President:** "Nominations are now in order for the office of SECRETARY"

**Any Board Member:** "I nominate \_\_\_\_\_ for SECRETARY."

**Any Other Board Member:** "Second"

**Newly Elected Board President:** "Member \_\_\_\_\_ is nominated for SECRETARY. Are there any other nominations for this office?"

**Newly Elected Board President:** "If there are no further nominations .....nominations are closed."

*(Note: A motion to reopen nominations may be adopted by majority vote.)*

**Newly Elected Board President:** "The motion was made by Member \_\_\_\_\_ and seconded by Member \_\_\_\_\_. All in favor say "Aye"; those opposed say "No." " The Board has elected \_\_\_\_\_ as SECRETARY."

**Note: The newly elected SECRETARY immediately assumes the chair.**

10. INFORMATION/ACTION: CONSENT AGENDA

(Any member of the Board wishing to vote separately on a Consent Agenda item should request removal of that item from the Consent Agenda.)

a. EMPLOYMENT MATTERS

I. Personnel Report

II. New Employment

1. **Emily Dahl**, Paraprofessional, Todd Hall, effective April 12, 2021, \$15.45/hr

2. **John Wong**, Physical Education Teacher, Todd Hall, effective August 23, 2021, Class 3, Level 10, \$75,467

III. Parental Leave

1. **Emily Porto**, School Psychologist, Lincoln Hall & Rutledge Hall, effective on or about August 25, 2021 with an expected return of November 29, 2021

b. FY22 Consolidated District Plan (formerly known as Approval of Title I District Plan) 20

The State of Illinois requires the Board of Education approve the Consolidated District Plan.

c. StudioGC Presents Grade 5 and Special Furniture at Rutledge Hall 66

The Facilities Committee concurs to recommend to the Board of Education to approve this Contract from StudioGC Architecture + Interiors for Grade 5 and Specials Furniture in the amount of \$162,092 to be installed in the summer of 2021.

d. GSF USA, Inc. Cleaning Services 2021-22 75

The Finance Committee concurs to recommend to the Board of Education to accept the amendment as presented for GSF USA, Inc. custodial services in the amount of \$435,640.39 to begin August 1, 2021 and end July 31, 2022.

Rationale: As part of the regular meeting, the Board of Education routinely approves minutes, personnel items, Board policies, and routine business matters.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.**

Motion by member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

- 11. UNFINISHED BUSINESS
- 12. NEW BUSINESS
- 13. COMMUNICATION FROM BOARD MEMBERS
  - a. NTDSE/District 807: **John P. Vranas/Kevin Daly**
  - b. IASB (Illinois Association of School Boards): **Elaina Geraghty/Myra A. Foutris**
  - c. Finance Committee: **Kevin Daly/John P. Vranas**
  - d. Facilities Committee: **John P. Vranas/Elaina Geraghty**
  - e. Policy Committee: **Rupal Shah Mandal/Myra A. Foutris/Jeffrey S. Evens**
    - I. 1st Reading by the Board of Education
      - 1. Policy 2:265 Title IX Sexual Harassment Grievance Procedure 79
  - f. President's Report
    - I. INFORMATION/DISCUSSION/ACTION: 3-Month Review and Approval of the Resolution 2020-21 re: Reopening and Requirements for Use of Personal Protective Equipment (Including Face Coverings) and Symptom Screening During the Covid-19 Pandemic. 104  
Rationale: The Lincolnwood School District 74 Board of Education approves all Resolutions.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approves the Resolution 2020-21 re: Reopening and Requirements for Use of Personal Protective Equipment (Including Face Coverings) and Symptom Screening During the Covid-19 Pandemic, as presented.**

Motion by Member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

- II. INFORMATION/DISCUSSION/ACTION: Preliminary Committee Appointments

	Delegate/Chair	Alternate/Co-Chair
District 807/NTDSE:	_____	_____
Facilities Committee:	_____	_____
Finance Committee:	_____	_____
Policy Committee:	_____	_____
IASB Representative:	_____	_____

- 14. COMMUNICATION TO THE BOARD OF EDUCATION
  - a. LTA (Lincolnwood Teacher Association): **Travis DuPriest/Stacy Panoutsos/Jamie Schremser/Stephanie Shortell (Co-Presidents)**
  - b. LSSU (Lincolnwood Support Staff Union): **Tammer Gad (President)**
- 15. ADMINISTRATIVE REPORTS
  - a. Superintendent's Report: **Dr. Kimberly A. Nasshan**
    - I. INFORMATION/DISCUSSION: District Updates
    - II. INFORMATION/DISCUSSION: Presentation of the Lincolnwood School District 74 Fall 2021 School Reopening Plan 109
  - b. Curriculum and Instruction, Assistant Superintendent's Report: **Dr. David L. Russo**
    - I. INFORMATION/DISCUSSION: Curriculum Department Update
  - c. Business and Operations, Business Manager/CSBO: **Courtney Whited**
    - I. INFORMATION/DISCUSSION: Finance Report - **February 2021**

II. INFORMATION/ACTION: Bills Payable in the Amount of **\$680,598.58**

144

**Bills reviewed this month by:** Myra A. Foutris and Elaina Geraghty

Rationale: The Board of Education routinely reviews and approves invoices and bills.

**Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of \$680,598.58.**

Motion by Member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

16. AUDIENCE TO VISITORS

17. ADJOURNMENT

Motion by Member: \_\_\_\_\_ Seconded by: \_\_\_\_\_

***Dr. David L. Russo, Superintendent of Schools***

*Lincolnwood School District 74 is subject to the requirements of the Americans with Disabilities Act of 1990. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to observe and/or participate in this meeting, or who have questions regarding the accessibility of this meeting or facility, are requested to contact the District Office at 847-675-8234 promptly to allow Lincolnwood School District 74 to make reasonable accommodations for those persons.*



LINCOLNWOOD SCHOOL DISTRICT 74  
BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
THURSDAY, APRIL 8, 2021 AT **7:30 PM**

BOARD OF EDUCATION  
Scott L. Anderson, *President*  
Kevin Daly, *Vice President*  
John P. Vranas, *Secretary*  
Jeffrey S. Evens  
Myra A. Foutris  
Elaina Geraghty  
Rupal Shah Mandal

ADMINISTRATION  
Dr. Kimberly A. Nasshan, *Superintendent of Schools*  
Dr. David Russo, *Assistant Superintendent for Curriculum and Instruction*  
Courtney Whited, *Business Manager/CSBO*

*Minutes of the Regular Meeting of the Board of Education of Lincolnwood School District 74, Cook County, Illinois, was held in the Lincoln Hall Band Room #108, 6855 North Crawford, Lincolnwood, IL 60712, with ZOOM Video Conferencing available for public participation on Thursday, April 8, 2021*

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE

President Anderson called the Regular Meeting to order at 7:30 p.m. Roll call was taken and the Pledge of Allegiance was recited:

MEMBERS PRESENT

Scott L. Anderson  
Kevin Daly  
Jeffrey S. Evens (arrived at 8:03 p.m.)  
Myra A. Foutris  
Elaina Geraghty  
Rupal Shah Mandal  
John P. Vranas

MEMBERS ABSENT

ADMINISTRATORS/STAFF PRESENT

Dr. Kimberly A. Nasshan  
Dr. David Russo  
Courtney Whited (via ZOOM)  
Chris Harmon (via ZOOM)

Erin Curry (via ZOOM)  
Mark Atkinson (via ZOOM)  
Christopher Edman  
Christina Audisho (via ZOOM)

Dr. Dominick Lupo (via ZOOM)  
Jennifer Ruttkay (via ZOOM)  
Renee Tolnai

OTHERS PRESENT

Brian R. Bare, Whitt Law LLC (District Legal Counsel) (via ZOOM)  
Stephanie B. DiSilvestro, Senior Counsel, Chapman and Cutler, LLP (via ZOOM)  
Tammie Beckwith Schallmo, Senior Vice President, Managing Director, PMA Securities, Inc. (via ZOOM)

2. AUDIENCE TO VISITORS

Speaking on behalf of the SD 74 Parents United Group (Lidia Kaihara, Leah Brennan, Mateo Farzenah) Greg Petersen congratulated the incumbents on their April 5, 2021 election results and thanked the Lincolnwood Community for their support. President Anderson confirmed that the election results are not officially certified by the Cook County Clerk until April 27, 2021.

3. CONSENT AGENDA

a. APPROVAL OF MINUTES

- I. Regular Board Meeting Minutes - **March 4, 2021**
- II. Regular Board Meeting - Closed Session Minutes - **March 4, 2021**

b. EMPLOYMENT MATTERS

- I. Personnel Report
- II. Resignation

1. **Lindsay Kopinski**, Instructional Technology Coach, Todd Hall, effective June 7, 2021
2. **Emily Kouri**, 1st Grade Teacher, Todd Hall, effective June 7, 2021
3. **Matthew Metz**, 8th Grade Science Teacher, Lincoln Hall, effective March 19, 2021
4. **Jennifer Cvetas**, 2nd Grade Teacher, Todd Hall, effective June 7, 2021

III. Retirement

1. **Sharon McAdams**, 1st Grade Teacher, Todd Hall, effective the conclusion of the 2024-2025 school year

c. GASB 74/75 Actuarial Valuation Services from Lauterbach & Amen, LLP

The Finance Committee concurs to recommend to the Board of Education to approve the contract with Lauterbach & Amen, LLP for actuarial services associated with determining the value of GASB 74/75 Other Post-Employment Benefits (OPEB) for the years ending June 30, 2022 for \$3,600 and June 30, 2023 for \$940.

d. \$500 Donation for Todd Hall and Two \$500 Donations for Lincoln Hall from Buchanan Energy

The Finance Committee concurs to recommend to the Board of Education to approve two \$500 donations, one for Lincoln Hall and one for Todd Hall.

Plus, it is the Administrative recommendation that the Board of Education approve an additional \$500 donation to Lincoln Hall for a grand total of \$1,500 from Buchanan Energy to support math and science instruction.

e. Northwest Evaluation Association (NWEA) for MAP Testing Contract for 2021-22 School Year

The Finance Committee concurs to recommend to the Board of Education to renew the Contract with NWEA for MAP testing services in the amount of \$14,525 for the 2021-22 school year.

f. PMA Financial Advisory Agreement

The Finance Committee concurs to recommend to the Board of Education to accept the PMA Financial Agreement for the 2021 Series Bonds.

g. Chapman and Cutler, LLP Letter of Engagement

The Finance Committee concurs to recommend to the Board of Education to enter into the Letter of Engagement with Chapman and Cutler LLP for Bond Counsel Services and Disclosure Counsel Services in the amounts of \$32,000 and \$10,000, respectively.

h. S&P Global Ratings Letter of Engagement

The Finance Committee concurs to recommend to the Board of Education to enter into the Letter of Engagement with S&P Global Ratings in the amount of \$15,750.

i. E-Rate Category II – Heartland Business Systems Wireless Access Points

The Finance Committee concurs to recommend to the Board of Education to accept this contract from Heartland Business Services for wireless access points in the amount of \$41,760.08.

j. 2021-22 Technology Hardware Refresh for Students and Staff

The Finance Committee concurs to recommend to the Board of Education to purchase the following technology items for the 2021-2022 school year in an amount not to exceed \$157,000.

k. 2021-2022 Project Lead the Way (PLTW) Terms and Conditions

The Finance Committee concurs to recommend to the Board of Education to approve the Project Lead the Way (PLTW) Terms and Conditions for the 2021-2022 school year and the annual subscription fee in the amount of \$2,850.

l. Set Time/Date for Lincolnwood School District 74 Board of Education Meetings

The Lincolnwood School District 74 Board of Education must set dates and times for the Regular Meetings of the Board of Education as required in Policy 2:210. The dates for the remaining 2021 Board Meetings have been set and are listed below as a reminder. All meetings begin at 7:30 p.m. unless otherwise noted.

**Remaining 2021 Regular Board Meeting Dates/Location:**

- May 4, 2021 - Lincoln Hall Band Room
- June 3, 2021- Lincoln Hall Band Room
- June 24, 2021 - Lincoln Hall Band Room
- August 5, 2021 - Lincoln Hall Band Room
- September 2, 2021 - Lincoln Hall Band Room
- October 7, 2021 - Lincoln Hall Band Room
- November 4, 2021 - Lincoln Hall Band Room
- December 2, 2021 - Lincoln Hall Band Room

It was moved by President Anderson and seconded by Secretary Vranas that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Foutris, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Absent: Evens

Motion passed.

On behalf of the Lincolnwood School District 74 Board of Education, President Anderson congratulated Sharon McAdams, 1st Grade Teacher, Todd Hall, announcing her retirement effective the conclusion of the 2024-2025 school year.

**4. UNFINISHED BUSINESS**

None

**5. NEW BUSINESS**

None

**a. Ratification of the 2021-2025 Lincolnwood Teachers' Association (LTA) Agreement**

It was moved by Secretary Vranas and seconded by President Anderson that the Lincolnwood School District 74 Board of Education approve the 2021-2025 Lincolnwood Teachers' Association Agreement and Memorandum of Agreement, as presented.

President Anderson thanked Member Geraghty and Secretary Vranas for their negotiations four years ago to provide an a terrific foundation to enter into the 2021-2025 Agreement with little issues. Secretary Vranas reported the 2021 Memorandum of Agreement was the Board of Education’s attempt to recognize the extra efforts the members of the LTA performed during the COVID-19 pandemic to ensure School District 74 students were in the classroom for the 2020-21 school year.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Foutris, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Absent: Evens

Motion passed.

**6. COMMUNICATION FROM BOARD MEMBERS**

**a. NTDS/District 807: *John P. Vranas/Kevin Daly***

- On March 11, 2021, the NTDSE Governing Board met and reported they have received approval from the Village of Morton Grove to proceed with the Molloy Education Center renovation project. Secretary Vranas confirmed the Bonds sold for the project yielded 1.14%.
- NTDSE Executive Director Tarin Kendrick reported that NTDSE does not qualify for any money from the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Also, Springfield is trying to pass legislation to ensure students to stay enrolled in the school past their 22nd birthday. Both issues will impact the member districts financially soon. NTDSE continues to advocate in Springfield.
- A new employment contract for Executive Director Tarin Kendrick was approved on March 11, 2021.

b. IASB (Illinois Association of School Boards): **Elaina Geraghty/Myra A. Foutris**  
No Report

c. Finance Committee: **Kevin Daly/John P. Vranas**

The Finance Committee last met on March 18, 2021.

The Committee sent six items to the Consent Agenda for Board approval:

1. GASB 74/75 Actuarial Valuation Services from Lauterbach & Amen, LLP.
2. Two \$500 Donations that were received from Buchanan Energy.
3. Northwest Evaluation Association (NWEA) for MAP Testing Contract for 2021-22 School Year.
4. E Rate Category II – Heartland Business Systems Wireless Access Points.
5. 2021-22 Technology Hardware Refresh for Students and Staff.
6. 2021-2022 Project Lead the Way (PLTW) Terms and Conditions.

The 1:1 iPad Program at Rutledge Hall for 3rd and 4th Grades was on the Agenda for Board consideration as well. The next Finance Committee meeting is scheduled for Thursday, April 15, 2021 at 6:30 p.m. The public is welcome.

d. Facilities Committee: **John P. Vranas/Elaina Geraghty**

The Facilities Committee last met on March 16, 2021.

- Athi Toufexis, StudioGC, presented the furniture options for Grade 5 and Specials rooms at Rutledge Hall. The Committee provided feedback and requested that she provide additional fabric options and final pricing at the next meeting for approval.
- Jim Caldwell, Director of Buildings and Grounds, presented a proposal for an HVAC Control Module Upgrade at Lincoln Hall and outlined the problems encountered and the scope of the solution. The committee asked if this upgrade should have been completed during the Lincoln Hall renovations. The Administration was directed to go back to the contractor that was responsible during the renovations to determine if there was a problem with the design.
- The Committee concurred with the Administration's recommendation to have IMEG, Studio GC's engineering firm, investigate the Lincoln Hall HVAC Hot Water Piping issue and determine a solution.
- Courtney Whited, Business Manager/CSBO, explained that most of the water fountains at Lincoln Hall have a bottle filler, which is not the case in Todd Hall and Rutledge Hall. The Committee concurred to install new water fountains at Todd Hall and Rutledge Hall and requested that StudioGC prepare a formal plan, ensuring that replacement units meet ADA requirements at the next meeting.
- Lincolnwood Baseball begins in April and runs through June. The field dressing was originally scheduled for May and the Committee requested that it be scheduled prior to the start of the baseball program. That work was completed over spring break.
- An update was provided on the Rutledge Hall water main repair. A blueprint from the 1990's suggests the abandoned pipe supplied water to a fire hydrant that was relocated. It appears that that matter has been resolved and the Village will undertake that repair during the summer break.
- The Committee directed the Administration to digitize the District's blueprints.

The next Facilities Committee is scheduled for Tuesday, April 13, 2021 at 6:00 p.m. The public is welcome.

e. Policy Committee: **Rupal Shah Mandal/Myra A. Foutris/Jeffrey S. Evens**

The Policy Committee last met on Friday, January 22, 2021.

The Policy Committee did not meet in March due to a light agenda.

The next Policy Committee meeting is scheduled for Friday, April 16, 2021 at 8:30 a.m. The public is welcome.

f. President's Report: **Scott L. Anderson**

I. Community Member Sokol Delisi Retires from Policy Committee

President Anderson thanked Mr. Delisi for his service and wished him success on his new employment.

President Anderson also reported on the following items:

COVID-19 Maintenance Team Updates:

Back-to-School Planning

The Back-to-School Committee's reopening plan recommendation will be finalized on April 29, 2021.

May 4: Back-to-School Plan Presentation at the Board of Education Meeting

May 10: Special Board of Education Meeting (Back-to-School Plan Adoption)

Facilities, Finance, & Policy Committee Appointments

All Committee appointments will be vacated during the May 4, 2021 Board of Education meeting at which time the Board will go through the annual reorganization. Committee members seeking reappointment should reach out to Board President Scott Anderson at [sanderson@sd74.org](mailto:sanderson@sd74.org).

7. COMMUNICATION TO THE BOARD OF EDUCATION

a. PTA (Parent Teacher Association): **Courtney Tucker (President)**

PTA President Tucker reported the Virtual PTA meeting on April 8, 2021 has 33 participants. The PTA is hosting a Virtual Duelling Piano night on for SD74 on April 30, 2021. Details are forthcoming. The next PTA meeting is scheduled for May 6, 2021.

b. LTA (Lincolnwood Teacher Association): **Travis DuPriest/Stacy Panoutsos/Jamie Schremser/Stephanie Shortell (Co-Presidents)**

Co-presidents Travis DuPriest and Stacy Panoutsos recently attended a recent IFT (Illinois Federation of Teachers) conference and will report their overview in the near future.

c. LSSU (Lincolnwood Support Staff Union): **Tammer Gad (President)**

No report.

8. ADMINISTRATIVE REPORTS

a. Superintendent's Report: **Dr. Kimberly A. Nasshan**

I. District Updates

Student registration for the 2021-22 school year is now open. For planning purposes, please be sure to register.

The Back to School Committee has been working diligently to be prepared to present their report in draft at the May 4, 2021 Board of Education meeting. The final version will be sent for approval to the Board at the Special Board Meeting scheduled for May 10, 2021.

b. Curriculum and Instruction, Assistant Superintendent's Report: **Dr. David L. Russo**

I. Curriculum Department Update

Assistant Superintendent for Curriculum and Instruction Russo reported registration for Summer

Adventures opened and responses have been coming in steadily. Registration is open through May 7, 2021 and the program starts June 14, 2021.

II. Set the Last Day of School for Each School Year

It was moved by Vice President Daly and seconded by Member Shah Mandal that the Lincolnwood School District 74 Board of Education approve the last day of school for the 2020-21 school calendar to show a closing date of June 7, 2021.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Foutris, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Absent: Evens

Motion passed.

III. 1:1 iPad Program at Rutledge Hall for 3rd and 4th Grades

It was moved by Secretary Vranas and seconded by Vice President Daly that the Lincolnwood School District 74 Board of Education proceed to expand the 1:1 iPad program to 3rd and 4th grades in an amount not to exceed \$130,000.

Dr. Russo shared that District staff reports that the benefits of providing this technology far out weigh the concerns about screen time.

Member Evens arrived to the Board of Education meeting.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Evens, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Abstain: Foutris

Absent: None

Motion passed.

c. Business and Operations, Business Manager/CSBO: **Courtney Whited**

I. Finance Report - **JANUARY 2021**

Business Manager/CSBO Whited presented the January 2021 Finance Report.

II. Approval of the Resolution providing for the issue of not to exceed \$7,000,000 General Obligation Limited School Bonds, Series 2021, of School District Number 74, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the proposed sale of said bonds to the purchaser thereof.

It was moved by Secretary Vranas and seconded by Vice President Daly that the Lincolnwood School District 74 Board of Education approve the Resolution providing for the issue of not to exceed \$7,000,000 General Obligation Limited School Bonds, Series 2021, of School District Number 74, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the proposed sale of said bonds to the purchaser thereof.

Secretary Vranas reported that these Bonds will ensure that the District's long-range capital improvement plans and the financial commitment for the NTDSE renovation of the Molloy Education Center can be fulfilled without taking money from other funds.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Evens, Foutris, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Absent: None

Motion passed.

III. Bills Payable in the Amount of \$973,770.37

**Bills reviewed this month by: Kevin Daly and John P. Vranas**

It was moved by Vice President Daly and seconded by Secretary Vranas that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of \$973,770.37.

President Anderson submitted the motion to a vote and the following vote was recorded:

Ayes: Daly, Evens, Foutris, Geraghty, Shah Mandal, Vranas, Anderson

Nays: None

Absent: None

Motion passed.

9. AUDIENCE TO VISITORS

None

10. RECESS INTO CLOSED SESSION

It was moved by President Anderson and seconded by Vice President Daly that the Lincolnwood School District 74 Board of Education recess into Closed Session for the purposes of: **5 ILCS 120/2(c)(1), amended by P.A. 101-459 - Personnel.**

President Anderson submitted the motion to a voice vote and the motion passed.

11. ADJOURNMENT

It was moved by President Anderson and seconded by Vice President Daly to adjourn the regular meeting of the Lincolnwood School District 74 Board of Education.

President Anderson submitted the motion to a voice vote and the motion passed at 8:42 p.m.

---

Scott L. Anderson, President

---

John P. Vranas, Secretary

## **Board of Education**

### **2:210 Organizational Board of Education Meeting**

During a March meeting in odd-numbered years, the Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years.

At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board of Education shall elect its officers, who assume office immediately upon their election.
4. The Board of Education shall fix a time and date for its regular meetings.

During an April Board meeting in even-numbered years, the Board considers organizational matters, such as, selecting individual members to fill offices with terms that expire this or the next month and fixing a time and date for its regular meetings.

LEGAL REF.:

[10 ILCS 5/2A-1](#) *et seq.*

[105 ILCS 5/10-5](#), [5/10-16](#), and [105 ILCS 5/10-16.5](#).

CROSS REF.: 2:30 (District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: January 11, 2005

REVISED: September 7, 2017

REVIEWED: September 7, 2017

**Lincolnwood School District 74**

---

## Board of Education

### **2:110 Qualifications, Term, and Duties of Board Officers**

The Board of Education officers are: President, Vice President and Secretary. These officers are elected or appointed by the Board at its organizational meeting. The offices of Vice President and Secretary may be combined at the Board's discretion. The Board may, at its discretion, extend terms of officers to two years.

#### President

The Board of Education elects a President from its members for a one-year term. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments with Board approval;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Sign official District documents requiring the President's signature, including Board Minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings;
9. Administer the oath of office to new Board members;
10. Serve as or appoint the Board's official spokesperson to the media; and
11. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

A vacancy in the Presidency is filled by the Vice President.

#### Vice President and Secretary

The Board of Education elects a Vice President and a Secretary from its members for a one-year term. The Vice President performs the duties of the President if:

- the office of President is vacant;
- the President is absent; or
- the President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by special Board election.

The Secretary shall perform or delegate the following duties:

1. Keep Board meeting minutes;
2. Prepare Board meeting agendas and provide them, along with prior meeting minutes, to Board members before the next meeting;
3. Mail meeting notification and agenda to news media who have officially requested copies;
4. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
5. Report to the Township Treasurer on or before July 7, annually, such information as the Township Treasurer is required to include in the Township Treasurer's report to the North Cook Intermediate Service Center;
6. Act as the local election official for the District;
7. Arrange public inspection of the budget before adoption;
8. Publish required notices;
9. Sign official District documents requiring the Secretary's signature; and
10. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

### Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

### Treasurer (NOT an officer of the Board of Education)

The Treasurer for the School District shall be appointed by the Township Trustees.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the Township Trustees;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board;
5. Receive, hold, and expend District funds only upon the order of the Board; and
6. Perform those duties in [Section 8-17 of The School Code](#).

LEGAL REF.:

[5 ILCS 120/7](#) and [420/4A-106](#).

[105 ILCS 5/8-1](#), [5/8-2](#), [5/8-3](#), [5/8-6](#), [5/8-16](#), [5/8-17](#), [5/10-1](#), [5/10-5](#), [5/10-7](#), [5/10-8](#), [5/10-13](#), [5/10-13.1](#), [5/10-14](#), [5/10-16.5](#), and [5/17-1](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational Board of Education Meeting), 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community)

ADOPTED: September 10, 2002

REVISED: March 5, 2020

REVIEWED: March 5, 2020

**Lincolnwood School District 74**

---

## Board of Education

### 2:80 Board Member Oath and Conduct

Each Board member, before taking his or her seat on the Board, shall take the following oath of office:

I, (*name*), **do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Lincolnwood School District 74, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and meeting; and

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

**As part of the Board of Education**, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

**I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Lincolnwood School District 74;

**I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

**I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

**I shall serve** as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Lincolnwood School District 74; and

**I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence, of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' "Code of Conduct for Members of School Boards." A copy of the Code shall be displayed in the regular Board meeting room. All new Board members agree to abide by the Code of Conduct.

LEGAL REF.:

[105 ILCS 5/10-16.5.](#)

CROSS REF.: 1:30 (District Strategic Plan), 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational Board of Education Meeting)

ADOPTED: December 5, 2006

REVISED: January 10, 2019

REVIEWED: January 10, 2019

**Lincolnwood School District 74**

---

## Board of Education

### **2:110 Qualifications, Term, and Duties of Board Officers**

The Board of Education officers are: President, Vice President and Secretary. These officers are elected or appointed by the Board at its organizational meeting. The offices of Vice President and Secretary may be combined at the Board's discretion. The Board may, at its discretion, extend terms of officers to two years.

#### President

The Board of Education elects a President from its members for a one-year term. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments with Board approval;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Sign official District documents requiring the President's signature, including Board Minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the head of the public body for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings;
9. Administer the oath of office to new Board members;
10. Serve as or appoint the Board's official spokesperson to the media; and
11. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

A vacancy in the Presidency is filled by the Vice President.

#### Vice President and Secretary

The Board of Education elects a Vice President and a Secretary from its members for a one-year term. The Vice President performs the duties of the President if:

- the office of President is vacant;
- the President is absent; or
- the President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by special Board election.

The Secretary shall perform or delegate the following duties:

1. Keep Board meeting minutes;
2. Prepare Board meeting agendas and provide them, along with prior meeting minutes, to Board members before the next meeting;
3. Mail meeting notification and agenda to news media who have officially requested copies;
4. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
5. Report to the Township Treasurer on or before July 7, annually, such information as the Township Treasurer is required to include in the Township Treasurer's report to the North Cook Intermediate Service Center;
6. Act as the local election official for the District;
7. Arrange public inspection of the budget before adoption;
8. Publish required notices;
9. Sign official District documents requiring the Secretary's signature; and
10. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

### Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

### Treasurer (NOT an officer of the Board of Education)

The Treasurer for the School District shall be appointed by the Township Trustees.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the Township Trustees;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board;
5. Receive, hold, and expend District funds only upon the order of the Board; and
6. Perform those duties in [Section 8-17 of The School Code](#).

LEGAL REF.:

[5 ILCS 120/7](#) and [420/4A-106](#).

[105 ILCS 5/8-1](#), [5/8-2](#), [5/8-3](#), [5/8-6](#), [5/8-16](#), [5/8-17](#), [5/10-1](#), [5/10-5](#), [5/10-7](#), [5/10-8](#), [5/10-13](#), [5/10-13.1](#), [5/10-14](#), [5/10-16.5](#), and [5/17-1](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational Board of Education Meeting), 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community)

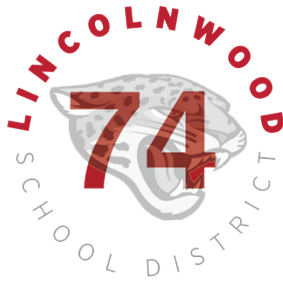
ADOPTED: September 10, 2002

REVISED: March 5, 2020

REVIEWED: March 5, 2020

**Lincolnwood School District 74**

---



## Executive Summary Board of Education Meeting

DATE: May 4, 2021  
TOPIC: FY22 Consolidated District Plan  
PREPARED BY: David Russo

---

### Recommended Action:

**Action:**  **Discussion:**   
**Information:**

### Purpose:

The State of Illinois requires the Board of Education approve the Consolidated District Plan.

### Background:

Annually, the District submits a grant to qualify for Title I, II, III, IV and IDEA funds. This year, the State has again consolidated the plan for all these grants into one Consolidated District Plan (CDP). The plan includes a series of questions on a wide range of programming topics. The CDP must be approved in order to apply for funds in the individual grant areas.

### Fiscal Impact:

The Consolidated District Plan comes with no direct fiscal impact. However, completion and approval of the plan allows the District to apply for the approximate \$625,000 it has been allocated in Title and IDEA funds.

### Recommendation:

It is the recommendation of the Administration that the Board of Education approve the FY22 Consolidated District Plan.

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74

County: Cook

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 22-CDP-00-05-016-0740-02

## Overview

**PROGRAM:** Consolidated District Plan

**PURPOSE:** The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**BOARD GOALS:**

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

**FY 2022** Title I, Part A - Improving Basic Programs

**Included** Title I, Part A - School Improvement Part 1003(a)

**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

**LEGISLATION:** [Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

**DUE DATE:** District plans must be submitted to the Illinois State Board of Education and approved before

any FY 2022 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

**DURATION:**

The District Plan was submitted initially for the school year 2019-2020 and must be updated annually thereafter.

**AMENDMENTS:**

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

**INSTRUCTIONS:**

**Instructions in PDF format**

**COMMON**

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

**ABBREVIATIONS:**

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74

County: Cook

[Consolidated District Plan](#)

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 22-CDP-00-05-016-0740-02

## Contact Information

[Instructions](#)

### 1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Russo"/>	<input type="text" value="David"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="847"/> <input type="text" value="675"/>	<input type="text" value="drusso@sd74.org"/>	
<input type="text" value="8234"/>		

### 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)The Administration of Lincolnwood School District 74 would enforce Board Policy 7:10 to overcome barriers to equitable programming. Board Policy 7:10 states, "Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities." The Policy goes on to state that, "No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities."

When determining students who may qualify or benefit from programs funded in whole, or part, through grant allocations; objective criteria such as Measure of Academic Progress (MAP) data will be applied. No student or teacher will be denied access to federally funded projects based on their gender, race, national origin, color, disability, or age.

### 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 redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

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

\*Required field, applicable for all funding sources

Close Printer Friendly Page

**Applicant:** LINCOLNWOOD SD 74

**County:** Cook

Consolidated District Plan ▼

**Application:** 2021-2022 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

**Project Number:** 22-CDP-00-05-016-0740-02

[Click to Return to Application Select](#)

## 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

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74

County: Cook

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

Project Number: 22-CDP-00-05-016-0740-02

[Click to Return to Application Select](#)

## Coordinated and Aligned Funding

[Instructions](#)

### 1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.\* [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 Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

### 2. Describe how the LEA will align federal resources, including but not limited to the programs 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 prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways.

Response from the approved prior year Consolidated District Plan.

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways.

### 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

[Close Printer Friendly Page](#)

**Applicant:** LINCOLNWOOD SD 74  
**Application:** 2021-2022 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 22-CDP-00-05-016-0740-02

**County:** Cook

Consolidated District Plan ▼

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

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

**Needs Assessment Impact**

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

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

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

**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 need assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, re to that page, revise, save the page and return to this page.**

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

**A. Title I, Part A - Improving Basic Programs**

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made commitment to Pre-K instruction, offering a high quality program for students.

Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of student these sub-groups.

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

**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.**

Through building administration, teachers are given access to MAP reports that predict the level of student performance on the IAR test. From there, teams are provided time on Institute Days to develop individual and small group plans to move students to the next level of performance. These goals are typically shared with parents at fall parent-teacher conferences. Additionally, the District invests professional resources for our Instructional Technology Coaches to expand their ability to provide high quality, on-demand professional development. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Over the past few years, the District has been able to identify priority literacy standards that better align to our core instructional program. In math, the District is seeking to develop the Math Practice Standards whose habits of mind assist all students particularly those who struggle, with strategies they can apply to any problem to become better mathematical thinkers.

On behalf of Lincolnwood School District 74, the Niles Township District for Special Education (NTDSE) conducts a needs assessment for professional development as a part of the comprehensive need assessment for IDEA. All staff development has a needs assessment component and input is received on an ongoing basis to reflect the demands and professional needs of the participants.

Personnel from NTDSE compile results from this survey and meet with the Assistant Superintendent for Curriculum and Instruction and Director of Special Education to review how the professional development needs of Lincolnwood School District 74 staff can be met. This meeting takes annually in the spring of the school year.

**G. Title III - LIEP**

Teachers and administrators use ACCESS and MAP data to determine those EL students who fall into the lowest quartile of academic performance based upon assessment results. These students are to participate in an after school tutoring program and/or EL Summer School experience. The after school program has two components. In the first, students are exposed to learning games that help build their social language skills. They also receive help with their homework during this time. In the second phase, teachers work with small groups of students to extend their exposure to language acquisition strategies. The Summer School program is predicated on the same goals. Students are exposed to different literacy experiences to expand their vocabulary and reading comprehension skills.

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

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

As allowable under grant guidelines, Title IV-A funds have been transferred to Title I budgets for the past several years.

**J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [1]**

The District is a part of the Niles Township District for Special Education (NTDSE). The District has used IDEA funds to hire a consultant specializing in the analysis of standardized testing data, specifically unlocking the performance trends of special education sub-populations. Information is shared with the District's leadership team who takes this analysis down to individual teachers to learn more about their students performed. Using this data, teachers develop individual learning plans to assist students in boosting their achievement levels on standardized assessments. Due to the Pandemic, there standardized assessment information from the spring of 2020 to evaluate. The District will return to this practice when assessment data is generated.

**L. IDEA, Part B - Preschool**

The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows District Pre-School students are better prepared for the fall as compared to those without a pre-school experience.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

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

**Stakeholder Involvement**

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 career or postsecondary education, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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.

**Student Learning:** In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each in-kindergarten student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. Teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student learning next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to the core areas of the next grade level.

**Learning Conditions:** Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been provided necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through District funds, teachers have been provided unique technology hardware meant to aid in their delivery of in-person and on-demand instruction. At several points in the year, remote learning sessions on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

**Elevating Educators:** The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development was placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continued to demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

**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 ISEP
- 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 prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

[[count] of 7500 maximum characters used]

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as English Learner Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.

Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was initially developed with input from the community through both in-person and survey data.

**Response from the prior year Consolidated District Plan.**

The development of this plan resulted from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as English Learner Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees have met regularly to review the services offered through each program and make necessary changes to meet the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.

Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was initially developed with input from the community through both in-person and survey data.

**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]**

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

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

[[count] of 7500 maximum characters used]

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. Another program the District has to support family engagement is to develop a series of tutorial videos that would educate parents about various District topics or processes in an "on-demand" fashion. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The new Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the new Strategic Plan. Families were also surveyed three times about their family's experiences with learning throughout the Pandemic.

**Response from the prior year Consolidated District Plan.**

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. Another program the District has to support family engagement is to develop a series of tutorial videos that would educate parents about various District topics or processes in an "on-demand" fashion. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The new Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the new Strategic Plan. Families were also surveyed twice about their family's experiences with Remote Learning to better organize that structure that had to be implemented.

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

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

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

[[count] of 7500 maximum characters used]

There are numerous ways that the District attempts to engage parents and families including:

There is close communication and planning with the local PTA. Under normal circumstances prior to the Pandemic, the PTA plans several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

**Response from the prior year Consolidated District Plan.**

There are numerous ways that the District attempts to engage parents and families including:

There is close communication and planning with the local PTA. The PTA plans several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Parent-Education nights happen three times a year. In these events, parents are invited to attend a keynote presentation or curriculum demonstration highlighting a key topic in parenting students. The middle school hosts Parent Visitation Days where parents can come in and shadow their child's schedule to learn more about the curriculum. Title III funds are used in programming for EL parents geared toward educating them on the integration of technology into education. Additionally, the program reviews how to have conversations with children about their electronic use and establish limits on social media. There is also programming specific for EL parents tied into larger school-community events, such as Curriculum Night, where funds are used to provide materials.

**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 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)

# Consolidated District Plan

SESSION TIMEOUT 59:55

Close Printer Friendly Page

## Private School Participation

[File Upload instructions are linked below. Click here for general page instructions](#)

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

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

Will Private Schools participate in the Program?

Yes  No

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
There are no private school within	03/30/2021	<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 Consultation Form](#)

[Nonpublic School](#)

Choose File No file chosen

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

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

**Preschool Coordination**

**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 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 career or postsecondary education, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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.**  
**Student Learning:** In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each child. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. Teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. The vast majority of students in the District make positive RIT growth from fall to spring, the District is working to increase the percentage of students who exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student growth next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to the core areas of the next grade level.  
  
**Learning Conditions:** Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been provided necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of school were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning stations on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.  
  
**Elevating Educators:** The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development is placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continued to demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan in effect for the current year.  
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 operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committee members are involved in the planning and implementation of the program. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure alignment and expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. Through ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

Response from the approved prior year Consolidated District Plan.

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committee members are involved in the planning and implementation of the program. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure alignment and expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. Through ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

**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

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74  
 Application: 2021-2022 Consolidated District Plan - 00  
 Cycle: Original Application

County: Cook

[Consolidated District Plan](#) ▾

[Printer-Friendly](#)

[Click to Return to Application Select](#)

Project Number: 22-CDP-00-05-016-0740-02

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

**Student Achievement and Timely Graduation**

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 career or postsecondary education. The state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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.

**Student Learning:** In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each in-kindergarten student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. Teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student growth next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to the core areas of the next grade level.

**Learning Conditions:** Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been provided necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of school were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through District funds, teachers have been provided unique technology hardware meant to aid in their delivery of in-person and on-demand instruction. At several points in the year, remote learning stations on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

**Elevating Educators:** The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development is placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continued to demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

**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 that program. [1]**

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

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy program), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 2021-2022 school year, students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well.

Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step program, a wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance.

Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the system (i.e. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engage for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in the policy.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy program), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 2021-2022 school year, students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well.

Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. A wide variety of after school clubs, intramurals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school runs tutoring services at lunch for students who would want to take advantage of the extra assistance.

Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the system (i.e. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engage for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in the policy.

**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, English learners, education, neglected, and delinquent as applicable to the district. [2]**

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

Lincolnwood School District 74 utilizes the Response to Intervention (RTI) model to identify students at risk. RTI integrates assessment data with intervention and adjustment to instruction in order to provide an opportunity for ALL students to reach their fullest growth and potential.

Response from the prior year Consolidated District Plan.

Lincolnwood School District 74 utilizes the Response to Intervention (RTI) model to identify students at risk. RTI integrates assessment data with intervention and adjustment to instruction in order to provide an opportunity for ALL students to reach their fullest growth and potential.

**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 language proficiency, as applicable.\* [3]**

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

Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of interventions, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified needs.

In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficiencies.

teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement and assess the effectiveness of the intervention.

At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instruction and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervene at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that need to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their need for individualization including providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups.

The Pre-K three and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of the effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screen

Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

#### Response from the prior year Consolidated District Plan.

Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified

In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with 30-60 minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficits and teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement and assess the effectiveness of the intervention.

At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instruction and math weekly, developing their skills through intervention resources available through our foundational programs and other resources tailored to meet the student's needs. Additionally, intervene at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized test data to drill down to very finite skill sets that need to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Individualization includes providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups.

The Pre-K three and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of the effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screen

Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

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

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

Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social-emotional areas. These programs are a positive behavior support system that sets expectations for school and classroom behaviors and is a means to identify students at risk. The District has also developed a full range of clubs and activities at each of our buildings to extend learning before and after school. The District partners with our Park District to provide before and after school care for students as well. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but supporting the needs of classrooms.

Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

#### Response from the prior year Consolidated District Plan.

Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social/emotional areas. These programs are a positive behavior support system that sets expectations for school and classroom behaviors and is a means to identify students at risk respectively. The District has also developed a full range of clubs and activities at each of our buildings to extend learning before and after school. The District partners with our Park District to provide before and after school care for students as well. There is a series of Parent Educational Nights, which provide information with up to date information on a wide range of issues facing their child's life. These are scaled to fit the grade level target audience and frequently support learning that has taken place through classroom experiences or whole-school assemblies. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but support classrooms.

Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

#### 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 high schools by ineffective, inexperienced, or out-of-field teachers.\*\* [5]

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

Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children."

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall provide services in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements."

Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. The committee reviews teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework for Effective Teaching. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not rehired. The District does not employ any teachers to teach outside of their field.

The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

#### Response from the prior year Consolidated District Plan.

Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children."

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall provide services in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements."

Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. The committee reviews teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework for Effective Teaching. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not rehired. The District does not employ any teachers to teach outside of their field.

The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n  
*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 maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of stu  
 students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately bui  
 to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading  
 motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold  
 and understand how to access resources available through the public library.

Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking informati  
 places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level.  
 to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum.

Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these  
 skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social r

**Response from the prior year Consolidated District Plan.**

The District maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of stu  
 students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately bui  
 to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading  
 motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold  
 and understand how to access resources available through the public library.

Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking informati  
 places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level.  
 to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum.

Librarians are also responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lesso  
 concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

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

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

There is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data  
 approximately the top 10% of students into a program of gifted and talented instruction called GATE. This is a pull out program in reading and math allowing students to explore the curriculum  
 differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and  
 percentile on the aforementioned standardized assessments, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affordin  
 students to move through materials at a faster pace at a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade  
 geometry level prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized assessment measures to  
 for early entry into kindergarten and first grade.

**Response from the prior year Consolidated District Plan.**

There is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data  
 approximately the top 10% of students into a program of gifted and talented instruction called GATE. This is a pull out program in reading and math allowing students to explore the curriculum  
 differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and  
 percentile on the aforementioned standardized tests, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affording qualifi  
 move through materials at a faster pace in a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade students to t  
 prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized test measures to evaluate students for r  
 kindergarten and first grade.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

\*\*Required field for only Title I, Part A

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 22-CDP-00-05-016-0740-02

County: Cook

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements

College and Career Readiness

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

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 success...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each in all kindergarten students...

Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been PPE and mitigation strategies required to stay open throughout the year...

Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously...

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

- i. Coordination with institutions of higher education, employers, and other local partners;\* and
ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and

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

There are several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key even year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This all students to familiarize themselves with the multitude of offerings available at the next level of their education.

In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with curricular and extracurricular offerings at the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional counseling session for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant in school.

High school departments host articulation meetings where Lincoln Hall sends representatives to focus on emerging instructional practices or methods that will best serve students in the transition to high school. Personnel enumerate curricular points of emphasis such as the terminology, skills, or knowledge students need to know before matriculating to the high school. Another purpose of these meetings is to discuss logistics, structures, and expectations to ensure middle school students have the best opportunity to place into the most appropriate level of 9th grade coursework.

The middle school administration maintains a close relationship with their high school counterparts; maintaining regular lines of communication on a multitude of topics throughout the year.

Response from the approved prior year Consolidated District Plan.

There are several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key even year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This all students to familiarize themselves with the multitude of offerings available at the next level of their education.

In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with curricular and extracurricular offerings in the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional counseling session for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant in school.

Every major department hosts two articulation meetings where Lincoln Hall sends representatives to focus on emerging instructional practices or methods that will best serve students in the transition to high school and enumerates curricular points of emphasis such as the terminology, skills or knowledge students need to know before matriculating to the high school. Another purpose of these meetings is to discuss logistics, structures, and expectations for placement tests in subjects such as foreign language and math to ensure middle school students have the best opportunity possible to place into the most appropriate level of coursework or free up schedules to pursue other areas of academic interest.

The middle school administration maintains a close relationship with the high school throughout the year. Also, the District and high school are working very closely on development of an articulation program. The high school has offered its expertise and resources to help build this program from the ground up for next year.

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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan 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 07 Elementary District

[[count] of 7500 maximum characters used)

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. Individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design lab. Now being done to implement the PLTW Launch program into our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as one of only 24 districts across the country as a Distinguished PLTW D

2019-2020 school year. This is one way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these careers do on a day-to-day basis. STEM education is expanded beyond the school day through extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics experience is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club and a Coding experience.

Response from the approved prior year Consolidated District Plan.

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. Individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design now being done to implement the PLTW Launch program into our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as one of only 24 districts across the country as a Distinguished PLTW District way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these day-to-day basis. STEM education is expanded beyond the school day through two extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club.

**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

[Close Printer Friendly Page](#)

**Applicant:** LINCOLNWOOD SD 74  
**Application:** 2021-2022 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 22-CDP-00-05-016-0740-02

**County:** Cook

Consolidated District Plan ▾

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

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

**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

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

**ISBE Goals:**

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

**District Goal(s):**

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

**Student Learning:** In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each in student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.

**Learning Conditions:** Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aid in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

**Elevating Educators:** The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

**For each program for which funding is anticipated for the 2021-2022 school year, provide a brief description of professional development activities to be funded by 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

The District will provide teachers with professional development on safety protocol changes associated with the Pandemic. Additionally, Instructional Technology Coaches will support new teaching and learning strategies based on the needs of students. Funds may also support professional development activities scheduled for Institute days and half-day school improvement agendas. Depending upon the nature of learning in the fall; there may be need for continued professional development on Remote Learning and how to push the curriculum forward with more live teaching using remote tools. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.

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

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

The District and Union partner on a two-year mentoring program. New District personnel are assigned a mentor and those two individuals meet on a regular basis for the next two years on a range of topics from evaluation to parent-teacher conferences. There is also a new teacher orientation program where new personnel have the opportunity to learn more about working in the District. The District will also attend virtual education career fairs to seek out the best, qualified candidates for a specific position.

G. Title III - LIEP

Professional development will be provided to the EL Department to attend the annual Bilingual conference at the State level. There may also be opportunity to support teachers in their analysis of standardized testing information.

H. Title III - ISEP

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

The District is looking to expand the footprint of the Second Step social-emotional curriculum; therefore, teachers will be trained on the components of those materials. Additionally, the District is examining several different survey tools meant to generate data on student perceptions in a number of different domains. This data will be used, in part, to help determine those students who may benefit from Tier II or III interventions. Teachers will also need to be trained on the administration of the survey and interpretation of the data generated.

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

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

NOT PROVIDING

L. IDEA, Part B - Preschool

Pre-school teachers have representation on all relevant District curriculum review committees and participate in Institute Days, in-District workshops and they are encouraged to attend professional development opportunities in the surrounding area.

**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

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 22-CDP-00-05-016-0740-02

County: Cook

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs, Stakeholders, Private, Preschool, Student, College, Professional, Safe, Title, IDEA. Sub-headers include Assessment Impact, Schools Participation, Coordination, Achievement, and Career, Development, Learning Environment, Specific Pages, Specific Requirements.

Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 success the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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.

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each in. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. Teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to the core areas of the next grade level.

Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been provided necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the year are dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning stations on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development is placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continued to provide demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

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

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

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for no There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expected behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and after Winter Break.

The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receive consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same level of consistency throughout the District.

The District has brought in a speaker to hold assemblies with students regarding bullying and cyberbullying. These presentations talk about ways to handle bullying and how to prevent it from Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizens

In the 2018-2019 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coach is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate e

PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another e were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

Response from the prior year Consolidated District Plan.

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for no There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expected behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and after Winter Break.

The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receive consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same level of consistency throughout the District.

The District has brought in a speaker to hold assemblies with students regarding bullying and cyberbullying. These presentations talk about ways to handle bullying and how to prevent it from Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizens There is also a Parent Educational Night on the topic of bullying and cyberbullying. Parents are educated about emerging trends in social media, how to monitor their Internet use, and what experiences cyberbullying among other topics.

In the 2018-2019 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coach based on materials from Common Sense Media and focuses on students' responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate

PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings in the very beginning of the school year and are reminded of expectations mid-series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building goes beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, they were taught the basics of zones training, which is a technique for students to recognize their behavior and emotions before they become escalated.

- 2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.);\***

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan. **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 does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at school year.

Response from the prior year Consolidated District Plan.

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at school year.

**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 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

# Consolidated District Plan

Close Printer Friendly Page

Spell Check

## Attendance Center Designation

[Instructions](#)

### Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - LINCOLN HALL MIDDLE SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2003 - RUTLEDGE HALL ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2004 - TODD HALL ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Describe anticipated Reorganizations:**

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74
Application: 2021-2022 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 22-CDP-00-05-016-0740-02

County: Cook

Consolidated District Plan
Printer-Friendly
Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Includes sub-headers for Title I Specific - Part One and Title I Specific - Part Two.

Title I Specific Requirements - Part Two

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, 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 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 state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to 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.

- Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each child. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. Teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to the core areas of the next grade level.

Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of school were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional support through the purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III support. District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning comes on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development is placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continued to demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

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

Section 1111(d)

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

Lincolnwood School District 74 does not have any schools identified as needing either comprehensive nor targeted support and improvement.

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

Lincolnwood School District 74 does not have any schools identified as needing either comprehensive nor targeted support and improvement.

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? 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 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 children.\* (Section 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan requirements. 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 places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students academically at-risk based on standardized assessment data.

The District's goals focus on both STEM Improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum.

Identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the need with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills for all learners. All technology expectations are built alongside the curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curriculum with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

**Re-display of the approved response from the prior year Consolidated District Plan.**

In 2014, the District went through an in-depth Strategic Planning process. This process included a needs assessment that consisted of surveys and focus groups from all stakeholders. This prior five year Strategic Plan for the District. All of the District's efforts, resources, and time are aligned to the areas identified. The five areas of focus include:

1. Develop and implement curriculum that leads to improved academic performance.
2. Promote programs for the health and well-being of students.
3. Strengthen community outreach and collaboration.
4. Develop and implement plans for safe and efficient facilities.
5. Provide opportunities for staff development.

Specifically, in the curriculum area, there are sub goals that focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed expect higher level skills and differentiation for all learners. All technology expectations are built alongside the curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education science programs. In the upcoming year, the focus turns to math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work completed in STEM.

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

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

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation.

**Re-display of the approved response from the prior year Consolidated District Plan.**

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation.

**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 not meeting such standards.

\*Required Field

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan v

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

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

IDEA Specific Requirements

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, r 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 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 succes the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique aca and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to 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.

Student Learning: In the spring, the District hosts a Kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each ir Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have tak and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class m teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall i plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of stu exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for studen next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge esser the core areas of the next grade level.

Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of t were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional sup purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III suppo and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learni come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom.

Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional developmer placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuo demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

1. How was the comprehensive needs assessment information used for planning grant activities? \* This section should include the comprehensive needs identifi 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)

The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's ci programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's ci programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness.

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)

The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social ski school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of eithe learning issues or providing support necessary for students with needs to access the school and curriculum.

Response from the approved prior year Consolidated District Plan.

The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social ski school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of eithe learning issues or providing support necessary for students with needs to access the school and curriculum.

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)

There are no planned changes to the Pre-School program for the upcoming school year unless they are dictated by State mandates resulting from COVID-19 guidelines.

Response from the approved prior year Consolidated District Plan.

There are no planned changes to the Pre-School program for the upcoming school year unless they are dictated by State mandates resulting from COVID-19 guidelines.

\*Required Field

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74  
 Application: 2021-2022 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 22-CDP-00-05-016-0740-02

County: Cook

Consolidated District Plan

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

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
	Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		Care Tran

**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 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. 1 manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle) Passenger Car [49 CFR 571.3]  
**Vehicle Usage:**  
[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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 contract 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 parent legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Sect 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



[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74  
 Application: 2021-2022 Consolidated District Plan - 00  
 Cycle: Original Application

County: Cook

Consolidated District Plan ▾

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

Project Number: 22-CDP-00-05-016-0740-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages
Foster Care Transportation Requirements			Foster Care Plan Contacts			BID - School Stability		

**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 to be included as applicable.**

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Russo	David	Assistant Superintendent for C and I	drusso@sd74.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Whited	Courtney	CSBO	cwhited@sd74.org

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

\*Required field

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requir
Foster Care Transportation Requirements			Foster Care Plan Contacts			- BID School Stability			IDEA Care Tran

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 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 prior year 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. In the event of a foster care placement, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, social worker, parents, DCFS officials, and other District personnel as needed.

This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and the least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin 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. If there are additional costs incurred for transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.

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 include: What are the child's preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child parent? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a ment from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a ment from the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the available services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan. In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed.

This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and the least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin 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. If there are additional costs incurred for transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.

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 include: What are the child's preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child parent? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a ment from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a ment from the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the available services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the 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. The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational needs of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as determined in the Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

Response from the approved prior year Consolidated District Plan. The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational needs of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as determined in the Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the 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. The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and promotes the student's interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be provided to ensure full comprehension of the plan on the part of anyone representing the child.

Response from the approved prior year Consolidated District Plan. The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and promotes the student's interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be provided to ensure full comprehension of the plan on the part of anyone representing the child.

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 reached. For your convenience, the prior year 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. The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all parties to provide information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes through mediation. If mediation is not reached, the District will include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a resolution cannot be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan. The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all parties to provide information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes through mediation. If mediation is not reached, the District will include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a resolution cannot be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
 Cycle: Original Application

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

Project Number: 22-CDP-00-05-016-0740-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requir
Foster Care Transportation Requirements			Foster Care Plan Contacts			- BID School Stability			Care Tran

**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 prior year 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. In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their 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. If there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin, the District will provide transportation to the school of origin. The factors that should be considered when developing the transportation procedures for a student in foster care include: the child and family's wishes, the safest, most efficient mode of transportation applicable to the situation, the plan allowing the child to fully participate in the curriculum and any applicable extracurricular opportunities, and if there are any special education accommodations that need to be considered.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their 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. If there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin, the District will provide transportation to the school of origin. The factors that should be considered when developing the transportation procedures for a student in foster care include: the child and family's wishes, the safest, most efficient mode of transportation applicable to the situation, the plan allowing the child to fully participate in the curriculum and any applicable extracurricular opportunities, and if there are any special education accommodations that need to be considered.

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

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

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

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

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

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

For your convenience, the prior year 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.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

Response from the approved prior year Consolidated District Plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

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

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

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determine factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level to seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determine factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level to seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the

decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

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

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

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

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruption and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

**Response from the approved prior year Consolidated District Plan.**

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruption and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working directly with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the first line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

**Response from the approved prior year Consolidated District Plan.**

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working directly with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the first line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

\*Required field

[Close Printer Friendly Page](#)

Applicant: LINCOLNWOOD SD 74

County: Cook

[Consolidated District Plan](#) ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 22-CDP-00-05-016-0740-02

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEP 442</a>	<a href="#">Assurances</a>
---------------------------------	----------------------------------	---------------------------	--------------------------	-----------------------------	----------------------------

**Board Approval, Certification, and Assurances**
[Instructions](#)

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
  - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
    - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. the local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

Grant Application Certifications and Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/jcar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of

Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

#### **PROJECT**

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

#### **FUNDING**

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

#### **INVOLUNTARY TERMINATION**

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to,

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (*Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not ~~be~~ used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### **JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
  - d) Properly post all expenditures made on behalf of the project;
  - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
  - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

#### **DRUG-FREE WORKPLACE CERTIFICATION**

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
  - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
  - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
  - 3) Notifying the employee that, as a condition of employment on such contract or grant, the
    - A) Abide by the terms of the statement; and
    - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - 1) The dangers of drug abuse in the workplace;
  - 2) The grantee's or contractor's policy of maintaining a drug-free workplace;
  - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4) The penalties that may be imposed upon an employee for drug violations.

- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

v1.2021

Close Printer Friendly Page

**Applicant:** LINCOLNWOOD SD 74

**County:** Cook

Consolidated District Plan ▾

**Application:** 2021-2022 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 22-CDP-00-05-016-0740-02

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions**

[Instructions](#)

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at:

[www.sam.gov](http://www.sam.gov)

6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v1.2019

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan v

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
------------------------	-------------------------	------------------	-----------------	-----------------	-------------------

**Certification Regarding Lobbying**

**Instructions**

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#)"Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v1.2021

[Close Printer Friendly Page](#)

**Applicant:** LINCOLNWOOD SD 74

**County:** Cook

[Consolidated District Plan](#) ▼

**Application:** 2021-2022 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 22-CDP-00-05-016-0740-02

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
---------------------------------	----------------------------------	---------------------------	--------------------------	--------------------------	----------------------------

**GEPA 442 Assurances**

[Instructions](#)

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
  1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

**PROJECT**

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards

prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

Close Printer Friendly Page

Applicant: LINCOLNWOOD SD 74

County: Cook

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 22-CDP-00-05-016-0740-02

Spell Check

<u>Plan Assurances</u>	<u>State Assurances</u>	<u>Debarment</u>	<u>Lobbying</u>	<u>GEPA 442</u>	<u>Assurances</u>
------------------------	-------------------------	------------------	-----------------	-----------------	-------------------

Assurances

Instructions

**GRANT AGREEMENT:** The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

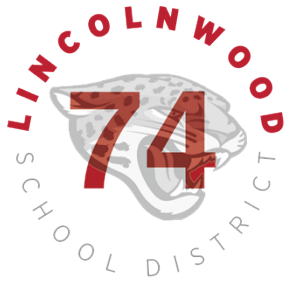
**NOTE:** These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

KIMBERLY A. NASSHAN

Signature of School District Superintendent / Agency Administrator  
Signature of Board-Certified Delegated Authority for

Agreed to on this Date: 03/30/2021



## Executive Summary Board of Education Meeting

---

DATE: May 4, 2021

TOPIC: StudioGC Presents Grade 5 and Specials Furniture at Rutledge Hall

PREPARED BY: Courtney Whited

### **Recommended for:**

- Action
- Discussion
- Information

### **Purpose/Background:**

The District is approaching a third summer of facilities work guided by StudioGC. During the two previous summers, grade 3 and grade 4 classroom furniture was replaced. New furniture for grade 5 and special classes is scheduled for the upcoming summer.

### **Fiscal Impact:**

\$162,092

\$242,900 was the estimate on the Master Facilities Plan

### **Recommendation:**

The Facilities Committee concurs to recommend to the Board of Education to approve this contract from StudioGC Architecture + Interiors for Grade 5 and Specials Furniture in the amount of \$162,092 to be installed in the summer of 2021.

# Rutledge Hall 5th Grade & Small Group Room

Furniture Review

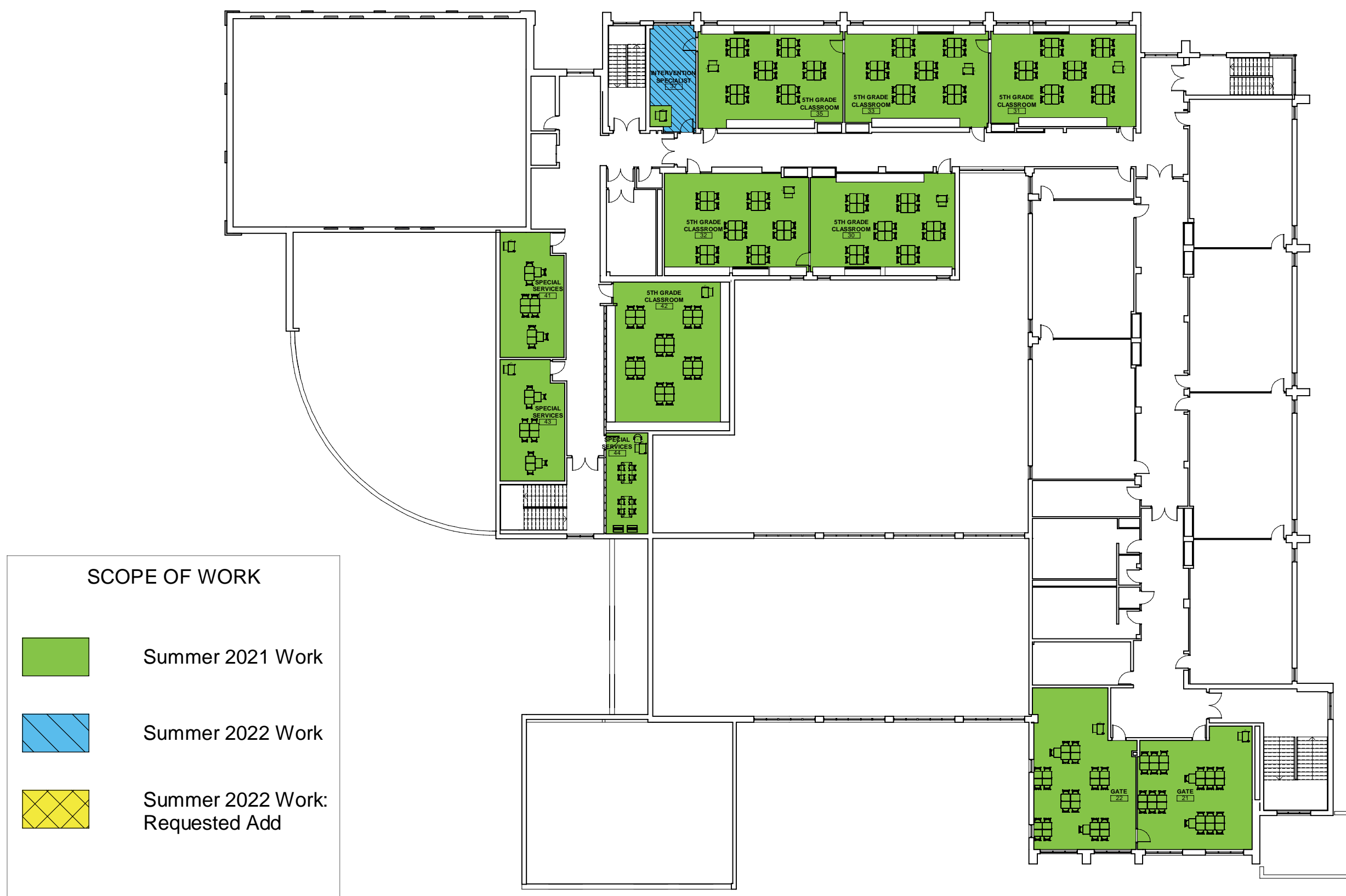
April 1st, 2021

**STUDIO GC**  
architecture + interiors

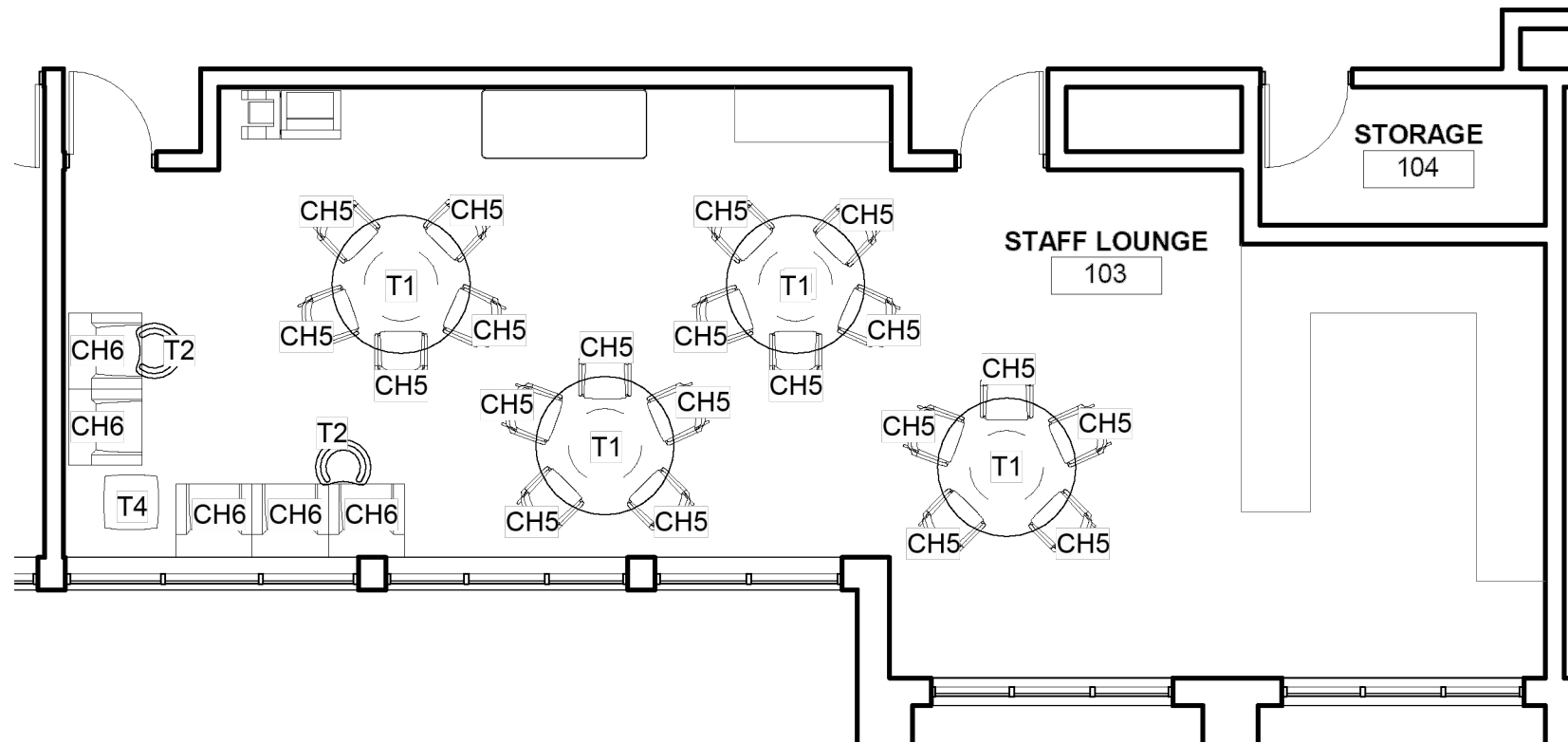


**SCOPE OF WORK**

- Summer 2021 Work
- Summer 2022 Work
- Summer 2022 Work: Requested Add



# SECOND FLOOR: FURNITURE PLAN



CH6: KI - MyWay Modular Lounge  
Quantity: 5



CH5: HON - Accommodate Guest Chair  
Quantity: 20



T1: KI - Athens Table  
Quantity: 5



I4: KI - Myway Occasional Table  
Quantity: 1



T2: KI - C-Table Max w/  
Comfort Curve  
Quantity: 2

## FIRST FLOOR: STAFF LOUNGE 103

OPTION 1



Alea: Ultramarine

Haven: Atlantic

OPTION 2



Aphrodite: Thames

Haven: Atlantic



EXISTING: PAINT + CARPET

OPTION 3



Wander:  
Mediterranean

Brogue: Stormy

STAFF LOUNGE: MyWay Lounge Finish Options



*Interiors for Business, Inc.*  
 409 N. River Street  
 Batavia, Illinois 60510  
 630.761.1070 Main  
 630.761.1065 Fax  
[www.interiorsforbusiness.com](http://www.interiorsforbusiness.com)

**CUSTOMER**  
 Rutledge Hall

**DATE** 3/3/2021 REVISED 3/25/2021  
**TERMS** 50% Downpayment / Net 15  
**PROJECT** Rutledge Hall - Lincolnwood

**WORKPLACE CONSULTANT** Alex Carsi x50

**CUSTOMER SERVICE** Jenny Dewey x23

#	QTY	DESCRIPTION	AMOUNT	EXTENDED
CH-1	248	Smith System Flavors Chair 18" Shell On Casters Shell: Apple Green Frame: Platinum	95.71	23,736.08
CH-2	18	Smith System Flavors Chair 16" Shell On Casters Shell: Apple Green Frame: Platinum	88.92	1,600.56
CH-03		Eliminated from Scope		
CH-4	1	Allseating Entail Instock with Arms Casters Basic Synchro Tilt Seat Slider Frame: Black Nylon Back: Onyx Seat Upholstery: Black	237.50	237.50
Ch-5	20	HON - Accommodate Guest Chair, Fixed Arms Casters Shell: Textured Black Frame Upholstery: Grade 1 - Color TBD	233.44	4,668.80
CH-6	5	KI My Way Low Arm Sled Base Lounge Contrasting Fabrics Upholstery 1: Grade 5 Upholstery 2: Grade 5	1,185.30	5,926.50
D-1	256	Smith System Silhouette Desk 20x27 w/ adjustable height legs On Casters Steel Bookbox/Base: Platinum Laminate: Classic Linen Edge Band: Persian Blue	220.45	56,435.20
D-2	2	KI Ruckus Cantilever ADA Set Screw Adjustable Desk Rolling Base Book Basket: Blue Grey Base: Blue Grey Edge: Splash	358.02	716.04



Interiors for Business, Inc.  
 409 N. River Street  
 Batavia, Illinois 60510  
 630.761.1070 Main  
 630.761.1065 Fax  
[www.interiorsforbusiness.com](http://www.interiorsforbusiness.com)

CUSTOMER  
 Rutledge Hall

DATE 3/3/2021 REVISED 3/25/2021  
 TERMS 50% Downpayment / Net 15  
 PROJECT Rutledge Hall - Lincolnwood

WORKPLACE CONSULTANT Alex Carsi x50

CUSTOMER SERVICE Jenny Dewey x23

#	QTY	DESCRIPTION	AMOUNT	EXTENDED
M-1	21	Media Technologies Lecturn with Storage Stowaway with Storage Cabinet Loop Pull: Nickel HPL Top: Wilsonart Grey Mesh 4877 PVC Top: Rehau C600244 Silver Grey HPL Case/Door: Wilsonart Harvest Maple 7953 PVC Case/Door: Rehau CP40003 Solar Oak Powder Coat: 809 Silver Hingers: H3 Concealed Casters: Gray Pulls: P2	1,137.50	23,887.50
M-2a	1	Smith Systems - Mobile Storage Shelves Cascade Mega Cabinet, Doors, Shelves Whiteboard on Back End Panel: Persian Blue Edge: Persian Blue	899.08	899.08
M-2b	1	Smith Systems - Mobile Storage - Totes and Shelves Cascade Mega Cabinet with Totes and Shelves Doors, Shelves, One Row of Totes (8) Whiteboard on Back End Panel: Persian Blue Edge: Persian Blue	1,139.91	1,139.91
T-1	4	KI - Café Table Athens Table - Round, Flat Disc Base, 6" Column, Fixed Height 60" Diam x 29"H Edge: TBD Laminate: TBD - Manufacturer's Standard Base: Powdercoat	1,073.52	4,294.08
T-2	2	KI - C Table Max, 26", Fixed Height, Round with Curve, 24" Worksurface Laminate/Edge: TBD Base: TBD	265.68	531.36
T-3	2	Smith System Classroom Table Elemental Rectangular Table - Adjustable Height 30"D x 60"W Laminate: Classic Linen Edgeband: Persian Blue Base: Platinum	316.16	632.32
		Add Casters 48.78 ea	48.78	
T-4	1	KI - MyWay Laminate End Table, 24D x 24W x 22H Laminate/Edge: TBD Base: TBD	432.00	432.00
		73		



Interiors for Business, Inc.  
 409 N. River Street  
 Batavia, Illinois 60510  
 630.761.1070 Main  
 630.761.1065 Fax  
 www.interiorsforbusiness.com

**CUSTOMER**  
 Rutledge Hall

**DATE** 3/3/2021 REVISED 3/25/2021  
**TERMS** 50% Downpayment / Net 15  
**PROJECT** Rutledge Hall - Lincolnwood

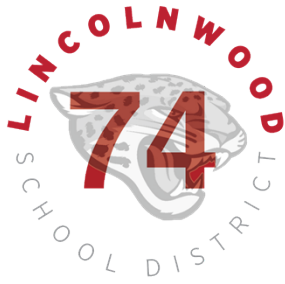
**WORKPLACE CONSULTANT** Alex Carsi x50

**CUSTOMER SERVICE** Jenny Dewey x23

#	QTY	DESCRIPTION	AMOUNT	EXTENDED
<b>FREIGHT ESTIMATE (Smith System and Allseating)</b>				
1		From Factory to IFB's Designated Warehouse	14,415.07	14,415.07
<b>LABOR - prevailing wage</b>				
1		Receive / Deliver / Install during Normal Business Hours Monday through Friday Areas must be Free and Clear Prior to Delivery Based on One Trip, One Continuous Phase Any Additional Trips due to Site Conditions would Incur Additional Costs Includes Debris Removal to Installer's Dumpster	22,540.00	22,540.00
<b>PURCHASING CONTRACTS QUOTED ABOVE</b>				
KI: SourceWell				
Steelcase: E&I				
Smith System: E&I				

	<b>Material</b>	125,136.93
<i>To accept this order please sign and return.</i>		-
	<b>Sales Tax 8.00%</b>	-
<b>X</b>	<b>Freight</b>	14,415.07
<b>Print Name:</b>	<b>Labor</b>	22,540.00
<b>PO Number:</b>	<b>Design</b>	-
	<b>Tariff</b>	-
	<b>TOTAL \$</b>	162,092.00

*Deposit required at time of order - Ask about available leasing options - This quote is valid for 30 days*



## Executive Summary Board of Education Meeting

DATE: May 4, 2021

TOPIC: GSF USA, Inc. Cleaning Services 2021-22

PREPARED BY: Courtney Whited

### **Recommended for:**

- Action
- Discussion
- Information

### **Purpose/Background:**

The Board approves all contracts and expenditures over \$10,000. GSF USA has provided outstanding custodial services ever since the initial term of the contract in 2019-20. Their team has continued to perform at a high standard throughout the last year when the Pandemic developed. The annual amount for cleaning services from August 1, 2021 through July 31, 2022 is based on a 2.5% increase over the prior year. Legal Counsel reviewed the amendment, performed a revision, and GSF USA signed off on this final version.

Changes did not materially affect the substance of the Agreement. They can be summarized as follows:

- Removed the references to a "Master Services Agreement" or "Amendment #1". The first two years were presented essentially as standalone individual Agreements, both of which incorporated the original bid for purposes of specifications.
- Included the dates of the first two documents and left the language in place to treat all of these as essentially one continuous "Agreement," however.
- Changed the date of this document to the May Board meeting.
- Added a new Section C which incorporates the prior bid package and its terms on scope, insurance, liability, indemnification, etc. This language appeared in both of the prior documents as well.

GSF also provided a 2021-22 contract plus an additional two-year extension for informational purposes only.

### **Fiscal Impact:**

\$435,640.39

### **Recommendation:**

The Finance Committee concurs to recommend to the Board of Education to accept the amendment as presented for GSF USA, Inc. custodial services in the amount of \$435,640.39 to begin August 1, 2021 and end July 31, 2022.



AMENDMENT TO AGREEMENT

This Amendment dated May 4, 2021 and effective August 1, 2021 is entered into by and between GSF USA, Inc. ("Contractor"), and Board of Education of LINCOLNWOOD SCHOOL DISTRICT 74, on behalf of itself and for the benefit of its Affiliates (collectively "Company") and amends that certain Agreement, dated May 30, 2019, and previously amended May 5, 2020, by and between Company and Contractor (collectively, the "Agreement"). All terms capitalized herein, but not defined herein, shall have the meanings ascribed to them in the Agreement.

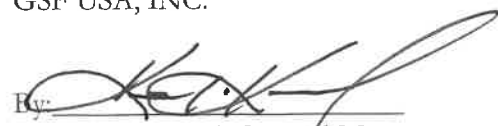
The following recitals sets forth the basis of this Amendment and are made a part hereof:

RECITALS:

- A. Pricing: The parties agree to a 2.5% increase and that the annual contract price will be four hundred thirty-five thousand six hundred forty dollars and 39/100 (\$435,640.39) for the August 1, 2021 - July 31, 2022 of the Renewal Term, payable in twelve (12) monthly installments during the Renewal Term
- B. Hourly rates for work requested by the District which is beyond the scope of service 2021-2022:
  - a. Maintenance: \$42.71/Hour
  - b. Custodial: \$32.30/Hour
  - c. Grounds: \$32.30/Hour
- C. The bid package for "LINCOLNWOOD SCHOOL DISTRICT 74 CUSTODIAL SERVICES BID 2019" shall continue to be made a part of this Agreement and incorporated herein, and shall continue to define the scope of this Work, as well as all insurance, liability, and indemnification requirements and other general specifications.
- D. No Other Amendments. Except as expressly amended herein, the Agreement which has not expired or been terminated prior to the date hereof, shall continue in full force and effect, in accordance with its terms, without any waiver, amendment or other modification of any provision thereof.

IN WITNESS WHEREOF, the parties have executed this AMENDMENT as of the date and year first above written.

GSF USA, INC.

By:   
Kurt A. Kuempel, General Manager

Board of Education of LINCOLNWOOD SCHOOL DISTRICT 74

By: \_\_\_\_\_



Information Only

## AMENDMENT #1 TO MASTER SERVICES AGREEMENT

This Amendment #1 dated March 29, 2021 and effective August 1, 2021 is entered into by and between **GSF USA, Inc.** (“Contractor”), and **Board of Education of LINCOLNWOOD SCHOOL DISTRICT 74**, on behalf of itself and for the benefit of its Affiliates (collectively “Company”) and amends that certain Master Services Agreement, dated May 5, 2019, by and between Company and Contractor (“Agreement”). All terms capitalized herein, but not defined herein, shall have the meanings ascribed to them in the Agreement.

The following recitals sets forth the basis of this Amendment and are made a part hereof:

### RECITALS:

A. Pricing: The parties agree to a

**Year 1:** 2.5% increase for the August 1, 2021 - July 31, 2022 of the Renewal Term and that the annual contract price will be four hundred thirty-five thousand six hundred forty dollars and 39/100 (\$435,640.39), payable in twelve (12) monthly installments during the Renewal Term.

**Year 2:** 5.5% increase for the August 1, 2022 - July 31, 2023 of the Renewal Term and that the annual contract price will be four hundred fifty-nine thousand six hundred dollars and 61/100 (\$459,600.61), payable in twelve (12) monthly installments during the Renewal Term.

**Year 3:** 5.5% increase for the August 1, 2023 - July 31, 2024 of the Renewal Term and that the annual contract price will be four hundred eighty-four thousand eight hundred seventy-eight dollars and 65/100 (\$484,878.65), payable in twelve (12) monthly installments during the Renewal Term.



Information Only

Illinois Minimum Wage Law						
	1.1.2020	6.1.2020	1.1.2021	1.1.2022	1.1.2023	1.1.2024
	\$9.25	\$10.00	\$11.00	\$12.00	\$13.00	\$14.00
Cook County Minimum Wage Law						
	7.1.2020	7.1.2021		7.1.2022	1.1.2023	1.1.2024
	\$13.00	\$14.00		TBD	TBD	TBD
Chicago Minimum Wage Law						
	7.1.2020	7.1.2021		7.1.2022	1.1.2023	1.1.2024
	\$14.00	\$15.00		TBD	TBD	TBD
School District Year - Current Sitaitaion						
Positions	2019-2020	2020-2021		2021-2022	2022-2023	2023-2024
Day Porters (4)	\$13.00	\$13.30		\$13.63	\$14.38	\$15.17
Night Custodian (9)	\$12.00	\$12.28		<b>\$12.58</b>	<b>\$13.27</b>	<b>\$14.01</b>
Manager (1)	\$22.00	\$22.51		\$23.07	\$24.34	\$25.68
Percentage Increase	N/A	2.30%		2.50%	5.50%	5.50%
Annual Contract \$ & Projected	\$415,459.45	\$425,015.02		\$435,640.39	\$459,600.61	\$484,878.65
Hourly rates for work requested by the District which is beyond the scope of service						
Positions	2019-2020	2020-2021		2021-2022	2022-2023	2023-2024
Maintenance	\$ 41.67	\$ 41.67		\$ 42.71	45.06	47.54
Custodial	\$ 30.00	\$ 30.70		\$ 32.30	34.08	35.95
Grounds	\$ 30.00	\$ 30.70		\$ 32.30	34.08	35.95

B.  
No Other

Amendments. Except as expressly amended herein, the Agreement which has not expired or been terminated prior to the date hereof, shall continue in full force and effect, in accordance with its terms, without any waiver, amendment or other modification of any provision thereof.

IN WITNESS WHEREOF, the parties have executed this AMENDMENT #1 as of the date and year first above written.

GSF USA, INC.

Board of Education of LINCOLNWOOD  
SCHOOL DISTRICT 74

By: \_\_\_\_\_  
Kurt A. Kuempel, General Manager

By: \_\_\_\_\_

**ANSWER REQUIRED**

**8/21/20 - PC recommends Legal**

**Review and Guidance**

**12/11/20 PC Committee requested to Keep in Committee, and ask for BOE INPUT in "Updates"**

*Document Status: Draft Update - New*

**2:265 Title IX Sexual Harassment Grievance Procedure**

*New/Unpublished Section*

Sexual harassment affects a student’s ability to learn and an employee’s ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106)<sup>PRESSPlus1</sup> concerning everyone in the District’s education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.<sup>PRESSPlus2</sup>

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual’s sex that satisfies one or more of the following:<sup>PRESSPlus3</sup>

1. A District employee conditions the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;<sup>PRESSPlus4</sup> or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).<sup>PRESSPlus5</sup>

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person’s alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

*Complainant* means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

*Education program or activity* includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

*Formal Title IX Sexual Harassment Complaint* means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

*Respondent* means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

*Supportive measures* mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.<sup>PRESSPlus6</sup>

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District’s comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District’s educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal,<sup>Q1</sup> Dean of Students,<sup>Q2</sup> or a Complaint Manager.<sup>PRESSPlus7</sup>
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District’s website, if any, and in each handbook made available to such persons.<sup>PRESSPlus8</sup>

## Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. [PRESSPlus9](#) A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus10](#)

### **Title IX Coordinator:**

Name

Address

Email

Telephone

## Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*. [PRESSPlus11](#)

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. [PRESSPlus12](#) For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; [PRESSPlus13](#) 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

## Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation. [PRESSPlus14](#)

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. [PRESSPlus15](#) The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on [Q3](#) issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [Q4](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. [PRESSPlus16](#)

### Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. [PRESSPlus17](#) Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law. [PRESSPlus18](#)

### Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*. [PRESSPlus19](#)

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

### LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct, and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

### Questions and Answers:

\*\*\*Required Question 1. Does the District employ Assistant Principals?

**The Committee recommends YES as of 8/21/20 PC meeting.**

Yes (default)

No (IASB will remove Assistant Building Principal references from the policy)

\*\*\*Required Question 2. Does the District employ a Dean of Students?

- Yes (default) **The Committee recommends NO as of 8/21/20 PC meeting.**
- No (IASB will remove Dean of Students references from the policy)

\*\*\*Required Question 3. 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

Will the District use a live hearing during the grievance process?

**The Committee asks for Legal Guidance on this Question "What would satisfy the District's Obligation?" 12/11/20 Brian Bare use the Default "NO" unless BOE feels otherwise.**

- No (default)
- Yes (IASB will amend #5 by inserting the following after "receive training on": "any technology to be used at a live hearing and on")

\*\*\*Required Question 4. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of evidence it will use to determine responsibility of the respondent. The standard of evidence selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. This policy uses the *preponderance of the evidence* standard, not the *clear and convincing evidence* standard. *Preponderance of evidence* is a standard used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's LawDictionary, 11th ed. 2019*. *Preponderance of the evidence* is the standard used in sample policy 2:260, *Uniform Grievance Procedure*. *Clear and convincing* is a higher standard, requiring more than *preponderance of the evidence* but less than proof beyond a reasonable doubt. It means "evidence indicating that the thing to be proved is highly probable or reasonably certain." See *Black's LawDictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard for the district, as well as implications if a different standard is used in this policy than in 2:260, Uniform Grievance Procedure.** Ensure the same standard of evidence is used in the district's implemented administrative procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Which standard of proof has the Board adopted for policy 2:265?

**The Committee asks for Legal Guidance on this Question. "What would satisfy the District's Obligation?"**

- Preponderance of evidence (default) **at 12/11/20 PC Mtg Committee asked for BOE review and input.**
- Clear and convincing evidence (IASB will replace "preponderance of" with "clear and convincing")

**PRESSPlus Comments** **February 9, 2021 Legal Counsel stated: Thus, for consistency, and as I noted in my earlier email, I would recommend using the "preponderance of the evidence" standard for Policy 2:265**

PRESSPlus 1. The final Title IX regulations are eff. 8-14-20; however, their complexity and scope means that districts are unlikely to finalize policies until after the effective date. It is important for school officials to discuss Title IX requirements with their board attorneys, to ensure full implementation and to reduce risks based on Title IX's intersection with local and State laws and regulations. See the **PRESS** Issue 105 Update Memo, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com), for more information. **Issue 105, August 2020**

PRESSPlus 2. Title IX of the Education Amendments of 1972 (Title IX)(20 U.S.C. §1681 *et seq.*) requires this subject matter be covered by policy and controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX sexual harassment grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX sexual harassment grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementation regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). Though all complaints of sexual harassment may not constitute sexual harassment under Title IX, Title IX's reach is broad because an alleged complainant or alleged respondent may be *anyone* in the District's educational program or activity in the United States – including applicants for employment, students, parents/guardians, any employee, and third parties. **Issue 105, August 2020**

PRESSPlus 3. 34 C.F.R. §106.30. The definition of *sexual harassment* in the policy and in Title IX includes *unwelcome* conduct. Id. However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See Mary M. v. North Lawrence Community Sch. Corp., 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment). **Issue 105, August 2020**

PRESSPlus 4. 34 C.F.R. §106.30. This behavior is commonly called *quid pro quo* sexual harassment. See 85 Fed. Reg. 30036, f/n 94. By using the term *individual*, Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service by an employee is conditioned on a current *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and an individual other than a current student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion. **Issue 105, August 2020**

PRESSPlus 5. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com), for these definitions and other definitions of italicized terms in this policy. **Issue 105, August 2020**

PRESSPlus 6. See sample administrative procedure 2:265-AP1, *Title IX Sexual Harassment Response*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com), for further discussion of supportive measures. **Issue 105, August 2020**

PRESSPlus 7. If the Board's policy 5:100, *Staff Development Program*, does not include the paragraphs listing trainings (from footnote 4 of sample policy 5:100), IASB will remove the phrase ~~pursuant to policy 5:100, Staff Development Program~~, and. **Issue 105, August 2020**

PRESSPlus 8. A district must prominently display its Title IX non-discrimination policies (policy 2:260, *Uniform Grievance Procedure*, and this policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 105, August 2020**

PRESSPlus 9. Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX deems "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment to have *actual knowledge*. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.30. This policy contains an item upon which collective bargaining may be required. Any policy that impacts wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 105, August 2020**

PRESSPlus 10. Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number. A district's nondiscrimination coordinator often also serves as its Title IX coordinator. See policy 2:260, *Uniform Grievance Procedure*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. **Issue 105, August 2020**

PRESSPlus 11. Required by 34 C.F.R. §106.44(a) and (b) regardless of whether a formal Title IX sexual harassment complaint is filed. **Issue 105, August 2020**

PRESSPlus 12. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com), for a discussion of Title IX sexual harassment and non-Title IX sexual harassment. Consult the board attorney for further guidance. **Issue 105, August 2020**

PRESSPlus 13. See also sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 105, August 2020**

PRESSPlus 14. This policy gives Title IX coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals) and the board attorney. If a complaint involves the superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney. **Issue 105, August 2020**

PRESSPlus 15. See sample administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 105, August 2020**

PRESSPlus 16. Examples of legally-recognized privileges include attorney-client privilege, doctor-patient privilege, and spousal privilege. See 85 Fed. Reg. 30277. **Issue 105, August 2020**

PRESSPlus 17. See policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX sexual harassment. **Issue 105, August 2020**

PRESSPlus 18. Examples of rights the district or parties may exercise ancillary to this Title IX sexual harassment grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see policy 7:10, *Equal Educational Opportunities*). **Issue 105, August 2020**

PRESSPlus 19. Retaliation complaints must be processed under policy 2:260, *Uniform Grievance Procedure*, because they are covered under the district's grievance procedure for resolving non-sexual harassment Title IX complaints. See 34 C.F.R. §106.8(c). Title IX sexual harassment regulations state that "[c]omplaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under §106.8(c)." 34 C.F.R. §106.71. **Issue 105, August 2020**

# IASB SUGGESTED LANGUAGE AS SHOWN

August 2020

2:265-AP1

## School Board

### Administrative Procedure – Title IX Sexual Harassment Response 1

The District responds to all reports of alleged sexual harassment in violation of Title IX regardless of whether the Complainant or Title IX Coordinator<sup>2</sup> pursues a Formal Title IX Sexual Harassment Complaint. Use this procedure to implement the District’s required response to reports of sexual harassment that may violate Title IX.

Responses must include: Training, Reporting, an Initial Meeting with the Complainant and Complaint Analysis, Consideration of a Formal Title IX Sexual Harassment Complaint, Consideration of Removal of the Respondent, and Recordkeeping. Procedures for each of these responses are outlined below.

Formal Title IX Sexual Harassment Complaints are processed using 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

#### Glossary of Terms

Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

#### Training

Actor	Action
Superintendent or Designee	Ensures: <ol style="list-style-type: none"><li>1. All District employees<sup>3</sup> receive training on the definition of sexual harassment, the scope of the District’s education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.</li><li>2. An individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or informal resolution process facilitator receives training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.</li><li>3. Title IX investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.</li></ol>

The footnotes should be removed before the material is used.

<sup>1</sup> Customize this sample Title IX sexual harassment response to ensure alignment with the district’s policies, procedures, and practices.

<sup>2</sup> At least one employee must be designated as the Title IX Coordinator. 34 C.F.R. §106.8(a).

<sup>3</sup> Though not required by Title IX regulations, “elementary and secondary schools may choose to train non-employees such as volunteers about how to report sexual harassment or require volunteers to do so...and such schools would not face expanded Title IX liability by doing so.” 85 Fed. Reg. 30119. Consult the board attorney about this issue.

Actor	Action
	<p>4. Title IX decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant to the allegations.</p> <p>5. Public availability of all training materials for the Title IX Coordinator, investigators, decision-makers, and any informal resolution facilitators<sup>4</sup> by posting them on the District’s website, if any, or otherwise making them available upon request for inspection by members of the public. 34 C.F.R. §106.45(b)(10)(i)(D). See 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>.</p>

Reporting

Actor	Action
All District employees	<p>Upon receiving knowledge of a sexual harassment allegation:</p> <ol style="list-style-type: none"> <li>1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)).</li> <li>2. Promptly forward all reports of sexual harassment to the Title IX Coordinator.</li> </ol> <p><b>Note:</b> Employees may receive knowledge of a sexual harassment allegation via an anonymous report. 85 Fed. Reg. 30132.</p>

Initial Meeting with the Complainant; Complaint Analysis

Actor	Action
Title IX Coordinator	<p>Upon receiving knowledge of a sexual harassment allegation, promptly contacts the Complainant to (34 C.F.R. §106.44(a)):</p> <ol style="list-style-type: none"> <li>1. Discuss the availability of supportive measures;</li> <li>2. Consider the Complainant’s wishes with respect to supportive measures;</li> </ol> <p><b>Note:</b> If a Complainant desires supportive measures, the District should keep the Complainant’s identity confidential (including from the Respondent) unless disclosing the Complainant’s identity is necessary to provide a particular supportive measure, e.g., no contact order. 85 Fed. Reg. 30133.</p>

The footnotes should be removed before the material is used.

<sup>4</sup> Naming only the training provider and course does not meet this requirement. See 85 Fed. Reg. 30254. Consult the board attorney regarding this requirement; making training materials of third-party consultants publicly available may violate their intellectual property rights. The DOE acknowledged the potential for intellectual property violations, suggesting that districts either “secure permission from the consultant to publish the training materials” or create their own training materials. 85 Fed. Reg. 30412.

	<p>3. Inform the Complainant that supportive measures are available regardless of whether the Complainant files a Formal Title IX Sexual Harassment Complaint; and</p> <p>4. Explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint, including 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>.</p> <p>Maintains the confidentiality of the sexual harassment allegation, to the greatest extent practicable.</p> <p>Analyzes the sexual harassment allegation under the following Board policies:</p> <ul style="list-style-type: none"> <li>• 2:260, <i>Uniform Grievance Procedure</i></li> <li>• 5:20, <i>Workplace Harassment Prohibited</i></li> <li>• 5:90, <i>Abused and Neglected Child Reporting</i></li> <li>• 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i></li> <li>• 7:20, <i>Harassment of Students Prohibited</i></li> <li>• 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></li> <li>• 7:185, <i>Teen Dating Violence Prohibited</i></li> <li>• 7:190, <i>Student Behavior</i></li> </ul> <p>Answers the following questions:</p> <ol style="list-style-type: none"> <li>1. Does another appropriate method exist for processing and reviewing the sexual harassment allegation?</li> <li>2. If yes, does that other method govern the District’s response in addition to or at the exclusion of policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>?</li> </ol> <p>See 2:265-E, <i>Title IX Sexual Harassment Glossary of Terms</i>, for a discussion of sexual harassment governed by laws other than Title IX. Consult the board attorney for guidance.</p>
--	--

Consideration of a Formal Title IX Sexual Harassment Complaint

A Formal Title IX Sexual Harassment Complaint may be filed by the Complainant with the Title IX Coordinator in person, by mail, or by email, by using the contact information required to be listed for the Title IX Coordinator under 34 C.F.R. §106.8(a), and by any additional method designated by the District. The Formal Title IX Sexual Harassment Complaint must contain the Complainant’s physical or digital signature, or otherwise indicate that the Complainant is the person filing it.

When the Title IX Coordinator signs<sup>5</sup> a Formal Title IX Sexual Harassment Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. 34 C.F.R. §106.30.

---

The footnotes should be removed before the material is used.

<sup>5</sup> Additionally, a Title IX coordinator who *signs* (instead of *files*) a formal Title IX sexual harassment complaint does not create a conflict of interest with the *respondent*. 85 Fed. Reg. 30216.

Actor	Action
Title IX Coordinator	<p><b>When a Complainant Does NOT File a Formal Title IX Sexual Harassment Complaint:</b></p> <p>Assesses the sexual harassment allegation to determine whether the circumstances justify overriding the Complainant’s choice and signing a Formal Title IX Sexual Harassment Complaint.</p> <p>“If a grievance process is initiated against the wishes of the complainant, that decision should be reached thoughtfully and intentionally by the Title IX Coordinator [and] not [be] an automatic result that occurs any time [the District] has notice that a complainant was allegedly victimized by sexual harassment.” 85 Fed. Reg. 30131. Consult the board attorney for guidance.</p> <p>The District’s Every Student Succeeds Act (ESSA) obligations may require the Title IX Coordinator to sign a Formal Title IX Sexual Harassment Complaint initiating a grievance process against an employee-respondent, even when the Complainant does not wish to file a Formal Title IX Sexual Harassment Complaint;<sup>6</sup> e.g., the District wishes to investigate allegations in order to determine whether it has probable cause of employee sexual misconduct that affect its ESSA obligations.<sup>7</sup></p> <p><b>When a Complainant Files, or the Title IX Coordinator Signs, a Formal Title IX Sexual Harassment Complaint:</b></p> <p>Proceeds to and follows 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in conjunction with any response required by this procedure.</p>

Consideration of Removal of the Respondent

Actor	Action
Title IX Coordinator	<p><b>Emergency Removal of Respondent-Student:</b></p> <p>If the Respondent is an identified student, considers whether the Respondent-student should be removed from the District’s education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(c).</p> <p>Before removing a Respondent-student on an emergency basis, conducts an individualized safety and risk analysis to determine whether removal is justified by an immediate threat to the physical health or safety of any student or other individual arising from the sexual harassment allegations. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p> <p>If the Respondent-student is removed on an emergency basis:</p>

The footnotes should be removed before the material is used.

<sup>6</sup> 85 Fed. Reg. 30192; 20 U.S.C. §7926 (Every Student Succeeds Act).

<sup>7</sup> *Id.* See also *ESSA Dear Colleague Letter on ESEA Section 8546 Requirements*, DOE Office of Elementary and Secondary Education (June 27, 2018), at: [www2.ed.gov/policy/elsec/leg/essa/section8546dearcolleagueletter.pdf](http://www2.ed.gov/policy/elsec/leg/essa/section8546dearcolleagueletter.pdf).

	<ol style="list-style-type: none"> <li>1. Provides the Respondent-student with written<sup>8</sup> notice and an opportunity to challenge the decision immediately<sup>9</sup> following the removal; and</li> <li>2. Follows requirements set forth in 105 ILCS 5/10-22.6.</li> </ol> <p><b>Administrative Leave for Respondent-Employee:</b></p> <p>If the Respondent is identified and is a non-student employee, in conjunction with the Assistant Superintendent for Human Resources, considers whether the Respondent-employee should be placed on administrative leave in accordance with 34 C.F.R. §106.44(d), relevant District policies and procedures, and any applicable collective bargaining agreements. See Board policies 5:240, <i>Suspension</i>, and 5:290, <i>Employment Termination and Suspensions</i>.</p> <p><b>Note:</b> While Title IX regulations do not impose a time limit on the duration of an emergency removal (85 Fed. Reg. 30230), time limits may apply based upon District policies and procedures, any applicable collective bargaining agreements, and other laws and regulations, e.g., the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, 105 ILCS 5/10-22.6.</p>
--	--

Recordkeeping

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven years, records of any actions and supportive measures taken and provided in response to the report of sexual harassment, regardless of whether a Formal Title IX Sexual Harassment Complaint was filed. 34 C.F.R. §106.45(b)(10)(ii). Ensures that records document:</p> <ol style="list-style-type: none"> <li>1. Why the District’s response to the sexual harassment allegation was not deliberately indifferent, e.g., was deliberately concerned and appropriate;</li> <li>2. The supportive measures the District took to restore or preserve equal access to its education program or activity; and</li> <li>3. If the District did not provide Complainant with supportive measures, why not providing them was clearly reasonable in light of the circumstances. <i>Id.</i></li> </ol> <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p> <p>See 7:340, <i>Student Records</i>, along with 7:340-AP1, <i>School Student Records</i>, and 7:340-AP2, <i>Storage and Destruction of School Student Records</i>, addressing the District’s legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.</p>

The footnotes should be removed before the material is used.

<sup>8</sup> While Title IX regulations do not require written notice to the respondent (85 Fed. Reg. 30234), most attorneys agree providing written notice is a best practice. If the district does not want to provide written notice, delete “written.”

<sup>9</sup> *Immediately* is fact-specific, and is generally understood in the context of a legal process to mean occurring without delay, as soon as possible, or given the circumstances.” 85 Fed. Reg. 30229.

# IASB SUGGESTED LANGUAGE AS SHOWN

August 2020

2:265-AP2

## School Board

### Administrative Procedure – Formal Title IX Sexual Harassment Complaint Grievance Process 1

This procedure implements the District’s investigation and response process to a Formal Title IX Sexual Harassment Complaint after a decision to pursue one has been made using 2:265-AP1, *Title IX Sexual Harassment Response*. See 34 C.F.R. Part 106. Use this procedure to comply with 34 C.F.R. §106.45, *Grievance process for formal complaints of sexual harassment*. Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

This procedure contains a **Table of Contents** and lettered **Sections**.

#### Table of Contents

- A. Overview of 34 C.F.R. §106.45 Grievance Process
- B. Notice of Allegations
- C. Consolidation of Formal Title IX Sexual Harassment Complaints
- D. Dismissal of Formal Title IX Sexual Harassment Complaint
- E. Informal Resolution of Formal Title IX Sexual Harassment Complaint
- F. Investigation of Formal Title IX Sexual Harassment Complaint
- G. Determination Regarding Responsibility; Remedies
- H. Appeals
- I. Recordkeeping

#### Sections

##### **A. Overview of 34 C.F.R. §106.45 Grievance Process**

The District treats Complainants and Respondents engaging in the Formal Title IX Sexual Harassment Complaint Grievance Process (Grievance Process) equitably and adheres to the following guidelines:

1. Presumption of Non-Responsibility. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Process. 34 C.F.R. §106.45(b)(1)(iv).
2. Grievance Process Required Before Imposing Sanctions. The District complies with this Grievance Process before imposing any disciplinary sanctions or other actions against a Respondent. 34 C.F.R. §106.45(b)(1)(i).
3. Supportive Measures.<sup>2</sup> The District may provide counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work<sup>3</sup> locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar

**The footnotes should be removed before the material is used.**

<sup>1</sup> This sample Title IX sexual harassment grievance process must be customized to assure alignment with the district’s policies, procedures, and practices.

<sup>2</sup> Customize this list to reflect locally available supportive measures.

<sup>3</sup> For districts with residential facilities, insert “or housing” here.

measures to Complainants and/or Respondents. 34 C.F.R. §106.45(b)(1)(ix). See 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, for the definition of *supportive measures*.

4. Evidence Considered. All relevant evidence – including both inculpatory and exculpatory evidence – is objectively evaluated. Credibility determinations are not based on a person’s status as a Complainant, Respondent, or witness. The District does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, e.g., attorney-client privilege, doctor-patient privilege, or spousal privilege, unless the person holding such privilege has waived the privilege. 34 C.F.R. §106.45(b)(1)(ii) and (x).
5. Standard of Proof. All determinations are based upon the *preponderance of evidence* standard. 34 C.F.R. §106.45(b)(1)(vii). <sup>4</sup>
6. Right to Appeal. Each party may appeal any determination as described in **Section H. Appeals**, below. 34 C.F.R. §106.45(b)(1)(viii); 34 C.F.R. §106.45(b)(8)(i).
7. Timeline. This Grievance Process is concluded within 90 school business days<sup>5</sup> after receipt of a Formal Title IX Sexual Harassment Complaint. As used in this Grievance Process, *school business days* means days on which the District’s main office is open. For good cause, this Grievance Process may be temporarily delayed or extended for a limited time only if the Complainant and the Respondent are provided written notice of the delay/extension and the reasons for it. Good cause may include: the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. 34 C.F.R. §106.45(b)(1)(v).
8. Disciplinary Sanctions and Remedies. Following a determination of responsibility, the District may implement recommended disciplinary sanctions, up to and including: discharge, for a Respondent-employee; expulsion, for a Respondent-student; and termination of any existing contracts and/or prohibition from District property and activities, for a third-party Respondent. 34 C.F.R. §106.45(b)(1)(vi).

Where a determination of responsibility for sexual harassment is made against a Respondent, remedies designed to restore or preserve equal access to the District’s education program or activities are provided to a Complainant. Remedies may include the same individualized services described in Supportive Measures, above. Unlike Supportive Measures, however, remedies may be disciplinary or punitive, and they may burden the Respondent. 34 C.F.R. §106.45(b)(1)(i). The District may implement remedies up to and including the recommended disciplinary sanctions described above. 34 C.F.R. §106.45(b)(1)(vi).
9. Training Requirements. The District ensures certain training requirements are met. At a minimum, any individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or any person designated by the District to facilitate an informal resolution process will:

---

The footnotes should be removed before the material is used.

<sup>4</sup> See f/n 26 in sample policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. Ensure the same standard of proof used in that policy is used here.

<sup>5</sup> The method of calculation may be customized locally. This sample uses school business days. If the district uses a different calculation method, e.g., calendar days, insert it. 85 Fed. Reg. 30188. The formal Title IX sexual harassment complaint grievance process must include “reasonably prompt time frames for [their] conclusion, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the recipient offers informal resolution processes.” 34 C.F.R. §106.45(b)(1)(v). **Consult with the board attorney to determine the most appropriate timeline for the district.**

- a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent; and
- b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and Grievance Process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially (including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias).

Any individual designated by the District as an investigator receives training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any individual designated by the District as a decision-maker receives training on issues of relevance of questions and evidence, including training about when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant to the allegations. 34 C.F.R. §106.45(b)(1)(iii).

## **B. Notice of Allegations**

Upon signing a Formal Title IX Sexual Harassment Complaint or receiving a Formal Title IX Sexual Harassment Complaint filed by a Complainant, the Title IX Coordinator:

1. Provides written notice to all known parties of the following information:<sup>6</sup>
  - a. This procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, including any available informal resolution process.
  - b. The allegations of sexual harassment potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX sexual harassment, and the date and location of the alleged incident, if known.
  - c. That the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Grievance Process.
  - d. That all parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
  - e. That all parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Title IX Sexual Harassment Complaint (including evidence the District does not intend to rely on in determining responsibility, and inculpatory or exculpatory evidence) so that each party can meaningfully respond to the evidence before the investigation concludes.
  - f. That the District's behavior policies prohibit knowingly making false statements or knowingly submitting false information during the Grievance Process.
2. Provides a second written notice to all known parties if, during the investigation, the District decides to investigate allegations not included in the first written notice.

---

The footnotes should be removed before the material is used.

<sup>6</sup> 34 C.F.R. §106.45(b)(2).

3. Decides whether to personally conduct the investigation or appoint a qualified investigator. If the Title IX Coordinator appoints a qualified investigator, provides written notice of the appointment to the Investigator.<sup>7</sup>

#### When the Complainant's Identity Is Unknown

If the Complainant's identity is unknown, e.g., where a third party reports that a Complainant was victimized by sexual harassment but does not reveal the Complainant's identity, or a Complainant reports anonymously, the Grievance Process may proceed if the Title IX Coordinator determines it is necessary to sign a Formal Title IX Sexual Harassment Complaint, even though the written notice provided in **Section B.1**, above, will not include the Complainant's identity. 85 Fed. Reg. 30133. If the Complainant's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. *Id.* at f/n 594.

#### When the Respondent's Identity is Unknown

If the Respondent's identity is unknown, e.g. where a Complainant does not know the Respondent's identity, the Grievance Process shall proceed because an investigation might reveal the Respondent's identity, even though the written notice provided in **Section B.1**, above, will not include the Respondent's identity. If the Respondent's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. 85 Fed. Reg. 30138.

### **C. Consolidation of Formal Title IX Sexual Harassment Complaints**

When the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate Formal Title IX Sexual Harassment Complaints alleging sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party. 34 C.F.R. §106.45(b)(4).

### **D. Dismissal of Formal Title IX Sexual Harassment Complaint**

After an investigation, if the Title IX Coordinator determines that the conduct alleged would not constitute Title IX sexual harassment even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the Title IX Coordinator dismisses the Formal Title IX Sexual Harassment Complaint with regard to that conduct for purposes of Title IX sexual harassment only. Such a dismissal does not preclude action under another applicable District policy or procedure.

At any time during the investigation, the Title IX Coordinator may dismiss the Formal Title IX Sexual Harassment Complaint, or any allegations contained in it, if any of the following occur:

1. The Complainant notifies the Title IX Coordinator in writing that he or she wants to withdraw the Formal Title IX Sexual Harassment Complaint or any allegations contained in it;
2. The Respondent is no longer enrolled or employed by the District; or
3. Specific circumstances prevent the District from gathering enough evidence to reach a determination as to the Formal Title IX Sexual Harassment Complaint or allegations in it.

Upon dismissal, the Title IX Coordinator promptly sends simultaneous written notice to the parties of the dismissal, reason(s) for the dismissal, and the right to appeal the dismissal. 34 C.F.R. §106.45(b)(3).

---

The footnotes should be removed before the material is used.

<sup>7</sup> Optional. Many attorneys agree written notice is a best practice. Delete this sentence if the district will not provide written notice of the appointment to the Investigator.

**E. Informal Resolution of Formal Title IX Sexual Harassment Complaint <sup>8</sup>**

At any time prior to reaching a determination regarding responsibility, the District may facilitate informal resolution of a Formal Title IX Sexual Harassment Complaint, such as mediation, that does not involve a full investigation and adjudication, provided that the District (34 C.F.R. §106.45(b)(9)):

1. Provides the parties written notice disclosing:
  - a. The allegations;
  - b. Informal resolution process requirements, including the circumstances where parties are precluded from resuming a Formal Title IX Sexual Harassment Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Grievance Process for the Formal Title IX Sexual Harassment Complaint; and
  - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties’ voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**F. Investigation of Formal Title IX Sexual Harassment Complaint**

The Investigator or Title IX Coordinator follows these steps when investigating the allegations in a Formal Title IX Sexual Harassment Complaint.

<b>Actor</b>	<b>Action</b>
Investigator or Title IX Coordinator	During an investigation and throughout the Grievance Process (34 C.F.R. §106.45(b)(5)): <ol style="list-style-type: none"><li>1. Ensures that the burden of proof and burden of gathering evidence rest on the District and not the parties involved. 34 C.F.R. §106.45(b)(5)(i).</li><li>2. Provides an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. 34 C.F.R. §106.45(b)(5)(ii).</li><li>3. Refrains from restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. 34 C.F.R. §106.45(b)(5)(iii).</li><li>4. Provides the parties the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice (who may, but is not required to, be an attorney). 34 C.F.R. §106.45(b)(5)(iv). <sup>9</sup></li></ol>

The footnotes should be removed before the material is used.

<sup>8</sup> Informal resolution may be offered only if a Formal Title IX Sexual Harassment Complaint is filed. 34 C.F.R. §106.45(b)(9).

<sup>9</sup> While the district cannot limit the choice or presence of an advisor for any party, it can restrict the extent to which the advisor may participate in the proceedings if its restrictions apply equally to both parties. 34 C.F.R. §106.45(b)(5)(iv).

Actor	Action
	<p>5. Provides, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate. 34 C.F.R. §106.45(b)(5)(v).</p> <p>6. Provides the parties an equal opportunity to inspect and review any evidence obtained during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence). 34 C.F.R. §106.45(b)(5)(vi).</p> <p>7. Prior to the completion of the investigative report, sends to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy and provides each party with 10 school business days to submit a written response. <u>Id.</u></p> <p>8. Upon receipt of a party’s written response to the evidence, reviews the response and sends a copy to the other party in an electronic format or a hard copy.</p> <p>Prepares an investigative report summarizing all relevant evidence. 34 C.F.R. §106.45(b)(5)(vii).</p> <p>Sends to each party and the party’s advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response. <u>Id.</u></p> <p style="padding-left: 40px;"><b>Note:</b> This step must occur at least 10 school business days before the Initial Decision-Maker’s determination regarding responsibility. <u>Id.</u></p> <p>At the conclusion of the investigation, sends to the Initial Decision-Maker in an electronic format or hard copy:</p> <ol style="list-style-type: none"> <li>1. The Formal Title IX Sexual Harassment Complaint;</li> <li>2. All evidence gathered during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence); and</li> <li>3. The investigative report.</li> </ol>

**G. Determination Regarding Responsibility; Remedies**

Initial Decision-Maker	<p>The Superintendent or designee acts as the Initial Decision-Maker for all Formal Title IX Sexual Harassment Complaints, unless it involves allegations against the Superintendent or designee or against a Board Member. In such cases, an outside consultant, e.g., an attorney or retired school administrator, acts as the Initial Decision-Maker.</p> <p><b>Reviews Investigative Report and Corresponding Materials; Opportunity for Parties to Submit Questions</b></p> <p>Reviews all materials received from the Investigator.</p>
------------------------	---

	<p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, written, relevant questions that a party wants asked of any party or witness. 34 C.F.R. §106.45(b)(6)(ii). In the written notice, informs the parties that:</p> <ol style="list-style-type: none"> <li>1. Questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant, unless they: are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent. <u>Id.</u></li> <li>2. Any questions must be submitted to the Initial Decision-Maker within five (5) school business days. <sup>10</sup></li> </ol> <p>Reviews any questions received from each party for submission to any party or witness.</p> <p>Determines which questions to forward to any party or witness for answers. If any proposed questions are excluded as not relevant, provides the proposing party with a written explanation of the decision to exclude a question as not relevant. <u>Id.</u></p> <p>Forwards relevant questions to any party or witness with instructions to submit answers to the Initial Decision-Maker within five (5) school business days. <sup>11</sup></p> <p>Upon receipt of answers to questions, provides each party with copies of them. <u>Id.</u></p> <p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, additional, limited follow-up written, questions that a party wants asked of any party or witness. <u>Id.</u> Informs the parties that any questions must be submitted to the Initial Decision-Maker within five (5) school business days. <sup>12</sup></p> <p>Upon receipt of answers to the additional questions, provides each party with copies of them. <u>Id.</u></p> <p><b>Determination and Written Notice of Determination</b></p> <p>Basing all decisions on the <i>preponderance of evidence</i><sup>13</sup> standard, simultaneously issues to the parties a written determination regarding responsibility that (34 C.F.R. §106.45(b)(7)(ii)):</p> <ol style="list-style-type: none"> <li>1. Identifies the allegations potentially constituting Title IX sexual harassment;</li> <li>2. Describes the procedural steps taken from the receipt of the Formal Title IX Sexual Harassment Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;</li> </ol>
--	--

The footnotes should be removed before the material is used.

<sup>10</sup> See f/n 5, above.

<sup>11</sup> Id.

<sup>12</sup> Id.

<sup>13</sup> See f/n 4, above.

	<ol style="list-style-type: none"> <li>3. Contains findings of fact supporting the determination;</li> <li>4. Contains conclusions regarding the application of the District’s policies and procedures to the facts;</li> <li>5. Contains a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any recommended<sup>14</sup> disciplinary sanctions for the District to impose on the Respondent, and whether remedies designed to restore or preserve equal access to the District’s education program or activity will be provided by the District to the Complainant; and</li> <li>6. Outlines the District’s procedures and permissible bases for the Complainant and Respondent to appeal.</li> </ol>
Title IX Coordinator	Implements any remedies for the Complainant as ordered by the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(iv).

## H. Appeals

The determination regarding responsibility becomes final either on the date that the Appellate Decision-Maker provides the parties with the written decision of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. 34 C.F.R. §106.45(b)(7)(iii).

Actor	Action
Complainant or Respondent	<p>Within 10 school business days<sup>15</sup> after receiving the either the Initial Decision-Maker’s written determination regarding responsibility or the notice of dismissal of Formal Title IX Sexual Harassment Complaint, makes a written request to the Title IX Coordinator appealing the determination/dismissal based on:</p> <ol style="list-style-type: none"> <li>1. Procedural irregularity that affected the outcome.</li> <li>2. New evidence now available that could affect the outcome but that was not reasonably available at the time the determination.</li> <li>3. The Title IX Coordinator, Investigator, or Initial Decision-Maker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome. 34 C.F.R. §106.45(b)(8)(i).</li> </ol> <p><b>Note:</b> The District may offer appeals on additional bases, so long as they are offered equally to both parties. 34 C.F.R. §106.45(b)(8)(ii). Consult the board attorney before offering additional appeal bases, as they may overlap with or impact related proceedings that occur separately from this Grievance Process, e.g., a student expulsion hearing or teacher dismissal hearing to impose recommended disciplinary sanctions as a result of this Grievance Process.</p>

The footnotes should be removed before the material is used.

<sup>14</sup> 34 C.F.R. §106.45(b)(7)(ii)(E). This sample procedure uses the phrase “recommended disciplinary sanctions” because oftentimes, a district cannot immediately *impose* disciplinary sanctions – it can instead recommend disciplinary sanctions, e.g., a recommendation for student expulsion or teacher dismissal, which may only be imposed after each party exhausts their due process rights.

<sup>15</sup> See f/n 5, above.

Actor	Action
Title IX Coordinator	<p>Upon receiving an appeal from one party:</p> <ol style="list-style-type: none"> <li>1. Notifies the other party in writing that an appeal has been filed.</li> <li>2. Provides both parties five (5) school business days to submit a written statement in support of, or challenging, the outcome.</li> <li>3. Promptly forwards all materials relative to the appeal to the Appellate Decision-Maker.</li> </ol> <p><b>Note:</b> The District must ensure that the Appellate Decision-Maker is not the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Board may, but is not required to, hear and decide the appeal; it is a suggestion that aligns with the appeal provisions in policy 2:260, <i>Uniform Grievance Procedure</i>, and with Ill. State Board of Education sex equity regulations requiring districts to “provide for final appeal of grievance decisions made at the system level to the system’s governing board.” 23 Ill.Admin.Code §200.40(c)(1). <b>If the Board acts as the Appellate Decision-Maker, the Board must receive the training in Section A.9, above.</b></p> <p><b>Note:</b> Some school attorneys recommend that the appeal not go to the Board, so that the Board’s objectivity is not called into question if it needs to conduct a hearing related to recommended disciplinary sanctions resulting from the Grievance Process. <b>Districts should discuss their options with their board attorney.</b></p>
Appellate Decision-Maker	<p>Within 30 school business days, affirms, reverses, or amends the written determination regarding responsibility or the notice of dismissal.</p> <p>Within five (5) school business days after its decision, simultaneously issues a written decision to both parties that describes the result of the appeal and the rationale for the result. 34 C.F.R. §106.45(b)(8)(iii)(E), (F).<sup>16</sup></p>

**I. Recordkeeping**

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven (7) years, records of (34 C.F.R. §106.45(b)(10)(i)):</p> <ol style="list-style-type: none"> <li>1. The sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore/preserve equal access to the District’s education program or activity;</li> </ol>

The footnotes should be removed before the material is used.

<sup>16</sup> These timelines are optional and used for ease of use and administration to align with the appeal timelines in sample policy 2:260, *Uniform Grievance Procedure*.

	<ol style="list-style-type: none"> <li>2. Any appeal and its result;</li> <li>3. Any informal resolution and its result; and</li> <li>4. All materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution.</li> </ol> <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p> <p>See 7:340, <i>Student Records</i>, along with 7:340-AP1, <i>School Student Records</i>, and 7:340-AP2, <i>Storage and Destruction of School Student Records</i>, addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.</p>
--	--

## IASB SUGGESTED LANGUAGE AS SHOWN

August 2020

2:265-E

**School Board****Exhibit – Title IX Sexual Harassment Glossary of Terms 1**

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

**Glossary of Terms**

**Actual Knowledge** – Notice of sexual harassment or allegations of sexual harassment to any District employee or to the District’s Title IX Coordinator. Assumption of knowledge based solely on the District’s status as an employer or other presumption under law does not constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the Respondent. *Notice* as used here includes, but is not limited to, a report or complaint of sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. 34 C.F.R. §§ 106.30, 106.8(a).

**Appellate Decision-Maker** – An individual or group, e.g., a Board-appointed appeal examiner or the Board, which reviews an appeal of the Initial Decision-Maker’s determination regarding responsibility or a dismissal of a Formal Title IX Sexual Harassment Complaint (defined below). The Appellate Decision-Maker cannot be the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Appellate Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

**Complainant** – An individual who is alleged to be the victim of conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

**Consent** – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person’s manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is under age; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

**Note:** 34 C.F.R. §106.30, added at 85 Fed. Reg. 30574, states that Title IX recipients are not required to adopt a particular definition of consent with respect to sexual assault; however, in its

The footnotes should be removed before the material is used.

<sup>1</sup> This sample exhibit must be customized to assure alignment with the district’s policies, procedures, and practices.

2020 Title IX rulemaking, the U.S. Dept. of Education (DOE) stated that “recipients must clearly define consent and must apply that definition consistently.” 85 Fed. Reg. 30125. **Consult the Board Attorney if the District would like to customize this definition.**

**Education Program or Activity** – Includes locations, events, or circumstances in the United States over which the District exercised substantial control over both the Respondent and the context in which the sexual harassment occurred. 34 C.F.R. §106.44(a).

**Note:** Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). The District’s Title IX obligations extend to off-campus sexual harassment incidents “if the off-campus incident occurs as part of the [district]’s ‘operations’ pursuant to 20 U.S.C. 1687 and 34 CFR 106.2(h)” or if the District “exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a).” 85 Fed. Reg. 30196. No single factor is determinative of whether the District exercised *substantial control* or whether an incident occurred as part of the District’s *operations*. *Id.* at 30197. *Operations* may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in, the District’s operations. *Id.* at 30202. **Consult the Board Attorney for further guidance.**

**Formal Title IX Sexual Harassment Complaint** – A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation. At the time of filing a Formal Title IX Sexual Harassment Complaint, a Complainant must be participating in or attempting to participate in the District’s education program or activity with which the Formal Title IX Sexual Harassment Complaint is filed.

**Note:** Whether a Complainant is *attempting to participate* is a fact-specific inquiry. For example, a Complainant who has graduated may still be attempting to participate in an education program where he or she intends to remain involved in alumni programs or activities. 85 Fed. Reg. 30138. **Consult the Board Attorney for further guidance.**

**Initial Decision-Maker** – An individual designated by the Title IX Coordinator to reach an initial determination regarding responsibility in a Formal Title IX Sexual Harassment Complaint (defined above) by applying the standard of proof set forth in 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. See 85 Fed. Reg. 30054. The Title IX Coordinator cannot be the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(i). The Initial Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

**Investigator** – The Title IX Coordinator or an individual designated by the Title IX Coordinator to investigate a *Formal Title IX Sexual Harassment Complaint* (defined above) according to 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. The Investigator must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

**Respondent** – An individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

**Supportive Measures** – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort

services, mutual restrictions on contact between the parties, changes in work<sup>2</sup> locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. 34 C.F.R. §106.30.

**Sexual Harassment Governed by Laws Other Than Title IX** – The District must also address sexual harassment that does not meet the definition of Title IX sexual harassment, including but not limited to sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies<sup>3</sup> to determine if they require additional action by the District in addition to or at the exclusion of policy 2:265, *Title IX Sexual Harassment Grievance Procedure*:

- 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
- 5:20, *Workplace Harassment Prohibited*. This policy prohibits employees from engaging in sexual harassment.
- 5:90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children’s Advocacy Center.<sup>4</sup>
- 5:120, *Employee Ethics; Conduct; and Conflict of Interest*. This policy sets forth high standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.
- 7:20, *Harassment of Students Prohibited*. This policy prohibits all sexual harassment of students.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.
- 7:185, *Teen Dating Violence Prohibited*. This policy prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

---

The footnotes should be removed before the material is used.

<sup>2</sup> For districts with residential facilities, insert “or housing” here.

<sup>3</sup> Ensure the referenced locally-adopted board policies contain the language paraphrased in this exhibit. If not, either substitute similar language from the locally-adopted board policies on the same topics, or insert the titles from relevant locally adopted policies.

<sup>4</sup> Delete the second sentence if your district is not within a county served by an accredited Children’s Advocacy Center. For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

- 7:190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.

**Title IX Sexual Harassment** – Conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. §106.30):

- A District employee conditions the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
- *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).
  - *Sexual assault* means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI), and includes rape, fondling, incest, and statutory rape. 20 U.S.C. §1092(f)(6)(A)(v); 34 C.F.R. Part 668, Appendix A to Subpart D. For more information regarding the FBI UCR Program, see [www.fbi.gov/services/cjis/ucr/](http://www.fbi.gov/services/cjis/ucr/).
  - *Dating violence* means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(10).
  - *Domestic violence* includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(8).
  - *Stalking* means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 U.S.C. §12291(a)(30).

**BOARD OF EDUCATION OF  
LINCOLNWOOD SCHOOL DISTRICT No. 74,  
COOK COUNTY, ILLINOIS**

**RESOLUTION 2020 - 2021 RE: REOPENING AND REQUIREMENTS FOR USE OF  
PERSONAL PROTECTIVE EQUIPMENT (INCLUDING FACE COVERINGS) AND  
SYMPTOM SCREENING DURING THE COVID-19 PANDEMIC**

WHEREAS, this Board of Education has received the reports and recommendations from the Illinois Department of Public Health (IDPH), the Cook County Health Department, the Centers for Disease Control and Prevention (CDC), the Illinois State Board of Education (ISBE), the Office of the Governor and other related agencies regarding the current best practices for limiting the transmission of the COVID-19 virus in educational and recreational settings; and

WHEREAS, the reports and recommendations so received state that the use of personal protective equipment, including but not limited to face coverings, and symptom screenings are some of the best measures presently available to guard against the transmission of the COVID-19 virus when a group of individuals are within a defined indoor space or close proximity;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Lincolnwood School District No. 74, Cook County, Illinois, as follows:

SECTION 1: That this Board has considered the reports and recommendations from the Illinois Department of Public Health (IDPH), the Cook County Health Department, the Centers for Disease Control and Prevention (CDC), the Illinois State Board of Education (ISBE), the Office of the Governor, and other related agencies regarding the

current best practices for limiting the transmission of the COVID-19 virus in educational and recreational settings, as may be amended from time to time.

SECTION 2: The District Administration is directed to develop a plan or plans for the opening and operation of the District's offices, facilities, programs, and schools for the 2020-21 school year, including the potential for Remote and/or Blended Remote Learning, and revise said plan or plans from time to time to implement the requirements of the Illinois State Board of Education (ISBE), and Illinois Department of Public Health (IDPH), Transition Joint Guidance (Part 3) entitled "Starting the 2020-21 School Year" which can be found at: <https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf> and all such subsequent Joint Guidance documents as they may be released or amended from time to time for approval and/or ratification by the Board.

The Superintendent and the Superintendent's designees are hereby authorized and directed to implement and enforce the developed plan or plans, even when substantive changes or developments in accordance with such state guidance documents have not yet been presented to the Board of Education for ratification. All substantive changes or developments to the plan or plans shall be reported to the Board of Education and may be affirmed, modified, or disapproved of at the next regularly-scheduled Board meeting, unless a special or emergency meeting is called in accordance with Illinois law. The changes shall remain in full force and effect and the Administration's actions to enforce such changes shall remain valid until such time as the Board acts, unless otherwise required by law.

SECTION 3: The use of personal protective equipment, including but not limited to face coverings, and symptom screenings is required in accordance with the most current guidelines and recommendations from the Illinois Department of Public Health (IDPH), the Cook County Health Department, the Centers for Disease Control and Prevention (CDC), the Illinois State Board of Education (ISBE), the Office of the Governor, and other related agencies regarding the current best practices for limiting the transmission of the COVID-19 virus in educational and recreational settings.

SECTION 4: That District Administration shall require all individuals entering school buildings or buses or school-related events to adhere to the recommendations of the Illinois Department of Public Health (IDPH), the Cook County Health Department, the Centers for Disease Control and Prevention (CDC), the Illinois State Board of Education (ISBE), the Office of the Governor, and other related agencies for the use of personal protective equipment, including but not limited to face coverings, and symptom screening absent legitimate medical or other reasons provided in writing in advance of the attendance at school or school-related events. The District Administration will utilize its best efforts to provide personal protective equipment/face coverings for those who may be in need of such equipment.

SECTION 5: The District Administration shall utilize its best efforts to work with the students, faculty, and public to obtain voluntary full compliance with the current recommendations for the use of personal protective equipment, including but not limited to face coverings, and symptom screenings at school or school-related events.

SECTION 6: That, in the event of willful non-compliance by a non-student with the current recommendations for the use of personal protective equipment, including but not limited to face coverings, and/or symptom screenings at school or school-related events, District Administration shall utilize its best efforts to ensure the individual willfully failing to comply shall leave the premises so as to limit potential exposure of the COVID-19 virus to others.

SECTION 7: In the case of willful non-compliance by a student, District Administration may take all appropriate actions to limit potential exposure of the COVID-19 virus to others, including but not limited to the following:

- a. Requiring the willfully non-compliant student to utilize Remote and/or Blended Remote Learning as appropriate;
- b. Suspension of the willfully non-compliant student;
- c. All other disciplinary measures presently available under the Illinois School Code, Board Policy, Student Handbook, and the like;
- d. Restrict entry to District buildings and grounds, buses, and vehicles.

SECTION 8: This Resolution, and the plan or plans as may be developed and modified from time to time pursuant to Section 2 above, are adopted, and are to be implemented and enforced, in the exercise of the discretionary powers granted to the Board by Sections 10-20 and 10-20.5 of the Illinois School Code and any other applicable law. The plan or plans constitute rules adopted by the Board pursuant to Section 10-20.5 of the School Code which shall be filed in the District's central administrative office and posted on the District's website. In accordance with Board Policy 2:240, the plan or plans,

and the authority granted to the Superintendent and the Superintendent's designees by this Resolution, supersede any policy or other rule of the Board, and temporarily suspend any such policy or rule, to the extent any such policy or rule is inconsistent with the plan or plans.

SECTION 9: That the Superintendent is hereby directed to bring this resolution for the Board's continuing consideration at intervals of every third regularly-scheduled monthly meeting (i.e. approximately every 90 days).

SECTION 10: That this Resolution shall be in full force and effect forthwith upon and after its adoption.

ADOPTED: This 4th day of May, 2021, by the following roll call vote:

AYES: \_\_\_\_\_  
\_\_\_\_\_

NAYS: \_\_\_\_\_

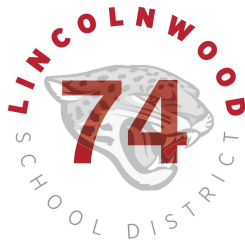
ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education of  
Lincolnwood School District No. 74

ATTEST:

\_\_\_\_\_  
Secretary, Board of Education of  
Lincolnwood School District No. 74



## Executive Summary Board of Education Meeting

Date: May 4, 2021  
Topic: District Opening Plan 2021-2022  
Prepared by: Dr. Kimberly Nasshan

### Recommended for:

**DRAFT - DRAFT - DRAFT**

- Action
- Discussion
- Information

### Purpose and Background:

The intent of this document is to provide a recommendation to the Board of Education for the opening of the 21-22 school year. Following the most recent guidance provided by the [Illinois State Board of Education \(ISBE\) and Illinois Department of Public Health \(IDPH\)](#), the information we garnered from this school year, and the Back to School Committee discussions. All of the below recommendations are based on the current guidelines and are subject to change. Many of the procedures are the same as this year however, if the guidelines shift we will continue to adapt.

We are excited and looking forward to the return of all students to the campus. The successes we have had this year have shown that we can provide a safe, healthy education to the children of Lincolnwood. The guidance has evolved through the year and the District readjusted each time. In each instance, changes have taken us one step closer to pre-pandemic routines and procedures.

As this year continues, students are able to safely work in small groups again. The District adjusted to specials teachers hosting students in their own classrooms with students safely moving through the hallways. This spring we reintroduced after school events for the middle school. The District also safely introduced hot lunch items to the menu. Additionally, any staff member that desired a vaccination received one.

The District is ready to continue taking steps forward to provide a safe and in person educational experience.

### Recommendation:

It is the recommendation of the District to bring all children back to in-person instruction for the 2021-2022 school year.

Per ISBE/IDPH guidance from March 9, 2021, only those students (or a household member), who are medically vulnerable will be eligible to be a remote learner next fall. In order for a student to be eligible for remote learning the District must receive a statement from a licensed medical provider that the student (or household member) is at increased risk of severe illness due to special health care needs.

## Basics of the 21-22 Reopening

- All children will return to in-person learning, following the most recent guidance.
- Masks will be required on campus.
- Daily self-certification.

## Daily Self-Certification

- Parents will need to certify children each morning before students leave for school. The link will be sent the evening before. If you answer “yes” to any of the questions on the daily self-certification, ALL children in the household should stay home and the District will contact you to discuss next steps.
- Students that have not been certified on the daily health self-certification form by their parent/guardian will be held out of class until confirmation is met for the day.

## Possible Quarantine

- If there is a confirmed case of COVID-19 within a classroom, cohort, or bus, notification will be provided to inform parents of the quarantine period.
- If a quarantine is initiated by the school, the child will receive instruction through remote means.
- At this time, only international travel will require a quarantine (per the guidelines). Should your family travel internationally, please be mindful about scheduling your return home to accommodate the quarantine period before school begins.

## Transportation

- Bus seating schedules will be created according to the guidance. Students will have an assigned seat.
- Masks will be worn on buses.

## Before and After School Activities/Child Care

- There will be a selection of before and after school activities. As we continue to safely provide more options, please watch for school specific communication.
- Lincolnwood Parks and Recreation and Children’s Care and Development Center (CCDC) programming for after school hours will be available on their respective websites.

## Attendance

- Parents of students who are not reported as absent will receive a phone call from a SD74 staff member for the purposes of checking in and verifying an absence.
- **Students who are called in for a daily absence will no longer have the option of remoting in.** If a student is excused for the day, it is a true day of absence from school.

## Main Schedule and Calendar

- Students will enter and exit the building using social distancing with protective face coverings.
- Grades 1-8 will begin Thursday, August 26.
- PreKindergarten (PK) and Kindergarten (Kdg) Orientation sessions will be held on Thursday, August 26.
- PreKindergarten will continue to be half-day beginning Friday, August 27.
- Kindergarten will begin Friday, August 27.

## Arrival and Dismissal Times

- TH - 8:25 - 2:55
- RH - 8:00 - 2:45
- LH - 8:05 - 3:25

The start and end times across the District have been adjusted for the 21-22 school year to revert back to the original times across campus. Some of the ideas that took place during the 20-21 school year will continue. (i.e block scheduling at the middle school)

## Classrooms

- Desks/tables will be organized to maximize distance between students when possible and so long as required by ISBE guidance.
- Middle school students (grades 6-8) will travel from class to class following the block schedule.
- Classes may occur outside when weather permits.
- Students will continue to be in homerooms and cohorts for the majority of their instruction. Special programming may cause the child to be pulled into specific groupings at times.

## Technology

- SD74 students in grades 3-8 will have their own iPad for the staff to utilize as one more instructional tool when appropriate.
- For any family that is in need of technology support, please reach out to our tech department. [techsupport@sd74.org](mailto:techsupport@sd74.org)

## Lunch

- A physically distanced lunch space will be designated to each classroom/cohort.
- Students will have the option to bring a lunch from home or purchase a boxed lunch from the District. Boxed lunch options will rotate throughout the week. A rotating menu of hot lunch options may also be offered on specific weekdays.
- Designated space in classrooms for students with an allergy sensitivity.
- If your family is in need of ongoing food assistance, please contact the District office 847-675-8234.

## Band/Orchestra/Choir

- Band and orchestra lessons will take place in small group, sectional formats.
- We are looking forward to these groups starting up when the guidance allows.

## Outdoor Opportunities and Recess

- Students in grades PK-5 will have up to 20 minutes of outside recess everyday when weather permits. Each building will develop a staggered recess schedule. It is not always possible for recess to be attached to the lunch periods.
- Students in grades PK-8 may take breaks outside when weather permits.
- Students may remove their masks during outdoor recess while remaining physically distant so long as the distance is required per ISBE guidance.

## Supplies

- Students will bring their own supplies.
- Students should only bring the minimum amount (the District website lists the recommendations) and keep supplies in a pencil case or pouch.

## Remote Learning School Day for those that qualify under Medical Certification

The District is prepared to provide remote instruction to those that are eligible. The delivery method will most likely change from what we saw this school year.

Only those students (or a household member) who are medically vulnerable will be eligible to be a remote learner next fall. In order for a student to be eligible for remote learning the District must receive a statement from a licensed medical provider that the student (or household member) is at increased risk of severe illness due to special health care needs.

Two steps are needed to start this process:

1. Step 1: Fill out this form to communicate to the District your intent to apply for remote learning eligibility by May 21, 2021. [CLICK HERE \(Intent to apply for remote learning\)](#).
2. Step 2: Complete this application with your medical provider [CLICK HERE \(Medical Provider\)](#) for the remote learning application. Submit completed application to the District.

## Resources:

The State of Illinois is currently in Phase 4 of Governor Pritzker's [Restore Illinois Plan](#). Phase 4 outlines the Revitalization Phase for the state.

On June 23, 2020 the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE) published (Part 3) [Starting the 2020-2021 school year guidance](#) for schools to consider as we plan on reopening schools in the fall.

During Phase 4, Illinois Department of Public Health (IDPH) has mandated the following guidelines for schools:

- Require use of appropriate personal protective equipment (PPE), including face coverings.
- Prohibit more than 50 individuals from gathering in one space.
- Require social distancing be observed, as much as possible.
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings.
- Require an increase in school-wide cleaning and disinfection.

On June 29, 2020 ISBE provided [additional information](#) with questions and answers and then on July 23, [ISBE Fall Learning Recommendations](#) were released to Illinois Districts. Since the summer of 2020, the State has provided regular updates through this [Frequently Asked Questions](#) document.

Lunch service

[CDC Lunch Recommendations](#)

On February 12, 2021, the Centers for Disease Control and Prevention (CDC) released updated guidance for operating schools ([Operational Strategy for K-12 Schools through Phased Mitigation](#)).

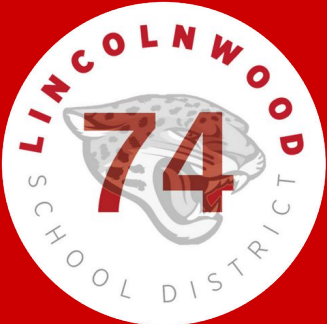
On March 9, 2021, following the CDC guidance, the Illinois Department of Public Health (IDPH) and the [Illinois State Board of Education \(ISBE\)](#) released (Part 4) [Revised Public Health Guidance for Schools](#) which prevails in the event that any of it is in conflict with previous guidance for safe in-person return for the remainder of the 2020-2021 school year.

Remote Learning Application for 21-22 school year:

Only those students (or a household member) who are medically vulnerable will be eligible to be a remote learner next fall. In order for a student to be eligible for remote learning the District must receive a statement from a licensed medical provider that the student (or household member) is at increased risk of severe illness due to special health care needs. Two steps are needed to start this process:

1. Step 1: Fill out this form to communicate to the District your intent to apply for remote learning eligibility by May 21, 2021. [CLICK HERE \(Intent to apply for remote learning\)](#).
2. Step 2: Complete this application with your medical provider [CLICK HERE \(Medical Provider\)](#) for the remote learning application. Submit completed application to the District.

# SD74 2021-22 Opening Plan



*Lincolnwood School District 74 –  
Children empowered for life*



# Welcome Back 21-22

Lessons  
Learned  
From  
20-21

Strategies  
Have  
Worked

When the  
Guidance  
Changes, We  
Adapt

# SD74 2021-22 Opening Plan

It is the recommendation of the District to bring all children back to in-person instruction for the 2021-2022 school year and revert back to original campus school times.

## School Hours:

TH - 8:25 - 2:55; RH - 8:00 - 2:45; LH - 8:05 - 3:25

*Note: Only those students (or a household member) who are medically vulnerable will be eligible to be a remote learner next fall. In order for a student to be eligible for remote learning the District must receive a statement from a licensed medical provider that the student (or household member) is at increased risk of severe illness due to special health care needs.*

**Step 1 - Intent to apply due May 21.**

**Step 2 - Completed application due as soon as feasible.**



# Before & After School Activities

- There will be a selection of before and after school activities. As we continue to safely provide more options, please watch for school specific communication. Fine arts, athletics, and clubs will continue to be provided in-person (and sometimes virtually, too).
- Lincolnwood Parks and Recreation and Children's Care and Development Center (CCDC) programming for after school hours will be available on their respective websites.



# Mitigation Strategies Continue

Physical  
Distancing

Masks on  
Campus

Daily  
Self-Certification

117

# Potential Quarantine

**If there is a confirmed case of COVID-19 within a classroom, cohort, or bus, notification will be provided to inform parents of the quarantine period.**

**If a quarantine is initiated by the school, the child will receive instruction through remote means.**

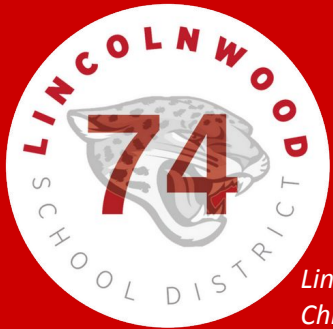
**At this time, only international travel will require a quarantine (per the guidelines). Should your family travel internationally, please be mindful about scheduling your return home to accommodate the quarantine period before school begins.**

# Transportation

Bus schedules will be created according to the guidance. Students will have an assigned seat. If you have any questions regarding transportation, please contact SD74's Transportation Coordinator, Connie Mendez, at 847-675-8234 or at [cmendez@sd74.org](mailto:cmendez@sd74.org).



# THANK YOU!



*Lincolnwood School District 74 –  
Children empowered for life.*

Lincolnwood School District 74

Fund Balances

Fiscal Year: 2020-2021

Month: February

Year: 2021

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
10	EDUCATIONAL	\$9,669,194.51	\$11,470,320.83	(\$11,102,794.75)	\$0.00	\$10,036,720.59
20	OPERATIONS & MAINTENANCE	\$2,769,201.94	\$1,179,049.14	(\$1,329,910.07)	\$0.00	\$2,618,341.01
30	DEBT SERVICE	\$826,111.00	\$946,054.04	(\$1,361,200.00)	\$0.00	\$410,965.04
40	TRANSPORTATION	\$931,371.24	\$653,910.52	(\$416,957.87)	\$0.00	\$1,168,323.89
50	MUNICIPAL RETIREMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
51	IMRF	\$401,893.97	\$137,627.08	(\$189,557.36)	\$0.00	\$349,963.69
52	SOCIAL SECURITY AND MEDICARE	(\$185,164.17)	\$165,674.14	(\$189,558.87)	\$0.00	(\$209,048.90)
60	CAPITAL PROJECTS	\$1,603,456.55	\$6,574.42	(\$734,080.90)	\$0.00	\$875,950.07
70	WORKING CASH	\$402,694.04	\$2,679.53	\$0.00	\$0.00	\$405,373.57
80	TORT IMMUNITY	\$64,776.15	\$44,951.56	\$2,599.00	\$0.00	\$112,326.71
90	FIRE PREVENTION & SAFETY	\$4,398,542.90	\$329,347.43	(\$963,855.90)	\$0.00	\$3,764,034.43
99	LINCOLNWOOD SCHOOLS ACTIVITY FUN	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$20,882,078.13	\$14,936,188.69	(\$16,285,316.72)	\$0.00	\$19,532,950.10

End of Report

Lincolnwood School District 74

Treasurers Report FUND- All Funds As of 02/28/2021

Fiscal Year: 2020-2021

ASSETS

CASH & INVESTMENTS

Cash in Bank (+)	\$18,933,310.14
Imprest Fund (+)	\$15,071.70
Petty Cash (+)	\$100.00

Sub-total : CASH & INVESTMENTS	\$18,948,481.84
--------------------------------	-----------------

DUE FROM OTHER GOVERNMENTS

Inter-Governmental Loans (+)	(\$467.03)
------------------------------	------------

Sub-total : DUE FROM OTHER GOVERNMENTS	(\$467.03)
--	------------

Total : ASSETS	\$18,948,014.81
----------------	-----------------

LIABILITIES

ACCOUNTS PAYABLE

Accounts Payable (+)	\$75,839.67
----------------------	-------------

Sub-total : ACCOUNTS PAYABLE	\$75,839.67
------------------------------	-------------

OTHER CURRENT LIABILITIES

Other Liabilities (+)	\$30,885.30
-----------------------	-------------

Payroll Liabilities (+)	(\$691,660.26)
-------------------------	----------------

Sub-total : OTHER CURRENT LIABILITIES	(\$660,774.96)
---------------------------------------	----------------

Total : LIABILITIES	(\$584,935.29)
---------------------	----------------

FUND BALANCE

Unreserved Fund Balance

Fund Balance (+)	\$20,882,078.13
------------------	-----------------

Sub-total : Unreserved Fund Balance	\$20,882,078.13
-------------------------------------	-----------------

NET INCREASE (DECREASE)

NET INCREASE (DECREASE) (+)	(\$1,349,128.03)
-----------------------------	------------------

Sub-total : NET INCREASE (DECREASE)	(\$1,349,128.03)
-------------------------------------	------------------

Total : FUND BALANCE	\$19,532,950.10
----------------------	-----------------

Total LIABILITIES + FUND BALANCE	\$18,948,014.81
----------------------------------	-----------------

End of Report

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>REVENUE</b>					
<b>LOCAL SOURCES</b>					
Property Tax Receipts (+)	\$2,210,092.69	\$12,684,599.36	\$21,886,397.89	\$9,201,798.53	58.0%
Payments in Lieu of Taxes (+)	\$0.00	\$356,179.33	\$608,000.00	\$251,820.67	58.6%
Tuition Payments Received (+)	\$9,131.72	\$74,036.24	\$173,400.00	\$99,363.76	42.7%
Interest Revenue Received (+)	\$11,455.10	\$129,758.82	\$526,040.00	\$396,281.18	24.7%
Sales to Pupils & Adults (+)	\$2,357.50	\$11,778.60	\$220,000.00	\$208,221.40	5.4%
Activity Fees Received (+)	\$2,340.49	\$42,777.74	\$82,800.00	\$40,022.26	51.7%
Rental Revenue (+)	\$1,267.50	\$45,778.95	\$80,500.00	\$34,721.05	56.9%
Other Local Revenue (+)	\$5,752.15	\$93,230.40	\$124,811.11	\$31,580.71	74.7%
<b>Sub-total : LOCAL SOURCES</b>	<b>\$2,242,397.15</b>	<b>\$13,438,139.44</b>	<b>\$23,701,949.00</b>	<b>\$10,263,809.56</b>	<b>56.7%</b>
<b>STATE SOURCES</b>					
State Grants & Aid Received (+)	\$105,718.00	\$1,096,232.63	\$1,550,000.00	\$453,767.37	70.7%
<b>Sub-total : STATE SOURCES</b>	<b>\$105,718.00</b>	<b>\$1,096,232.63</b>	<b>\$1,550,000.00</b>	<b>\$453,767.37</b>	<b>70.7%</b>
<b>FEDERAL SOURCES</b>					
Federal Grants & Aid Received (+)	\$380.70	\$401,816.62	\$784,764.00	\$382,947.38	51.2%
<b>Sub-total : FEDERAL SOURCES</b>	<b>\$380.70</b>	<b>\$401,816.62</b>	<b>\$784,764.00</b>	<b>\$382,947.38</b>	<b>51.2%</b>
<b>Total : REVENUE</b>	<b>\$2,348,495.85</b>	<b>\$14,936,188.69</b>	<b>\$26,036,713.00</b>	<b>\$11,100,524.31</b>	<b>57.4%</b>
<b>EXPENDITURES</b>					
<b>REGULAR K-12 PROGRAMS</b>					
Salaries (-)	\$560,265.40	\$3,911,674.31	\$7,167,047.79	\$3,255,373.48	54.6%
Employee Benefits (-)	\$95,407.71	\$636,572.08	\$1,307,880.64	\$671,308.56	48.7%
Purchased Services (-)	\$7,823.85	\$80,649.39	\$193,700.00	\$113,050.61	41.6%
Termination Benefits (-)	\$29,363.49	\$239,056.06	\$469,295.00	\$230,238.94	50.9%
Supplies & Materials (-)	\$5,273.61	\$216,944.66	\$409,143.00	\$192,198.34	53.0%
Capital Expenditures (-)	\$3,301.10	\$45,340.10	\$102,884.00	\$57,543.90	44.1%
Non-Capitalized Equipment (-)	\$138.00	\$12,137.96	\$67,000.00	\$54,862.04	18.1%
<b>Sub-total : REGULAR K-12 PROGRAMS</b>	<b>(\$701,573.16)</b>	<b>(\$5,142,374.56)</b>	<b>(\$9,716,950.43)</b>	<b>(\$4,574,575.87)</b>	<b>52.9%</b>
<b>PRE-K PROGRAMS</b>					
Salaries (-)	\$17,784.04	\$124,488.28	\$232,068.08	\$107,579.80	53.6%
Employee Benefits (-)	\$7,369.28	\$45,707.22	\$94,062.42	\$48,355.20	48.6%
Purchased Services (-)	\$0.00	\$0.00	\$200.00	\$200.00	0.0%
Supplies & Materials (-)	\$0.00	\$913.92	\$2,995.00	\$2,081.08	30.5%
Capital Expenditures (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$500.00	\$500.00	0.0%
<b>Sub-total : PRE-K PROGRAMS</b>	<b>(\$25,153.32)</b>	<b>(\$171,109.42)</b>	<b>(\$330,825.50)</b>	<b>(\$159,716.08)</b>	<b>51.7%</b>
<b>SPECIAL ED PROGRAMS K-12</b>					
Salaries (-)	\$79,360.17	\$540,560.89	\$1,180,669.00	\$640,108.11	45.8%
Employee Benefits (-)	\$24,302.96	\$153,189.07	\$386,780.00	\$233,590.93	39.6%
Purchased Services (-)	\$0.00	\$0.00	\$500.00	\$500.00	0.0%
Supplies & Materials (-)	\$307.39	\$1,245.98	\$5,000.00	\$3,754.02	24.9%
Capital Expenditures (-)	\$0.00	\$4,799.00	\$2,000.00	(\$2,799.00)	240.0%
Other Objects (-)	\$0.00	\$180.00	\$500.00	\$320.00	36.0%

Operating Statement with Budget

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Non-Capital Equipment (-)	\$606.60	\$2,064.54	\$1,000.00	(\$1,064.54)	206.5%
Sub-total : SPECIAL ED PROGRAMS K-12	(\$104,577.12)	(\$702,039.48)	(\$1,576,449.00)	(\$874,409.52)	44.5%
<b>REMEDIAL &amp; SUPPLEMENTAL K-12</b>					
Salaries (-)	\$36,576.14	\$256,032.98	\$480,490.00	\$224,457.02	53.3%
Employee Benefits (-)	\$6,218.17	\$38,479.36	\$78,348.80	\$39,869.44	49.1%
Purchased Services (-)	\$0.00	\$34,583.50	\$35,000.00	\$416.50	98.8%
Supplies & Materials (-)	\$0.00	\$4,740.42	\$6,542.00	\$1,801.58	72.5%
Sub-total : REMEDIAL & SUPPLEMENTAL K-12	(\$42,794.31)	(\$333,836.26)	(\$600,380.80)	(\$266,544.54)	55.6%
<b>INTERSCHOLASTIC PROGRAMS</b>					
Salaries (-)	\$0.00	\$0.00	\$25,060.00	\$25,060.00	0.0%
Employee Benefits (-)	\$0.00	\$0.00	\$8,225.00	\$8,225.00	0.0%
Supplies & Materials (-)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.0%
Capital Expenditures (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
Other Objects (-)	\$0.00	\$3,500.00	\$0.00	(\$3,500.00)	0.0%
Sub-total : INTERSCHOLASTIC PROGRAMS	\$0.00	(\$3,500.00)	(\$35,785.00)	(\$32,285.00)	9.8%
<b>GIFTED PROGRAMS</b>					
Salaries (-)	\$18,558.42	\$132,133.26	\$380,816.13	\$248,682.87	34.7%
Employee Benefits (-)	\$2,621.38	\$11,163.16	\$82,761.14	\$71,597.98	13.5%
Supplies & Materials (-)	\$0.00	\$903.00	\$3,000.00	\$2,097.00	30.1%
Sub-total : GIFTED PROGRAMS	(\$21,179.80)	(\$144,199.42)	(\$466,577.27)	(\$322,377.85)	30.9%
<b>BILINGUAL PROGRAMS</b>					
Salaries (-)	\$52,664.59	\$351,539.35	\$657,562.00	\$306,022.65	53.5%
Employee Benefits (-)	\$8,745.71	\$52,106.35	\$103,605.00	\$51,498.65	50.3%
Purchased Services (-)	\$0.00	\$0.00	\$2,150.00	\$2,150.00	0.0%
Supplies & Materials (-)	\$0.00	\$2,146.31	\$6,500.00	\$4,353.69	33.0%
Sub-total : BILINGUAL PROGRAMS	(\$61,410.30)	(\$405,792.01)	(\$769,817.00)	(\$364,024.99)	52.7%
<b>ATTENDANCE &amp; SOCIAL WORK</b>					
Salaries (-)	\$29,342.46	\$205,397.22	\$360,288.00	\$154,890.78	57.0%
Employee Benefits (-)	\$3,258.11	\$20,449.23	\$22,297.00	\$1,847.77	91.7%
Purchased Services (-)	\$0.00	\$0.00	\$500.00	\$500.00	0.0%
Supplies & Materials (-)	\$0.00	\$126.74	\$1,000.00	\$873.26	12.7%
Sub-total : ATTENDANCE & SOCIAL WORK	(\$32,600.57)	(\$225,973.19)	(\$384,085.00)	(\$158,111.81)	58.8%
<b>HEALTH SERVICES</b>					
Salaries (-)	\$10,476.52	\$65,929.99	\$164,250.00	\$98,320.01	40.1%
Employee Benefits (-)	\$4,891.86	\$25,412.19	\$80,623.00	\$55,210.81	31.5%
Purchased Services (-)	(\$10,005.00)	\$54,778.76	\$1,500.00	(\$53,278.76)	3651.9%
Supplies & Materials (-)	\$1,141.15	\$66,594.73	\$33,600.00	(\$32,994.73)	198.2%
Capital Expenditures (-)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.0%
Other Objects (-)	\$0.00	\$417.70	\$600.00	\$182.30	69.6%
Non-Capital Equipment (-)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.0%

Operating Statement with Budget

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Sub-total : HEALTH SERVICES	(\$6,504.53)	(\$213,133.37)	(\$283,573.00)	(\$70,439.63)	75.2%
PSYCHOLOGICAL SERVICES					
Salaries (-)	\$13,261.32	\$92,829.24	\$173,997.00	\$81,167.76	53.4%
Employee Benefits (-)	\$2,730.93	\$16,788.18	\$33,644.00	\$16,855.82	49.9%
Purchased Services (-)	\$627.54	\$1,448.91	\$1,000.00	(\$448.91)	144.9%
Supplies & Materials (-)	\$0.00	\$0.00	\$1,050.00	\$1,050.00	0.0%
Sub-total : PSYCHOLOGICAL SERVICES	(\$16,619.79)	(\$111,066.33)	(\$209,691.00)	(\$98,624.67)	53.0%
SPEECH PATHOLOGY & AUDIOLOGY					
Salaries (-)	\$20,875.76	\$146,130.32	\$277,900.00	\$131,769.68	52.6%
Employee Benefits (-)	\$3,000.37	\$18,630.08	\$37,262.00	\$18,631.92	50.0%
Supplies & Materials (-)	\$96.00	\$96.00	\$1,250.00	\$1,154.00	7.7%
Sub-total : SPEECH PATHOLOGY & AUDIOLOGY	(\$23,972.13)	(\$164,856.40)	(\$316,412.00)	(\$151,555.60)	52.1%
OTHER SUPPORT SERVICES - PUPILS					
Salaries (-)	\$6,866.14	\$35,674.72	\$59,000.00	\$23,325.28	60.5%
Employee Benefits (-)	\$397.78	\$2,192.25	\$4,250.00	\$2,057.75	51.6%
Sub-total : OTHER SUPPORT SERVICES - PUPILS	(\$7,263.92)	(\$37,866.97)	(\$63,250.00)	(\$25,383.03)	59.9%
IMPROVEMENT OF INSTRUCTION					
Salaries (-)	\$26,467.70	\$248,159.40	\$351,694.00	\$103,534.60	70.6%
Employee Benefits (-)	\$4,480.38	\$38,960.63	\$55,227.00	\$16,266.37	70.5%
Purchased Services (-)	\$179.00	\$12,952.02	\$90,500.00	\$77,547.98	14.3%
Supplies & Materials (-)	\$0.00	\$70.94	\$2,600.00	\$2,529.06	2.7%
Other Objects (-)	\$0.00	\$1,489.38	\$1,500.00	\$10.62	99.3%
Sub-total : IMPROVEMENT OF INSTRUCTION	(\$31,127.08)	(\$301,632.37)	(\$501,521.00)	(\$199,888.63)	60.1%
EDUCATIONAL MEDIA					
Salaries (-)	\$19,103.18	\$127,023.56	\$254,622.00	\$127,598.44	49.9%
Employee Benefits (-)	\$2,480.39	\$15,253.08	\$30,859.00	\$15,605.92	49.4%
Supplies & Materials (-)	\$0.00	\$5,304.03	\$6,850.00	\$1,545.97	77.4%
Sub-total : EDUCATIONAL MEDIA	(\$21,583.57)	(\$147,580.67)	(\$292,331.00)	(\$144,750.33)	50.5%
ASSESSMENT & TESTING					
Purchased Services (-)	\$0.00	\$14,525.00	\$14,525.00	\$0.00	100.0%
Sub-total : ASSESSMENT & TESTING	\$0.00	(\$14,525.00)	(\$14,525.00)	\$0.00	100.0%
ADMIN SERVICES - BOARD OF ED					
Employee Benefits (-)	\$4,758.90	\$38,206.20	\$58,000.00	\$19,793.80	65.9%
Purchased Services (-)	\$13,855.92	\$146,342.14	\$236,900.00	\$90,557.86	61.8%
Supplies & Materials (-)	\$0.00	\$41.72	\$2,500.00	\$2,458.28	1.7%
Other Objects (-)	\$0.00	\$0.00	\$20,000.00	\$20,000.00	0.0%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
Sub-total : ADMIN SERVICES - BOARD OF ED	(\$18,614.82)	(\$184,590.06)	(\$318,400.00)	(\$133,809.94)	58.0%
SUPERINTENDENT					

Operating Statement with Budget

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Salaries (-)	\$20,158.14	\$181,423.26	\$262,056.00	\$80,632.74	69.2%
Employee Benefits (-)	\$2,944.94	\$24,430.96	\$36,369.00	\$11,938.04	67.2%
Purchased Services (-)	\$0.00	\$404.00	\$3,400.00	\$2,996.00	11.9%
Supplies & Materials (-)	\$0.00	\$126.93	\$2,000.00	\$1,873.07	6.3%
Capital Expenditures (-)	\$0.00	\$0.00	\$500.00	\$500.00	0.0%
Other Objects (-)	\$0.00	\$2,191.81	\$2,500.00	\$308.19	87.7%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
<b>Sub-total : SUPERINTENDENT</b>	<b>(\$23,103.08)</b>	<b>(\$208,576.96)</b>	<b>(\$307,825.00)</b>	<b>(\$99,248.04)</b>	<b>67.8%</b>
<b>ADMIN SERVICES - SPECIAL ED</b>					
Salaries (-)	\$10,584.38	\$94,624.56	\$137,451.00	\$42,826.44	68.8%
Employee Benefits (-)	\$3,543.52	\$29,400.13	\$50,944.00	\$21,543.87	57.7%
<b>Sub-total : ADMIN SERVICES - SPECIAL ED</b>	<b>(\$14,127.90)</b>	<b>(\$124,024.69)</b>	<b>(\$188,395.00)</b>	<b>(\$64,370.31)</b>	<b>65.8%</b>
<b>WORKERS COMPENSATION INSURANCE</b>					
Purchased Services (-)	\$0.00	(\$5,279.00)	\$90,000.00	\$95,279.00	-5.9%
<b>Sub-total : WORKERS COMPENSATION INSURANCE</b>	<b>\$0.00</b>	<b>\$5,279.00</b>	<b>(\$90,000.00)</b>	<b>(\$95,279.00)</b>	<b>5.9%</b>
<b>LOSS PREVENTION REDUCTION</b>					
Other Objects (-)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
<b>Sub-total : LOSS PREVENTION REDUCTION</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$5,000.00)</b>	<b>(\$5,000.00)</b>	<b>0.0%</b>
<b>PROPERTY INSURANCE</b>					
Purchased Services (-)	\$2,680.00	\$2,680.00	\$75,000.00	\$72,320.00	3.6%
<b>Sub-total : PROPERTY INSURANCE</b>	<b>(\$2,680.00)</b>	<b>(\$2,680.00)</b>	<b>(\$75,000.00)</b>	<b>(\$72,320.00)</b>	<b>3.6%</b>
<b>PRINCIPAL</b>					
Salaries (-)	\$54,015.86	\$486,646.65	\$704,565.00	\$217,918.35	69.1%
Employee Benefits (-)	\$18,710.48	\$163,822.22	\$226,430.00	\$62,607.78	72.4%
Purchased Services (-)	\$83.10	\$1,697.76	\$6,500.00	\$4,802.24	26.1%
Supplies & Materials (-)	\$399.00	\$1,306.28	\$5,200.00	\$3,893.72	25.1%
Capital Expenditures (-)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.0%
Other Objects (-)	\$0.00	\$537.00	\$2,000.00	\$1,463.00	26.9%
<b>Sub-total : PRINCIPAL</b>	<b>(\$73,208.44)</b>	<b>(\$654,009.91)</b>	<b>(\$946,195.00)</b>	<b>(\$292,185.09)</b>	<b>69.1%</b>
<b>OPERATION OF BUSINESS SERVICES</b>					
Salaries (-)	\$13,524.94	\$121,724.46	\$175,825.00	\$54,100.54	69.2%
Employee Benefits (-)	\$2,589.29	\$21,292.32	\$31,613.00	\$10,320.68	67.4%
Other Objects (-)	\$0.00	\$1,209.00	\$1,500.00	\$291.00	80.6%
Non-Capitalizer Equipment (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
<b>Sub-total : OPERATION OF BUSINESS SERVICES</b>	<b>(\$16,114.23)</b>	<b>(\$144,225.78)</b>	<b>(\$209,938.00)</b>	<b>(\$65,712.22)</b>	<b>68.7%</b>
<b>FISCAL SERVICES</b>					
Salaries (-)	\$16,095.76	\$146,910.17	\$214,500.00	\$67,589.83	68.5%
Employee Benefits (-)	\$6,878.75	\$59,910.18	\$89,989.00	\$30,078.82	66.6%
Purchased Services (-)	\$0.00	\$2,838.35	\$118,675.00	\$115,836.65	2.4%
Supplies & Materials (-)	\$359.41	\$2,808.61	\$5,000.00	\$2,191.39	56.2%

Operating Statement with Budget

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Other Objects (-)	\$720.50	\$7,982.06	\$20,000.00	\$12,017.94	39.9%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
<b>Sub-total : FISCAL SERVICES</b>	<b>(\$24,054.42)</b>	<b>(\$220,449.37)</b>	<b>(\$450,664.00)</b>	<b>(\$230,214.63)</b>	<b>48.9%</b>
<b>FACILITY ACQUISITION &amp; CONSTRUCTION</b>					
Purchased Services (-)	\$18,349.80	\$137,913.93	\$125,221.00	(\$12,692.93)	110.1%
Capital Expenditures (-)	\$26,802.90	\$662,823.87	\$708,500.00	\$45,676.13	93.6%
<b>Sub-total : FACILITY ACQUISITION &amp; CONSTRUCTION</b>	<b>(\$45,152.70)</b>	<b>(\$800,737.80)</b>	<b>(\$833,721.00)</b>	<b>(\$32,983.20)</b>	<b>96.0%</b>
<b>OPERATION &amp; MAINTENANCE OF PLANT</b>					
Salaries (-)	\$43,044.47	\$331,893.55	\$506,000.00	\$174,106.45	65.6%
Employee Benefits (-)	\$14,573.20	\$117,617.61	\$182,193.00	\$64,575.39	64.6%
Purchased Services (-)	\$54,820.31	\$614,168.87	\$916,000.00	\$301,831.13	67.0%
Supplies & Materials (-)	\$38,030.12	\$291,255.61	\$482,616.00	\$191,360.39	60.3%
Capital Expenditures (-)	\$92,876.48	\$932,272.55	\$1,140,500.00	\$208,227.45	81.7%
Other Objects (-)	\$0.00	\$855.00	\$300.00	(\$555.00)	285.0%
Non-Capitalized Equipment (-)	\$287.33	\$7,245.35	\$21,000.00	\$13,754.65	34.5%
<b>Sub-total : OPERATION &amp; MAINTENANCE OF PLANT</b>	<b>(\$243,631.91)</b>	<b>(\$2,295,308.54)</b>	<b>(\$3,248,609.00)</b>	<b>(\$953,300.46)</b>	<b>70.7%</b>
<b>PUPIL TRANSPORTATION</b>					
Purchased Services (-)	\$84,023.31	\$416,957.87	\$1,208,000.00	\$791,042.13	34.5%
<b>Sub-total : PUPIL TRANSPORTATION</b>	<b>(\$84,023.31)</b>	<b>(\$416,957.87)</b>	<b>(\$1,208,000.00)</b>	<b>(\$791,042.13)</b>	<b>34.5%</b>
<b>FOOD SERVICES</b>					
Salaries (-)	\$18,614.23	\$132,497.56	\$232,100.00	\$99,602.44	57.1%
Employee Benefits (-)	\$8,386.13	\$55,891.29	\$99,297.00	\$43,405.71	56.3%
Purchased Services (-)	\$46.60	\$580.28	\$3,000.00	\$2,419.72	19.3%
Supplies & Materials (-)	\$8,002.13	\$42,251.24	\$259,200.00	\$216,948.76	16.3%
Capital Expenditures (-)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Other Objects (-)	\$0.00	\$152.50	\$1,500.00	\$1,347.50	10.2%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$4,500.00	\$4,500.00	0.0%
<b>Sub-total : FOOD SERVICES</b>	<b>(\$35,049.09)</b>	<b>(\$231,372.87)</b>	<b>(\$604,597.00)</b>	<b>(\$373,224.13)</b>	<b>38.3%</b>
<b>INTERNAL SERVICES</b>					
Purchased Services (-)	\$12.72	\$20,792.84	\$20,500.00	(\$292.84)	101.4%
Supplies & Materials (-)	\$0.00	\$0.00	\$1,500.00	\$1,500.00	0.0%
<b>Sub-total : INTERNAL SERVICES</b>	<b>(\$12.72)</b>	<b>(\$20,792.84)</b>	<b>(\$22,000.00)</b>	<b>(\$1,207.16)</b>	<b>94.5%</b>
<b>INFORMATION SERVICES</b>					
Salaries (-)	\$6,153.84	\$55,384.56	\$80,000.00	\$24,615.44	69.2%
Employee Benefits (-)	\$1,723.62	\$15,616.81	\$22,896.00	\$7,279.19	68.2%
Purchased Services (-)	\$0.00	\$15,147.16	\$37,000.00	\$21,852.84	40.9%
Supplies & Materials (-)	\$0.00	(\$650.00)	\$6,000.00	\$6,650.00	-10.8%
Other Objects (-)	\$0.00	\$882.02	\$1,500.00	\$617.98	58.8%
<b>Sub-total : INFORMATION SERVICES</b>	<b>(\$7,877.46)</b>	<b>(\$86,380.55)</b>	<b>(\$147,396.00)</b>	<b>(\$61,015.45)</b>	<b>58.6%</b>
<b>OTHER SUPPORT SERVICES - ADMIN</b>					

Operating Statement with Budget

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	<u>02/01/2021 - 02/28/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Salaries (-)	\$39,328.72	\$302,747.95	\$439,390.00	\$136,642.05	68.9%
Employee Benefits (-)	\$11,707.77	\$98,348.87	\$150,822.00	\$52,473.13	65.2%
Purchased Services (-)	\$0.00	\$886.97	\$1,000.00	\$113.03	88.7%
Other Objects (-)	\$0.00	\$0.00	\$300.00	\$300.00	0.0%
Sub-total : OTHER SUPPORT SERVICES - ADMIN	<u>(\$51,036.49)</u>	<u>(\$401,983.79)</u>	<u>(\$591,512.00)</u>	<u>(\$189,528.21)</u>	68.0%
COMMUNITY SERVICES					
Purchased Services (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
Supplies & Materials (-)	\$0.00	\$0.00	\$1,000.00	\$1,000.00	0.0%
Sub-total : COMMUNITY SERVICES	<u>\$0.00</u>	<u>\$0.00</u>	<u>(\$2,000.00)</u>	<u>(\$2,000.00)</u>	0.0%
PAYMENTS TO OTHER LEAs					
Purchased Services (-)	\$0.00	\$14,428.00	\$34,900.00	\$20,472.00	41.3%
Other Objects (-)	\$18,458.76	\$1,003,391.24	\$1,903,084.00	\$899,692.76	52.7%
Sub-total : PAYMENTS TO OTHER LEAs	<u>(\$18,458.76)</u>	<u>(\$1,017,819.24)</u>	<u>(\$1,937,984.00)</u>	<u>(\$920,164.76)</u>	52.5%
DEBT SERVICE - INTEREST					
Interest on Bonds Outstanding (-)	\$0.00	\$276,200.00	\$534,400.00	\$258,200.00	51.7%
Sub-total : DEBT SERVICE - INTEREST	<u>\$0.00</u>	<u>(\$276,200.00)</u>	<u>(\$534,400.00)</u>	<u>(\$258,200.00)</u>	51.7%
DEBT SERVICE - PRINCIPAL					
Principal Payments on Bonds Outstanding (-)	\$0.00	\$1,085,000.00	\$1,085,000.00	\$0.00	100.0%
Sub-total : DEBT SERVICE - PRINCIPAL	<u>\$0.00</u>	<u>(\$1,085,000.00)</u>	<u>(\$1,085,000.00)</u>	<u>\$0.00</u>	100.0%
DEBT SERVICE - OTHER					
Debt Service Fees (-)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
Sub-total : DEBT SERVICE - OTHER	<u>\$0.00</u>	<u>\$0.00</u>	<u>(\$2,500.00)</u>	<u>(\$2,500.00)</u>	0.0%
Total : EXPENDITURES	<u>(\$1,753,504.93)</u>	<u>(\$16,285,316.72)</u>	<u>(\$28,371,309.00)</u>	<u>(\$12,085,992.28)</u>	57.4%
NET INCREASE (DECREASE)	<u>\$594,990.92</u>	<u>(\$1,349,128.03)</u>	<u>(\$2,334,596.00)</u>	<u>(\$985,467.97)</u>	57.8%

End of Report

**Lincolnwood School District 74**

**General Ledger - OBJECT REPORT**

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance       Include Inactive Accounts       Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
<b>10 - EDUCATIONAL</b>					
0 - EXPENDITURES					
1100 - REGULAR K-12 PROGRAMS					
100 - SALARIES	\$7,167,047.79	\$560,265.40	\$3,911,674.31	\$3,243,899.37	\$11,474.11
200 - EMPLOYEE BENEFITS	\$1,200,015.64	\$86,985.09	\$577,468.44	\$522,553.71	\$99,993.49
300 - PURCHASED SERVICES	\$193,700.00	\$7,823.85	\$80,649.39	\$1,871.12	\$111,179.49
400 - SUPPLIES & MATERIALS	\$409,143.00	\$5,273.61	\$216,944.66	\$2,494.34	\$189,704.00
500 - CAPITAL OUTLAY	\$102,884.00	\$3,301.10	\$45,340.10	\$0.00	\$57,543.90
700 - NON-CAPITAL EQUIPMENT	\$67,000.00	\$138.00	\$12,137.96	\$789.30	\$54,072.74
800 - TERMINATION/VACATION PAYMENTS	\$469,295.00	\$29,363.49	\$239,056.06	\$44,618.58	\$185,620.36
1125 - PRE-K PROGRAMS					
100 - SALARIES	\$232,068.08	\$17,784.04	\$124,488.28	\$106,704.17	\$875.63
200 - EMPLOYEE BENEFITS	\$83,399.42	\$6,596.42	\$39,916.52	\$39,578.52	\$3,904.38
300 - PURCHASED SERVICES	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00
400 - SUPPLIES & MATERIALS	\$2,995.00	\$0.00	\$913.92	\$57.07	\$2,024.01
500 - CAPITAL OUTLAY	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
700 - NON-CAPITAL EQUIPMENT	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
1200 - SPECIAL ED PROGRAMS K-12					
100 - SALARIES	\$1,180,669.00	\$79,360.17	\$540,560.89	\$469,762.55	\$170,345.56
200 - EMPLOYEE BENEFITS	\$301,185.00	\$19,819.38	\$113,999.43	\$110,258.42	\$76,927.15
300 - PURCHASED SERVICES	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
400 - SUPPLIES & MATERIALS	\$5,000.00	\$307.39	\$1,245.98	\$212.76	\$3,541.26
500 - CAPITAL OUTLAY	\$2,000.00	\$0.00	\$4,799.00	\$0.00	(\$2,799.00)
600 - OTHER OBJECTS	\$500.00	\$0.00	\$180.00	\$0.00	\$320.00
700 - NON-CAPITAL EQUIPMENT	\$1,000.00	\$606.60	\$2,064.54	\$0.00	(\$1,064.54)
1250 - REMEDIAL & SUPPLEMENTAL K-12					
100 - SALARIES	\$480,490.00	\$36,576.14	\$256,032.98	\$219,457.02	\$5,000.00
200 - EMPLOYEE BENEFITS	\$71,623.80	\$5,717.48	\$34,945.26	\$34,304.88	\$2,373.66
300 - PURCHASED SERVICES	\$35,000.00	\$0.00	\$34,583.50	\$0.00	\$416.50
400 - SUPPLIES & MATERIALS	\$6,542.00	\$0.00	\$4,740.42	\$0.00	\$1,801.58
1500 - INTERSCHOLASTIC PROGRAMS					
100 - SALARIES	\$25,060.00	\$0.00	\$0.00	\$0.00	\$25,060.00
200 - EMPLOYEE BENEFITS	\$1,400.00	\$0.00	\$0.00	\$0.00	\$1,400.00
400 - SUPPLIES & MATERIALS	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00

# Lincolnwood School District 74

## General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date: 2/1/2021 To Date: 2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
500 - CAPITAL OUTLAY	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
600 - OTHER OBJECTS	\$0.00	\$0.00	\$3,500.00	\$0.00	(\$3,500.00)
1650 - GIFTED PROGRAMS					
100 - SALARIES	\$380,816.13	\$18,558.42	\$132,133.26	\$113,575.02	\$135,107.85
200 - EMPLOYEE BENEFITS	\$77,486.14	\$2,371.26	\$9,361.86	\$22,586.52	\$45,537.76
400 - SUPPLIES & MATERIALS	\$3,000.00	\$0.00	\$903.00	\$0.00	\$2,097.00
1800 - BILINGUAL PROGRAMS					
100 - SALARIES	\$657,562.00	\$52,664.59	\$351,539.35	\$302,905.34	\$3,117.31
200 - EMPLOYEE BENEFITS	\$94,300.00	\$8,026.83	\$47,257.57	\$46,361.26	\$681.17
300 - PURCHASED SERVICES	\$2,150.00	\$0.00	\$0.00	\$0.00	\$2,150.00
400 - SUPPLIES & MATERIALS	\$6,500.00	\$0.00	\$2,146.31	\$52.49	\$4,301.20
2110 - ATTENDANCE & SOCIAL WORK					
100 - SALARIES	\$360,288.00	\$29,342.46	\$205,397.22	\$176,054.78	(\$21,164.00)
200 - EMPLOYEE BENEFITS	\$18,072.00	\$2,846.69	\$17,555.18	\$17,080.14	(\$16,563.32)
300 - PURCHASED SERVICES	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
400 - SUPPLIES & MATERIALS	\$1,000.00	\$0.00	\$126.74	\$0.00	\$873.26
2130 - HEALTH SERVICES					
100 - SALARIES	\$164,250.00	\$10,476.52	\$65,929.99	\$58,929.35	\$39,390.66
200 - EMPLOYEE BENEFITS	\$48,488.00	\$2,913.85	\$12,142.49	\$11,587.24	\$24,758.27
300 - PURCHASED SERVICES	\$1,500.00	(\$10,005.00)	\$54,778.76	\$0.00	(\$53,278.76)
400 - SUPPLIES & MATERIALS	\$33,600.00	\$1,141.15	\$66,594.73	\$649.60	(\$33,644.33)
500 - CAPITAL OUTLAY	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
600 - OTHER OBJECTS	\$600.00	\$0.00	\$417.70	\$0.00	\$182.30
700 - NON-CAPITAL EQUIPMENT	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
2140 - PSYCHOLOGICAL SERVICES					
100 - SALARIES	\$173,997.00	\$13,261.32	\$92,829.24	\$79,567.76	\$1,600.00
200 - EMPLOYEE BENEFITS	\$31,144.00	\$2,552.02	\$15,522.38	\$15,312.12	\$309.50
300 - PURCHASED SERVICES	\$1,000.00	\$627.54	\$1,448.91	\$0.00	(\$448.91)
400 - SUPPLIES & MATERIALS	\$1,050.00	\$0.00	\$0.00	\$0.00	\$1,050.00
2150 - SPEECH PATHOLOGY & AUDIOLOGY					
100 - SALARIES	\$277,900.00	\$20,875.76	\$146,130.32	\$125,254.48	\$6,515.20
200 - EMPLOYEE BENEFITS	\$33,437.00	\$2,721.55	\$16,658.31	\$16,329.29	\$449.40
400 - SUPPLIES & MATERIALS	\$1,250.00	\$96.00	\$96.00	\$0.00	\$1,154.00
2190 - OTHER SUPPORT SERVICES - PUPILS					
100 - SALARIES	\$59,000.00 <sup>130</sup>	\$6,866.14	\$35,674.72	\$8,987.30	\$14,337.98

**Lincolnwood School District 74**

**General Ledger - OBJECT REPORT**

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
200 - EMPLOYEE BENEFITS	\$285.00	\$40.01	\$169.06	\$47.98	\$67.96
2210 - IMPROVEMENT OF INSTRUCTION					
100 - SALARIES	\$351,694.00	\$26,467.70	\$248,159.40	\$102,778.28	\$756.32
200 - EMPLOYEE BENEFITS	\$39,392.00	\$3,296.53	\$27,737.72	\$12,957.72	(\$1,303.44)
300 - PURCHASED SERVICES	\$90,500.00	\$179.00	\$12,952.02	\$0.00	\$77,547.98
400 - SUPPLIES & MATERIALS	\$2,600.00	\$0.00	\$70.94	\$0.00	\$2,529.06
600 - OTHER OBJECTS	\$1,500.00	\$0.00	\$1,489.38	\$0.00	\$10.62
2220 - EDUCATIONAL MEDIA					
100 - SALARIES	\$254,622.00	\$19,103.18	\$127,023.56	\$114,619.25	\$12,979.19
200 - EMPLOYEE BENEFITS	\$27,259.00	\$2,214.26	\$13,485.85	\$13,302.56	\$470.59
400 - SUPPLIES & MATERIALS	\$6,850.00	\$0.00	\$5,304.03	\$1,438.77	\$107.20
2230 - ASSESSMENT & TESTING					
300 - PURCHASED SERVICES	\$14,525.00	\$0.00	\$14,525.00	\$0.00	\$0.00
2310 - BOARD OF EDUCATION					
200 - EMPLOYEE BENEFITS	\$58,000.00	\$4,758.90	\$38,206.20	\$0.00	\$19,793.80
300 - PURCHASED SERVICES	\$236,900.00	\$13,855.92	\$146,342.14	\$0.00	\$90,557.86
400 - SUPPLIES & MATERIALS	\$2,500.00	\$0.00	\$41.72	\$0.00	\$2,458.28
600 - OTHER OBJECTS	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
700 - NON-CAPITAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2320 - SUPERINTENDENT					
100 - SALARIES	\$262,056.00	\$20,158.14	\$181,423.26	\$80,632.49	\$0.25
200 - EMPLOYEE BENEFITS	\$32,369.00	\$2,648.50	\$21,767.86	\$10,594.00	\$7.14
300 - PURCHASED SERVICES	\$3,400.00	\$0.00	\$404.00	\$0.00	\$2,996.00
400 - SUPPLIES & MATERIALS	\$2,000.00	\$0.00	\$126.93	\$0.00	\$1,873.07
500 - CAPITAL OUTLAY	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
600 - OTHER OBJECTS	\$2,500.00	\$0.00	\$2,191.81	\$0.00	\$308.19
700 - NON-CAPITAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2330 - ADMINISTRATIVE SERVICES SPECIAL ED					
100 - SALARIES	\$137,451.00	\$10,584.38	\$94,624.56	\$42,337.36	\$489.08
200 - EMPLOYEE BENEFITS	\$46,064.00	\$3,155.64	\$25,904.18	\$12,567.46	\$7,592.36
2410 - PRINCIPAL					
100 - SALARIES	\$704,565.00	\$54,015.86	\$486,646.65	\$215,992.33	\$1,926.02
200 - EMPLOYEE BENEFITS	\$181,780.00	\$15,540.76	\$124,450.35	\$62,162.78	(\$4,833.13)
300 - PURCHASED SERVICES	\$6,500.00	\$83.10	\$1,697.76	\$0.00	\$4,802.24
400 - SUPPLIES & MATERIALS	\$5,200.00 <sup>131</sup>	\$399.00	\$1,306.28	\$0.00	\$3,893.72

# Lincolnwood School District 74

## General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021    From Date: 2/1/2021    To Date: 2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance   
  Include Inactive Accounts   
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
500 - CAPITAL OUTLAY	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
600 - OTHER OBJECTS	\$2,000.00	\$0.00	\$537.00	\$0.00	\$1,463.00
2510 - DIRECTION OF BUSINESS SUPPORT SERVICES					
100 - SALARIES	\$175,825.00	\$13,524.94	\$121,724.46	\$54,099.70	\$0.84
200 - EMPLOYEE BENEFITS	\$29,088.00	\$2,393.55	\$19,529.32	\$9,574.20	(\$15.52)
600 - OTHER OBJECTS	\$1,500.00	\$0.00	\$1,209.00	\$0.00	\$291.00
700 - NON-CAPITAL EQUIPMENT	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2520 - FISCAL SERVICES					
100 - SALARIES	\$214,500.00	\$16,095.76	\$146,910.17	\$64,945.21	\$2,644.62
200 - EMPLOYEE BENEFITS	\$45,739.00	\$3,812.61	\$30,279.93	\$12,018.54	\$3,440.53
300 - PURCHASED SERVICES	\$118,675.00	\$0.00	\$2,838.35	\$0.00	\$115,836.65
400 - SUPPLIES & MATERIALS	\$5,000.00	\$359.41	\$2,808.61	\$0.00	\$2,191.39
600 - OTHER OBJECTS	\$20,000.00	\$720.50	\$7,982.06	\$0.00	\$12,017.94
700 - NON-CAPITAL EQUIPMENT	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2560 - FOOD SERVICES					
100 - SALARIES	\$232,100.00	\$18,614.23	\$132,497.56	\$80,844.63	\$18,757.81
200 - EMPLOYEE BENEFITS	\$53,628.00	\$4,920.74	\$29,556.11	\$26,523.08	(\$2,451.19)
300 - PURCHASED SERVICES	\$3,000.00	\$46.60	\$580.28	\$0.00	\$2,419.72
400 - SUPPLIES & MATERIALS	\$259,200.00	\$8,002.13	\$42,251.24	\$0.00	\$216,948.76
500 - CAPITAL OUTLAY	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
600 - OTHER OBJECTS	\$1,500.00	\$0.00	\$152.50	\$0.00	\$1,347.50
700 - NON-CAPITAL EQUIPMENT	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
2570 - INTERNAL SERVICES					
300 - PURCHASED SERVICES	\$20,500.00	\$12.72	\$20,792.84	\$286.01	(\$578.85)
400 - SUPPLIES & MATERIALS	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
2630 - INFORMATION SERVICES					
100 - SALARIES	\$80,000.00	\$6,153.84	\$55,384.56	\$24,615.44	\$0.00
200 - EMPLOYEE BENEFITS	\$6,221.00	\$517.74	\$4,148.15	\$2,070.96	\$1.89
300 - PURCHASED SERVICES	\$37,000.00	\$0.00	\$15,147.16	\$0.00	\$21,852.84
400 - SUPPLIES & MATERIALS	\$6,000.00	\$0.00	(\$650.00)	\$0.00	\$6,650.00
600 - OTHER OBJECTS	\$1,500.00	\$0.00	\$882.02	\$0.00	\$617.98
2640 - RECRUITMENT TITLE 2A FED FUND					
300 - PURCHASED SERVICES	\$0.00	\$0.00	\$864.51	\$0.00	(\$864.51)
2660 - OTHER SUPPORT SERVICES - PUPILS					
100 - SALARIES	\$439,390.00 <sup>132</sup>	\$39,328.72	\$302,747.95	\$140,979.04	(\$4,336.99)

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
200 - EMPLOYEE BENEFITS	\$82,701.00	\$6,398.72	\$50,842.93	\$25,120.87	\$6,737.20
300 - PURCHASED SERVICES	\$1,000.00	\$0.00	\$22.46	\$0.00	\$977.54
600 - OTHER OBJECTS	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
3000 - COMMUNITY SERVICES					
300 - PURCHASED SERVICES	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
400 - SUPPLIES & MATERIALS	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
4120 - PAYMENTS FOR SPECIAL ED PROGRAMS					
300 - PURCHASED SERVICES	\$34,900.00	\$0.00	\$14,428.00	\$0.00	\$20,472.00
600 - OTHER OBJECTS	\$1,903,084.00	\$18,458.76	\$1,003,391.24	\$0.00	\$899,692.76
10 - EDUCATIONAL Total:	\$20,759,971.00	\$1,341,117.11	\$11,102,794.75	\$6,902,303.16	\$2,754,873.09

**Lincolnwood School District 74**

**General Ledger - OBJECT REPORT**

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
20 - OPERATIONS & MAINTENANCE					
0 - EXPENDITURES					
2540 - OPERATIONS & MAINTENANCE OF PLANTS					
100 - SALARIES	\$506,000.00	\$43,044.47	\$331,893.55	\$139,997.70	\$34,108.75
200 - EMPLOYEE BENEFITS	\$74,085.00	\$6,171.71	\$49,418.14	\$24,684.82	(\$17.96)
300 - PURCHASED SERVICES	\$916,000.00	\$54,820.31	\$614,168.87	\$5,290.00	\$296,541.13
400 - SUPPLIES & MATERIALS	\$482,616.00	\$38,030.12	\$291,255.61	\$23,909.22	\$167,451.17
500 - CAPITAL OUTLAY	\$173,500.00	\$66.48	\$35,073.55	\$5,422.84	\$133,003.61
600 - OTHER OBJECTS	\$300.00	\$0.00	\$855.00	\$0.00	(\$555.00)
700 - NON-CAPITAL EQUIPMENT	\$21,000.00	\$287.33	\$7,245.35	\$0.00	\$13,754.65
20 - OPERATIONS & MAINTENANCE Total:	\$2,173,501.00	\$142,420.42	\$1,329,910.07	\$199,304.58	\$644,286.35

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
30 - DEBT SERVICE					
0 - EXPENDITURES					
5140 - DEBT SERVICE - INTEREST PAYMENTS					
600 - OTHER OBJECTS	\$534,400.00	\$0.00	\$276,200.00	\$0.00	\$258,200.00
5200 - INTEREST ON BONDS OUTSTANDING					
600 - OTHER OBJECTS	\$1,085,000.00	\$0.00	\$1,085,000.00	\$0.00	\$0.00
5400 - DEBT SERVICE LEASES					
600 - OTHER OBJECTS	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
30 - DEBT SERVICE Total:	\$1,621,900.00	\$0.00	\$1,361,200.00	\$0.00	\$260,700.00

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT

Preliminary 2021 Range To Date Year To Date Encumbrance Budget Balance

40 - TRANSPORTATION

0 - EXPENDITURES

2550 - PUPIL TRANSPORTATION

300 - PURCHASED SERVICES

\$1,208,000.00	\$84,023.31	\$416,957.87	\$0.00	\$791,042.13
----------------	-------------	--------------	--------	--------------

40 - TRANSPORTATION Total:	\$1,208,000.00	\$84,023.31	\$416,957.87	\$0.00	\$791,042.13
----------------------------	----------------	-------------	--------------	--------	--------------

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
51 - IMRF					
0 - EXPENDITURES					
1100 - REGULAR K-12 PROGRAMS					
200 - EMPLOYEE BENEFITS	\$750.00	\$170.04	\$1,014.20	\$142.24	(\$406.44)
1125 - PRE-K PROGRAMS					
200 - EMPLOYEE BENEFITS	\$6,213.00	\$448.56	\$3,388.14	\$2,912.00	(\$87.14)
1200 - SPECIAL ED PROGRAMS K-12					
200 - EMPLOYEE BENEFITS	\$48,425.00	\$2,442.59	\$25,722.92	\$13,535.50	\$9,166.58
1500 - INTERSCHOLASTIC PROGRAMS					
200 - EMPLOYEE BENEFITS	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2130 - HEALTH SERVICES					
200 - EMPLOYEE BENEFITS	\$20,685.00	\$1,278.12	\$8,664.26	\$6,276.71	\$5,744.03
2190 - OTHER SUPPORT SERVICES - PUPILS					
200 - EMPLOYEE BENEFITS	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
2210 - IMPROVEMENT OF INSTRUCTION					
200 - EMPLOYEE BENEFITS	\$7,410.00	\$534.92	\$5,241.85	\$2,271.23	(\$103.08)
2330 - ADMINISTRATIVE SERVICES SPECIAL ED					
200 - EMPLOYEE BENEFITS	\$2,100.00	\$162.04	\$1,500.88	\$688.00	(\$88.88)
2410 - PRINCIPAL					
200 - EMPLOYEE BENEFITS	\$23,300.00	\$1,701.69	\$25,919.08	\$7,216.03	(\$9,835.11)
2520 - FISCAL SERVICES					
200 - EMPLOYEE BENEFITS	\$28,000.00	\$1,963.66	\$19,517.67	\$8,316.97	\$165.36
2540 - OPERATIONS & MAINTENANCE OF PLANTS					
200 - EMPLOYEE BENEFITS	\$66,408.00	\$5,246.74	\$43,973.36	\$17,825.66	\$4,608.98
2560 - FOOD SERVICES					
200 - EMPLOYEE BENEFITS	\$29,659.00	\$2,191.78	\$17,101.42	\$10,306.92	\$2,250.66
2630 - INFORMATION SERVICES					
200 - EMPLOYEE BENEFITS	\$10,500.00	\$750.76	\$7,356.92	\$3,187.69	(\$44.61)
2660 - OTHER SUPPORT SERVICES - PUPILS					
200 - EMPLOYEE BENEFITS	\$41,921.00	\$3,234.18	\$30,156.66	\$14,234.07	(\$2,469.73)
51 - IMRF Total:	\$288,771.00	\$20,125.08	\$189,557.36	\$86,913.02	\$12,300.62

# Lincolnwood School District 74

## General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date: 2/1/2021 To Date: 2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
52 - SOCIAL SECURITY AND MEDICARE					
0 - EXPENDITURES					
1100 - REGULAR K-12 PROGRAMS					
200 - EMPLOYEE BENEFITS	\$107,115.00	\$8,252.58	\$58,089.44	\$43,995.38	\$5,030.18
1125 - PRE-K PROGRAMS					
200 - EMPLOYEE BENEFITS	\$4,450.00	\$324.30	\$2,402.56	\$1,945.30	\$102.14
1200 - SPECIAL ED PROGRAMS K-12					
200 - EMPLOYEE BENEFITS	\$37,170.00	\$2,040.99	\$13,466.72	\$11,116.00	\$12,587.28
1250 - REMEDIAL & SUPPLEMENTAL K-12					
200 - EMPLOYEE BENEFITS	\$6,725.00	\$500.69	\$3,534.10	\$3,003.53	\$187.37
1500 - INTERSCHOLASTIC PROGRAMS					
200 - EMPLOYEE BENEFITS	\$3,825.00	\$0.00	\$0.00	\$0.00	\$3,825.00
1650 - GIFTED PROGRAMS					
200 - EMPLOYEE BENEFITS	\$5,275.00	\$250.12	\$1,801.30	\$1,532.14	\$1,941.56
1800 - BILINGUAL PROGRAMS					
200 - EMPLOYEE BENEFITS	\$9,305.00	\$718.88	\$4,848.78	\$4,113.00	\$343.22
2110 - ATTENDANCE & SOCIAL WORK					
200 - EMPLOYEE BENEFITS	\$4,225.00	\$411.42	\$2,894.05	\$2,466.60	(\$1,135.65)
2130 - HEALTH SERVICES					
200 - EMPLOYEE BENEFITS	\$11,450.00	\$699.89	\$4,605.44	\$3,254.37	\$3,590.19
2140 - PSYCHOLOGICAL SERVICES					
200 - EMPLOYEE BENEFITS	\$2,500.00	\$178.91	\$1,265.80	\$1,071.71	\$162.49
2150 - SPEECH PATHOLOGY & AUDIOLOGY					
200 - EMPLOYEE BENEFITS	\$3,825.00	\$278.82	\$1,971.77	\$1,672.91	\$180.32
2190 - OTHER SUPPORT SERVICES - PUPILS					
200 - EMPLOYEE BENEFITS	\$3,565.00	\$357.77	\$2,023.19	\$170.71	\$1,371.10
2210 - IMPROVEMENT OF INSTRUCTION					
200 - EMPLOYEE BENEFITS	\$8,425.00	\$648.93	\$5,981.06	\$2,530.51	(\$86.57)
2220 - EDUCATIONAL MEDIA					
200 - EMPLOYEE BENEFITS	\$3,600.00	\$266.13	\$1,767.23	\$1,585.42	\$247.35
2320 - SUPERINTENDENT					
200 - EMPLOYEE BENEFITS	\$4,000.00	\$296.44	\$2,663.10	\$1,185.52	\$151.38
2330 - ADMINISTRATIVE SERVICES SPECIAL ED					
200 - EMPLOYEE BENEFITS	\$2,780.00	\$225.84	\$1,995.07	\$909.72	(\$124.79)
2410 - PRINCIPAL	138				

**Lincolnwood School District 74**

**General Ledger - OBJECT REPORT**

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
200 - EMPLOYEE BENEFITS	\$21,350.00	\$1,468.03	\$13,452.79	\$5,859.96	\$2,037.25
2510 - DIRECTION OF BUSINESS SUPPORT SERVICES					
200 - EMPLOYEE BENEFITS	\$2,525.00	\$195.74	\$1,763.00	\$783.28	(\$21.28)
2520 - FISCAL SERVICES					
200 - EMPLOYEE BENEFITS	\$16,250.00	\$1,102.48	\$10,112.58	\$4,478.01	\$1,659.41
2540 - OPERATIONS & MAINTENANCE OF PLANTS					
200 - EMPLOYEE BENEFITS	\$41,700.00	\$3,154.75	\$24,226.11	\$9,986.04	\$7,487.85
2560 - FOOD SERVICES					
200 - EMPLOYEE BENEFITS	\$16,010.00	\$1,273.61	\$9,233.76	\$5,221.72	\$1,554.52
2630 - INFORMATION SERVICES					
200 - EMPLOYEE BENEFITS	\$6,175.00	\$455.12	\$4,111.74	\$1,820.49	\$242.77
2660 - OTHER SUPPORT SERVICES - PUPILS					
200 - EMPLOYEE BENEFITS	\$26,200.00	\$2,074.87	\$17,349.28	\$8,283.93	\$566.79
<b>52 - SOCIAL SECURITY AND MEDICARE Total:</b>	<b>\$348,445.00</b>	<b>\$25,176.31</b>	<b>\$189,558.87</b>	<b>\$116,986.25</b>	<b>\$41,899.88</b>

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
60 - CAPITAL PROJECTS					
0 - EXPENDITURES					
2530 - FACILITY ACQUISITION & CONSTRUCTION					
300 - PURCHASED SERVICES	\$66,471.00	\$264.00	\$68,858.03	\$0.00	(\$2,387.03)
500 - CAPITAL OUTLAY	\$708,500.00	\$26,802.90	\$662,823.87	\$26,850.00	\$18,826.13
2540 - OPERATIONS & MAINTENANCE OF PLANTS					
500 - CAPITAL OUTLAY	\$10,000.00	\$0.00	\$2,399.00	\$0.00	\$7,601.00
60 - CAPITAL PROJECTS Total:	\$784,971.00	\$27,066.90	\$734,080.90	\$26,850.00	\$24,040.10

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
80 - TORT IMMUNITY					
0 - EXPENDITURES					
2362 - WORKERS COMPENSATION INSURANCE					
300 - PURCHASED SERVICES	\$90,000.00	\$0.00	(\$5,279.00)	\$0.00	\$95,279.00
2366 - JUDGMENTS/SETTLEMENTS					
600 - OTHER OBJECTS	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2371 - PROPERTY INSURANCE					
300 - PURCHASED SERVICES	\$75,000.00	\$2,680.00	\$2,680.00	\$0.00	\$72,320.00
80 - TORT IMMUNITY Total:	\$170,000.00	\$2,680.00	(\$2,599.00)	\$0.00	\$172,599.00

Lincolnwood School District 74

General Ledger - OBJECT REPORT

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ??????????????????

Account Type: EXPENDITURE

- Print accounts with zero balance  Include Inactive Accounts  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT

Preliminary 2021 Range To Date Year To Date Encumbrance Budget Balance

90 - FIRE PREVENTION & SAFETY

0 - EXPENDITURES

2530 - FACILITY ACQUISITION & CONSTRUCTION

300 - PURCHASED SERVICES

\$58,750.00 \$18,085.80 \$69,055.90 \$0.00 (\$10,305.90)

2540 - OPERATIONS & MAINTENANCE OF PLANTS

500 - CAPITAL OUTLAY

\$957,000.00 \$92,810.00 \$894,800.00 \$0.00 \$62,200.00

90 - FIRE PREVENTION & SAFETY Total: \$1,015,750.00 \$110,895.80 \$963,855.90 \$0.00 \$51,894.10

**Lincolnwood School District 74**

**General Ledger - OBJECT REPORT**

Fiscal Year: 2020-2021 From Date:2/1/2021 To Date:2/28/2021

Account Mask: ????????????????????

Account Type: EXPENDITURE

- Print accounts with zero balance     
  Include Inactive Accounts     
  Include PreEncumbrance

FUND / TYPE / FUNCTION / OBJECT	Preliminary 2021	Range To Date	Year To Date	Encumbrance	Budget Balance
Grand Total:	\$28,371,309.00	\$1,753,504.93	\$16,285,316.72	\$7,332,357.01	\$4,753,635.27

End of Report

**LINCOLNWOOD SCHOOL DISTRICT 74  
BILLS PAYABLE**

Education Fund	481,368.81
Building Fund	133,114.12
Debt Service	15,750.00
Transportation Fund	-
I.M.R.F./Soc. Sec.	-
Capital Projects	44,419.22
Tort Fund	-
Life Safety Fund	<u>5,946.43</u>
Grand Total	<b>680,598.58</b>

The undersigned hereby certify that the foregoing is a true and correct list of bills payable, approved and ordered paid by the Board of Education, School District #74, Cook County, at a meeting duly called and held on May 4, 2021, in the amount of **680,598.58**

---

President, Scott L. Anderson

---

Secretary, John P. Vranas

Members:

Kevin Daly

Myra A. Foutris

Elaina Geraghty

Rupal Mandal

Peter D. Theodore

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE						
NCB	04/12/2021	1233	ABT ELECTRONICS	20.0.2540.400.00.0000.03	MICROWAVE	\$258.00
						Check Total:
7400024919	04/15/2021	1235	ACCESS MASTER	20.0.2540.302.00.0000.00	ACCESS CONTROL SYSTEM/ADMIN BUILDING	\$930.00
7400024919	04/15/2021	1235	ACCESS MASTER	20.0.2540.302.00.0000.00	ACCESS CONTROL	\$1,560.00
7400024919	04/15/2021	1235	ACCESS MASTER	20.0.2540.302.00.0000.00	INTRUSION ALARM	\$486.00
7400024919	04/15/2021	1235	ACCESS MASTER	20.0.2540.302.00.0000.00	CAMERA SYSTEM	\$1,929.27
						Check Total:
7400024971	04/22/2021	1245	Adebayo, Margaret	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400024971	04/22/2021	1245	Adebayo, Margaret	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
						Check Total:
7400024972	04/22/2021	1245	Adler, Christine	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024972	04/22/2021	1245	Adler, Christine	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
						Check Total:
NCB	04/12/2021	1233	ADOBE SYSTEMS INCORPORATED	10.0.1100.470.05.0000.00	REFUND TAX	(\$11.24)
NCB	04/12/2021	1233	ADOBE SYSTEMS INCORPORATED	10.0.2320.400.00.0000.00	REFUND FOR TAXES	(\$11.24)
						Check Total:
7400024920	04/15/2021	1235	ADRIANNA DASKALOPOULOS	10.0.1100.410.21.0000.03	EXPENSE REIMBURSEMENT	\$246.69
						Check Total:
7400024973	04/22/2021	1245	Afroz, Rafath	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024973	04/22/2021	1245	Afroz, Rafath	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
						Check Total:
7400024974	04/22/2021	1245	Akter, Dilara	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024974	04/22/2021	1245	Akter, Dilara	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
						Check Total:
7400024975	04/22/2021	1245	Ali, Arjumand	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024975	04/22/2021	1245	Ali, Arjumand	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
						Check Total:

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	3 RING BINDER	\$28.99
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	POST ITS FLAGS	\$22.14
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.410.24.0000.02	GLUE STICKS	\$24.07
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.411.00.0000.02	ZIPLOC BAGS	\$32.80
NCB	04/12/2021	1233	AMAZON.COM	10.0.2210.400.00.0000.02	ERASE MARKERS/SCOTCH MAGIC TAPE	\$27.07
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.411.00.0000.02	KLEENEX	\$26.95
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.411.00.0000.02	PUFFS TISSUES	\$31.98
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.410.24.0000.02	CONSTRUCTION PAPER	\$21.96
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.410.24.0000.02	BRUSH	\$15.68
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	CABLES	\$21.76
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.450.11.0000.01	PLAY-DOH PACKS	\$125.94
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.490.00.4998.00	HEADPHONES WITH MIC	\$429.00
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.410.05.0000.00	TONER	\$557.67
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	ADAPTER	\$140.04
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	USB CABLES	\$29.48
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.410.05.0000.00	TONER	\$438.89
NCB	04/12/2021	1233	AMAZON.COM	10.0.2130.400.00.0000.01	CHILDREN'S OXIMETER	\$29.99
NCB	04/12/2021	1233	AMAZON.COM	10.0.1200.700.00.0000.00	IPAD CASE 5	\$37.98
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.01	GLUE DOTS/ADHESIVE	\$11.33
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.01	GLUE DOTS/REMOVABLE	\$22.90
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.01	GLUE DOTS/600PC CRAFT	\$20.34
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.550.05.0000.00	PROJECTOR	\$1,046.60
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.03	GLUE STICKS	\$25.14
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.03	GLASS MARBLESWITH MARBLE JAR	\$10.99
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.03	REPLACEMENT MARBLES	\$12.98
NCB	04/12/2021	1233	AMAZON.COM	10.0.2110.400.00.0000.02	PERMANENT MARKERS	\$18.40
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.741.05.0000.00	REPLACEMENT PROJECTOR LAMP	\$151.98

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
NCB	04/12/2021	1233	AMAZON.COM	10.0.1200.400.00.0000.03	SUPPLIES/BOARD GAMES/CORRECTION	\$241.30
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	APPLE POWER ADAPTER	\$52.52
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	APPLE LIGHTNING TO USB CABLE	\$55.56
NCB	04/12/2021	1233	AMAZON.COM	10.0.2110.400.00.0000.02	BINDERS	\$23.14
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.412.05.0000.00	WALL MOUNT	\$265.98
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.400.19.0000.03	ETEKCITY DIGITAL MULTIMETER	\$999.20
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.741.05.0000.00	TAPE	\$33.03
NCB	04/12/2021	1233	AMAZON.COM	10.0.1100.741.05.0000.00	REPLACEMENT PROJECTOR LAMP	\$155.23
NCB	04/12/2021	1233	AMAZON.COM	10.0.2110.400.00.0000.03	PUZZLE CUBE/POST-ITS	\$49.61
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	DUST-OFF	\$20.88
NCB	04/12/2021	1233	AMAZON.COM	20.0.2540.416.00.0000.01	VACCUM BAGS	\$49.98
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	FRAME	\$64.95
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	MARKER REDACTING PEN	\$19.39
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	LEGAL PAD	\$8.99
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	BALLPOINT PEN	\$12.84
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	KLEENEX	\$20.04
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	ENVELOPES	\$29.13
NCB	04/12/2021	1233	AMAZON.COM	10.0.2520.400.00.0000.00	POSTAGE TAPE	\$13.95
NCB	04/12/2021	1233	AMAZON.COM	10.0.2110.400.00.0000.03	WORKSHEET/WORKBOOK	\$174.35
Check Total:						\$5,653.12
7400024895	04/01/2021	1227	AMERICAN BACKFLOW PREVENTION, INC.	20.0.2540.320.00.0000.02	ANNUAL BACKFLOW	\$2,065.20
Check Total:						\$2,065.20
7400024921	04/15/2021	1235	AMERICAN BACKFLOW PREVENTION, INC.	20.0.2540.320.00.0000.02	REPAIR BACKFLOW INSPECTION	\$410.95
Check Total:						\$410.95
NCB	04/09/2021	1239	AMERIPRISE FINANCIAL SERVICES INC.	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$571.49

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
Check Total:						\$571.49
7400024976	04/22/2021	1245	Ampongan, Jennifer	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024976	04/22/2021	1245	Ampongan, Jennifer	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024977	04/22/2021	1245	AMY SENIOR	10.0.2310.300.00.0000.00	TECH SERVICES/BOE 4/8/21	\$75.00
Check Total:						\$75.00
NCB	04/12/2021	1233	APPLE INC	10.0.1100.316.05.0000.00	PANDORA PLUS	\$5.30
Check Total:						\$5.30
7400024922	04/15/2021	1235	APPLE INC	10.0.1100.310.05.0000.00	Staff Laptop Repair	\$299.00
7400024922	04/15/2021	1235	APPLE INC	10.0.1100.310.05.0000.00	AC+ D488890738	\$49.00
Check Total:						\$348.00
NCB	04/12/2021	1233	APPLE STORE	10.0.1100.310.05.0000.00	APPLE CARE	\$158.00
NCB	04/12/2021	1233	APPLE STORE	10.0.1100.741.05.0000.00	IPAD MINI WI-FI	\$758.00
NCB	04/12/2021	1233	APPLE STORE	10.0.1100.490.00.4998.00	LOGI RUGGED COMBO 3	\$99.95
Check Total:						\$1,015.95
7400024896	04/01/2021	1227	AT&T	20.0.2540.340.00.0000.00	TELEPHONE	\$1,542.78
7400024896	04/01/2021	1227	AT&T	20.0.2540.340.00.0000.00	TELEPHONE	\$97.79
7400024896	04/01/2021	1227	AT&T	20.0.2540.340.00.0000.00	TELEPHONE	\$668.08
Check Total:						\$2,308.65
7400024923	04/15/2021	1235	AT&T	20.0.2540.340.00.0000.00	TELEPHONE	\$94.12
Check Total:						\$94.12
7400024978	04/22/2021	1245	AT&T	20.0.2540.340.00.0000.00	TELEPHONE	\$96.76
Check Total:						\$96.76
7400024924	04/15/2021	1235	AT&T LONG DISTANCE-4	20.0.2540.340.00.0000.00	TELEPHONE	\$70.00
Check Total:						\$70.00
7400024925	04/15/2021	1235	AT&T-2	20.0.2540.340.00.0000.00	TELEPHONE	\$50.66
Check Total:						\$50.66
7400024926	04/15/2021	1235	AT&T-3	20.0.2540.340.00.0000.00	TELEPHONE	\$1,682.80
Check Total:						\$1,682.80
7400024979	04/22/2021	1245	Atsaves, Eftemia	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024979	04/22/2021	1245	Atsaves, Eftemia	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
NCB	04/09/2021	1239	AXA EQUITABLE PAYMENT CENTER	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$9,400.90
NCB	04/09/2021	1239	AXA EQUITABLE PAYMENT CENTER	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$600.00
NCB	04/09/2021	1239	AXA EQUITABLE PAYMENT CENTER	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$1,185.00
NCB	04/09/2021	1239	AXA EQUITABLE PAYMENT CENTER	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$900.00
Check Total:						\$12,085.90
7400024980	04/22/2021	1245	Basan, Sylvia	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024980	04/22/2021	1245	Basan, Sylvia	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	BATTERYGUY.COM	20.0.2540.400.00.0000.04	NICKEL CADMIUM BATTERY	\$52.60
Check Total:						\$52.60
7400024981	04/22/2021	1245	Bedolla, Claudia	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024981	04/22/2021	1245	Bedolla, Claudia	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024982	04/22/2021	1245	Begum, Hayat	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024982	04/22/2021	1245	Begum, Hayat	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024983	04/22/2021	1245	Berger, Allison	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024983	04/22/2021	1245	Berger, Allison	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024984	04/22/2021	1245	Biradar, Asmaa	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024984	04/22/2021	1245	Biradar, Asmaa	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024897	04/01/2021	1227	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$34.80
7400024897	04/01/2021	1227	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$92.80
7400024897	04/01/2021	1227	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$10.62
7400024897	04/01/2021	1227	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$81.20
Check Total:						\$219.42
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$10.54
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$45.80

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$68.70
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$21.07
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$68.70
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$10.54
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$22.90
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$91.60
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$10.54
7400024927	04/15/2021	1235	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$103.05
Check Total:						\$453.44
7400024985	04/22/2021	1245	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$22.90
7400024985	04/22/2021	1245	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$103.05
7400024985	04/22/2021	1245	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	MILK	\$21.07
7400024985	04/22/2021	1245	BOB'S DAIRY SERVICE	10.0.2560.415.00.0000.00	CHOCOLATE MILK	\$57.25
Check Total:						\$204.27
7400024986	04/22/2021	1245	Bornschlegl, Susie	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024986	04/22/2021	1245	Bornschlegl, Susie	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024928	04/15/2021	1235	BRIGITA MARKEVICS	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$476.25
Check Total:						\$476.25
7400024987	04/22/2021	1245	Brodie, Kristen	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024987	04/22/2021	1245	Brodie, Kristen	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024898	04/01/2021	1227	BUCK BROS INC.	20.0.2540.542.00.0000.00	New 52" Rotary Broom for John Deere 2720 Tractor.	\$3,700.00
Check Total:						\$3,700.00
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.02	Tad Wht Roll Towels(W109001001)	\$223.75
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.01	SOAP ONE TOUCH FREE 4/800ml	\$361.00
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.04	Green Certi Hand Wash	\$480.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.04	ALCOHOL HAND SANITIZER 6/CASE	\$525.00
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.04	Liners 33x40 0.85mil Black	\$258.75
7400024899	04/01/2021	1227	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.04	E15 Bottles	\$77.32
Check Total:						\$1,925.82
7400024929	04/15/2021	1235	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.01	Tad Wht Roll Towels(W109001001)	\$1,806.64
7400024929	04/15/2021	1235	BUCKEYE CLEANING CENTER-CHICAGO	20.0.2540.416.00.0000.01	Center Pull Wht Towels	\$908.36
Check Total:						\$2,715.00
7400024988	04/22/2021	1245	BUILDING MAPS	10.0.2520.300.00.0000.00	SAFETY MAP/LH/RH/TH	\$240.00
Check Total:						\$240.00
7400024989	04/22/2021	1245	Bujdei, Anca	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024989	04/22/2021	1245	Bujdei, Anca	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024990	04/22/2021	1245	Burdea, Liliana	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024990	04/22/2021	1245	Burdea, Liliana	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024930	04/15/2021	1235	BURRIS EQUIPMENT COMPANY	20.0.2540.404.00.0000.01	Checked over. Chain is broken. Brushes are worn	\$1,255.50
Check Total:						\$1,255.50
7400024900	04/01/2021	1227	BUSINESSSOLVER.COM, INC.	10.0.2520.300.00.0000.00	SERVICE FEE/1095 EMPLOYEE	\$282.00
7400024900	04/01/2021	1227	BUSINESSSOLVER.COM, INC.	10.0.2520.300.00.0000.00	SERVICE FEE/1095 EMPLOYEE	\$103.40
Check Total:						\$385.40
NCB	04/12/2021	1233	C & N LAWN MOWER REPAIR INC.	20.0.2540.741.00.0000.01	SNOWBLOWER MOTOR	\$550.00
Check Total:						\$550.00
7400024991	04/22/2021	1245	Calero, Karyn	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024991	04/22/2021	1245	Calero, Karyn	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
Check Total:						\$11.00
7400024992	04/22/2021	1245	Campos, Wendy	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024992	04/22/2021	1245	Campos, Wendy	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024901	04/01/2021	1227	CANDOR HEALTH EDUCATION	10.0.1100.314.04.0000.02	5TH GRADE'S YEARLY PRESENTATION	\$1,386.00
Check Total:						\$1,386.00
7400024993	04/22/2021	1245	Chaudhry, Bushra	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024993	04/22/2021	1245	Chaudhry, Bushra	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024994	04/22/2021	1245	Chen, Sandy	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024994	04/22/2021	1245	Chen, Sandy	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400024931	04/15/2021	1235	CHICAGO METROPOLITAN FIRE PREVENTION 2	20.0.2540.320.00.0000.03	ANNUAL SPRINKLER SYSTEM TEST/INSPECTION	\$280.00
7400024931	04/15/2021	1235	CHICAGO METROPOLITAN FIRE PREVENTION 2	20.0.2540.320.00.0000.01	ANNUAL SPRINKLER SYSTEM TEST/INSPECTION	\$240.00
7400024931	04/15/2021	1235	CHICAGO METROPOLITAN FIRE PREVENTION 2	20.0.2540.320.00.0000.02	ANNUAL SPRINKLER SYSTEM TEST/INSPECTION	\$280.00
Check Total:						\$800.00
7400024902	04/01/2021	1227	CHICAGO TRIBUNE COMPANY	10.0.2520.300.00.0000.00	CLASSIFIED LISTINGS	\$162.07
Check Total:						\$162.07
7400024995	04/22/2021	1245	Chin, Selena	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024995	04/22/2021	1245	Chin, Selena	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.470.00.4998.00	SOFTWARE	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.316.05.0000.00	SOFTWARE/LH	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.450.12.0000.01	SUBSCRIPTION	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.316.05.0000.00	SOFTWARE/LH	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.470.00.4998.00	SOFTWARE	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.470.00.4998.00	SOFTWARE	\$10.99

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.470.00.4998.00	SOFTWARE	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.450.12.0000.01	SUBSCRIPTION	\$10.99
NCB	04/12/2021	1233	CLASSKICK PRO	10.0.1100.470.00.4998.00	SOFTWARE	\$10.99
NCB	04/09/2021	1237	COLE TAYLOR BAN_SIT	10.3.0499.300.00.0000.00	STATE TAX	\$20,799.66
NCB	04/09/2021	1237	COLE TAYLOR BAN_SIT	20.3.0499.300.00.0000.00	STATE TAX	\$753.95
NCB	04/06/2021	1241	COLE TAYLOR BANK	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT ADJ	\$0.04
NCB	04/06/2021	1241	COLE TAYLOR BANK	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$10,280.28
NCB	04/06/2021	1241	COLE TAYLOR BANK	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$3,135.44
NCB	04/09/2021	1242	COLE TAYLOR BANK	10.3.0499.100.20.0000.00	THIS	\$8,897.65
NCB	04/06/2021	1241	COLE TAYLOR BANK	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$10,259.32
NCB	04/06/2021	1241	COLE TAYLOR BANK	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$3,397.69
NCB	04/06/2021	1241	COLE TAYLOR BANK	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$827.31
NCB	04/06/2021	1241	COLE TAYLOR BANK	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$491.88
NCB	04/06/2021	1241	COLE TAYLOR BANK	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$827.31
NCB	04/06/2021	1241	COLE TAYLOR BANK	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	\$542.05
NCB	04/09/2021	1242	COLE TAYLOR BANK	10.3.0499.100.20.0000.00	THIS	\$1,152.57
NCB	04/09/2021	1243	COLE TAYLOR BANK	10.3.0499.100.10.0000.00	TEACHERS PENSION	\$44,573.95
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	10.3.0499.200.00.0000.00	FEDERAL TAX	\$47,929.94
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	20.3.0499.200.00.0000.00	FEDERAL TAX	\$1,701.27
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	10.3.0499.200.00.0000.00	FEDERAL TAX	\$46,504.25
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	20.3.0499.200.00.0000.00	FEDERAL TAX	\$1,676.64
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	10.3.0499.800.20.0000.00	MEDICARE	\$14,186.34
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	20.3.0499.800.20.0000.00	TERMINATION/VACATION PAYMENTS	\$487.86
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	10.3.0499.800.20.0000.00	MEDICARE	\$14,528.32
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	20.3.0499.800.20.0000.00	TERMINATION/VACATION PAYMENTS	\$492.80
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	10.3.0499.700.10.0000.00	Overpayment Credit QTR4 CY2020	\$0.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	10.3.0499.700.10.0000.00	Overpayment Credit QTR4 CY2020	(\$2,438.43)	
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	10.3.0499.700.10.0000.00	SOC.SEC.	\$7,755.84	
NCB	04/09/2021	1236	COLE TAYLOR BANK_FIT	20.3.0499.700.10.0000.00	NON-CAPITAL EQUIPMENT	\$2,107.20	
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	10.3.0499.700.10.0000.00	SOC.SEC.	\$7,140.62	
NCB	04/23/2021	1246	COLE TAYLOR BANK_FIT	20.3.0499.700.10.0000.00	NON-CAPITAL EQUIPMENT	\$2,086.14	
						Check Total:	\$250,196.80
7400024932	04/15/2021	1235	COMED	20.0.2540.466.00.0000.00	ELECTRICITY	\$4,988.93	
						Check Total:	\$4,988.93
7400024933	04/15/2021	1235	COMMUNICATIONS DIRECT, INC.	20.0.2540.400.00.0000.03	BATT IMPRES LIIONGSS GOB CFS BT WIFI	\$1,729.00	
						Check Total:	\$1,729.00
7400024934	04/15/2021	1235	CONTOUR LANDSCAPING, INC.	20.0.2540.310.00.0000.00	ICE CONTROL	\$492.00	
7400024934	04/15/2021	1235	CONTOUR LANDSCAPING, INC.	20.0.2540.310.00.0000.00	STACKING/LOADING OR RELOCATING SNOW	\$4,590.00	
7400024934	04/15/2021	1235	CONTOUR LANDSCAPING, INC.	20.0.2540.310.00.0000.00	STACKING/LOADING OR RELOCATING SNOW	\$2,175.00	
						Check Total:	\$7,257.00
7400024996	04/22/2021	1245	CONTOUR LANDSCAPING, INC.	20.0.2540.310.00.0000.00	MULCHING	\$3,900.00	
7400024996	04/22/2021	1245	CONTOUR LANDSCAPING, INC.	20.0.2540.310.00.0000.00	RAIN GARDEN CLEAN UP	\$590.00	
						Check Total:	\$4,490.00
7400024935	04/15/2021	1235	CONTROL ENGINEERING CORP.	20.0.2540.342.00.0000.00	QUARTERLY/BUILING AUTOMATION SYSTEM	\$2,381.00	
						Check Total:	\$2,381.00
7400024936	04/15/2021	1235	COOK COUNTY TREASURER	20.0.2540.320.00.0000.04	FLASHING BEACON	\$24.00	
						Check Total:	\$24.00
7400024997	04/22/2021	1245	Cordis, Kathleen	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400024997	04/22/2021	1245	Cordis, Kathleen	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400024937	04/15/2021	1235	CURRICULUM ASSOCIATES, INC.	10.0.1100.410.22.0000.01	Quick Words	\$208.60	
						Check Total:	\$208.60

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024903	04/01/2021	1227	DAVID WAGNER	10.0.1100.338.42.0000.03	VOLLEYBALL OFFICIAL/2 GAMES ON 3/16/21	\$80.00
Check Total:						\$80.00
7400024904	04/01/2021	1227	DE LAGE LANDEN FINANCIAL SERVICES, INC.	10.0.1100.325.00.0000.00	LEASE	\$2,506.60
Check Total:						\$2,506.60
7400024905	04/01/2021	1227	DEFRANCO PLUMBING	20.0.2540.329.00.0000.00	WATER MAIN BREAK/REPAIRVALVE BOX	\$20,517.10
Check Total:						\$20,517.10
7400024998	04/22/2021	1245	Desai, Deepa	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400024998	04/22/2021	1245	Desai, Deepa	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	DOLLAR TREE STORES, INC.	10.0.1125.400.09.0000.01	STORAGE BOXES AND BINDERPOUCH	\$16.00
Check Total:						\$16.00
7400024938	04/15/2021	1235	DUDE SOLUTIONS, INC	10.0.1100.470.05.0000.00	SOFTWARE	\$9,220.49
Check Total:						\$9,220.49
7400024939	04/15/2021	1235	ENCYCLOPEDIA BRITANNICA, INC.	10.0.1100.316.05.0000.00	Britannica School Subscription	\$665.00
Check Total:						\$665.00
NCB	04/12/2021	1233	EXTRA SPACE STORAGE	20.0.2540.325.00.0000.00	CLASSROOM STORAGE	\$213.00
NCB	04/12/2021	1233	EXTRA SPACE STORAGE	20.0.2540.325.00.0000.00	STORAGE FACILITY	\$58.14
NCB	04/12/2021	1233	EXTRA SPACE STORAGE	20.0.2540.325.00.0000.00	CLASSROOM STORAGE	\$563.00
NCB	04/12/2021	1233	EXTRA SPACE STORAGE	20.0.2540.325.00.0000.00	CLASSROOM STORAGE	\$567.00
NCB	04/12/2021	1233	EXTRA SPACE STORAGE	20.0.2540.325.00.0000.00	STORAGE FACILITY	\$73.52
NCB	04/12/2021	1233	EXXON MOBIL	20.0.2540.464.00.0000.00	GAS FOR DIST TRUCK	\$100.48
Check Total:						\$1,575.14
7400024999	04/22/2021	1245	FIRST DEFENSE LLC	10.0.2130.400.00.4998.00	ADULT/KIDS MASKS	\$500.00
Check Total:						\$500.00
7400025000	04/22/2021	1245	Foutris, Myra	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025000	04/22/2021	1245	Foutris, Myra	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400025001	04/22/2021	1245	Gabal, Monika	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025001	04/22/2021	1245	Gabal, Monika	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400025002	04/22/2021	1245	Gauthier, Danielle	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025002	04/22/2021	1245	Gauthier, Danielle	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400025003	04/22/2021	1245	Gavrilos, Nareen	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025003	04/22/2021	1245	Gavrilos, Nareen	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400025004	04/22/2021	1245	Geroulis, Katina	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025004	04/22/2021	1245	Geroulis, Katina	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024906	04/01/2021	1227	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	FOOD/CARRETTES/CAULIFL OWER	\$256.67
7400024906	04/01/2021	1227	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	FOOD/CELERY STICKS/CHERRY	\$253.03
Check Total:						\$509.70
7400024940	04/15/2021	1235	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	FOOD/CUCUMBERS/PEPPERS	\$477.42
7400024940	04/15/2021	1235	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	FOOD/BROCCOLI/CELERY/C UCUMBERS	\$183.36
Check Total:						\$660.78
7400025005	04/22/2021	1245	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	FOOD/CARRETTES/CAULIFL OWER	\$173.36
7400025005	04/22/2021	1245	GET FRESH PRODUCE, INC.	10.0.2560.410.00.0000.00	REFUND/PEARS	(\$37.00)
Check Total:						\$136.36
7400025006	04/22/2021	1245	Gheorghe, Ana Maria	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025006	04/22/2021	1245	Gheorghe, Ana Maria	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	GLOBAL EQUIPMENT COMPANY INC.	20.0.2540.400.00.0000.03	LIN PTA CLOSET	\$306.94
Check Total:						\$306.94

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/TURKEY BRST/CREAM CHEESE/BAGEL	\$385.66
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/CHERRY TOMATO	\$18.47
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/LINER PAN/CUTLERY KIT	\$131.09
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/TKY BRST/ROLL CLUB	\$166.99
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/PLAS CONT	\$62.82
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/TURKEY BRST/CREAM CHEESE	\$439.79
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/PLAS CONT/CUTLERY KIT	\$123.85
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/TURKEY	\$635.45
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/DOUGH CKY SGR	\$11.99
7400024907	04/01/2021	1227	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	CASE TOMATO	\$8.97
Check Total:						\$1,985.08
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/TURKEY BRST/CHEESE	\$542.10
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/PIZZA SLICE/CUTLERY KIT	\$200.78
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/CREAM CHEESE/TURKEY BRST	\$873.40
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	PIZZA SLICE BOX	\$85.31
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/TURKEY BRST/CREAM CHEESE	\$889.93
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/PLAS TRAY/PLAS CONT	\$231.24
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.400.00.0000.00	SUPPLIES/DELI PATTY PAPER/SANITIZER	\$125.92
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/HUMMUS/TURKEY	\$1,013.83

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/LETTUCE/TOMATO/C UCUMBER	\$50.90
7400024941	04/15/2021	1235	GORDON FOOD SERVICE	10.0.2560.410.00.0000.00	FOOD/PEPPERS/CARROT/TO MATOE	\$25.44
Check Total:						\$4,038.85
7400025007	04/22/2021	1245	GSF USA, INC.	20.0.2540.322.00.0000.00	JANITORIAL SERVICE/APRIL	\$35,417.92
Check Total:						\$35,417.92
7400025008	04/22/2021	1245	Gundogdu, Hatice	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025008	04/22/2021	1245	Gundogdu, Hatice	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400025009	04/22/2021	1245	Habeebuddin, Shamaila	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025009	04/22/2021	1245	Habeebuddin, Shamaila	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025010	04/22/2021	1245	Habib, Asma	10.1.0000.000.00.1730.00	REFUND/SHIRT	\$5.00
7400025010	04/22/2021	1245	Habib, Asma	10.1.0000.000.00.1730.00	REFUND/SHORTS	\$6.00
Check Total:						\$11.00
7400025011	04/22/2021	1245	Haile, Meskerem	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025011	04/22/2021	1245	Haile, Meskerem	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025012	04/22/2021	1245	Hashim, Shereen	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025012	04/22/2021	1245	Hashim, Shereen	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024942	04/15/2021	1235	HILLARY SCHROER	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$355.00
Check Total:						\$355.00
7400025013	04/22/2021	1245	Hrvojevic, Ksenija	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025013	04/22/2021	1245	Hrvojevic, Ksenija	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	IDLEWOOD ELECTRIC SUPPLY	20.0.2540.400.00.0000.01	TH LIGHT COVERS	\$171.31
NCB	04/12/2021	1233	IL MATHEMATICS AND SCIENCE ACADEMY	10.0.2210.312.00.0000.03	CONFERENCE	\$20.00
Check Total:						\$191.31
7400025014	04/22/2021	1245	Imamovic, Amra	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400025014	04/22/2021	1245	Imamovic, Amra	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024943	04/15/2021	1235	INFINITE CONNECTIONS, INC.	10.0.1100.310.05.0000.00	ERATE CONSULTING	\$4,400.00
Check Total:						\$4,400.00
7400024944	04/15/2021	1235	ISABELLA FIORETTO	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$1,179.00
7400024944	04/15/2021	1235	ISABELLA FIORETTO	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$1,233.53
Check Total:						\$2,412.53
7400025015	04/22/2021	1245	Ishay, Diana	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025015	04/22/2021	1245	Ishay, Diana	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025016	04/22/2021	1245	Jameel, Fatima	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025016	04/22/2021	1245	Jameel, Fatima	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025017	04/22/2021	1245	James, Sami	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025017	04/22/2021	1245	James, Sami	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024945	04/15/2021	1235	JAMF SOFTWARE	10.0.1100.470.05.0000.00	EDU - Jamf Pro (Casper Suite) for iOS AM -	\$8,092.00
7400024945	04/15/2021	1235	JAMF SOFTWARE	10.0.1100.470.05.0000.00	EDU - Jamf Pro (Casper Suite) for iOS ASA -	\$588.00
Check Total:						\$8,680.00
NCB	04/12/2021	1233	JENI'S	10.0.2310.340.00.0000.00	ICE CREAM	\$61.61
Check Total:						\$61.61
7400024946	04/15/2021	1235	JENNIFER SAVAGE	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$476.25
Check Total:						\$476.25
7400025018	04/22/2021	1245	JIM ZARNICK	10.0.2310.300.00.0000.00	PRELIMINARY BACKGROUND	\$200.00
Check Total:						\$200.00
7400025019	04/22/2021	1245	Kaleem, Asia	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025019	04/22/2021	1245	Kaleem, Asia	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025020	04/22/2021	1245	Khan, Anisa	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025020	04/22/2021	1245	Khan, Anisa	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
Check Total:						\$11.00
7400025021	04/22/2021	1245	Khan, Farah	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025021	04/22/2021	1245	Khan, Farah	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025022	04/22/2021	1245	Khan, Shazla	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025022	04/22/2021	1245	Khan, Shazla	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025023	04/22/2021	1245	Kinney, Elena	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025023	04/22/2021	1245	Kinney, Elena	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	KOFFLER SALES COMPANY	20.0.2540.400.00.0000.02	RH SAFTEY STAIR TREDS	\$360.39
Check Total:						\$360.39
7400025024	04/22/2021	1245	Kosir, Silvia	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025024	04/22/2021	1245	Kosir, Silvia	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025025	04/22/2021	1245	Kurup, Sreerekha	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025025	04/22/2021	1245	Kurup, Sreerekha	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025026	04/22/2021	1245	Lagowski, Melissa	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025026	04/22/2021	1245	Lagowski, Melissa	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024908	04/01/2021	1227	LAKE CITY CLEANERS	10.0.2560.300.00.0000.00	LAUNDRY	\$23.30
Check Total:						\$23.30
7400024947	04/15/2021	1235	LAKE CITY CLEANERS	10.0.2560.300.00.0000.00	LAUNDRY	\$23.30
Check Total:						\$23.30
7400025027	04/22/2021	1245	Lasi, Ashraf	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025027	04/22/2021	1245	Lasi, Ashraf	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024948	04/15/2021	1235	LEARNING TECHNOLOGY CENTER	10.0.1100.312.00.4932.00	REGISTRATIONS/LK/DR	\$50.00
Check Total:						\$50.00
7400025028	04/22/2021	1245	Lebron, Evelyn	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025028	04/22/2021	1245	Lebron, Evelyn	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
Check Total:						\$11.00
7400025029	04/22/2021	1245	Lee, Tracee	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025029	04/22/2021	1245	Lee, Tracee	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025030	04/22/2021	1245	Leuciuc, Daniela	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025030	04/22/2021	1245	Leuciuc, Daniela	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025031	04/22/2021	1245	Lew, Magnolia	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025031	04/22/2021	1245	Lew, Magnolia	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025032	04/22/2021	1245	Lin, Huijuan	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025032	04/22/2021	1245	Lin, Huijuan	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/09/2021	1239	LINCOLN INVESTMENT PLANNING	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$1,162.50
NCB	04/09/2021	1239	LINCOLN INVESTMENT PLANNING	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$3,638.33
NCB	04/09/2021	1239	LINCOLN INVESTMENT PLANNING	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$125.00
Check Total:						\$4,925.83
7400024949	04/15/2021	1235	LINDSAY KOPINKSKI	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$1,161.00
7400024949	04/15/2021	1235	LINDSAY KOPINKSKI	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$685.00
7400024949	04/15/2021	1235	LINDSAY KOPINKSKI	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$685.00
Check Total:						\$2,531.00
7400025033	04/22/2021	1245	Logan, Hilary	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025033	04/22/2021	1245	Logan, Hilary	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	LOWE'S HOME CENTERS, INC.	20.0.2540.400.00.0000.02	RUT BALLAST	\$26.98
NCB	04/12/2021	1233	LOWE'S HOME CENTERS, INC.	20.0.2540.400.00.0000.02	SUPPLIES/MESS EDGER TRAY/SCREWRIVER	\$40.50
NCB	04/12/2021	1233	LOWE'S HOME CENTERS, INC.	20.0.2540.400.00.0000.03	SUPPLIES/INSULATION	\$135.61
Check Total:						\$203.09
7400025034	04/22/2021	1245	Luong, Nhu	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00

## Lincolnwood School District 74

### Disbursement Detail Listing

**Bank Name:** COLE TAYLOR BANK - ACCOUNTS PAYABLE

**Date Range:** 04/01/2021 - 04/30/2021

**Sort By:** Vendor

**Fiscal Year:** 2020-2021

**Voucher Range:** -

**Dollar Limit:** \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
7400025034	04/22/2021	1245	Luong, Nhu	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025035	04/22/2021	1245	Machaya, Youleen	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025035	04/22/2021	1245	Machaya, Youleen	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025036	04/22/2021	1245	MacKenzie Koznicki, Monica	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025036	04/22/2021	1245	MacKenzie Koznicki, Monica	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025037	04/22/2021	1245	Mansuri, Naheed	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025037	04/22/2021	1245	Mansuri, Naheed	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025038	04/22/2021	1245	Martel, Robin	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025038	04/22/2021	1245	Martel, Robin	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025039	04/22/2021	1245	Martin, Raisa	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025039	04/22/2021	1245	Martin, Raisa	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025040	04/22/2021	1245	Martinez, Esmeralda	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025040	04/22/2021	1245	Martinez, Esmeralda	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
NCB	04/09/2021	1240	MB FINANCIAL BANK_SD74 FLEX	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$1,666.64	
NCB	04/09/2021	1240	MB FINANCIAL BANK_SD74 FLEX	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$1,378.42	
NCB	04/09/2021	1240	MB FINANCIAL BANK_SD74 FLEX	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$25.00	
						Check Total:	\$3,070.06
7400025041	04/22/2021	1245	Mendoza, Beverly	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025041	04/22/2021	1245	Mendoza, Beverly	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025042	04/22/2021	1245	Mide, Julyana	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025042	04/22/2021	1245	Mide, Julyana	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025043	04/22/2021	1245	Mierisch, Jennifer	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025043	04/22/2021	1245	Mierisch, Jennifer	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
						Check Total:	\$11.00
7400024950	04/15/2021	1235	MONIQUE BONNEVILLE	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$822.00	
7400024950	04/15/2021	1235	MONIQUE BONNEVILLE	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	\$822.00	
						Check Total:	\$1,644.00
7400025044	04/22/2021	1245	Moriczi, Julia	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025044	04/22/2021	1245	Moriczi, Julia	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025045	04/22/2021	1245	Moten,Nida	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025045	04/22/2021	1245	Moten,Nida	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400024951	04/15/2021	1235	MUTUAL OF OMAHA	10.3.0499.603.00.0000.00	INS	\$3,094.25	
						Check Total:	\$3,094.25
7400025046	04/22/2021	1245	Nasser, Dhekra	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025046	04/22/2021	1245	Nasser, Dhekra	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
NCB	04/12/2021	1233	NATIONAL GEOGRAPHIC KIDS	10.0.1800.400.00.4909.00	SUBSCRIPTION	\$20.00	
						Check Total:	\$20.00
7400024952	04/15/2021	1235	NATIONAL SCHOOL BOARDS ASSOCIATION	10.0.2310.640.00.0000.00	SUBSCRIPTION	\$2,675.00	
						Check Total:	\$2,675.00
7400025047	04/22/2021	1245	Nawaz, Khadija	10.1.0000.000.00.1730.00	REFUND/PE SHIRTS	\$5.00	
7400025047	04/22/2021	1245	Nawaz, Khadija	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025048	04/22/2021	1245	Nepal Ghimire, Kabita	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025048	04/22/2021	1245	Nepal Ghimire, Kabita	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025049	04/22/2021	1245	Nguyen, Chi	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025049	04/22/2021	1245	Nguyen, Chi	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025050	04/22/2021	1245	Nguyen, Dienthu	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025050	04/22/2021	1245	Nguyen, Dienthu	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025051	04/22/2021	1245	Nguyen, Minh	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400025051	04/22/2021	1245	Nguyen, Minh	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025052	04/22/2021	1245	Nguyen, Thi Kim Chi	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025052	04/22/2021	1245	Nguyen, Thi Kim Chi	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025053	04/22/2021	1245	Nguyen, Thuy	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025053	04/22/2021	1245	Nguyen, Thuy	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025054	04/22/2021	1245	NILES TOWNSHIP SCHOOL TREASURER	10.0.2520.309.00.0000.00	FY2021 ANNUAL BILLING	\$81,801.00
Check Total:						\$81,801.00
NCB	04/12/2021	1233	NORTH COOK INTERMEDIATE SERVICE CENTER	10.0.2320.312.00.0000.00	ZOOM SESSION	\$225.00
Check Total:						\$225.00
7400024893	04/09/2021	1234	NORTH SUBURBAN TEACHERS' UNION	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$5,686.78
7400024893	04/09/2021	1234	NORTH SUBURBAN TEACHERS' UNION	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$1,229.80
7400024893	04/09/2021	1234	NORTH SUBURBAN TEACHERS' UNION	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$226.53
Check Total:						\$7,143.11
7400024969	04/23/2021	1244	NORTH SUBURBAN TEACHERS' UNION	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$1,257.41
7400024969	04/23/2021	1244	NORTH SUBURBAN TEACHERS' UNION	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$226.53
7400024969	04/23/2021	1244	NORTH SUBURBAN TEACHERS' UNION	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$5,686.78
Check Total:						\$7,170.72
7400024909	04/01/2021	1227	NSN EMPLOYER SERVICES, INC.	10.0.1100.381.00.0000.00	FULL UNEMPLOYMENT	\$495.72
7400024909	04/01/2021	1227	NSN EMPLOYER SERVICES, INC.	10.0.1100.381.00.0000.00	USPS CHARGE	\$7.75
Check Total:						\$503.47
7400024953	04/15/2021	1235	OCONOMOWOC DEVELOPMENTAL TRAINING CTR	10.0.4120.670.35.0000.00	TUITION	\$18,195.13
Check Total:						\$18,195.13
7400025055	04/22/2021	1245	Oleniczak, Erin	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400025055	04/22/2021	1245	Oleniczak, Erin	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025056	04/22/2021	1245	Olowu, Kofoworola	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025056	04/22/2021	1245	Olowu, Kofoworola	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024910	04/01/2021	1227	ORBIS CONSTRUCTION CO., INC.	60.0.2530.500.00.0000.02	RH SMALL GROUP ROOM RENOVATIONS	\$7,281.30
Check Total:						\$7,281.30
7400025057	04/22/2021	1245	Patel, Jaya	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025057	04/22/2021	1245	Patel, Jaya	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025058	04/22/2021	1245	Patel, Tasnim	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025058	04/22/2021	1245	Patel, Tasnim	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024911	04/01/2021	1227	PAULA S. STEIL	10.0.1100.338.42.0000.03	VOLLEYBALL OFFICIAL/2 GAMES ON MARCH 24,2021	\$80.00
Check Total:						\$80.00
7400025059	04/22/2021	1245	Pavel, Claudia	10.1.0000.000.00.1730.00	REFUND-PE SHIRT	\$5.00
7400025059	04/22/2021	1245	Pavel, Claudia	10.1.0000.000.00.1730.00	REFUND-PE SHORTS	\$6.00
Check Total:						\$11.00
7400025060	04/22/2021	1245	Pavely, Ator	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025060	04/22/2021	1245	Pavely, Ator	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025061	04/22/2021	1245	Pekovic, Nadira	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025061	04/22/2021	1245	Pekovic, Nadira	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025062	04/22/2021	1245	Pellicano, Mary	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025062	04/22/2021	1245	Pellicano, Mary	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025063	04/22/2021	1245	Petersen, Carey	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025063	04/22/2021	1245	Petersen, Carey	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
7400025063	04/22/2021	1245	Petersen, Carey	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
7400025063	04/22/2021	1245	Petersen, Carey	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$22.00
7400024954	04/15/2021	1235	POPP BINDING AND LAMINATING	10.0.1100.411.00.0000.01	1.5 mlclear 25wx500long	\$190.94	
						Check Total:	\$190.94
7400024955	04/15/2021	1235	PRINTGLOBE	10.0.2130.400.00.4998.00	BLACK FACE MASKS ADULT AND YOUTH SIZES BLACK	\$5,153.34	
7400024955	04/15/2021	1235	PRINTGLOBE	10.0.2130.400.00.4998.00	BLACK FACE MASK CHILD SIZE BLACK STRAPS, FULL	\$2,270.00	
7400024955	04/15/2021	1235	PRINTGLOBE	10.0.2130.400.00.4998.00	DESIGN ART LAYOUT PROOF 2 ITEMS	\$30.00	
7400024955	04/15/2021	1235	PRINTGLOBE	10.0.2130.400.00.4998.00	SET UP COLOR PROCESS TWO ITEMS	\$75.00	
7400024955	04/15/2021	1235	PRINTGLOBE	10.0.2130.400.00.4998.00	DISCOUNT SCHOOL DISCOUNT + REFUNDED	(\$500.00)	
						Check Total:	\$7,028.34
NCB	04/12/2021	1233	PRODIGIES	10.0.1100.316.05.0000.00	SOFTWARE LICENSE	\$12.99	
						Check Total:	\$12.99
7400025064	04/22/2021	1245	PURCHASE POWER	10.0.2570.340.00.0000.00	POSTAGE	\$1,005.00	
						Check Total:	\$1,005.00
7400024956	04/15/2021	1235	QUENCH USA INC.	10.0.2410.300.00.0000.02	QUENCH 750-U	\$83.10	
						Check Total:	\$83.10
NCB	04/12/2021	1233	REPLACEMENTLAPTOPKEYS.COM	10.0.1100.412.05.0000.00	MAC KEYBOARD KEY REPLACEMENT	\$33.73	
						Check Total:	\$33.73
7400025065	04/22/2021	1245	Rettell, Kate	10.1.0000.000.00.1730.00	REFUND/PE SHIRTS	\$5.00	
7400025065	04/22/2021	1245	Rettell, Kate	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025066	04/22/2021	1245	Reyes, Grace	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025066	04/22/2021	1245	Reyes, Grace	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024957	04/15/2021	1235	RHL ENTERPRISES LLC	20.0.2540.700.00.0000.03	Furnish necessary Maintenance and Inspection	\$277.45
7400024957	04/15/2021	1235	RHL ENTERPRISES LLC	20.0.2540.400.00.0000.03	KWIK-WALL OPERATING WRENCH	\$56.95
Check Total:						\$334.40
7400025067	04/22/2021	1245	Rihani, Diana	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025067	04/22/2021	1245	Rihani, Diana	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	RITE LOCK & SAFE	20.0.2540.700.00.0000.01	KICK PLATE BRONZE	\$249.86
Check Total:						\$249.86
7400024958	04/15/2021	1235	S&P GLOBAL RATINGS	30.0.5400.600.00.0000.00	ANALYTICAL SERVICES RENDERED	\$15,750.00
Check Total:						\$15,750.00
NCB	04/12/2021	1233	SAM'S CLUB	10.0.2310.315.00.0000.00	COOKIES/BOE	\$61.44
NCB	04/12/2021	1233	SAM'S CLUB	10.0.2560.410.00.0000.00	WATER	\$125.37
NCB	04/12/2021	1233	SAM'S CLUB	10.0.2560.410.00.0000.00	WATER	\$77.61
Check Total:						\$264.42
7400025068	04/22/2021	1245	Santander, Stephanie	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025068	04/22/2021	1245	Santander, Stephanie	10.1.0000.000.00.1730.00	REFUND/ PE SHORTS	\$6.00
Check Total:						\$11.00
7400025069	04/22/2021	1245	Sawah, Lina	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025069	04/22/2021	1245	Sawah, Lina	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	SCHLEGL'S	10.0.2310.315.00.0000.00	PASTRY	\$41.25
Check Total:						\$41.25
7400025070	04/22/2021	1245	Schneider, Renata	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025070	04/22/2021	1245	Schneider, Renata	10.1.0000.000.00.1730.00	REFUND/ PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	SCHOLASTIC INC	10.0.1800.400.00.4909.00	BOOKS	\$711.62
NCB	04/12/2021	1233	SCHOLASTIC INC	10.0.1800.400.00.4909.00	BOOKS	\$566.97
Check Total:						\$1,278.59

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	20.0.2540.404.00.0000.03	Aerosol Cans – White (12 pack case only) Discount	\$671.88
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	20.0.2540.404.00.0000.03	Aerosol Cans – Orange (12 pack case only) Discount	\$391.93
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	20.0.2540.404.00.0000.03	Aerosol Cans – Scarlet (12 pack case only) Discount	\$55.99
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	10.0.1100.449.00.0000.01	Orange Rubber Spots	\$24.32
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	10.0.1100.449.00.0000.01	Yellow Rubber Spots	\$24.21
7400024959	04/15/2021	1235	SCHOOL HEALTH CORPORATION-1	10.0.1100.449.00.0000.01	Blue Rubber Spot	\$24.21
Check Total:						\$1,192.54
7400024912	04/01/2021	1227	SCHOOL SPECIALTY	10.0.1100.400.19.0000.03	Delta Education D Cell Battery, Pack of 24BATTERY	\$139.00
7400024912	04/01/2021	1227	SCHOOL SPECIALTY	10.0.1100.400.19.0000.03	Saint-Gobain Abrasives Economy 150 Grit Fine	\$33.61
7400024912	04/01/2021	1227	SCHOOL SPECIALTY	10.0.1100.400.19.0000.03	Frey Scientific Carbon Film Resistors – 1/2 Watt – Set of	\$31.44
Check Total:						\$204.05
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Duck Brand Clean Release Blue Painters Tape, 17/18	\$28.97
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	ScotchBlue Original Painter's Tape, Multi-Use, 0.94 Inch	\$15.72
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	St. Louis Crafts 36 Gauge Aluminum Metal Foil Roll,	\$24.81
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	St Louis Crafts Pre-Cut Aluminum Decorator Foil, 5	\$13.02
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Prang Semi-Moist Watercolor Paints, Plastic	\$48.75
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	School Smart Folding Bristol Tagboard, 18 x 24 Inches,	\$77.54

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	School Smart Value Drawing Paper, 80 lb, 12 x 18	\$24.83
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Duck Tape All Purpose Duct Tape, 1.88 in x 45 yd,	\$59.60
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Mosaic Mercantile Authentic Glass Mosaic Tiles, 3/8	\$47.60
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Scotch Heavy Duty Shipping Packaging Tape, 1.88 Inches	\$34.98
7400024960	04/15/2021	1235	SCHOOL SPECIALTY	10.0.1100.410.24.0000.03	Mayco Jungle Gems Glaze, 1 Pint, Assorted Colors, Set of	\$155.93
Check Total:						\$531.75
7400024961	04/15/2021	1235	SECURITY UNLIMITED, INC.	20.0.2540.320.00.0000.04	OVERNIGHT ALARM	\$520.00
Check Total:						\$520.00
7400025071	04/22/2021	1245	Serban, Andrea	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025071	04/22/2021	1245	Serban, Andrea	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025072	04/22/2021	1245	Silapanond, Orasa	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025072	04/22/2021	1245	Silapanond, Orasa	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025073	04/22/2021	1245	Singeorzan, Olivia	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025073	04/22/2021	1245	Singeorzan, Olivia	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	SKEDDA PTY LTD	10.0.1100.470.05.0000.00	LH CART RESERVATIONS	\$49.00
NCB	04/12/2021	1233	SKEDDA PTY LTD	10.0.1100.470.05.0000.00	RH CART RESERVATIONS	\$49.00
Check Total:						\$98.00
7400024962	04/15/2021	1235	SMITHEREEN COMPANY	20.0.2540.320.00.0000.04	TARGET PESTS	\$45.00
7400024962	04/15/2021	1235	SMITHEREEN COMPANY	20.0.2540.320.00.0000.02	REGULARLY SCHEDULED PC SERVICE	\$71.00
7400024962	04/15/2021	1235	SMITHEREEN COMPANY	20.0.2540.320.00.0000.03	REGULARLY SCHEDULED PC SERVICE	\$78.00
7400024962	04/15/2021	1235	SMITHEREEN COMPANY	20.0.2540.320.00.0000.01	TARGET PESTS	\$61.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
					Check Total:	\$255.00
NCB	04/12/2021	1233	SOCIAL STUDIES SCHOOL	10.0.1100.410.22.0000.03	BOOK/ODYSSEY	\$59.95
					Check Total:	\$59.95
7400025074	04/22/2021	1245	Soldo, Kristina	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025074	04/22/2021	1245	Soldo, Kristina	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
					Check Total:	\$11.00
7400025075	04/22/2021	1245	Solomon, Helen	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025075	04/22/2021	1245	Solomon, Helen	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
					Check Total:	\$11.00
7400025076	04/22/2021	1245	Song, Yanming	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025076	04/22/2021	1245	Song, Yanming	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
					Check Total:	\$11.00
7400025077	04/22/2021	1245	Spahija, Sefka	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025077	04/22/2021	1245	Spahija, Sefka	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
					Check Total:	\$11.00
NCB	04/12/2021	1233	SPORTS ILLUSTRATED KIDS	10.0.1800.400.00.4909.00	SUBSCRIPTION/ 12 ISSUES	\$29.95
					Check Total:	\$29.95
7400025078	04/22/2021	1245	SPORTSFIELDS INC.	60.0.2530.500.00.0000.00	Our scope of work includes the materials , equipment,	\$26,805.00
					Check Total:	\$26,805.00
NCB	04/12/2021	1233	SPOTIFY	10.0.1100.410.26.0000.01	TH PE	\$9.99
					Check Total:	\$9.99
7400024894	04/09/2021	1234	STATE DISBURSEMENT UNIT	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$395.00
					Check Total:	\$395.00
7400024970	04/23/2021	1244	STATE DISBURSEMENT UNIT	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	\$395.00
					Check Total:	\$395.00
7400025079	04/22/2021	1245	STUCKEY CONSTRUCTION CO.	90.0.2540.511.00.0000.02	2021 DOOR REPLACEMENT	\$5,946.43
					Check Total:	\$5,946.43
7400024913	04/01/2021	1227	STUDIO GC	60.0.2530.319.00.0000.00	RH 5TH GRADE & SMALL GROUP FURNITURE	\$1,200.00
					Check Total:	\$1,200.00
7400024963	04/15/2021	1235	STUDIO GC	60.0.2530.319.00.0000.00	RH SMALL GROUP ROOM	\$132.00

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024963	04/15/2021	1235	STUDIO GC	60.0.2530.319.00.0000.00	RH FLOORING	\$475.41
7400024963	04/15/2021	1235	STUDIO GC	60.0.2530.319.00.0000.00	RH 5TH GRADE & SMALL GROUP FURNITURE	\$8,525.51
Check Total:						\$9,132.92
7400025080	04/22/2021	1245	Subbuh, Sariya Amtul	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025080	04/22/2021	1245	Subbuh, Sariya Amtul	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024964	04/15/2021	1235	SWIFTREACH NETWORKS, LLC	10.0.1100.470.05.0000.00	SWIFTK12 FOR POWERSCHOOL-UNLIMITED	\$1,263.75
Check Total:						\$1,263.75
7400024914	04/01/2021	1227	SYLVIA HERNANDEZ	10.0.2520.332.00.0000.00	MILEAGE REIMBURSEMENT	\$40.32
Check Total:						\$40.32
7400025081	04/22/2021	1245	Tadic, Anica	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025081	04/22/2021	1245	Tadic, Anica	10.1.0000.000.00.1730.00	REFUND/ PE SHORTS	\$6.00
Check Total:						\$11.00
7400025082	04/22/2021	1245	Tammo, Nancy	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025082	04/22/2021	1245	Tammo, Nancy	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
NCB	04/12/2021	1233	TCI	10.0.1100.420.00.0000.02	TEACHER LICENSE	\$289.00
NCB	04/05/2021	1231	TEACHERS RETIREMENT SYSTEM	10.0.2310.211.00.0000.00	ADJ TO EARNINGS	\$4,785.90
NCB	04/05/2021	1232	TEACHERS RETIREMENT SYSTEM	10.0.1100.801.00.0000.00	INS	\$21,927.07
Check Total:						\$27,001.97
7400025083	04/22/2021	1245	THE MASTER TEACHER	10.0.2310.340.00.0000.00	RECOGNITION VASE	\$198.44
7400025083	04/22/2021	1245	THE MASTER TEACHER	10.0.2310.340.00.0000.00	PERSONALIZATION	\$17.46
Check Total:						\$215.90
7400024915	04/01/2021	1227	THE VILLAGE OF LINCOLNWOOD	20.0.2540.320.00.0000.01	FALSE ALARMS	\$225.00
7400024915	04/01/2021	1227	THE VILLAGE OF LINCOLNWOOD	20.0.2540.320.00.0000.03	FALSE ALARMS	\$150.00
7400024915	04/01/2021	1227	THE VILLAGE OF LINCOLNWOOD	20.0.2540.320.00.0000.02	FALSE ALARMS	\$400.00
Check Total:						\$775.00
7400025084	04/22/2021	1245	THE VILLAGE OF LINCOLNWOOD-1	20.0.2540.370.00.0000.00	WATER	\$273.97

## Lincolnwood School District 74

### Disbursement Detail Listing

**Bank Name:** COLE TAYLOR BANK - ACCOUNTS PAYABLE     
 **Date Range:** 04/01/2021 - 04/30/2021     
 **Sort By:** Vendor  
**Voucher Range:** -     
 **Dollar Limit:** \$0.00

**Fiscal Year:** 2020-2021

Print Employee Vendor Names     
  Exclude Voided Checks     
  Exclude Manual Checks     
  Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
7400025084	04/22/2021	1245	THE VILLAGE OF LINCOLNWOOD-1	20.0.2540.370.00.0000.00	WATER	\$12.15	
7400025084	04/22/2021	1245	THE VILLAGE OF LINCOLNWOOD-1	20.0.2540.370.00.0000.00	WATER	\$586.14	
						Check Total:	\$872.26
7400024965	04/15/2021	1235	THOMSON REUTERS - WEST	10.0.2310.300.00.0000.00	WEST INFORMATION	\$338.47	
						Check Total:	\$338.47
7400024966	04/15/2021	1235	THYSSENKRUPP ELEVATOR CORP.	20.0.2540.320.00.0000.02	PLATINUM/FULL	\$1,353.75	
						Check Total:	\$1,353.75
NCB	04/12/2021	1233	TOOLS FOR SCHOOLS, INC.	10.0.1100.400.19.0000.01	LEGOS BOXES	\$10.00	
						Check Total:	\$10.00
7400025085	04/22/2021	1245	Tran, Linh	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025085	04/22/2021	1245	Tran, Linh	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
NCB	04/09/2021	1239	VALIC	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$50.00	
NCB	04/09/2021	1239	VALIC	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$1,804.45	
NCB	04/09/2021	1239	VALIC	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	\$812.50	
						Check Total:	\$2,666.95
7400024967	04/15/2021	1235	VANGUARD ENERGY SERVICES	20.0.2540.465.00.0000.00	NATURAL GAS	\$6,824.33	
						Check Total:	\$6,824.33
7400025086	04/22/2021	1245	Varghese, Sheena	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025086	04/22/2021	1245	Varghese, Sheena	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
7400025087	04/22/2021	1245	Varughese, Soniya	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025087	04/22/2021	1245	Varughese, Soniya	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
NCB	04/12/2021	1233	VERIZON	10.0.1100.310.05.0000.00	HOTSPOT	\$195.00	
						Check Total:	\$195.00
7400025088	04/22/2021	1245	Vietti, Keri	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00	
7400025088	04/22/2021	1245	Vietti, Keri	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00	
						Check Total:	\$11.00
NCB	04/12/2021	1233	VMWARE, INC	10.0.1100.470.05.0000.00	RENEWAL	\$187.80	

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
NCB	04/12/2021	1233	VMWARE, INC	10.0.1100.470.05.0000.00	TAXES REFUNDED	(\$11.05)
NCB	04/12/2021	1233	WALMART	10.0.1100.450.11.0000.01	CHAULK	\$59.94
NCB	04/12/2021	1233	WALMART	10.0.1100.450.11.0000.01	LEGOS BOXES	\$150.00
Check Total:						\$386.69
7400025089	04/22/2021	1245	Waltzer, Rebecca	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025089	04/22/2021	1245	Waltzer, Rebecca	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
7400025089	04/22/2021	1245	Waltzer, Rebecca	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025089	04/22/2021	1245	Waltzer, Rebecca	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$22.00
7400024916	04/01/2021	1227	WAREHOUSE DIRECT	20.0.2540.416.00.0000.01	BUFFERS	\$395.61
Check Total:						\$395.61
7400025090	04/22/2021	1245	Weinstein, Joanna	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025090	04/22/2021	1245	Weinstein, Joanna	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400024968	04/15/2021	1235	WHITT LAW LLC	10.0.2310.318.00.0000.00	GENERAL BUSINESS	\$9,693.00
Check Total:						\$9,693.00
7400024917	04/01/2021	1227	WIESER EDUCATIONAL, INC.	10.0.1200.400.00.0000.03	SPED PROGRAM SUPPLIES & MATERIALS LH	\$142.24
Check Total:						\$142.24
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Always Fem. Napkins	\$69.00
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Berrcom thermometer	\$58.00
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	3x5 Hot/Cold packs	\$86.99
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Burn Free 4 oz bottle	\$6.89
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	A & D ointment	\$3.00
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Bacitracin ointment	\$3.40
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Benadryl itch ointment tube 1 oz	\$5.14
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Bleed Cease 25 /box	\$19.39
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Hydrocortisone cream 1 % 1 oz	\$3.49
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Insect sting swabs 10 /box	\$3.94

## Lincolnwood School District 74

### Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE

Date Range: 04/01/2021 - 04/30/2021

Sort By: Vendor

Fiscal Year: 2020-2021

Voucher Range: -

Dollar Limit: \$0.00

Print Employee Vendor Names

Exclude Voided Checks

Exclude Manual Checks

Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Curad Clear tape 1x10 /12 rolls	\$12.99
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Kleenex 2 ply 125/box/48/case	\$95.00
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	BZK packets /wound care@100/box	\$11.97
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	single contact case pack	\$7.77
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	6x6 4ml zip bags 100/pkg	\$5.78
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	6x9 4 ml zip bags 100/pkg	\$7.88
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	10x8 4 ml zip bags 100/pkg	\$14.96
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Nosebudd	\$11.98
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	cold pack	\$24.00
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	HEALTH OFFICE SUPPLIES & MATERIALS - LINCOLN	\$29.99
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	Curad fingertip bandage 100/box	\$10.50
7400024918	04/01/2021	1227	WILLIAM V. MACGILL & CO.-1	10.0.2130.400.00.0000.03	4 wing bandage 50/box	\$6.99
Check Total:						\$499.05
7400025091	04/22/2021	1245	Wu, Nancy	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025091	04/22/2021	1245	Wu, Nancy	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025092	04/22/2021	1245	Yamani, Kataba	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025092	04/22/2021	1245	Yamani, Kataba	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025093	04/22/2021	1245	Yoshimura, Natalie	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025093	04/22/2021	1245	Yoshimura, Natalie	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00
Check Total:						\$11.00
7400025094	04/22/2021	1245	Zvizdich, Nermina	10.1.0000.000.00.1730.00	REFUND/PE SHIRT	\$5.00
7400025094	04/22/2021	1245	Zvizdich, Nermina	10.1.0000.000.00.1730.00	REFUND/PE SHORTS	\$6.00

## Lincolnwood School District 74

### Disbursement Detail Listing

**Bank Name:** COLE TAYLOR BANK - ACCOUNTS PAYABLE

**Date Range:** 04/01/2021 - 04/30/2021

**Sort By:** Vendor

**Fiscal Year:** 2020-2021

**Voucher Range:** -

**Dollar Limit:** \$0.00

**Print Employee Vendor Names**

**Exclude Voided Checks**

**Exclude Manual Checks**

**Include Non Check Batches**

Check Number	Date	Voucher	Payee	Account	Description	Amount	
						Check Total:	\$11.00
						Bank Total:	\$680,598.58

<u>Fund</u>	<u>Amount</u>
10	\$481,368.81
20	\$133,114.12
30	\$15,750.00
60	\$44,419.22
90	\$5,946.43
Fund Totals:	\$680,598.58

**End of Report**

Disbursements Grand Total: \$680,598.58