

**LISLE COMMUNITY UNIT SCHOOL DISTRICT 202**  
**BOARD ROOM**  
**5211 CENTER AVENUE**  
**LISLE, ILLINOIS 60532**  
**Board of Education Meeting**  
**May 24, 2021**  
**7:30 PM**

Members of the public are welcome to attend all meetings of the Lisle Community Unit School District 202 Board of Education, including those held via video conferencing. Anyone wishing to view the meeting or provide comment is encouraged to review the information below.

In-Person Meeting Viewing: Guests are welcome to attend the meeting in-person in the Board Room. Capacity will be limited based on social distancing guidelines.

Remote Meeting Viewing: The proceedings of the meeting will be streamed live and can be viewed using the following link: <http://www.youtube.com/c/LisleDistrict202>. Guests will join the meeting in view-only mode and will not be seen or heard in the meeting. A recording of the meeting will also be available on the School District website.

Public Comment: Public comments can be made in-person or via email at [publiccomment@lisle202.org](mailto:publiccomment@lisle202.org). Comments must be received by 5:00 p.m. on the day in which the meeting is held. Comments submitted by the deadline will not be read aloud during the meeting, but rather will be provided to the School Board prior to the start of the meeting and will become part of the meeting record.

Please see the "Meeting Dates, Agendas and Minutes" page for links to the Board of Education meeting agendas, minutes and video feeds.

AGENDA

- |   |     |
|---|-----|
| 1. Call to Order and Roll Call  |     |
| 2. Pledge of Allegiance   |     |
| 3. Reading of Mission Statement   | 3   |
| 4. Public Comment   |     |
| 5. Student In-Person/Remote Learning Plan Update  | 4   |
| 6. <b><u>ACTION ITEMS</u></b>   |     |
| A. Consent Agenda:  |     |
| (1) Board Meeting Minutes   | 5   |
| (2) Payroll Pay Orders  | 15  |
| (3) Vendor Pay Orders   | 36  |
| (4) Personnel   |     |
| a. Certified Resignations   | 52  |
| b. Certified Retirement   | 55  |
| c. Certified Employment   | 57  |
| d. Extra Duty Resignations  | 62  |
| e. Extra-Duty Employment  | 66  |
| f. Summer Employment  | 68  |
| (5) Collective Bargaining Agreement with the Classified Employees Association of Lisle (CEAL) for 2021-2022 | 69  |
| (6) Waste Disposal and Recycling Services Bid and Contract  | 112 |
| (7) Contract Renewal Agreement for Food Management Services - School Year 2021-2022                         | 117 |
| (8) Southeast DuPage Purchasing Group Paper Purchase  | 132 |
| (9) Student Fee Schedule — School Year 2021/2022  | 138 |
| (10) Appointment of the Board of Education Clerk/Recording Secretary  | 144 |
| (11) Appointment of School Treasurer  | 145 |
| (12) Surety Bond of Treasurer   | 148 |
| (13) Approval of Consolidated District Plan FY22  | 153 |

7.	<b><u>FINANCIAL INFORMATION</u></b> - The Board Acknowledges Receipt of the following Reports	
	A. Financial Report	196
	B. Treasurer Report	197
8.	<b><u>DISCUSSION ITEMS</u></b>	
	A. Revised Job Description - Accelerated Learning Teacher (Elementary)	198
	B. Freedom of Information Request(s)	203
	C. Superintendent's Report	205
9.	<b><u>COMMITTEE REPORTS</u></b>	
	A. Educational Equity & Excellence (E3) - Did not meet	
	B. Facility Master Planning - Did not meet	
	C. Finance - See Finance Agenda	
	D. Policy - Did not meet	
10.	<b><u>BOARD REPRESENTATIVE REPORTS</u></b>	
	A. Eyes to the Skies - Did not meet	
	B. Home and School Organization - Did not meet	
	C. IASB Delegate to Board - Did not meet	
	D. Intergovernmental - Did not meet	
	E. Legislative Education Network of DuPage (LEND)	207
	F. Lisle Education Foundation	234
	G. School Association for Special Education in DuPage (SASED)	
11.	Agenda Topics for Future Board Meetings	
12.	Adjourn to Closed Session for the Purpose of Discussion of the Appointment, Performance, Discipline, Compensation or Dismissal of Employees	
13.	Return to Open Session	
14.	Adjournment	



## Mission Statement

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Lisle District 202 is committed to providing our learning community with the essential education, skills, and experiences for future success.

**FOR INFORMATION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Student In-Person/Remote Learning Plan Update

**BACKGROUND DATA:** The Administration will provide a brief overview of the District's operations since the last Board Meeting and provide tentative plans addressing the below topics:

- 1) On-site vaccinations for eligible students
- 2) Safety Protocols for Remainder of 2020-2021 School Year
- 3) Re-Entry Plan for the 2021-2022 School Year

**FOR ACTION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Approval of Board of Education Meeting Minutes

**SUGGESTED MOTION** - That the Board of Education approve the Regular Minutes and Closed Session Minutes from the April 26, 2021 and May 3, 2021 Board of Education Meetings.

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES**  
**April 26, 2021**

Record of Minutes of the Regular Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on April 26, 2021.

The meeting was called to order at 7:32 p.m. by President Sima.

Present:           Meg Sima  
                      Pam Ahlmann  
                      Eunice McConville  
                      Daniel Helderle  
                      Lisa Kiener-Barnett  
                      Wendy Nadeau  
                      Randee Sims

Absent:            none

Also Present:     Dr. Keith Filipiak, Superintendent  
                      Dr. Linda Kotalik, Assistant Superintendent  
                      Dave Wilkinson, Director of Finance  
                      Jen Law, Director of Student Services  
                      Jenna Engler, Communications Coordinator  
                      Constituents

Pledge of Allegiance was recited.

Mrs. Sima read the District Mission Statement.

**Public Comment**

- Kate Foster - Ms. Foster suggested a COVID Health Team be established. She also shared a concern about an administrator's activities and Statement of Economic Interest.
- Nicole Nelson - Mrs. Nelson is a Reading Specialist at Lisle Elementary School. She shared concerns about staff transfers at Lisle Elementary School for the 2021-2022 school year.
- Scarlett Winterburn - Ms. Winterburn shared concerns about staff transfers at Lisle Elementary School for the 2021-2022 school year.

## Consent Agenda

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Motion by Mrs. Ahlmann, seconded by Mrs. Kiener-Barnett

TO APPROVE/ACCEPT THE FOLLOWING CONSENT AGENDA ITEMS AS PRESENTED;

- Minutes of Regular and Closed Session of March 22, 2021
- March 2021 Payroll Pay Orders in the amount of \$ 1,587,934.83
- March 2021 Vendor Pay Orders in the amount of \$ 1,749,632.59
- Personnel:
  - Certified Employment
    - Katelyn Strietelmeier, (1.0 FTE) Social Studies Teacher at Lisle Senior High School for the 2021-2022 school year, Bachelor's +24, Step 8, (\$68,582)
  - Certified Resignation
    - Kimberly Malave Flavin, School Psychologist at Lisle Elementary School has submitted her resignation to be effective at the conclusion of the 2020-2021 school year
  - Certified Extra-Duty Resignation
    - Lauren Sandrik, Assistant Volleyball Coach at Lisle Senior High School, has submitted her resignation effective at the end of the 2020-2021 IHSA season
  - Classified Employment
    - Cornyn, Mary Beth, Lunchroom Supervisor at Lisle Elementary School: \$ 16.66/hr
    - Jennifer Hernandez, Lunchroom Supervisor at Lisle Elementary School: \$ 16.66/hr
    - Marisha Lewis, Lunchroom Supervisor at Lisle Elementary School: \$ 16.66/hr
  - Classified Retirement
    - Julia Uster, Paraprofessional at Lisle Elementary School, has requested to retire on October 31, 2021 under the CEAL Collective Bargaining Agreement Article XIV; Section J
  - Bilingual Educator and Job Description
  - Illinois High School Association Membership
  - Intergovernmental Agreement for Joint Purchasing of Managed Information Technology Services
  - Resolution of Appointment of Representative to DAOES
  - FY2021 Audit Engagement Letter
  - Revised School Calendars for 2021-2022 and 2022-2023 School Calendars
  - Seventh Amendment to Purchase and Sale Agreement for Tate Woods School

Answering to a roll call vote:

AYE: Ahlmann, Kiener-Barnett, Helderle, Sims, Nadeau, McConville, Sima

NAY: None

Motion carried 7-0

## **Financial Information**

The Board Acknowledges Receipt of the following Reports:

- Financial Report - March 2021
- Treasurer's Report - March 2021

## **Discussion Items**

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### **Student In-Person/Remote Learning Plan Update**

- Dr. Filipiak shared that there has been an uptick in student positive COVID-19 cases since Spring Break, however, no cases have been traced to school attendance. Recent guidelines have reduced social distancing to three feet, but contact tracing protocols remain in place at six feet. Additional factors include athletics and student movement from class to class in grades 6-12. This has resulted in higher quarantine numbers. The District continues to monitor and follow the COVID-19 guidelines.
- Lisle 202 is partnering with Jewel-Osco to host a Vaccine Clinic on April 27th for students at Lisle High School and Chesterton Academy due to the number of available doses. The Pfizer vaccine will be administered to students 16 years of age and older. Another clinic will be held on-site to provide the second dose of the vaccine.
- DuPage County is working to create a county-wide curriculum for summer school. Additional information will be provided to parents on programming and iReady results when it becomes available. The District anticipates having adequate staffing for summer programming.
- Lisle 202 is assuming current conditions will continue for the 2021-2022 school year. The District will be able to accommodate having all students attend in the three schools without utilizing Tate Woods and Schiesher.

### **Freedom of Information Requests**

The District received Freedom of Information Act request(s) from the following individual(s):

- Matthew Gugala, SMART Local 265
- Torrie Wofford, Unified Concepts

### **Superintendent Report**

- See Board Meeting Agenda for full report.

### **Board Member Service Recognition**

The Board of Education and Lisle District 202 offered their thanks and appreciation for the years of service of Meg Sima and Randee Sims. Mrs. Sima presented a Certificate of Appreciation to Mrs. Sims for her contributions while on the Board and Mrs. Ahlmann read a Resolution citing significant District events that occurred during Mrs. Sima's Board participation and leadership.

## **Committee Reports**

Board Committee Report summaries are located in Board Books unless otherwise indicated.

- EDUCATIONAL EQUITY & EXCELLENCE (E3) - did not meet
- FACILITY MASTER PLANNING – did not meet
- FINANCE Committee – See Finance Agenda
- POLICY Committee – did not meet. Board Policy 2:22 Diploma Presentation was highlighted during the Board Member Service Recognition.

## **Board Representative Reports**

Board Representative Report summaries are located in Board Books unless otherwise indicated.

- Eyes to the Skies – did not meet
- Home and School Organization
- IASB Delegate to Board - did not meet
- Intergovernmental – did not meet. Mrs. Ahlmann attended the Lisle Park District’s dedication of “Don’s Garage” and recognized Don Cook’s retirement from the Park Board of Commissioners and years of cooperation with the School Board.
- Lisle Education Foundation
- SASSED

## **Future Agenda Topics**

- Return to School Updates
- Select Board representative at the May 3rd Special Meeting to meet with the Village regarding the sale of Tate Woods

## **Motion to Adjourn to Closed Session**

At 8:11 p.m., motion by Mrs. Sims, seconded by Mrs. Ahlmann

ADJOURN TO CLOSED SESSION FOR THE PURPOSE OF DISCUSSION APPOINTMENT, PERFORMANCE, DISCIPLINE, COMPENSATION OR DISMISSAL OF EMPLOYEES AND COLLECTIVE BARGAINING MATTERS

Answering to a roll call vote:

AYE: Sims, Ahlmann, Nadeau, Kiener-Barnett, Helderle, McConville, Sima

NAY: None

Motion carried 7-0

## **Return to Open Session**

At 9:03 p.m., motion by Mrs. Ahlmann, seconded by Mr. Helderle

RETURN TO OPEN SESSION

Motion carried with a voice vote of 7-0.

**Motion to Adjourn**

At 9:24 p.m., motion by Mrs. Ahlmann, seconded Mrs. Nadeau  
THAT THE MEETING BE ADJOURNED.  
The motion carried with a voice vote of 7-0

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**BOARD OF EDUCATION**  
**SPECIAL MEETING MINUTES**  
**May 3, 2021**

Record of Minutes of the Special Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on May 3, 2021.

The meeting was called to order at 6:00 p.m. by Vice-President Ahlmann.

Present: Daniel Helderle  
Pam Ahlmann  
Eunice McConville  
Lisa Kiener-Barnett  
Steve Lesniak  
Wendy Nadeau  
Greg Nagler

Absent: none

Also Present: Dr. Keith Filipiak, Superintendent  
Jenna Engler, Communications Coordinator  
Constituents

Pledge of Allegiance was recited.

**Public Comment**

- None

**Oath of Office to Newly Elected Board Members**

Pam Ahlmann, Greg Nagler, Steve Lesniak, and Eunice McConville were elected on April 6, 2021, to serve on the Lisle 202 Board of Education until April 2025.

The newly elected and re-elected members were sworn in with the reading of the Member Oath of Office and Board of Education Code of Conduct.

**Appointment of Secretary Pro Tem**

Eunice McConville was appointed Board Secretary Pro Tem with a voice vote of 7-0

## **Appointment of President Pro Tem**

Superintendent Keith Filipak was appointed Board President Pro Tem with a voice vote of 7-0

## **Selection of Officers**

Mr. Filipiak requested nominations for the Board President

- Ms. Nadeau nominated Daniel Helderle for Board President
- Ms. Kiener-Barnett nominated Pam Ahlmann for Board President
- Ms. Ahlmann declined the nomination in order to show unification of the Board
- No other nominations were made
- Mr. Helderle was approved as Board President with a voice vote of 7-0

Mr. Helderle assumed the role of Board President and requested nominations for the Board Vice-President

- Ms. Nadeau nominated Pam Ahlmann for Board Vice-President
- No other nominations were made
- Ms. Ahlmann was approved as Board Vice-President with a voice vote of 7-0

Mr. Helderle asked for a nomination for Board Secretary

- Ms. Ahlmann nominated Ms. McConville for Board Secretary
- No other nominations were made
- Ms. McConville was approved as Board Secretary with a voice vote of 7-0

## **Establishment of Regular Meeting Time, Dates and Place**

Motion by Mrs. Ahlmann, seconded by Mrs. Nadeau

THAT THE FOURTH MONDAY OF EACH MONTH BE SET AS THE DATE FOR THE REGULAR BOARD OF EDUCATION MEETING WITH THE EXCEPTION OF DECEMBER 20, 2021, MARCH 21, 2022; THE MEETINGS WILL BE HELD IN THE DISTRICT OFFICE BOARD ROOM BEGINNING AT 7:30 P.M.

Answering to a roll call vote:

AYE: Ahlmann, Nadeau, Kiener-Barnett, Lesniak, Nagler, Helderle

NAY: None

Motion carried 7-0

## **Determination of Board Committee Assignments**

School Board Committees were described and Board members appointed

### ***School Board Committees***

**Finance** – Committee of the Whole

**Educational, Equity, Excellence (E3)** – Ahlmann, Helderle, Kiener-Barnett

**Facility Master Planning Committee** - Kiener-Barnett, Nadeau, Lesniak

**Policy** – Committee of the Whole

## ***School Board Members Serving on External Committees***

**Intergovernmental** – Ahlmann (Alternate: Helderle)

**Professional Council** – Ahlmann (Alternate: Lesniak)

**Lisle Education Foundation** - McConville (Alternate: Ahlmann)

**Legislative Education Network of DuPage (LEND)** – Ahlmann

**Illinois Association of School Boards Delegate (IASB)** – McConville

**Home and School Association (HSO) Council** – Ahlmann, Kiener-Barnett, Nagler (rotating)

**School Association for Special Education, DuPage (SASED)**

**Board of Control** – Nadeau (Alternate: Lesniak)

**Governing Board** – Nadeau (Alternate: Lesniak)

**Classified (CEAL) Negotiations** – TBD

**Certified (LEA) Negotiations** – TBD

**School Impr. / Monitoring Tool Committee** – Kiener-Barnett, Helderle (Alternate: Nagler)

**Junior High Building Renovation Steering Committee** - Kiener-Barnett, Lesniak

**Vision 202 Facilitating Committee** – Ahlmann, Nagler (Alternate: Helderle)

**Eyes to the Skies** – Nadeau

## **Approval of SASED Board of Control/Governing Board Appointment Resolution**

Motion by Ahlmann, seconded by McConville

THAT THE BOARD OF EDUCATION APPROVE THE RESOLUTION, DATED MAY 3, 2021, TO APPOINT WENDY NADEAU AS THE SASED BOARD OF CONTROL REPRESENTATIVE AND GOVERNING BOARD REPRESENTATIVE AND STEVE LESNIAK AS THE SASED ALTERNATE GOVERNING BOARD REPRESENTATIVE.

Answering to a roll call vote:

AYE: Ahlmann, McConville, Kiener-Barnett, Nagler, Nadeau, Lesniak, Helderle

NAY: None

Motion carried 7-0

## **Discussion of Next Steps in Sale of Tate Woods**

It was agreed that Mr. Helderle would reach out to the Mayor, on behalf of the Board, to discuss the most cost-effective method for addressing the water issues raised by the neighbor to the south of the Tate Woods parking lot.

**Future Agenda Topics**

- Ms. McConville will inquire about available dates for a future IASB Board Training/New Board Member workshop

**Motion to Adjourn**

At 7:00 p.m., motion by Mrs. Ahlmann, seconded Mrs. Nadeau

THAT THE MEETING BE ADJOURNED.

The motion carried with a voice vote of 7-0

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

# LISLE COMMUNITY UNIT SCHOOL DISTRICT #202

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## PAYROLL PAY ORDERS

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This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following payroll pay orders: May 24, 2021

### PAYROLL CHECKS ISSUED

Beginning	115465	and Ending	115465
Beginning	-	and Ending	-

### PAYROLL ACH DEPOSIT

Beginning	9000025276	and Ending	9000025569
Beginning	9000025586	and Ending	9000025881

### PAYROLL CHECKS VOIDED

### PAYROLL ACH DEPOSITS VOIDED

### FUND DISTRIBUTION

EDUCATIONAL	\$ 1,464,566.39
OPERATIONS & MAINTENANCE	\$ 90,148.39
DEBT SERVICES	\$ -
TRANSPORTATION	\$ 2,236.87
IMRF/SOCIAL SECURITY	\$ -
CAPITAL PROJECTS	\$ -
WORKING CASH	\$ -
TOTAL	<u>\$ 1,556,951.65</u>

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President - Board of Education

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Date

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Secretary - Board of Education

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Date

## Payroll Run Check Listing for Board

Payroll	04/15/2021				Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
115465	Larose, Chris	800	160.00	144.74	
9000025276	Buchholz, Marilyn	000	2,044.50	1,226.86	
9000025277	Engler, Jennifer R	000	5,331.32	3,558.40	
9000025278	Filipiak, Keith	000	8,838.58	5,967.22	
9000025279	Hinton, Jeffery	000	2,765.10	1,519.18	
9000025280	Kempfer-Kotalik, Linda	000	7,044.29	3,597.17	
9000025281	Law, Jennifer S	000	6,381.96	4,260.22	
9000025282	McCormick, Jennifer	000	1,925.31	969.82	
9000025283	Navarro, Lawrence M	000	1,927.36	1,311.69	
9000025284	Posego, John C	000	6,075.95	3,666.30	
9000025285	Quinlan, Kevin	000	2,349.00	1,438.88	
9000025286	Rannochio, Alisa	000	1,983.49	1,427.90	
9000025287	Rich, Mary Beth	000	2,558.67	1,800.49	
9000025288	Tsamis, Anna	000	3,171.51	1,849.77	
9000025289	Van Volkenburg, Nancy L	000	2,808.36	1,949.71	
9000025290	Wilkinson, David	000	6,056.54	3,537.38	
9000025291	Anderson, Erik D	100	3,270.29	2,709.29	
9000025292	Anderson, Herbert	100	4,203.25	2,883.80	
9000025293	Bamboot, Darius	100	4,220.57	3,222.98	
9000025294	Begley, Elizabeth	100	1,014.71	433.15	
9000025295	Biezynski, Jenna A	100	826.35	535.57	
9000025296	Brady, Jennifer L	100	3,047.29	2,416.77	
9000025297	Bylsma, Nathan	100	4,050.67	2,978.11	
9000025298	Bylsma, Svea	100	5,050.60	3,605.90	
9000025299	Chandhok, Mona A	100	2,750.00	2,268.86	
9000025300	Clarke, Jeannette	100	3,270.29	2,513.29	
9000025301	Costello, Sheri	100	4,575.33	3,434.55	
9000025302	Czyl, Maureen	100	1,014.71	600.62	
9000025303	Davis, John	100	6,529.62	5,091.04	
9000025304	Ferenzi, Daniella	100	1,492.69	1,173.44	
9000025305	Fitzgerald, Karen	100	1,843.15	417.87	
9000025306	Gansberg, Michele	100	1,015.91	668.73	

## Payroll Run Check Listing for Board

Payroll	04/15/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025307	Gomez, Vasilici	100	2,898.67	2,324.69
9000025308	Gucciardo, Anjanette	100	3,679.04	2,972.80
9000025309	Gumina, Scott	100	4,994.17	3,357.40
9000025310	Hamann, Kelly	100	3,366.85	2,594.87
9000025311	Hamilton, Mary Pat	100	805.76	517.63
9000025312	Hardy, Venessa	100	5,381.30	3,541.78
9000025313	Henrichs, Greg	100	3,493.21	2,599.96
9000025314	Hochstetter, Judith	100	1,294.33	896.18
9000025315	Holmes, Steven	100	1,693.89	1,217.29
9000025316	Honzel, Robin	100	4,478.42	2,421.67
9000025317	Howard, Jeffrey	100	7,529.45	5,203.50
9000025318	Irvine, Karin	100	4,013.50	3,240.92
9000025319	Jaegle, Christine A	100	3,404.07	2,792.93
9000025320	Jaegle, Ronald	100	4,933.76	3,436.15
9000025321	Javior, Jeffrey	100	4,133.96	2,702.25
9000025322	Jenkins, David A	100	1,817.19	1,284.15
9000025323	Jensen, Christine	100	3,522.97	2,950.06
9000025324	Kehoe, Debra	100	4,478.42	3,231.50
9000025325	Kern, Erin	100	2,963.46	2,087.76
9000025326	Klempic, Mirza	100	2,070.61	1,489.80
9000025327	Kohorn, Paul	100	3,411.38	2,501.67
9000025328	Kucera, Sasha	100	941.25	598.70
9000025329	Kuefner, Julie	100	3,753.38	2,632.14
9000025330	LaScala, Mark	100	4,248.75	3,065.25
9000025331	Love, Sherry	100	834.75	671.35
9000025332	Maldre, Sarah	100	3,431.06	2,235.32
9000025333	Marcum, Thomas C	100	4,590.92	3,703.93
9000025334	Martinez, Brian	100	1,536.17	1,123.42
9000025335	Martinez-Alvear, Aldo	100	1,627.77	1,149.84
9000025336	Matariyeh, Yousef	100	4,788.59	3,471.32
9000025337	Meyer, Kendra	100	4,248.75	3,169.18
9000025338	Milinki, Jennifer	100	4,064.14	2,900.85

## Payroll Run Check Listing for Board

Payroll	04/15/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025339	Mlynarski, Tim	100	809.55	495.81
9000025340	Multhaupt, Courtney	100	5,842.88	4,522.56
9000025341	Musbach, Darlene	100	4,133.96	2,510.88
9000025342	Nadolny, Mary	100	707.22	286.23
9000025343	Ng, Joanna	100	3,233.12	2,153.12
9000025344	Novak, Emily	100	3,808.86	2,442.52
9000025345	Ogan, Elizabeth	100	4,478.42	3,483.29
9000025346	O'Hara, James	100	3,684.38	2,865.53
9000025347	Perez, Kevin E	100	3,233.13	2,473.43
9000025348	Perretta, Mia	100	4,080.43	3,128.62
9000025349	Polinski, Michael	100	2,898.67	2,451.29
9000025350	Pomatto-Zimmerman, Jennifer	100	5,850.22	4,671.72
9000025351	Provenzano, Lisa	100	1,052.13	836.17
9000025352	Renguso, Amy	100	3,308.27	2,407.68
9000025353	Ridges, Daniel	100	766.05	455.23
9000025354	Sandrik, Lauren	100	509.66	430.64
9000025355	Sanko, April	100	4,643.62	3,335.84
9000025356	Sanko, Daniel	100	6,542.21	4,549.00
9000025357	Schalk, Trent J	100	2,425.56	1,368.32
9000025358	Schwartz, Rebecca	100	4,582.72	3,337.92
9000025359	Smith, Justin	100	3,827.71	3,004.14
9000025360	Steben, James	100	5,497.73	4,253.82
9000025361	Stelk, Scott	100	1,627.77	862.76
9000025362	Stellmacher, James M	100	4,715.96	3,622.43
9000025363	Thome, Nicholas	100	2,104.88	1,289.61
9000025364	Thurnall, Katelyn	100	1,474.33	1,267.31
9000025365	Todd, Adam	100	1,599.06	1,155.65
9000025366	Waibel, Scott	100	3,649.34	2,633.52
9000025367	Wallenberg, Michelle	100	3,270.29	2,453.97
9000025368	Weissinger, Derek C	100	1,972.53	1,286.03
9000025369	Wolak, Brandon P	100	3,056.72	2,223.69
9000025370	Woyna, Eric	100	4,146.24	2,991.37

## Payroll Run Check Listing for Board

Payroll	04/15/2021	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025371	Woyna, Patrick	100	4,268.66	2,885.15
9000025372	Zita, Blair	100	1,303.82	1,206.25
9000025373	Alexander, Jarvis	200	705.79	504.15
9000025374	Blatchley, Monica	200	4,195.90	395.86
9000025375	Bossenga, Emmy	200	4,336.38	2,684.69
9000025376	Braun, Katherine	200	2,619.95	1,898.39
9000025377	Broadus, Gretchen	200	3,485.80	2,883.21
9000025378	Burdeaux, Jessica	200	759.53	537.51
9000025379	Burris, Karen M	200	1,318.69	671.51
9000025380	Byrne, Sharon	200	2,994.35	2,514.35
9000025381	Cerny, Marie	200	2,675.67	2,256.60
9000025382	Cervený, Karen	200	3,870.20	2,833.84
9000025383	Chiappetta, Rebecca	200	1,464.95	1,281.37
9000025384	Cornfield, Betty	200	4,912.20	2,116.37
9000025385	De Nichols, Patricia	200	4,266.18	2,419.31
9000025386	Dembowski, Kasie	200	1,598.24	1,263.68
9000025387	Dooley, Tara	200	894.60	550.55
9000025388	Dybeck, David	200	3,716.21	2,231.92
9000025389	Erickson, Tor	200	4,029.96	3,029.02
9000025390	Grau, Jason	200	3,158.79	2,415.72
9000025391	Hanson, Janet	200	4,478.42	1,818.03
9000025392	Harris, Thomas	200	1,285.59	1,080.24
9000025393	Hazard, Jean	200	925.46	608.21
9000025394	Henning, Mary	200	840.94	679.87
9000025395	Huschart, Kelly	200	1,063.69	799.64
9000025396	Joy, Emma P	200	1,890.57	1,125.29
9000025397	Kearney, David	200	5,761.79	4,071.17
9000025398	Keigher, Natalie	200	1,861.55	1,360.96
9000025399	Kim, Paul	200	3,827.71	2,475.06
9000025400	Klepper, Mary	200	2,898.67	2,224.29
9000025401	Lemke, Nanette	200	886.46	592.38
9000025402	Lima, Valerie	200	991.44	646.19

## Payroll Run Check Listing for Board

Payroll	04/15/2021				Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000025403	Lumsden, Jason	200	4,093.90	2,853.69	
9000025404	Malcolm, Lauren	200	3,188.47	2,490.27	
9000025405	Marriner, Carmen M	200	1,065.06	664.89	
9000025406	McIntyre, Celeste	200	3,765.80	2,793.92	
9000025407	McLear IV, Robert	200	3,344.58	2,615.62	
9000025408	Meyer, Peter	200	6,154.22	3,642.64	
9000025409	Meyer, Phillip	200	2,398.39	1,856.07	
9000025410	Miller, Jaime	200	2,824.33	2,104.75	
9000025411	Nelson, Kelli	200	4,662.20	3,393.84	
9000025412	Norwood, Lindsay	200	3,572.09	2,713.35	
9000025413	Oros, Natalie	200	2,053.29	1,661.06	
9000025414	Park, Aimee	200	3,795.05	2,697.37	
9000025415	Pascale, Dominic	200	1,251.92	1,092.65	
9000025416	Pilon, Erica	200	4,295.50	3,145.99	
9000025417	Pivek, Elena	200	2,358.04	1,959.16	
9000025418	Ptak, Jeff R	200	2,043.04	1,389.77	
9000025419	Rankin, Chrysan	200	2,378.38	1,927.52	
9000025420	Ratzer, Bonnie	200	806.93	601.09	
9000025421	Reband, Jennifer	200	4,191.89	3,274.33	
9000025422	Rohlicek, Daniel	200	1,840.05	1,221.80	
9000025423	Sauer, Mary	200	1,338.67	1,002.29	
9000025424	Schindler, Dorene	200	794.88	578.17	
9000025425	Schmidt, Michael	200	6,262.22	4,525.17	
9000025426	Schraub, Daniel	200	3,728.63	2,447.39	
9000025427	Seastrom, Tamela	200	1,704.33	943.55	
9000025428	Sergeant, Andrew H	200	2,094.47	1,510.99	
9000025429	Slowiak, Vincent	200	3,233.13	2,067.27	
9000025430	Smid, Jason	200	3,195.94	2,356.07	
9000025431	Stevens, Patricia	200	4,627.07	3,337.79	
9000025432	Twaddle, Debra	200	917.43	505.77	
9000025433	Weissinger, Zachary T	200	1,700.10	1,197.89	
9000025434	Westerhoff, Daniel	200	1,679.36	1,274.52	

## Payroll Run Check Listing for Board

Payroll	04/15/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025435	Wiertel, Jason	200	4,600.71	3,492.94
9000025436	Altic, Megan	300	3,532.34	2,433.99
9000025437	Angileri, Debra	300	1,294.71	1,163.38
9000025438	Barber, Lorie	300	2,898.67	1,750.27
9000025439	Bell, Courtney	300	878.00	572.46
9000025440	Bonini, Susan	300	898.38	459.21
9000025441	Briggs, Patricia L	300	2,094.56	1,156.25
9000025442	Burdett, Paul	300	1,750.58	1,008.16
9000025443	Campian, James, JR	300	2,340.25	1,695.61
9000025444	Capristo, Linda	300	1,093.07	853.84
9000025445	Carlson, Susan M	300	961.87	758.50
9000025446	Chasensky, Lauren	300	3,271.08	2,463.10
9000025447	Cyrus, Richard	300	4,868.28	3,774.00
9000025448	Cyrus, Tonia	300	3,042.75	2,377.26
9000025449	Dahleen, Shayla	300	2,902.33	2,133.13
9000025450	Davis, Brianne	300	3,902.04	3,004.94
9000025451	Davis, Courtney	300	1,858.13	1,417.86
9000025452	Dawson, Rachel	300	3,344.58	2,339.89
9000025453	Diaz, Madeline	300	1,322.06	1,149.09
9000025454	Dineen-Hendricks, Kathleen	300	3,991.54	3,311.96
9000025455	Donahue, Renee	300	926.74	688.52
9000025456	Drake, Alissa	300	644.06	317.36
9000025457	DuBois, Heidi	300	2,824.33	2,133.94
9000025458	Emde, John C, II	300	2,003.02	1,453.99
9000025459	Gomez, Benigno	300	2,145.62	1,484.25
9000025460	Gosselink, Wesley	300	6,312.42	4,512.85
9000025461	Graff, Patrick	300	3,039.07	2,430.50
9000025462	Grimm, Rhonda	300	956.82	713.75
9000025463	Han, Jieun	300	2,675.67	2,130.55
9000025464	Hausler, Linda	300	3,233.13	2,261.19
9000025465	Heneghan, Dipti	300	766.80	590.94
9000025466	Herrmann, Mary Jo	300	797.02	498.44

## Payroll Run Check Listing for Board

Payroll	04/15/2021				Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000025467	Hicks, Dena	300	4,089.81	2,835.22	
9000025468	Hutchison, Sarah	300	732.86	623.86	
9000025469	James, Lauren	300	381.44	353.73	
9000025470	Johnson, Diane	300	4,478.42	1,972.76	
9000025471	Jung, Diane	300	967.08	507.56	
9000025472	Kerback, Patricia M	300	541.08	468.80	
9000025473	Kimmerly, Suzanne	300	2,789.94	2,042.78	
9000025474	Klepadlo, Scott E.	300	2,506.17	1,651.78	
9000025475	Klimes, Christy	300	4,248.75	3,028.34	
9000025476	Kolacz, Jolanta	300	960.31	513.05	
9000025477	Koven, Kelly A.	300	2,217.51	1,762.98	
9000025478	Lapham, Kathleen	300	3,716.21	2,967.45	
9000025479	Larson, Richard W	300	1,804.87	1,329.57	
9000025480	Lauten, Theresa	300	3,894.60	2,282.69	
9000025481	Leonard, Arlene	300	4,483.46	3,507.97	
9000025482	Lieder, Jami	300	1,078.96	931.54	
9000025483	Livolsi-Hudgens, Carmella	300	822.00	631.15	
9000025484	Lorkiewicz, Candace	300	884.88	514.35	
9000025485	Madonia, Lindsey	300	3,188.47	2,665.14	
9000025486	Magness, Adrienne	300	2,750.00	2,143.26	
9000025487	Malave-Flavin, Kimberly	300	3,047.29	2,601.16	
9000025488	Marino, Jillian	300	2,825.80	2,046.22	
9000025489	Martin, Stacey	300	2,898.67	2,097.28	
9000025490	Masa, Janelle	300	931.40	555.21	
9000025491	McCormick, Meredith	300	4,010.58	3,137.35	
9000025492	Miller, Anna	300	2,220.46	1,643.74	
9000025493	Murphy, Caitlyn J.	300	2,378.38	1,804.74	
9000025494	Murphy, Trisha	300	3,302.12	2,481.77	
9000025495	Navarro, Michael	300	1,332.10	900.04	
9000025496	Nelson, Nicole	300	4,478.42	3,592.50	
9000025497	Neustadt, Leslie	300	3,796.80	2,747.58	
9000025498	Nielsen, Joan	300	884.88	672.06	

## Payroll Run Check Listing for Board

Payroll	04/15/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025499	Noreen, Diane C	300	1,062.30	231.14
9000025500	O'Connor-Young, Sheri	300	705.00	545.06
9000025501	Ortiz, Carmen	300	1,784.86	1,207.88
9000025502	O'Shea, Amy	300	3,418.92	2,299.29
9000025503	Parker, Elizabeth	300	3,229.79	2,330.66
9000025504	Paulson, Kristine	300	3,114.18	2,028.42
9000025505	Pavilionis, Vincent	300	2,824.33	2,008.43
9000025506	Payne, Melissa	300	5,864.13	4,323.58
9000025507	Peterson, Marybeth	300	3,418.92	2,005.20
9000025508	Polmanteer, Colette	300	3,155.03	2,098.37
9000025509	Poremba, Katherine	300	3,567.58	2,409.72
9000025510	Potempa, Tracey	300	3,270.29	2,544.54
9000025511	Preen, Judith	300	930.15	714.75
9000025512	Pridmore, Elizabeth	300	3,158.79	1,894.69
9000025513	Puetz, Lauren	300	2,816.89	1,891.55
9000025514	Pupillo, Lauren	300	2,971.86	2,114.86
9000025515	Rasner, Kimberly	300	2,066.98	1,258.22
9000025516	Remigio, Maria	300	4,290.42	3,128.01
9000025517	Renko, Alexandra	300	1,322.06	1,154.97
9000025518	Reyes, Cathy M	300	889.65	520.96
9000025519	Schlessinger, Lukas	300	2,861.50	1,582.92
9000025520	Schroeder, Sara	300	3,333.99	2,632.67
9000025521	Schwarz, Jeanene	300	981.57	225.13
9000025522	Shehee, Wendy	300	884.88	517.04
9000025523	Skonieczny, Sandra	300	723.15	341.58
9000025524	Slade, Stephanie	300	2,601.33	2,052.68
9000025525	Smith, Brittany	300	2,222.47	1,784.40
9000025526	Smith, Elisa	300	4,019.08	2,907.88
9000025527	Sproviero, Rochelle	300	843.82	610.97
9000025528	Staley, Shannon	300	3,508.10	2,649.94
9000025529	Stefani, Colleen	300	4,430.47	3,189.70
9000025530	Svejda, Michele	300	810.75	481.19

## Payroll Run Check Listing for Board

Payroll	04/15/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025531	Tarkowski, Emma	300	2,601.33	2,122.95
9000025532	Toby, Maureen	300	3,084.46	2,288.11
9000025533	Trotter, Suzanne	300	2,217.51	1,648.26
9000025534	Tuzzolino, Victoria	300	3,010.13	2,282.61
9000025535	Uster, Julia	300	946.65	495.38
9000025536	Weeks, Stacey	300	615.92	496.74
9000025537	Weissinger, Karla	300	835.38	505.82
9000025538	Wojcik, Jane	300	1,297.23	1,221.89
9000025539	Yaniz, Catherine	300	3,121.58	2,391.16
9000025540	Zitt, Jean	300	4,019.08	2,980.54
9000025541	Aske, Jacob	800	1,363.03	1,167.76
9000025542	Benson, Mary Diane	800	312.38	258.24
9000025543	Breeden, Anne	800	1,201.25	1,126.44
9000025544	Buhnerkemper, Jamie	800	1,019.31	890.87
9000025545	Campos, Julia	800	229.08	210.02
9000025546	Cheek, Maria M	800	266.56	246.16
9000025547	Cracco, Catherine	800	312.38	273.02
9000025548	Dimmick, Connor	800	875.00	707.58
9000025549	Glow, Jessica	800	2,217.51	1,691.94
9000025550	Holub, Lauren	800	1,724.73	1,288.74
9000025551	James, Stacy	800	220.00	189.40
9000025552	Kelsay, Bruce	800	891.90	746.76
9000025553	Koch, Theodore	800	62.50	55.18
9000025554	Konior, Mandy	300	662.61	381.10
9000025555	Krestan, Kimberly S	800	124.95	114.10
9000025556	Lantz, Janet L	800	312.38	277.92
9000025557	Maas, Samantha	800	1,040.71	831.59
9000025558	Maciejewski, Lee	800	932.43	814.94
9000025559	Novotny, Emma	800	2,217.51	1,691.94
9000025560	Parpet, Paul	800	1,401.56	860.92
9000025561	Prichard, Mark	800	891.90	411.76
9000025562	Reif, James	800	509.66	445.44

## Payroll Run Check Listing for Board

Payroll	04/15/2021	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025563	Riley, Michael J	800	891.90	796.32
9000025564	Schmidtke, Carol	800	158.40	148.26
9000025565	Visser, Marianne	800	233.24	208.75
9000025566	Weeks, Dawn	800	1,601.54	1,241.70
9000025567	Wei, Joanna	800	382.24	334.08
9000025568	Wlodarczyk, Maryann	800	318.54	294.17
9000025569	Wollenzien, Nichole	300	620.96	527.13
			<b>777,851.47</b>	<b>550,321.33</b>

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025586	Buchholz, Marilyn	000	2,109.50	1,269.54
9000025587	Engler, Jennifer R	000	2,881.13	1,893.13
9000025588	Filipiak, Keith	000	8,838.58	5,967.22
9000025589	Hinton, Jeffery	000	2,609.12	1,422.29
9000025590	Kempfer-Kotalik, Linda	000	7,044.29	3,597.17
9000025591	Law, Jennifer S	000	6,381.96	4,260.22
9000025592	McCormick, Jennifer	000	2,013.83	1,033.24
9000025593	Navarro, Lawrence M	000	1,927.36	1,311.69
9000025594	Posego, John C	000	5,664.54	3,451.92
9000025595	Quinlan, Kevin	000	2,349.00	1,438.88
9000025596	Rannochio, Alisa	000	1,902.68	1,369.99
9000025597	Rich, Mary Beth	000	2,558.67	1,800.49
9000025598	Tsamis, Anna	000	2,856.78	1,685.75
9000025599	Van Volkenburg, Nancy L	000	2,808.36	1,949.71
9000025600	Wilkinson, David	000	6,056.54	3,537.38
9000025601	Anderson, Erik D	100	3,480.29	2,878.28
9000025602	Anderson, Herbert	100	4,203.25	2,883.80
9000025603	Bamboat, Darius	100	4,220.57	3,222.98
9000025604	Begley, Elizabeth	100	1,014.71	433.15
9000025605	Biezynski, Jenna A	100	826.35	535.57
9000025606	Brady, Jennifer L	100	3,047.29	2,416.77
9000025607	Bylsma, Nathan	100	4,050.67	2,978.11
9000025608	Bylsma, Svea	100	5,050.60	3,605.90
9000025609	Chandhok, Mona A	100	2,750.00	2,268.86
9000025610	Clarke, Jeannette	100	3,270.29	2,513.29
9000025611	Costello, Sheri	100	4,575.33	3,434.55
9000025612	Czyl, Maureen	100	1,254.71	772.62
9000025613	Davis, John	100	6,529.62	5,091.04
9000025614	Ferenzi, Daniella	100	1,492.69	1,173.44
9000025615	Fitzgerald, Karen	100	2,005.15	537.06
9000025616	Gansberg, Michele	100	1,015.91	668.73
9000025617	Gomez, Vasilici	100	2,898.67	2,324.69

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025618	Gucciardo, Anjanette	100	3,949.04	3,190.06
9000025619	Gumina, Scott	100	4,994.17	3,357.40
9000025620	Hamann, Kelly	100	3,366.85	1,920.44
9000025621	Hamilton, Mary Pat	100	805.76	517.63
9000025622	Hardy, Venessa	100	5,381.30	3,541.78
9000025623	Henrichs, Greg	100	3,493.21	2,599.96
9000025624	Hochstetter, Judith	100	1,348.33	934.88
9000025625	Holmes, Steven	100	1,693.89	1,217.29
9000025626	Honzel, Robin	100	4,478.42	2,421.67
9000025627	Howard, Jeffrey	100	7,529.45	5,203.50
9000025628	Irvine, Karin	100	4,013.50	3,240.92
9000025629	Jaegle, Christine A	100	3,404.07	2,792.93
9000025630	Jaegle, Ronald	100	5,023.76	3,499.54
9000025631	Javior, Jeffrey	100	4,133.96	2,702.25
9000025632	Jenkins, David A	100	1,787.40	1,262.81
9000025633	Jensen, Christine	100	3,522.97	2,950.06
9000025634	Kehoe, Debra	100	4,478.42	3,231.50
9000025635	Kerrn, Erin	100	2,993.46	2,108.91
9000025636	Klempic, Mirza	100	2,070.61	1,489.80
9000025637	Kohorn, Paul	100	3,411.38	2,501.67
9000025638	Kucera, Sasha	100	941.25	598.70
9000025639	Kuefner, Julie	100	3,753.38	2,632.14
9000025640	LaScala, Mark	100	4,248.75	3,065.25
9000025641	Love, Sherry	100	834.75	671.35
9000025642	Maldre, Sarah	100	3,431.06	2,235.32
9000025643	Marcum, Thomas C	100	4,590.92	3,703.93
9000025644	Martinez, Brian	100	1,536.17	1,123.42
9000025645	Martinez-Alvear, Aldo	100	2,076.81	1,464.53
9000025646	Matariyeh, Yousef	100	4,788.59	3,471.32
9000025647	Meyer, Kendra	100	4,248.75	3,169.18
9000025648	Milinki, Jennifer	100	4,064.14	2,900.85
9000025649	Mlynarski, Tim	100	809.55	495.81

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025650	Multhaupt, Courtney	100	5,842.88	4,522.56
9000025651	Musbach, Darlene	100	4,133.96	2,510.88
9000025652	Nadolny, Mary	100	724.72	300.77
9000025653	Ng, Joanna	100	3,353.12	2,237.84
9000025654	Novak, Emily	100	3,808.86	2,442.52
9000025655	Ogan, Elizabeth	100	4,478.42	3,483.29
9000025656	O'Hara, James	100	3,684.38	2,865.53
9000025657	Perez, Kevin E	100	3,233.13	2,473.43
9000025658	Perretta, Mia	100	4,080.43	3,128.62
9000025659	Polinski, Michael	100	2,898.67	2,451.29
9000025660	Pomatto-Zimmerman, Jennifer	100	5,850.22	4,671.72
9000025661	Provenzano, Lisa	100	1,052.13	836.17
9000025662	Renguso, Amy	100	3,308.27	2,407.68
9000025663	Ridges, Daniel	100	766.05	455.23
9000025664	Sandrik, Lauren	100	509.66	462.24
9000025665	Sanko, April	100	4,643.62	3,335.84
9000025666	Sanko, Daniel	100	6,542.21	4,549.00
9000025667	Schalk, Trent J	100	2,425.56	1,368.32
9000025668	Schwartz, Rebecca	100	4,582.72	3,337.92
9000025669	Smith, Justin	100	3,827.71	3,004.14
9000025670	Steben, James	100	5,497.73	4,253.82
9000025671	Stelk, Scott	100	1,796.16	975.00
9000025672	Stellmacher, James M	100	4,715.96	3,622.43
9000025673	Thome, Nicholas	100	2,350.44	1,442.32
9000025674	Thurnall, Katelyn	100	1,366.33	1,187.13
9000025675	Todd, Adam	100	1,599.06	1,155.65
9000025676	Waibel, Scott	100	3,649.34	2,633.52
9000025677	Wallenberg, Michelle	100	3,420.29	2,559.89
9000025678	Weissinger, Derek C	100	2,463.02	1,604.04
9000025679	Wolak, Brandon P	100	3,056.72	2,223.69
9000025680	Woyna, Eric	100	4,146.24	2,991.37
9000025681	Woyna, Patrick	100	4,598.66	3,113.19

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025682	Zita, Blair	100	1,148.82	1,066.46
9000025683	Alexander, Jarvis	200	705.79	504.15
9000025684	Blatchley, Monica	200	4,195.90	395.86
9000025685	Bossenga, Emmy	200	4,696.38	2,937.69
9000025686	Braun, Katherine	200	2,619.95	1,898.39
9000025687	Broadus, Gretchen	200	3,485.80	2,883.21
9000025688	Burdeaux, Jessica	200	759.53	537.51
9000025689	Burris, Karen M	200	1,318.69	671.51
9000025690	Byrne, Sharon	200	2,994.35	2,514.35
9000025691	Cerny, Marie	200	2,675.67	2,256.60
9000025692	Cervený, Karen	200	3,870.20	2,833.84
9000025693	Chiappetta, Rebecca	200	1,464.95	1,281.37
9000025694	Cornfield, Betty	200	4,972.20	2,164.63
9000025695	De Nichols, Patricia	200	4,266.18	2,419.31
9000025696	Dembowski, Kasie	200	1,598.24	1,263.68
9000025697	Dooley, Tara	200	894.60	550.55
9000025698	Dybeck, David	200	3,716.21	2,231.92
9000025699	Erickson, Tor	200	4,029.96	3,029.02
9000025700	Grau, Jason	200	3,158.79	2,415.72
9000025701	Hanson, Janet	200	4,478.42	1,818.03
9000025702	Harris, Thomas	200	1,285.59	1,080.24
9000025703	Hazard, Jean	200	925.46	608.21
9000025704	Henning, Mary	200	840.94	679.87
9000025705	Huschart, Kelly	200	1,063.69	799.64
9000025706	Joy, Emma P	200	2,061.59	1,230.75
9000025707	Kearney, David	200	5,761.79	4,071.17
9000025708	Keigher, Natalie	200	1,861.55	1,360.96
9000025709	Kim, Paul	200	3,827.71	2,450.06
9000025710	Klepper, Mary	200	2,898.67	2,224.29
9000025711	Lemke, Nanette	200	886.46	592.38
9000025712	Lima, Valerie	200	991.44	646.19
9000025713	Lumsden, Jason	200	4,093.90	2,853.69

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025714	Malcolm, Lauren	200	3,188.47	2,490.27
9000025715	Marriner, Carmen M	200	1,065.06	664.89
9000025716	McIntyre, Celeste	200	3,765.80	2,793.92
9000025717	McLear IV, Robert	200	3,344.58	2,615.62
9000025718	Meyer, Peter	200	6,154.22	3,642.64
9000025719	Meyer, Phillip	200	2,398.39	1,856.07
9000025720	Miller, Jaime	200	2,824.33	2,104.75
9000025721	Nelson, Kelli	200	4,662.20	3,393.84
9000025722	Norwood, Lindsay	200	3,572.09	2,713.35
9000025723	Oros, Natalie	200	2,053.29	1,661.06
9000025724	Park, Aimee	200	3,795.05	2,697.37
9000025725	Pascale, Dominic	200	1,251.92	1,092.65
9000025726	Pilon, Erica	200	4,295.50	3,145.99
9000025727	Pivek, Elena	200	2,304.04	1,923.84
9000025728	Ptak, Jeff R	200	2,178.34	1,486.73
9000025729	Rankin, Chrysan	200	2,378.38	1,927.52
9000025730	Ratzer, Bonnie	200	798.98	595.24
9000025731	Reband, Jennifer	200	4,191.89	3,274.33
9000025732	Rohlicek, Daniel	200	2,371.44	1,578.01
9000025733	Sauer, Mary	200	1,338.67	1,002.29
9000025734	Schindler, Dorene	200	790.94	575.28
9000025735	Schmidt, Michael	200	6,262.22	4,525.17
9000025736	Schraub, Daniel	200	3,728.63	2,447.39
9000025737	Seastrom, Tamela	200	1,704.33	943.55
9000025738	Sergeant, Andrew H	200	1,776.53	1,283.21
9000025739	Slowiak, Vincent	200	3,233.13	2,067.27
9000025740	Smid, Jason	200	3,195.94	2,356.07
9000025741	Stevens, Patricia	200	4,627.07	3,337.79
9000025742	Twaddle, Debra	200	917.43	505.77
9000025743	Weissinger, Zachary T	200	1,643.43	1,157.27
9000025744	Westerhoff, Daniel	200	1,679.36	1,274.52
9000025745	Wiertel, Jason	200	4,600.71	3,492.94

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025746	Altic, Megan	300	3,532.34	2,433.99
9000025747	Angileri, Debra	300	1,217.21	1,100.72
9000025748	Barber, Lorie	300	2,898.67	1,750.27
9000025749	Bell, Courtney	300	948.39	622.91
9000025750	Bonini, Susan	300	947.48	494.40
9000025751	Briggs, Patricia L	300	2,094.56	1,156.25
9000025752	Burdett, Paul	300	1,750.58	1,008.16
9000025753	Campian, James, JR	300	2,340.25	1,695.61
9000025754	Capristo, Linda	300	1,093.07	853.84
9000025755	Carlson, Susan M	300	947.15	747.69
9000025756	Chasensky, Lauren	300	3,271.08	2,463.10
9000025757	Cyrus, Richard	300	4,868.28	3,774.00
9000025758	Cyrus, Tonia	300	3,042.75	2,377.26
9000025759	Dahleen, Shayla	300	2,824.33	2,078.06
9000025760	Davis, Brianne	300	3,902.04	3,004.94
9000025761	Davis, Courtney	300	1,858.13	1,417.86
9000025762	Dawson, Rachel	300	3,344.58	2,339.89
9000025763	Diaz, Madeline	300	1,322.06	1,149.09
9000025764	Dineen-Hendricks, Kathleen	300	3,991.54	3,311.96
9000025765	Donahue, Renee	300	976.51	725.15
9000025766	Drake, Alissa	300	617.34	298.39
9000025767	DuBois, Heidi	300	2,824.33	2,133.94
9000025768	Emde, John C, II	300	2,335.93	1,692.56
9000025769	Gomez, Benigno	300	2,602.71	1,811.80
9000025770	Gosselink, Wesley	300	6,312.42	4,512.85
9000025771	Graff, Patrick	300	3,039.07	2,430.50
9000025772	Grimm, Rhonda	300	956.82	713.75
9000025773	Han, Jieun	300	2,675.67	2,130.55
9000025774	Hausler, Linda	300	3,233.13	2,261.19
9000025775	Heneghan, Dipti	300	830.70	637.96
9000025776	Herrmann, Mary Jo	300	823.24	520.23
9000025777	Hicks, Dena	300	4,089.81	2,835.22

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025778	Hutchison, Sarah	300	732.86	623.86
9000025779	James, Lauren	300	381.44	353.73
9000025780	Johnson, Diane	300	4,478.42	1,972.76
9000025781	Jung, Diane	300	976.75	513.72
9000025782	Kerback, Patricia M	300	541.08	468.80
9000025783	Kimmerly, Suzanne	300	2,789.94	2,042.78
9000025784	Klepadlo, Scott E.	300	2,506.17	1,651.78
9000025785	Klimes, Christy	300	4,248.75	3,028.34
9000025786	Kolacz, Jolanta	300	935.42	497.22
9000025787	Konior, Mandy	300	462.68	222.86
9000025788	Koven, Kelly A.	300	1,724.73	1,396.24
9000025789	Lapham, Kathleen	300	3,716.21	2,967.45
9000025790	Larson, Richard W	300	2,206.38	1,619.19
9000025791	Lauten, Theresa	300	3,894.60	2,282.69
9000025792	Leonard, Arlene	300	4,483.46	3,507.97
9000025793	Lieder, Jami	300	1,078.96	931.54
9000025794	Livolsi-Hudgens, Carmella	300	768.57	591.82
9000025795	Lorkiewicz, Candace	300	884.88	514.35
9000025796	Madonia, Lindsey	300	3,188.47	2,665.14
9000025797	Magness, Adrienne	300	2,750.00	2,143.26
9000025798	Malave-Flavin, Kimberly	300	2,239.17	1,882.96
9000025799	Marino, Jillian	300	2,825.80	2,046.22
9000025800	Martin, Stacey	300	2,898.67	2,097.28
9000025801	Masa, Janelle	300	889.40	524.31
9000025802	McCormick, Meredith	300	4,010.58	3,137.35
9000025803	Miller, Anna	300	2,220.46	1,643.74
9000025804	Murphy, Caitlyn J.	300	2,378.38	1,804.74
9000025805	Murphy, Trisha	300	3,302.12	2,481.77
9000025806	Navarro, Michael	300	1,049.20	711.19
9000025807	Nelson, Nicole	300	4,478.42	3,592.50
9000025808	Neustadt, Leslie	300	3,796.80	2,747.58
9000025809	Nielsen, Joan	300	884.88	672.06

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025810	Noreen, Diane C	300	1,062.30	231.14
9000025811	O'Connor-Young, Sheri	300	759.53	585.17
9000025812	Ortiz, Carmen	300	1,784.86	1,207.88
9000025813	O'Shea, Amy	300	3,418.92	2,299.29
9000025814	Parker, Elizabeth	300	3,229.79	2,330.66
9000025815	Paulson, Kristine	300	3,114.18	2,028.42
9000025816	Pavilionis, Vincent	300	2,824.33	2,008.43
9000025817	Payne, Melissa	300	5,864.13	4,323.58
9000025818	Peterson, Marybeth	300	3,418.92	2,005.20
9000025819	Polmanteer, Colette	300	3,155.03	2,098.37
9000025820	Poremba, Katherine	300	3,567.58	2,409.72
9000025821	Potempa, Tracey	300	3,270.29	2,544.54
9000025822	Preen, Judith	300	855.07	659.52
9000025823	Pridmore, Elizabeth	300	3,158.79	1,894.69
9000025824	Puetz, Lauren	300	2,816.89	1,891.55
9000025825	Pupillo, Lauren	300	2,971.86	2,114.86
9000025826	Rasner, Kimberly	300	2,066.98	1,258.22
9000025827	Remigio, Maria	300	4,290.42	3,128.01
9000025828	Renko, Alexandra	300	1,322.06	1,154.97
9000025829	Reyes, Cathy M	300	926.69	548.22
9000025830	Schlessinger, Lukas	300	2,861.50	1,582.92
9000025831	Schroeder, Sara	300	3,333.99	2,632.67
9000025832	Schwarz, Jeanene	300	819.07	90.05
9000025833	Shehee, Wendy	300	933.23	552.61
9000025834	Skonieczny, Sandra	300	759.31	371.63
9000025835	Slade, Stephanie	300	2,601.33	2,052.68
9000025836	Smith, Brittany	300	2,222.47	1,784.40
9000025837	Smith, Elisa	300	4,019.08	2,907.88
9000025838	Sproviero, Rochelle	300	927.16	671.02
9000025839	Staley, Shannon	300	3,508.10	2,649.94
9000025840	Stefani, Colleen	300	4,430.47	3,189.70
9000025841	Svejda, Michele	300	832.31	496.65

## Payroll Run Check Listing for Board

Payroll	04/30/2021				Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000025842	Tarkowski, Emma	300	2,601.33	2,122.95	
9000025843	Toby, Maureen	300	3,084.46	2,288.11	
9000025844	Trotter, Suzanne	300	1,724.73	1,279.21	
9000025845	Tuzzolino, Victoria	300	3,010.13	2,282.61	
9000025846	Uster, Julia	300	996.42	526.09	
9000025847	Weeks, Stacey	300	615.92	496.74	
9000025848	Weissinger, Karla	300	922.02	577.83	
9000025849	Wojcik, Jane	300	1,297.23	1,221.89	
9000025850	Wollenzien, Nichole	300	458.86	389.66	
9000025851	Yaniz, Catherine	300	3,121.58	2,391.16	
9000025852	Zitt, Jean	300	4,019.08	2,980.54	
9000025853	Aske, Jacob	800	1,380.53	1,180.88	
9000025854	Benson, Mary Diane	800	341.53	280.81	
9000025855	Breeden, Anne	800	1,201.25	1,126.44	
9000025856	Buhnerkemper, Jamie	800	1,019.31	890.87	
9000025857	Campos, Julia	800	337.37	304.66	
9000025858	Cheek, Maria M	800	229.08	211.56	
9000025859	Clavelli, Lauren	800	81.00	73.85	
9000025860	Cracco, Catherine	800	349.86	305.78	
9000025861	Glow, Jessica	800	1,847.93	1,421.81	
9000025862	Hazzard, Kelsey Ann	800	891.90	746.76	
9000025863	Hernandez, Jennifer	800	233.24	208.75	
9000025864	Holub, Lauren	800	1,478.34	1,108.65	
9000025865	James, Stacy	800	275.00	235.53	
9000025866	Kelsay, Bruce	800	891.90	746.76	
9000025867	Krestan, Kimberly S	800	345.70	307.05	
9000025868	Lantz, Janet L	800	341.53	303.40	
9000025869	Larose, Chris	800	130.00	118.51	
9000025870	Lewis, Marisha	800	349.86	305.78	
9000025871	Maas, Samantha	800	1,040.71	831.59	
9000025872	Maciejewski, Lee	800	932.43	814.94	
9000025873	Novotny, Emma	800	1,971.12	1,511.85	

## Payroll Run Check Listing for Board

Payroll	04/30/2021			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000025874	Parpet, Paul	800	1,473.56	900.73
9000025875	Prichard, Mark	800	891.90	411.76
9000025876	Reif, James	800	509.66	445.44
9000025877	Riley, Michael J	800	891.90	796.32
9000025878	Visser, Marianne	800	320.71	285.20
9000025879	Weeks, Dawn	800	3,486.90	2,610.42
9000025880	Wei, Joanna	800	382.24	334.08
9000025881	Wlodarczyk, Maryann	800	318.54	294.17
			<b>779,100.18</b>	<b>550,646.18</b>

**LISLE COMMUNITY UNIT SCHOOL DISTRICT #202**

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**VENDOR PAY ORDERS**

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This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following vendor pay orders: May 24, 2021

**GENERAL CHECKING ACCOUNT**

<b>CHECKS ISSUED</b>	Beginning	115466	Ending	115467
	Beginning	115627	Ending	115649
	Beginning	115650	Ending	115652
	Beginning	115657	Ending	115765
<b>WIRES ISSUED</b>	Beginning	8000000579	Ending	8000000583
	Beginning	8000000584	Ending	8000000590
<b>ACH DEPOSITS</b>	Beginning	9000026180	Ending	9000026198
<b>VOID CHECKS</b>	Beginning	115653	Ending	115654

**FUND DISTRIBUTION**

EDUCATIONAL	\$	1,023,425.83
OPERATIONS & MAINTENANCE	\$	91,498.15
DEBT SERVICES	\$	450.00
TRANSPORTATION	\$	87,116.06
IMRF/SOCIAL SECURITY	\$	118,280.95
CAPITAL PROJECTS	\$	23,116.33
WORKING CASH	\$	-
	TOTAL	<b>\$ 1,343,887.32</b>

**IMPREST CHECKING ACCOUNT**

<b>CHECKS ISSUED</b>	Beginning	9767	Ending	9789
<b>FUND DISTRIBUTION</b>	EDUCATIONAL	\$	2,565.90	
	OPERATIONS & MAINTENANCE	\$	897.84	
	TRANSPORTATION	\$	72.02	
	CAPITAL PROJECTS	\$	-	
		TOTAL	<b>\$ 3,535.76</b>	

**GRAND TOTAL \$ 1,347,423.08**

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President - Board of Education

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Date

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Secretary - Board of Education

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Date

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 04/15/2021 ZPAY 4.15.21

R - Regular Run Type

Check Number	Name	Net Check Amt
115466	Classified Employee	706.77
115467	Lisle CUSD #202	2,188.27
8000000579	Harris Bank	116,945.38
8000000580	Illinois Department Of Revenue	33,621.86
8000000581	Teachers' Health Ins Security	14,882.27
8000000582	Teachers' Retirement System	66,005.91
8000000583	U.S. OMNI	39,931.96
<b>Regular Checks:</b>	2	2895.04
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	5	271387.38
<b>Total:</b>	<b>7</b>	<b>274,282.42</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

<b>Fund</b>	<b>Balance Sheet</b>	<b>Revenue</b>	<b>Expense</b>	<b>Total</b>
<b>10 - Educational</b>	<b>\$228,853.07</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>228,853.07</b>
<b>20 - Operations &amp; Maintenance</b>	<b>\$6,268.14</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>6,268.14</b>
<b>40 - Transportation</b>	<b>\$68.01</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>68.01</b>
<b>55 - Social Security</b>	<b>\$39,093.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>39,093.20</b>

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 04/30/2021 ZPAYEOM 043021

R - Regular Run Type

Check Number	Name	Net Check Amt
115650	Classified Employee	706.77
115651	Lisle CUSD #202	2,188.27
115652	VSP of Illinois, NFP	5,020.54
8000000584	Educational Benefit Coop	375,414.85
8000000585	Harris Bank	117,263.11
8000000586	Illinois Department Of Revenue	33,635.93
8000000587	Illinois Municipal Retirement	58,580.92
8000000588	Teachers' Health Ins Security	14,879.86
8000000589	Teachers' Retirement System	65,995.45
8000000590	U.S. OMNI	40,779.96
<b>Regular Checks:</b>	3	7915.58
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	7	706550.08
<b>Total:</b>	<b>10</b>	<b>714,465.66</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$598,532.53	\$0.00	\$0.00	598,532.53
20 - Operations & Maintenance	\$36,495.31	\$0.00	\$0.00	36,495.31
40 - Transportation	\$250.07	\$0.00	\$0.00	250.07
50 - Muncipal Retirement	\$39,923.53	\$0.00	\$0.00	39,923.53
55 - Social Security	\$39,264.22	\$0.00	\$0.00	39,264.22

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 04/30/2021 April End of Month

R - Regular Run Type

Check Number	Name	Net Check Amt
115627	Amazon.com Corporate Credit	5,668.88
115628	Andrews, Richard	70.00
115629	AT&T: Acct 198-2	177.43
115630	AT&T: Acct 680	677.18
115631	AT&T: Acct 927	1,682.80
115632	Berschel, Art	70.00
115633	Capital One Trade Credit	507.04
115634	Ginski, Mark	75.00
115635	Godlewski, Stephen	65.00
115636	Gordon Flesch Co, Inc	882.83
115637	Hillard, George	75.00
115638	Home Depot Credit Services	195.38
115639	Lisle Community Unit School	3,591.71
115640	Meurer, James	75.00
115641	Morrisk, Bruce	75.00
115642	Niemiec, Michael	65.00
115643	Quadient Finance USA, Inc	699.50
115644	Rocha, Jesse	125.00
115645	Scudero, Tim	75.00
115646	Sipes, Tim	75.00
115647	UPS Store in Lisle	35.30
115648	Vernier Software & Technology	3,728.11
115649	Walmart Community	333.12

<b>Regular Checks:</b>	23	19024.28
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	0	0.00
<b>Total:</b>	<b>23</b>	<b>19,024.28</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$14,634.41	\$0.00	\$0.00	14,634.41
20 - Operations & Maintenance	\$4,317.85	\$0.00	\$0.00	4,317.85
40 - Transportation	\$72.02	\$0.00	\$0.00	72.02

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 05/24/2021 May Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
115657	4imprint, Inc	1,839.50
115658	Albertsons / Safeway	394.62
115659	Allegra Marketing/Print/Mail	434.69
115660	American Eagle Co Inc	1,625.70
115661	Anderson Pest Solutions	437.35
115662	Apple Inc.	317.49
115663	Aurora Naper Transportation	12,075.00
115664	B & H Photo-Video	897.00
115665	Barnes & Noble, Inc.	639.00
115666	Benaitis, Ray	110.00
115667	BMO Harris Bank NA	8,246.69
115668	BSN Sports, LLC	2,905.52
115669	Buckeye Cleaning Centers	1,468.97
115670	Buckeye Power Sales Co., Inc	475.00
115671	Chicago Classic Coach	4,800.00
115672	Chicago Office Technology	1,700.56
115673	Community Unit School District	2,850.00
115674	Concrete Management, Inc	3,400.00
115675	Coughlan Companies LLC	1,378.43
115676	Cross Country Education	7,993.60
115677	Daily Herald Media Group	110.40
115678	DEM Services Inc	3,800.00
115679	Demco Inc	529.50
115680	Director's Assistant	1,689.54
115681	Discount Fence Company, Inc	9,955.00
115682	Dupage County Collector	802.72
115683	Dupage Regional Office of	2,000.00
115684	Eriksson Engineering	1,375.00
115685	Everyday Speech LLC	299.99
115686	F & G Roofing Company LLC	817.50
115687	Ferguson Facilities Supply	214.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 05/24/2021 May Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
115688	Flowers of Lisle	170.00
115689	Follett School Solutions, Inc	10,306.92
115690	Fox Valley Fire & Safety	388.50
115691	Franczek	737.50
115692	G & G Lawncare Inc	6,765.00
115693	Godlewski, Stephen	110.00
115694	Grainger	150.00
115695	Heartland Payment Systems,	250.00
115696	Heinemann	2,167.00
115697	Himes, Petrarca & Fester, Chtd	360.00
115698	Hinckley Springs	31.99
115699	Hinz Company	9,303.00
115700	Home Depot U.S.A., Inc	5,300.14
115701	Home Depot U.S.A., Inc (GA)	1,868.99
115702	Houghton Mifflin Harcourt	855.82
115703	IESA	890.00
115704	Illinois American Water	2,077.13
115705	Illinois ASBO	272.50
115706	Illinois Association of School	7,634.00
115707	Illinois Association of School	6,150.00
115708	Illinois Bone and Joint Institute	6,125.00
115709	Illuminate Education, Inc	2,850.00
115710	Imagination Print & Design	251.00
115711	IPSD 204	388.50
115712	Ivy Lane Corporation	84.98
115713	JAMF Holdings, Inc &	282.50
115714	Jostens	192.47
115715	JW Pepper & Son, Inc	403.49
115716	Kipp's Lawnmower Sales and	190.58
115717	Kriha Law Firm LLC	165.00
115718	Language Testing International,	320.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 05/24/2021 May Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
115719	Lewis, Lance R	299.00
115720	Linden Oaks Tutoring Services	1,047.80
115721	Lisle Education Foundation	88.00
115722	Lisle-Woodridge Fire District	490.00
115723	LocoRobo Innovations Inc.	1,590.00
115724	Manns, Delana	14.30
115725	Midwest Principals' Center, Inc.	260.00
115726	Moroney, Patrick	70.00
115727	MT Library Services	2,517.60
115728	NASCO	929.77
115729	National Engravers Inc	242.00
115730	Neff Company	105.95
115731	Newsom, Marisa	50.00
115732	Nicor Gas	2,867.96
115733	Otis Elevator Company	926.40
115734	Perkins & Will, Inc	12,412.00
115735	Polar Electro, Inc	1,625.00
115736	Powerone Supply, Inc	207.00
115737	Precision Control Systems of	505.00
115738	Rank Speer, Debbie	21.90
115739	RentalMax LLC	440.16
115740	School Association For Special	44,392.32
115741	Schoolmate	1,352.86
115742	Scott, Keshia	9.32
115743	Sherwin Williams	500.50
115744	SHI International Corp	1,706.96
115745	SiteOne Landscape Supply,	71.46
115746	Skyward, Inc	9,574.50
115747	Solutions for Student Success,	4,500.00
115748	Special Needs Chicago, Inc	936.00
115749	Suburban Door Check & Lock	7.20

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 05/24/2021 May Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
115750	Sunrise Southwest LLC	68,526.46
115751	The Bookstore	1,318.48
115752	The TouchPros	1,200.00
115753	US Games	549.76
115754	Vanguard Energy Services,	4,040.63
115755	Vernier Software & Technology	5,078.64
115756	Versare Solutions LLC	1,980.00
115757	Village of Lisle	13,239.58
115758	Village of Lisle	500.00
115759	Village of Lisle (Utilities)	295.14
115760	Village of Lisle (Utilities)	22.89
115761	Warehouse Direct	296.03
115762	Waste Management of Illinois,	1,567.62
115763	WEX Health, Inc	136.00
115764	Zions Bank	450.00
115765	Zlate, Gheorghe	70.00
9000026180	Braun, Katherine	30.00
9000026181	Buchholz, Marilyn	47.04
9000026182	Bylsma, Nathan	1,794.55
9000026183	Davis, John	6.88
9000026184	Fitzgerald, Karen	8.07
9000026185	Gosselink, Wesley	55.18
9000026186	Hardy, Venessa	121.12
9000026187	Kearney, David	338.85
9000026188	Kohorn, Paul	315.97
9000026189	Matariyeh, Yousef	65.00
9000026190	Milinki, Jennifer	32.21
9000026191	Multhaupt, Courtney	45.00
9000026192	Nelson, Nicole	30.00
9000026193	Park, Aimee	55.96
9000026194	Paulson, Kristine	60.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 05/24/2021 May Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
9000026195	Rasner, Kimberly	30.00
9000026196	Schroeder, Sara	61.94
9000026197	Weissinger, Derek C	928.00
9000026198	Woyna, Patrick	432.22
<b>Regular Checks:</b>	109	331656.97
<b>ACH Checks:</b>	19	4457.99
<b>Wire Transfers:</b>	0	0.00
<b>Total:</b>	<b>128</b>	<b>336,114.96</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$181,405.82	\$0.00	\$0.00	181,405.82
20 - Operations & Maintenance	\$44,416.85	\$0.00	\$0.00	44,416.85
30 - Debt Service	\$450.00	\$0.00	\$0.00	450.00
40 - Transportation	\$86,725.96	\$0.00	\$0.00	86,725.96
60 - Capital Projects	\$23,116.33	\$0.00	\$0.00	23,116.33

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 04/09/2021 Imprest 4.9.21

R - Regular Run Type

Check Number	Name	Net Check Amt
9767	AT&T: Acct 430-0	117.52
9768	AT&T: Mobility	131.66
9769	T-Mobile for Government	1,000.00
<b>Regular Checks:</b>	3	1249.18
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	0	0.00
<b>Total:</b>	<b>3</b>	<b>1,249.18</b>

Accounts Payable Run: 04/15/2021 Imprest 4.15.21

R - Regular Run Type

Check Number	Name	Net Check Amt
9770	AT&T: Acct 978-4	54.83
9771	Biggio, Jim	77.00
9772	Buckingham, Mike	58.00
9773	Dooley, Dick	58.00
9774	Elenbaas, John	105.00
9775	Ganczewski, Chris	116.00
9776	Graber, Chuck	70.00
9777	Jones, Jack	58.00
9778	Keil, Kenneth	77.00
9779	Kelly, John	77.00
9780	McDermott, Mike	105.00
9781	Myers, Chad	77.00
9782	Nykiel, Keith	77.00
9783	Robertson, Don	70.00
9784	Rodriguez, Ruben	85.00
9785	Seastrom, David	58.00
9786	WEX Bank	862.75
9787	Williams, Gary	85.00
9788	Willis, Tim	58.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 04/15/2021 Imprest 4.15.21

R - Regular Run Type

Check Number	Name		Net Check Amt
9789	Wojcikiewicz, James		58.00
<b>Regular Checks:</b>	20	2286.58	
<b>ACH Checks:</b>	0	0.00	
<b>Wire Transfers:</b>	0	0.00	
<b>Total:</b>	<b>20</b>	<b>2,286.58</b>	

# AP Check Register

Lisle CUSD 202

## Fund Summary

<b>Fund</b>	<b>Balance Sheet</b>	<b>Revenue</b>	<b>Expense</b>	<b>Total</b>
10 - Educational	\$2,565.90	\$0.00	\$0.00	2,565.90
20 - Operations & Maintenance	\$897.84	\$0.00	\$0.00	897.84
40 - Transportation	\$72.02	\$0.00	\$0.00	72.02

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
May 24, 2021**

**SUBJECT:** Acceptance of Certified Resignation.

**BACKGROUND:** A resignation has been received from a Certified Employee.

**FINANCIAL IMPACT:** This position has been included in the FY 22 budget and will be filled accordingly.

**RECOMMENDATION:** Acceptance of Resignation.

**SUGGESTED MOTION:** That the Board of Education accepts the resignation of:

Lori Barber, 2<sup>nd</sup> Grade Teacher at Lisle Elementary School has submitted her resignation to be effective at the conclusion of the 2020-2021 school year.

Elizabeth Hoff, 5<sup>th</sup> Grade Teacher at Lisle Elementary School has submitted her resignation to be effective at the conclusion of the 2020-2021 school year.

5/18/2021

Lisle Community Unit School District #202 Mail - News



Lorie Barber <lbarber@lisle202.org>

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## News

6 messages

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Lorie Barber <lbarber@lisle202.org>

Fri, May 14, 2021 at 3:21 PM

To: Lorie Barber <lbarber@lisle202.org>

Bcc: Keith Filipiak <kfilipiak@lisle202.org>, Linda Kotalik <lkotalik@lisle202.org>, Lisle 202 School Board Members <board@lisle202.org>, Melissa Payne <mpayne@lisle202.org>, Wesley Gosselink <wgosselink@lisle202.org>, Meredith McCormick <mmccormick@lisle202.org>, Kathleen Dineen-Hendricks <kdineenhendricks@lisle202.org>

Dear Melissa, Wesley, Kathy, Meredith, Keith, Linda, and School Board Members.

I am pleased to share with you that Anderson's Bookshop has offered me a position as their Educational Director. This opportunity means that I will work with teachers, librarians, curriculum directors to update and curate their book collections, work with authors and publishers to get authors visiting schools (both virtually and, eventually, in-person,) and create opportunities to get kids and adults excited about books! After meeting several times over the last 3 months, this position was created for me based on my skill set.

While I hope to remain working with Lisle 202 in a professional capacity as I take this next step in my career, it does mean that I will not be returning to Lisle CUSD 202 as a teacher in the 2021-2022 school year. I am grateful for these past 8 years of growth, challenge and, most of all, community, both with my students and my fellow colleagues. It has been my pleasure to call Lisle home for so long.

Warmly,

Mrs. Lorie Barber

5th Grade Teacher



Lisle Elementary School  
5801 Westview Lane, Room 205  
Lisle, IL 60532  
630.493.8100

May 17, 2021

Dear Dr. Filipiak, Dr. Kotalik, and Members of the Board,

It is with much sadness that I submit my resignation effective at the end of the 2020-2021 school year. I have accepted an instructional coaching position much closer to my home, but please know that this was not an easy decision for me. I have truly enjoyed working in Lisle. Thank you for the opportunities that you have given me over the past ten years as both a classroom teacher and an instructional coach. I know that I have grown immensely as an educator due to my time in Lisle. I am grateful to have been a part of the Lisle Community Unit School District, and I will greatly miss the students, staff, and community.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth Hoff". The signature is written in a cursive style with a large, stylized "H" and "f".

Elizabeth Hoff

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
May 24, 2021**

**SUBJECT:** Acceptance of Certified Retirement.

**BACKGROUND:** A retirement request has been received from a Certified Employee.

**RECOMMENDATION:** Acceptance of retirement request.

**SUGGESTED MOTION:** That the Board of Education accepts the resignation of:

Jeff Javior, Social Studies Teacher at Lisle High School, requests to resign at the conclusion of the 2020-2021 school year.

JeffreyM Javior  
13209 Greenleaf Trl.  
Palos Heights, IL 60463

Central Office  
5211 Center Avenue  
Lisle IL 50532

Dear Members of theLisle Board of Education,

I would like to take this opportunity to thank all of you for your continued support of the Lisle community over all of the years I have been associated with District 202. With that being said it is with heavy heart that I am writing this letter with the intent of resigning my position as a teacher in District 202 with the intention of retiring on June 15th, 2021. I wish to participate in the Districts retirement program included in the teaching contract.

Thank you,  
Jeffrey M Javior

**RECEIVED**

MAY 03 2021

By           *aj*

**For Action**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
May 24, 2021**

**SUBJECT:** Approval of Certified Employment.

**BACKGROUND:** The Administration is pleased to recommend the employment of the certified candidates as outlined by the Administrative recommendation included in your packet.

**FINANCIAL IMPACT:** These positions are budgeted for FY 22.

**RECOMMENDATION:** Approval of employment.

**SUGGESTED MOTION:** That the Board of Education approves the employment of:

Anna Jezyk, School Psychologist (1.0 FTE) at Lisle Elementary School, will start at the beginning of the 2021-2022 school year. She is placed a Master's +36, Step 5 (\$ 80,393).

Michael Spell, Bilingual Spanish/ESL Teacher (1.0 FTE) at Lisle Elementary School, will start at the beginning of the 2021-2022 school year. He is placed at a Bachelor's +0, Step 0 (\$ 49,625).

Emma Tarkowski, Kindergarten Teacher (1.0 FTE) at Lisle Elementary School, will start at the beginning of the 2021-2022 school year. She is placed a Master's +0, Step 6 (\$ 73,445).

Name	School	Placement	Salary
Jezyk, Anna	LES	Master's +36, Step 5	\$ 80,393
Spell, Michael	LES	Bachelor's +0, Step 0	\$ 49,625
Tarkowski, Emma	LES	Master's +0, Step 6	\$ 73,445

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202

RECOMMENDATION FOR NEW EMPLOYEE

CERTIFIED PERSONNEL

DATE: 5/8/2021 RECOMMENDED BY: - Jennifer Law

POSITION A. TO BE FILLED: School Psychologist - LES

POSITION B. TO BE FILLED: \_\_\_\_\_

Grant Program: \_\_\_\_\_ Yes  No

If "Yes" \_\_\_\_\_ Reading Improvement \_\_\_\_\_ Title I \_\_\_\_\_ Other (specify)

REPLACING:  (Kimberly Malave-Flavin) NEW POSITION: \_\_\_\_\_

NAME OF RECOMMENDED INDIVIDUAL: Anna Jezyk

COLLEGE/MAJOR: Education Specialist in School Psychology, 2014 - The Chicago School of Professional Psychology Bachelor of Arts in Psychology 2010- University of Illinois, Chicago

PRIOR EXPERIENCE: LaGrange Area Department of Special Education (LADSE) – Total of 7 years

START DATE: 7/28/2021 BOARD APPROVAL DATE: 05/24/2021

RECOMMENDED SALARY SCHEDULE PLACEMENT: MA +36 Step 5 (\$80,393)

FULL TIME EQUIVALENCY: 1.0 FTE CONTRACTED DAYS 181

BACKGROUND INFORMATION: Anna is fluent in Polish and has 2 years of experience with the early childhood team, as well as being the school psychologist.

(Attach additional information if necessary)

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202

RECOMMENDATION FOR NEW EMPLOYEE

CERTIFIED PERSONNEL

DATE: 5/14/2021 RECOMMENDED BY: - Jennifer Law

POSITION A. TO BE FILLED: Bilingual (Spanish)/ESL Teacher

POSITION B. TO BE FILLED: \_\_\_\_\_

Grant Program: \_\_\_\_\_ Yes  No

If "Yes" \_\_\_\_\_ Reading Improvement \_\_\_\_\_ Title I \_\_\_\_\_ Other (specify)

REPLACING: Brittany Smith NEW POSITION: Not new FTE, but it is a new position

NAME OF RECOMMENDED INDIVIDUAL: Michael Spell

COLLEGE/MAJOR: Illinois State University/ English Language Arts/Spanish/ TESOL

PRIOR EXPERIENCE: Will be a first year teacher.

START DATE: 8/17/2021 BOARD APPROVAL DATE: 05/24/2021

RECOMMENDED SALARY SCHEDULE PLACEMENT: BA Step 0 (\$49,625)

FULL TIME EQUIVALENCY: 1.0 FTE CONTRACTED DAYS 181

BACKGROUND INFORMATION: Michael was awarded a Fulbright English Teaching Assistantship to Brazil. He is endorsed in: English As A Second Language (PK- 12), Foreign Language – Spanish (PK- 12). He is Fluent in both Spanish and Portuguese.

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(Attach additional information if necessary) Updated 7.25.16

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202

RECOMMENDATION FOR NEW EMPLOYEE

CERTIFIED PERSONNEL

DATE: 4-28-21 RECOMMENDED BY: Wesley Gosselink

POSITION A. TO BE FILLED: 1.0 Kindergarten Teacher

POSITION B. TO BE FILLED: \_\_\_\_\_

Grant Program: \_\_\_\_\_ Yes  No

If "Yes" \_\_\_\_\_ Reading Improvement \_\_\_\_\_ Title I \_\_\_\_\_ Other (specify)

REPLACING: Jennifer Austin NEW POSITION: \_\_\_\_\_

NAME OF RECOMMENDED INDIVIDUAL: Emma Tarkowski

ADDRESS: On file in Central Office

COLLEGE/MAJOR: Bachelors of Arts in Anthropology and French, Indiana University, May 2012 and Masters of Science in Elementary Education, Indiana University, Dec 2013

PRIOR EXPERIENCE: 1 year Kindergarten Maternity Leave @ LES, July 2014-July 2016: Kindergarten Teacher, Christian Park Elementary, Indianapolis, IN, Aug 2016-June 2017: Kindergarten Teacher, CICS Loomis Charter School, Chicago, IL , Aug 2017-June 2020: Kindergarten and 2nd grade Teacher, Marquez Charter School, Chicago, IL

START DATE: August 2021 BOARD APPROVAL DATE: 05/24/2021

RECOMMENDED SALARY SCHEDULE PLACEMENT: \_\_\_\_\_

FULL TIME EQUIVALENCY: 1.0 FTE CONTRACTED DAYS N/A

## BACKGROUND INFORMATION:

Emma completed her education at Indiana University and began teaching Kindergarten in July 2014. She has continued to teacher Kindergarten or 2nd grade at three different schools since that time. In addition to these roles, Emma has served as a Reading Interventionist at The Institute of Reading Development, a Musical Drama Coach and a NWEA tutor. Emma's references describe her as a hard working teacher who goes above and beyond for the school as well as her class. She has acquired multiple grants during her teacher career, attended Orton Gillingham Reading training, Smekens Literacy Training and Leader In Me SEL Training. Emma has also served as a dyamatic member of her schools cultural responsive team during her time as a teacher. Emma's experience in Kindergarten at Lisle Elementary during the 20-21 school year fulfilling a yearlong maternity leave has been successful.. Pending Board of Education approval, I welcome Emma back to Lisle Elementary School.

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
May 24, 2021**

**SUBJECT:** Acceptance of Extra-Duty Resignation.

**BACKGROUND:** A resignation has been received from an Activity Sponsor.

**FINANCIAL IMPACT:** This position has been included in the FY 22 budget and will be filled accordingly.

**RECOMMENDATION:** Acceptance of Resignation.

**SUGGESTED MOTION:** That the Board of Education accepts the resignation of:

Briana Bester, Head Dance Coach at Lisle High School, has resigned at the end of the 2020-2021 IHSA season.

Lauren Sandrik, Assistant Volleyball Coach at Lisle Senior High School, has resigned at the end of the 2020-2021 IHSA season.

Dear Tom,

I am sending this letter to inform you that I will be resigning from my position as head coach of the Lisle Lionettes Dance Team effective immediately. Although I have very much enjoyed my time coaching these extraordinary young women over the past couple of years, I feel it is in my best interest to step down to pursue other opportunities. Thank you for allowing me the opportunity to be a mentor and coach to such a great group of ladies. The girls have left such a lasting impact on me and I value the relationships that I've built with the Lisle Lionettes Dance Team and their families. I have been a part of this community since the 4th grade, and I'll forever treasure the memories I've made here. Even though I will be pursuing other opportunities, I will never forget my Pride and that's our Lisle community. I will be forever proud to see a team that meant so much to me throughout my Lisle career, continue to flourish and grow under new direction. My girls will continue to rise, and the dance program will continue to grow into what I know I can be.

I care about this team deeply and it is my hope that it be given its due attention, just as you would give the football, basketball, wrestling, baseball and the other athletic teams. Please let me know what I can do to assist with the transfer of my responsibilities before I leave. I wish you all the best for the future. Please remember that these girls MATTER-they have goals, passion, heart, and truly exhibit Lisle Pride. Please make sure these kids are well taken care of and the legacy of this team is upheld. Let me know what I can do to aid in the transition, and make sure this fantastic team is well taken care of.

I'll do everything possible to wrap up my duties and train whomever takes on my responsibilities. Please let me know if there's anything else I can do to help during this transition. In addition, I'd advise you to contact Bonny Czerkies (who ran the program for 18 + years) for additional feedback and guidance through this transition.

Best wishes,

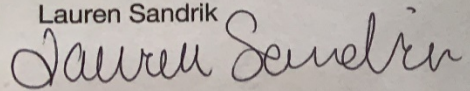
*Briana Bester*

Anna,

It is with regret that I am writing to notify you of my formal **resignation** from my role as coach for next year, as I am **relocating** to South Carolina in the coming months. I wish you both good luck next season.

Thanks,

Lauren Sandrik

A handwritten signature in cursive script that reads "Lauren Sandrik". The signature is written in dark ink and is positioned below the printed name.

Tom Marcum, Athletic Director  
Lisle High School

May 21, 2021

Hi Tom – please accept this as my letter of resignation from the football staff at Lisle High School. I am very grateful for the opportunity to coach the student-athletes at Lisle during the last two years and wish them, the staff, and you the best in the coming years.

Thank you,

Bruce Kelsay

**For Action**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
May 24, 2021**

**SUBJECT:** Approval of Extra-Duty Employment.

**BACKGROUND:** The Administration is pleased to recommend the employment of the certified candidates as outlined by the Administrative recommendation included in your packet.

**FINANCIAL IMPACT:** These positions are budgeted for FY 22.

**RECOMMENDATION:** Acceptance of Recommendation.

**SUGGESTED MOTION:** That the Board of Education approves the Extra-Duty employment of:

Kevin Quinlan, Assistant Volleyball Coach for Lisle High School for the 2021-2022 school year. He is placed at a Category IV, Step 1 (\$3,613.00).

Name	School	Sport	Placement	Salary
Quinlan, Kevin	LSHS	Volleyball	Category IV, St. 1	\$ 3, 613

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202

RECOMMENDATION FOR NEW EMPLOYEE

CERTIFIED PERSONNEL

DATE: 5/14/21 RECOMMENDED BY: Tom Marcum

POSITION A. TO BE FILLED: Assistant Volleyball Coach

POSITION B. TO BE FILLED: \_\_\_\_\_

Grant Program:  Yes  No

If "Yes"  Reading Improvement  Title I  Other (specify)

REPLACING: Lauren Sandrik NEW POSITION: \_\_\_\_\_

NAME OF RECOMMENDED INDIVIDUAL: Kevin Quinlan

ADDRESS: \_\_\_\_\_

COLLEGE/MAJOR: \_\_\_\_\_

PRIOR EXPERIENCE: HS playing experience; coached college level intramurals

START DATE: August 2021 BOARD APPROVAL DATE: May 24, 2021

RECOMMENDED SALARY SCHEDULE PLACEMENT: Level 1 - Step 1

FULL TIME EQUIVALENCY: \_\_\_\_\_ CONTRACTED DAYS \_\_\_\_\_

BACKGROUND INFORMATION: Since beginning his employment in our district Kevin has shown an interest in coaching volleyball - whether at the High School or Junior High. His passion is contagious and among the many strengths he will bring to our growing program. I look forward to watching Kevin improve our program through skill development and fundamental work.

(Attach additional information if necessary)

**FOR ACTION**

**Lisle Community Unit School Dist. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Personnel - Summer Employment

**BACKGROUND DATA:** Each summer the District employs individuals to paint in the buildings. After 40 years of dedication to his craft, Richard Marx has decided not to return as the crew chief. John Davis has been part of the summer painting crew for 17 years and will step into the role of crew chief. Tom Buchholz will also be returning from the previous year. The Administrations recommends the following individuals and hourly rates to work on the crew during the 2021 summer.

John Davis	\$20.84/hour	Start Date: June 9th
Tom Buchholz	\$17.80/hour	Start Date: June 9th

The Administration is also recommending that two Summer Groundskeepers/Custodians be employed to assist with taking care of the landscaping/grounds and summer cleaning throughout the District. Starting January 1st, the new minimum wage law in Illinois requires the School District to pay employees 18 or older at least \$11 per hour. To help attract good workers and keep pace with the minimum wage increases, the Administration would like to mirror the CEAL pay schedule for employment of summer workers. Summer workers will follow the pay schedule for custodians less \$2 per hour. As a result, the following individuals and hourly rates are recommended:

Abbey Kretman	\$15.36/hour	Start Date: May 17th
Brandon Wolak	\$15.51/hour	Start Date: June 7th

**FINANCIAL IMPACT:** The total cost for the summer painters and summer groundskeeper/custodian's should be approximately \$26,000. The funds will be paid from the Operations & Maintenance Fund and will be included in the FY2021 and FY2022 budgets.

**RECOMMENDATION:** The Administration recommends that the Board approve the employment of the summer painters and summer groundskeeper/custodian's as indicated above.

**SUGGESTED MOTION:** That the Board of Education approve the temporary summer employment of the following individuals:

John Davis	\$20.84/hour
Tom Buchholz	\$17.80/hour
Brandon Wolak	\$15.51/hour
Abbey Kretman	\$15.36/hour

**FOR ACTION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Collective Bargaining Agreement with the Classified Employees Association of Lisle (CEAL) for the Fiscal Year 2021-2022

**BACKGROUND INFORMATION:** The Classified Employees Association of Lisle (CEAL) membership approved the proposed one-year contract for the fiscal year 2021-2022. The contract includes a 3% increase in salaries, the addition of a Maintenance Skill Level II position, and a few minor contract language changes.

**FINANCIAL IMPACT:** The percent increase in salaries is consistent with the Lisle Education Association agreement for 2021-2022 and projected to cost an additional \$70,000 from the current year.

**RECOMMENDATION:** Administration recommends approval of the Collective Bargaining Agreement with the Classified Employees Association of Lisle contract for the fiscal year 2021-2022 as presented.

**SUGGESTED MOTION:** The Board of Education approve the Collective Bargaining Agreement with the Classified Employees Association of Lisle for the fiscal year 2021-2022.



# **AGREEMENT**

*between the*

**CLASSIFIED EMPLOYEES ASSOCIATION OF LISLE**

*and the*

**BOARD OF EDUCATION**

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**

**DUPAGE COUNTY, ILLINOIS**

**60532**

***JULY 1, 20201 - JUNE 30, 20212***

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# ARTICLE I

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## RECOGNITION

The Board of Education of Lisle Community Unit School District No. 202, DuPage County, Illinois (hereinafter "Employer" or "Board") recognizes the Classified Employees Association of Lisle, IEA/NEA (hereinafter "Association") as the exclusive representative of all the employees with respect to wages, hours, working conditions and other conditions of employment as defined by the Illinois Education Labor Relations Board in the unit set forth as follows:

All full-time and part-time custodial and maintenance employees, secretaries, paraprofessional, assistants, except the following classifications and positions: Administrative Coordinator, Accounting Coordinator, District Information Coordinator, Coordinator of Buildings and Grounds, Accounts Payable/Payroll Assistant, Technology ~~Systems Specialist~~ ~~Services Manager~~, food service employees, any temporary employees (hired for a continuous period of three (3) months or less), any employee regularly working less than three (3) clock hours in any date, and all supervisory, managerial and confidential employees as defined under the Illinois Education Labor Relations Act.

## ARTICLE II

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### NEGOTIATIONS PROCEDURE

- A. Negotiations will be conducted pursuant to the Illinois Educational Labor Relations Act and its lawfully enacted Rules and Regulations.
- B. Mediation - It is agreed that if the parties believe the assistance of a mediator will be beneficial, a joint request for a mediator from the Federal Mediation and Conciliation Service (FMCS) will be made. Should FMCS be unavailable, the parties shall immediately commence discussions to seek a replacement. In the event that the parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified.
- ~~C. Publishing Printing of the Contract - Within thirty (30) days after the Agreement is signed, a copyies of this Agreement shall be posted in the staff portal of the District's website at: [lislecusd202.org](http://lislecusd202.org) printed and presented to each bargaining unit member currently or hereafter employed. The expense and responsibility for printing shall be shared equally by the parties.~~
- C.
- D. Bargaining Release Time - The Superintendent or his/her designee may authorize release time for up to two (2) Association negotiating committee members when it is determined by the Board that a negotiations session should be held during the regular work hours of the Association's negotiating committee members. The Association shall identify the members of its negotiating committee to be released at the onset of negotiations.

## ARTICLE III

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### GRIEVANCE PROCEDURE

#### INTRODUCTION

**A. Definition:**

A grievance shall mean a complaint by an employee(s) or the Association that there has been an alleged violation, misapplication, or misinterpretation of the terms of the Agreement.

**B. Time Limits:**

All time limits consist of days when the Business Office is open for business.

Any grievance to be filed hereunder must be filed within thirty (30) days after occurrence or within thirty (30) days after a reasonable person would have knowledge of occurrence of an alleged complaint or claim.

**C. PROCEDURES**

1. FIRST STEP:

The parties hereto acknowledge that it is usually most desirable for an employee and the employee's immediately involved supervisor to resolve problems through free and informal communications. When requested by the employee, an Association representative may accompany the employee to assist in the informal resolution of the grievance. If, however, the informal process fails to satisfy the employee or the Association, a grievance may be processed as follows:

2. SECOND STEP:

The employee or the Association may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within five (5) days after receipt of the grievance. The grievance shall state the article, section and clause of this Agreement alleged to be violated, misrepresented, or misapplied and the remedy which is sought. The Association's representative(s), the grievant, and the immediately involved supervisor shall be present for the meeting. Within five (5) days of the meeting, the grievant and Association shall be provided with the supervisor's written response, including the reasons for the decision.

3. THIRD STEP:

If the grievance is not resolved at Step Two, then the grievant or the Association may refer the grievance to the Superintendent or the Superintendent's official designee within fifteen (15) days after receipt of the Step Two answer. The Superintendent shall arrange with the Association representative(s) for a meeting to take place within five (5) days of the Superintendent's receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary. Within five (5) days of the meeting, the Association and the grievant shall be provided

with the Superintendent's or his/her designee's written response, including the reasons for the decision.

4. **FOURTH STEP:**

If the Association is not satisfied with the disposition of the grievance at Step Three, the Association may submit the grievance to final and binding arbitration through the American Arbitration Association, which shall act as the administrator of the proceedings. If a demand for arbitration is not filed with the American Arbitration Association within thirty (30) days of the date for the Step Three Answer, then the grievance shall be deemed withdrawn.

The fees and the expenses of the arbitrator shall be shared equally by the parties. The arbitrator shall have no power to alter the terms of this Agreement.

**STATEMENT OF BASIC PRINCIPLES**

1. **Released Time** - Should the investigation or processing of any grievance in the opinion of the Superintendent require employee(s) and/or Association representative(s) be released from their regular assignments, the employee(s) and/or Association representative(s) shall be released without loss of pay or benefits.
2. **No Written Response** - If no written decision has been rendered within the time limits indicated by the step, then the grievance may be processed to the next step. Time limits, however, may be extended by written mutual agreement.
3. **Illness** - When the presence of a participant at a grievance hearing is requested by either party, illness or other incapacity of said participant shall be grounds for any necessary extension of grievance procedure time limits.
4. **Cooperation** - The parties shall cooperate in investigation of any grievance.
5. **No Reprisals Clause** - No reprisals shall be taken by the Board or the administration against any employee because of the employee's participation in a grievance.
6. **Grievance Withdrawal** - A grievance may be withdrawn at any level without establishing precedent.
7. **AAA Rules** - At the request of either party, the Expedited Arbitration Rules of the American Arbitration Association shall be used instead of the Voluntary Labor Arbitration Rules.
8. **Pertinent Information** - The Association shall be furnished on request pertinent and readily available information relevant to the processing of the current grievance. Nothing herein shall require the Board of administration to research or assemble information.
9. **Bypass to Superintendent** - If the Association and the Superintendent agree, any step of the grievance procedure may be bypassed and the grievance brought directly to the next step.

10. Bypass to Arbitration - If the Superintendent and the Association agree, a grievance may be submitted directly to arbitration.
11. Class Grievance - Class grievances involving one or more employees or one or more supervisors and grievances involving an administrator above the building level may be initially filed by the Association at Step Three.
12. Association Participation - Employee Represented - The Board acknowledges the right of the Association's grievance representative to participate in the processing of a grievance at any level, and no employee shall be required to discuss any grievance if the Association's representative is not present.
13. General Provisions - Every employee shall have the right to present grievances in accordance with these procedures. The Board acknowledges the right of the Association to assist or to be present at any level of the grievance procedure and the Association acknowledges the right of any member of the Administration to receive assistance as desired in any step of the grievance discussion when the Administration, Association, or the employee representative deems it necessary. At any stage of the grievance procedure, the grievant may be represented by a representative of his or her choice.

Nothing contained in this Article shall be construed to prevent any individual employee from discussing a problem with the Administration and having it adjusted without intervention or representation of Association representatives provided the adjustment is not inconsistent with the terms of this Agreement.

All material currently held in grievance files shall either be destroyed, or be transferred to an employee's personnel file. In the event of such transfer, each employee will be allowed an opportunity to exercise his/her rights under this contract and the Illinois Personnel Records Act (PA 83-1104). Copies of material placed in personnel files will be provided the employee.

## **ARTICLE IV**

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### **EMPLOYER AND EMPLOYEE RIGHTS**

#### **A. RIGHT TO ORGANIZE AND PARTICIPATE**

The Employer agrees that employees shall have the right to organize, join and assist the Association, and to participate in negotiations with the Employer through representatives of their own choosing. The Association, recognizing that the schools are for the education of the students, agrees that it will conduct its business so as to result in no interruption of the educational program.

#### **B. RIGHT TO REPRESENTATION**

An employee required to appear at any meeting which could result in disciplinary action being taken against the employee may elect to have a representative of the Association attend such meeting. Notification of such a meeting shall be given so that a reasonable amount of time will be allotted the employee to secure representation. The employee's right to such representation shall not apply to regular evaluation conferences, impromptu meetings and/or conversations relative to regular daily performance.

#### **C. BREAK PERIOD**

After giving notice to the immediate supervisor, an employee may leave the building during any scheduled break period, unless otherwise requested by the immediate supervisor. The supervisor will schedule breaks as needed up to a total of ten minutes during every four hour work period.

#### **D. RULES AND REGULATIONS**

A current copy of all Employer policies and administrative regulations which affect terms and conditions of employment and employee work rules covered by this Agreement shall be available to employees at each work site.

#### **E. ASSIGNMENTS**

Whenever possible, an employee shall be given notice of his/her assignment for the forthcoming work year no later than June 1st of the current work year. In the event changes in such assignment are made, the employee so affected shall be notified as soon as possible. An employee who objects to such change of assignment shall have the right to resign his/her position upon two (2) weeks written notice to the immediate supervisor.

#### **F. EMPLOYER RIGHTS**

The Board, on its own behalf and on the behalf of the electors of the District, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred and vested in it by the courts, statutes and Constitutions of the State of Illinois, provided that such rights and responsibilities shall be exercised in conformity with the provisions of this Agreement. All powers, rights, authority and responsibilities not included in this Agreement are reserved for the Board.

**G. NO STRIKE/SLOWDOWN**

During the term of this Agreement, the Association, and/or any member(s) of the bargaining unit agree not to strike, engage in, support or encourage any concerted refusal to render full and complete services to the School District.

## **ARTICLE V**

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### **ASSOCIATION RIGHTS**

#### **A. BOARD MEETINGS/AGENDAS**

Notice of a Board meeting and a copy of the meeting agenda shall be provided to the Association President or his/her designee prior to each scheduled Board meeting.

#### **B. BOARD MINUTES**

A copy of all Board minutes shall be provided to the Association President or his/her designee.

#### **C. INFORMATION**

Information necessary to the processing of a grievance or the conduct of negotiations shall be provided to the Association upon request.

#### **D. NEW AND CURRENT EMPLOYEE INFORMATION**

Information regarding newly hired and current employees shall be provided to the Association in accordance with the *Illinois Education Labor Relations Act*.

#### **E. USE OF DISTRICT FACILITIES AND EQUIPMENT**

The Association shall have the right to reasonable use of District facilities, including meeting rooms, equipment and bulletin boards for the conduct of Association business, provided such use does not interfere with the Employer's operations. The Association shall pay a reasonable cost for use of all materials, supplies and equipment. Association materials may be sent through inter-school mail and shall be clearly marked as Association materials. Copies of general Association announcements shall be provided for each building principal.

#### **F. DUES DEDUCTION**

The Association shall annually on or before September 1 certify in writing to the Board the annual dues for the school year. The Board shall deduct from the pay of each employee current membership dues of the Association following written notice from the Association authorizing dues deductions. Such authorization shall continue in effect from year to year unless revoked by the employee in accordance with the provisions of the *Illinois Educational Labor Relations Act*. Authorizations submitted prior to the 14th of the month shall take effect at the end of the first pay period of the following month. Pursuant to such authorization, the Board shall deduct membership dues beginning with the first paycheck after ten (10) calendar days after receipt of the authorization form. Equal portions of the dues to be paid will be deducted from each paycheck through the last paycheck of the work year.

#### **G. NOTIFICATION OF ASSIGNMENTS**

The Association shall receive written notification of all employee assignments within 15 days of the start of the school term.

## **H. LABOR - MANAGEMENT COMMUNICATIONS**

For purposes of maintaining communication between Labor and Management, in order to discuss issues of mutual concern, the Superintendent or his/her designee, shall meet as needed at mutually agreed upon dates, times and places. These meetings shall occur, at a minimum, on a quarterly basis. Each party shall prepare and submit to the other any agenda at least one (1) week prior to a scheduled meeting.

## **I. ASSOCIATION BUSINESS**

Representatives of the Association shall be permitted to transact Association business on school property provided such representative(s) make their presence known to the building principal upon entering the building and that such Association business may only be conducted during employee non-work hours (i.e., before and after work or during duty-free meal periods). The use of District facilities for the conduct of such Association business shall comply with subparagraph E of this Article.

## **J. ANNUAL CALENDAR**

The Superintendent shall provide the Association President with a blank copy of the Illinois State Board of Education form calendar for the ensuing school year upon his/her receipt of the form. The Association may provide written calendar recommendations to the Superintendent for presentation to the Board prior to its adoption of the official school calendar. Such recommendations must be accompanied by written rationale for the same and must be received by the Superintendent prior to February 1st.

## ARTICLE VI

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### WORKING CONDITIONS

#### A. WORK DAY / WORK WEEK

The regular full-time workday is as listed in Appendix A. The regular full-time workweek shall be defined as the period Monday through Friday consisting of not more than forty (40) hours per week, as scheduled by the Superintendent or his/her designee. No overtime or other compensation shall be paid employees unless they work in excess of forty (40) hours per week. However, paid holidays (as listed in Section ~~K~~L of Article VI) and days when buildings are closed due to emergencies shall be considered time worked for purposes of computing overtime. Overtime assignments made by the Superintendent or his/her designee may be required of all employees.

#### B. OVERTIME

1. Employees working assigned, approved time in excess of forty (40) hours per week, shall be given either overtime pay or compensatory time at the rate of one and one-half times the employee's regular rate of pay. The employees may elect to take either overtime pay or compensatory time.
2. In the event overtime is required, the Superintendent or his/her designee shall solicit volunteers to fill the overtime positions on a rotational basis. In the event no volunteers are available or the volunteers available are unqualified in the opinion of the Superintendent or his/her designee, overtime may be assigned. Overtime assignments will be made on a rotational basis at each work site to employees who normally do the work assigned. Reasonable advance notice will be given to employees assigned overtime.
3. Only forty-five (45) hours of compensatory time can be earned in a contract year. Use of compensatory time must be approved by the employee's immediate supervisor. Compensatory time earned must be used during the contract year in which it is earned or cashed in for pay at the pay rate in effect for the employee at the time the compensatory time was earned.
4. All overtime hours worked must be submitted on a time sheet to the building principal in accordance with the business office procedures for processing payroll. Time sheets reflecting overtime hours worked should be submitted during the next pay period for payment. Requests for use of compensatory time off shall be submitted in writing to the building principal in accordance with the business office procedures for processing payroll.

#### C. SUBSTITUTE TEACHING

Qualified employees who volunteer or are required to substitute teach shall be paid 1.5 times the employee's current hourly rate.

#### D. PAY DATE

Employees shall be paid semi-monthly on the 15th and the last day of the month, unless the scheduled payday falls on a holiday or weekend, in which case the employee shall be paid on the workday preceding the holiday or weekend.

Employees shall be paid over twenty-four (24) pay periods.

#### **E. MEAL PERIOD**

Full-time employees shall be provided a duty-free meal break of at least thirty (30) minutes per workday.

#### **F. UNIFORMS**

The Board may require appropriate standards of dress and identification for custodial/maintenance employees. The Board shall determine the standards for uniforms. Full-time custodial/maintenance employees after completing three (3) months of services to the District shall be entitled to the following uniform allowances:

Initial order – One pair non-slip shoes, five shirts and three pairs of pants. Subsequent annual orders - as needed shirts, pants and non-slip shoes up to \$150.00.

Subsequent annual orders may include approved jackets providing there is no need for shirts, pants or non-slip shoes as determined by the head custodian and building administrator, and the order cost does not exceed \$150.00.

#### **G. EQUIPMENT AND MATERIALS**

1. The Board shall provide the equipment and supplies reasonably needed to accomplish tasks.
2. First aid kits and materials shall be available in each building.

#### **H. UNSAFE OR HAZARDOUS WORKING CONDITIONS**

Employees required to perform work which they believe is unsafe or hazardous or to perform tasks which they believe to endanger their health, safety or well-being shall make the concern known to the immediate supervisor. The immediate supervisor shall investigate the situation and respond to the employee's concern within a reasonable time.

#### **I. DISPENSING MEDICINE**

Only authorized employees shall be allowed to dispense medicine to the students.

#### **J. PROBATION PERIOD**

Any new employee shall be denominated a "probationary employee". The probationary period shall be six (6) consecutive months. A probationary employee may be discharged without recourse at any time prior to the end of the probationary period.

## K. VACATION

1. Full-time employees working twelve (12) months shall begin to earn paid vacation days as of the first day of the month commencing after their date of hire ("days" means the number of hours in the normal full work day for the employee's job classification). Vacation time shall be earned at the rate of 1/12 of the applicable annual amount for each complete month of service according to the following schedule:

Years of Service	Vacation Days Earned Each Year
1-4	10
5	11
6	12
7	13
8	14
9-15	15
16 and over	20

No vacation time shall be earned any time in which an employee is on unpaid leave. Full-time employees who have been employed by the District five (5) consecutive years will have the annual vacation time credited at the beginning of the work year, however, in the event the employee resigns, is dismissed, or for any other reason does not complete the full work year, then the Board shall deduct from the employee's paycheck an amount equal to the daily rate for any used but unearned vacation days for that year.

Vacation days earned during one fiscal year must be used by the end of the following fiscal year or they shall be forfeited.

2. Upon separation from employment, employees employed for at least one (1) year shall be paid for any earned but unused vacation days.
3. Employees shall designate their requested vacation days a minimum of thirty (30) calendar days in advance. Vacation shall normally be taken during June, July, and/or August when the regular school term is not in session, provided however, that employees may take up to one week (5 work days) of earned vacation during the regular school term with the approval of the immediate supervisor. Approved vacation schedules shall not be precedential regarding any other such request, provided however, that in the event of conflicts in vacation scheduling, preference shall not be given to the same employee in two consecutive years.
4. Requests for vacations shall be submitted to the administrator to whom the employee is responsible. The Superintendent or his/her designee shall keep a record of vacations earned and the date taken.
5. In case a holiday is observed on any day during an employee's regular vacation, an additional day off with pay shall be allowed. No extra time shall be allowed because of illness during vacation.

5.6. Vacations may be scheduled in one (1) day increments with seventy-two (72) hours advance notice and approval by the immediate supervisor.

## **L. HOLIDAYS**

1. Paid holidays are set aside on the calendar on which full-time, twelve (12) month employees are not required to work but for which they receive work credit and are paid at their regular rate of pay.
2. Full-time, twelve (12) month employees who have been employed by the Board for at least sixty (60) calendar days shall be granted the following holidays with pay:

- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Day
- Thanksgiving Friday
- Christmas Eve
- Christmas Day
- New Year's Eve (as declared by the Board)
- New Year's Day
- Martin Luther King Day
- President's Day
- Spring Holiday (as scheduled by the Board)
- Memorial Day

In addition to the pre-designated holidays as noted above, full-time, twelve (12) month employees shall be granted two (2) "floating holidays" to be used in the fiscal year for which they were granted. Floating holidays will follow the Vacation language noted in Article VI, J, of this agreement and shall not be carried over or converted to any other type of leave.

3. In the event that a paid holiday falls on a Saturday or Sunday, the scheduled workday immediately prior to or immediately following the actual holiday will be a non-work day as determined by the administration.
4. Employees required to work on a paid holiday, as listed above in Article VI, Section K, 2, shall be paid at a rate two and one-half (2 1/2) times their regular rate of pay. In order to be paid for a holiday, an employee must work both the workday immediately before and after said holiday unless the absence is specifically excused by administration.
5. All full-time employees whose regular work year (as defined in Appendix A) is less than 260 days shall annually be granted the following holidays with pay.

- Labor Day
- Thanksgiving Day
- President's Day
- Memorial Day

**M. WORK DAYS OUTSIDE OF WORK YEAR**

Employees required to work additional days outside of their regular work year shall be compensated at their regular daily rate of pay for that school year for those days.

**N. TIME CLOCK**

Employees who have a regularly assigned work day that begins or ends outside of the time period of 7:00 a.m. to 4:30 p.m. Monday through Friday may be required to record their start and finish times and break times through the use of a time clock. All overtime worked by custodians may be required to be recorded through the use of a time clock. Guidelines and instruction on the use of the time clock will be provided by the administration.

**O. WORKERS' COMPENSATION BENEFITS**

Workers Compensation Insurance is carried for all employees by the Board of Education. The procedures to follow in case of injury on the job are included in the Employee Handbook.

## ARTICLE VII

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### EMERGENCY SCHOOL CLOSINGS

#### A. NOTIFICATION PROCEDURES

When emergency school closings are required, the Superintendent, or his/her designee, will immediately notify staff members via the District's emergency notification system. Staff members shall annually update contact information in the Skyward Employee Portal ~~communicate updated contact information to the Technology Help Desk~~ to ensure timely notification of emergency information.

#### B. SCHOOL CLOSING - LEAVE DAYS

When the schools are officially closed by the Superintendent, no leave days previously arranged by an employee will be deducted for such emergency days.

#### C. REPORTING TO WORK

1. In the event buildings are closed after employees have reported to work, such employees shall not experience a loss of pay.
2. In the event buildings are open for employees to work, an employee who is unable to report to work may utilize available personal leave or vacation time in order to avoid a loss of pay.
3. In the event buildings are closed and the Superintendent or his/her designee, requests an employee to report to work, the employee shall be paid their hourly rate of pay for time worked, in addition to their regular daily pay per section VII, C, 4 (below).
4. Twelve (12) month employees shall continue to receive their regular daily pay on days when buildings are closed due to emergencies.

# ARTICLE VIII

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## LEAVES

### A. SICK LEAVE

1. Each full-time employee shall be entitled to fifteen (15) earned days sick leave annually as set forth in Appendix A. Full-time employees who have been employed by the District two consecutive years will have the annual sick leave credited at the beginning of the work year, however, in the event the employee resigns, is dismissed, or for any other reason does not complete the full work year, then the Board shall deduct from the employees last paycheck an amount equal to the daily rate for any used but unearned sick days for that year.

New employees shall earn sick leave on a pro-rated basis each month for the first two (2) years of employment. (For example, Twelve (12) month employees shall be entitled to 1.25 days of sick leave per month. Ten (10) month employees shall be entitled to 1.5 days of sick leave per month.) Any employee with less than two years of service to the District and who requires more days than allotted or accumulated shall submit medical certification to the Superintendent or designee. Under such circumstances more days shall be allotted but in no case more than the annual allotment as provided above.

Unused sick leave may accumulate up to 280 days. ~~Employees have access to his/her bank of available leave days in Frontline. The Employer shall furnish each employee with a written statement at the beginning of each work year setting forth the total accumulated sick leave credit for the employee.~~

Employees who have accumulated sick leave days in excess of the maximum accumulation allowed above as of the execution date of this Agreement shall not have their accumulated sick leave days reduced to comply with that maximum.

2. Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness of death in the immediate family or household or birth, adoption, or placement for adoption.

Immediate family for purposes of this section shall include: parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law and legal guardians.

The District may require a certificate from a physician licensed in Illinois to practice medicine as a basis for pay during leave after an absence of 3 days for personal illness or 30 days for birth or as the school board may deem necessary in other cases.

3. Each employee shall notify his/her immediate supervisor of the need to take sick leave.
4. Part-time employees shall be entitled to prorated sick leave.

### B. BEREAVEMENT LEAVE

1. In addition to the earned sick leave days provided in Article VIII, A, 1 above, up to three (3) days shall be allowed at full pay during each year of this Agreement in the case of death in the employee's family. Any time required beyond the allotted days shall be assessed

against the accumulated sick leave. Bereavement leave shall not accumulate from year to year.

### **C. PERSONAL LEAVE**

1. At the beginning of each work year, all full-time employees shall be credited with two (2) days of personal leave to be used for personal business which cannot be conducted outside regular work hours or for the observance of a recognized religious holiday. Employees shall have the option of converting one (1) sick day into a third personal leave day.
2. Personal leave will be granted at the discretion of the employee's immediate supervisor upon written application for such leave by the employee. Such application shall be made at least two (2) days prior to such leave, provided that in extraordinary circumstances the immediate supervisor may approve such application at a later time.
3. Part-time employees who have been employed by the District for a minimum of two consecutive years shall be entitled to prorated personal leave.
4. Any unused personal leave days at the end of the year shall not be cumulative from year to year as personal leave but shall be added to the employee's accumulated sick leave.

### **D. ACCIDENT OR INJURY LEAVE**

An employee who is eligible to receive Illinois Worker's Compensation temporary disability benefits for a period of absence from employment may elect whether to take sick leave benefits or Worker's Compensation benefits during the period of disability. If the employee elects to take paid sick leave during the period of disability, said employee shall turn over to the District the amount of Worker's Compensation benefits received. If the employee elects to take the Worker's Compensation benefits during the period of disability, the said employee shall not have any reduction of accumulated sick leave credit. An employee who has exhausted his or her sick leave shall not receive a salary and shall not be required to turn over to the School District any Worker's Compensation benefits which he or she receives.

### **E. JURY DUTY**

An employee shall experience no loss in salary because of jury duty, except that the Board of Education may make a deduction equal to the per diem pay received by the employee for such jury duty on days when he/she would otherwise have been at work.

### **F. GENERAL UNPAID LEAVES**

In extraordinary circumstances a special leave of absence without pay for up to one (1) year may be approved and granted at the discretion of the Board. Any such leave granted shall be of no precedential force or effect.

### **G. PARENTAL LEAVE**

1. An unpaid leave following the birth of a child shall be granted to full-time employees who have completed at least two (2) years of continuous service in the School District. Such leave shall not exceed one (1) year.

2. A request for such leave shall be presented in writing to the Superintendent or designee at ninety (90) days prior to the commencement of the leave. The written request shall state the purpose for the leave, the leave commencement date and leave termination date.
3. Failure of an employee to deliver to the Superintendent a written statement of intent to return to work at least sixty (60) days prior to termination of the leave shall be construed and treated as an election not to return to work and as a resignation of employment.
4. An employee returning to work from parental leave shall retain prior earned seniority and accrued benefits, provided, however, that seniority and benefits shall not accrue during the leave period. Employees returning to work from parental leave shall be reinstated to a position similar to that held prior to the leave.

## **H. FAMILY MEDICAL LEAVE ACT (FMLA)**

Eligible employees are entitled to leave according to the terms of the Family Medical Leave Act (“FMLA”) subject to the following provisions:

### **1. Definition of Eligibility**

“Eligible Employee” means an employee who has been employed by the District for at least twelve (12) months and who has worked at least 1,250 hours during the twelve (12) months preceding the period of requested leave.

### **2. Reason for Leave**

Eligible employees will be granted FMLA leave up to a total of twelve (12) weeks for one or more of the following conditions:

- a. The birth of a child, and to care for the newborn child.
- b. The placement with the employee of a child for adoption or foster care, and to care for the newly placed child.
- c. To care for the employee’s spouse, child, or parent with a serious health condition.
- d. A serious health condition that makes the employee unable to perform one or more of the essential functions of his or her job.

Employees whose spouse, son, daughter, parent, or next of kin: (1) is a member of the Armed Forces, including a member of the National Guard or Reserves; and (2) is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retirees list, for a serious injury or illness, are eligible to take up to twenty-six (26) workweeks of leave to care for said spouse, son, daughter, parent or next of kin, in accordance with the provisions of the National Defense Authorization Act as it amends the FMLA.

### **3. Length of Leave**

The twelve (12) month period in which the twelve (12) weeks of leave may be taken will be calculated under a rolling twelve (12) month period measured backward from the date an employee uses any FMLA leave. Under this method each time an employee takes FMLA leave the remaining leave entitlement would be any balance of the twelve (12) weeks, which has not been used during the immediately preceding twelve (12) months.

4. Sequence of Leaves

Available FMLA leave shall include all other available leaves, including paid sick leave.

5. Notice of Leave

In any case in which the necessity for FMLA leave is based upon an expected birth or placement for adoption, or planned medical treatment for a serious health condition of the employee, family member, or member of the employee's household, the employee will provide the Superintendent with at least sixty (60) calendar days advance written notice of the date the leave is to begin. When the need for FMLA leave is due to unforeseen circumstances and advance notice is not practicable, the employee will provide notice of the need for such leave as soon as practicable.

6. Coordination of Leaves

When an employee contemplates leave in connection with the birth or adoption of a child, the following provisions will apply:

For that portion of the pregnancy and recovery period where the employee is physically unable to perform the functions of his/her job, or for the adoption or placement for adoption of a child, the employee shall use paid accumulated sick and personal leave in accordance with 105 ILCS 5/24-6.

Beginning with the period of disability preceding the birth of a child, or when the adopted child is received, the employee may elect to take leave of up to twelve (12) weeks pursuant to the Family and Medical Leave Act, depending upon how much FMLA leave the employee has used in the twelve (12) months preceding the start of the requested leave.

During the period of FMLA leave in which the employee is unable to perform the functions of his/her job, the employee must use any accumulated sick or personal leave. Upon exhaustion of sick and personal leave, the remainder of the leave shall be unpaid.

An employee may elect to take childcare leave pursuant to Article VIII (F) in connection with the birth or adoption of a child. Such leave will be unpaid and will be subject to the terms and conditions of Article VIII (F), Sections 1 - 4. While sick leave is not available for use during the period of childcare leave, any portion of the leave that qualifies for FMLA leave will be deducted from the employee's remaining allotment of FMLA leave. Subject to the approval of the District's insurance provider, an employee on childcare leave may continue to participate in the District's health insurance plan by paying all of the required premiums.

7. Change in Law

FMLA leaves will be governed by the terms of the Act and the regulations issued by the U.S. Department of Labor, subject to the terms of this Agreement. In the event the Family Medical Leave Act is repealed, then this Section of this Article will no longer be in force and effect.

**I. ASSOCIATION LEAVE**

Representatives of the Association shall be allowed a cumulative total of three (3) days leave per year for Association business. The employee(s) shall be paid at their regular

daily rate provided that the Association reimburses the School District for the cost of any substitutes.

## **ARTICLE IX**

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### **EVALUATION**

Realizing that employee performance may change over a period of time and that the quality of service requires periodic review, the following procedures shall be followed for evaluating employees. All evaluations shall be conducted in good faith.

#### **A. OBSERVATION**

Formal observation of employee performance shall be conducted with the knowledge of the employee. However, each employee shall recognize that his/her performance may be considered to be under observation when conducted in person during the regular work day.

#### **B. NOTIFICATION**

Whenever possible, within two (2) weeks after the beginning of the school term, the employee's immediate supervisor shall notify the employee of the evaluation procedures, standards and instrument to be used in evaluating the employee. The employee shall also be notified as to who shall be the evaluator. New employees shall receive this information within two (2) weeks of the first day of employment.

#### **C. EVALUATION PROCESS**

1. Each probationary employee shall be evaluated in writing by his/her immediate supervisor at least once during the probationary period, provided, however, that said evaluation shall be preceded by a period of not less than fifteen (15) work days.
2. Non-probationary employees shall be evaluated in writing by the immediate supervisor at least once each work year, provided however, that said evaluation shall be preceded by a period of not less than thirty (30) work days.
3. The employee and the immediate supervisor shall meet to discuss the evaluation, at which time the employee shall be given a copy of his/her evaluation. In the event an employee disagrees with the formal evaluation, he/she may put in writing his/her objections, which shall be dated and attached to the evaluation at issue. A copy of the evaluation and the employee's response, if any, will be placed in the employee's personnel file.

#### **D. EVALUATION INSTRUMENT**

Changes to the instrument used to evaluate employees shall be accomplished through a joint committee of representatives of the Board and the Association.

# ARTICLE X

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## EMPLOYEE PROTECTION

### A. ASSAULT ON EMPLOYEES

An employee assaulted while performing duties on behalf of the Board shall promptly report the incident to the Superintendent or his/her designee. In the event the assault renders the employee incapable of performing his/her duties, the employee may use accumulated sick leave, or if the employee receives worker's compensation benefits, the Board shall continue to pay the employee the difference between the worker's compensation benefits and the employee's base salary for the first thirty (30) days that the employee is disabled. Under no circumstances shall the employee receive more than 100% of his/her salary from any and all sources during this period. Thereafter, the employee may use accumulated sick leave during the disability period provided, however, that in the event the employee receives worker's compensation benefits for said disability, the employee in no event may receive more than 100% of his/her salary for the disability period.

The Board of Education shall provide protection from suit for employees as required in the School Code.

### B. RIGHT TO REPRESENTATION

When an employee is required to appear before the Board or the administration concerning any matter, which could adversely affect his/her employment, position, or salary, the employee shall be entitled to have a representative of the Association present. Further, when an employee is required to appear before the Board, he/she shall be advised in writing of the reasons for the requirement at least 24 hours before the required appearance except where an emergency or extraordinary situation exists and the employee is required to appear before the Board as a result of such situation.

### C. PERSONNEL FILE

1. Each employee shall have the right, upon written request, to review the contents of his/her personnel file. Any employee desiring to examine his/her file may be accompanied by an Association representative, if desired.
2. An employee shall receive written notification of any item to be placed within the file and shall be provided with a copy of such item.
3. Each employee shall have the right to respond to any materials placed in his/her file. Any such response shall be attached to the file material.
4. Upon request, the employer will reproduce one copy of any materials in the employee's file.

### D. POLITICAL ACTIVITY

Employees shall be guaranteed full rights of citizenship. It is understood that an employee is therefore guaranteed, among other citizenship rights, the right to join political parties, to support and assist political parties and candidates for public office, to lobby and take public positions with regard to issues affecting education generally and employees specifically, to

establish, join and assist political action groups, and to campaign for and serve in public office, provided such activities will take place outside of working hours.

Employees are subject to the laws of the State of Illinois and the policies of the Board regarding prohibited political activities.

**E. DISCIPLINE**

The employer agrees with the tenets of progressive and corrective discipline, including, but not limited to, oral reprimand, written reprimand, suspension with or without pay, and discharge. However, nothing contained herein shall require the employer to exhaust any or all of the listed disciplinary techniques when a determination has been made of the need to discipline an employee.

# ARTICLE XI

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## REDUCTION-IN-FORCE

### A. DEFINITION OF REDUCTION-IN-FORCE AND SENIORITY

Reduction-In-Force shall be defined as a reduction in hours of an employee or the honorable discharge of an employee due to the decision by the employer to decrease the number of bargaining unit employees employed or to discontinue a particular type of service performed by employees in the bargaining unit.

Seniority shall be defined as the length of service in a bargaining unit classification. An employee who has worked in more than one bargaining position will maintain seniority in each classification. Accumulation of seniority shall begin from the bargaining unit member's first working day. Seniority within a classification is calculated as each employee's total length of continuous service in that classification. In the event that more than one individual bargaining unit member has the same starting date in a classification, position on the seniority list shall be determined by drawing lots.

### B. PART-TIME SENIORITY

Part-time bargaining unit members shall accrue seniority on pro rata basis. Probationary bargaining unit members shall have no seniority until the completion of the probationary period at which time their seniority shall revert to their first day of work.

### C. CLASSIFICATIONS WITHIN BARGAINING UNIT

For purposes of this Agreement, each continuing employee shall earn seniority rights within one of the following classifications:

- a) Maintenance
- b) Custodians
- c) Central Office Secretaries
- d) Secretaries
- e) Health Assistants
- f) K-12 Instructional Paraprofessionals
- g) Clerical Assistants
- h) Special Education Paraprofessionals
- i) Library Resource Center Assistants
- j) Technology Assistants

### D. SENIORITY LIST

Annually, the administration shall prepare, maintain and post a seniority list. A copy of said list and subsequent revisions shall be provided to the Association.

### E. LOSS OF SENIORITY

1. Seniority shall be lost upon the following:
  - a) Resignation
  - b) Dismissal

c) Retirement

2. Seniority is retained but shall not accrue during the following:
  - a) Layoff
  - b) unpaid leave of absence

**F. REDUCTION PROCEDURES**

If the bargaining unit member(s) is/are removed or dismissed as a result of a decision by the employer to decrease the number of bargaining unit employees or to discontinue a particular type of bargaining unit service, written notice shall be given to the employee(s) by registered mail at least sixty (60) days before the end of the school year, together with a statement of honorable dismissal and the reasons therefore. Employees hired after January 1, 1998, shall be entitled to written notice of reduction in force by either certified mail, return receipt requested, or personal delivery, with receipt at least thirty (30) days before the employee is removed or dismissed.

The employee(s) with the shorter length of seniority within his/her respective classification (as defined in subparagraph A, above) shall be dismissed first provided, however, that for purposes of implementing this provision an employee's seniority rights shall be those earned in the classification of position held at the time the reduction-in-force occurs.

**G. RECALL RIGHTS**

1. If the employer has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the position shall be tendered to the employee(s) so removed or dismissed from that classification, so far as they are qualified to hold such positions.

Notice of recall shall be sent by certified mail to the employee's last known address as listed with the Business Office. Failure of the employee to accept the available recall position within fifteen (15) calendar days from receipt of the recall notice shall extinguish all recall, seniority and employment rights of said employee.

2. Employees removed or dismissed pursuant to Paragraph 11-F. above, may continue to participate in District employee insurance programs as allowed by law, provided, however, that such continued participation shall be at the employee's expense.

## **ARTICLE XII**

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### **JOB DESCRIPTIONS**

Job descriptions providing minimum required skills and duties shall be made available to employees and the Association upon request. Annually, the Association and/or members of the bargaining unit may submit recommended changes in job descriptions to the Board of Education.

## ARTICLE XIII

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### VACANCIES, TRANSFERS AND PROMOTIONS

#### A. DEFINITION OF VACANCY

A vacancy shall be defined as a newly created position or a present position, which is not filled.

#### B. POSTING OF VACANCIES

All vacancies shall be posted in a conspicuous place in each building for a period of five (5) workdays. Said posting shall contain the following information:

- a) position
- b) work location
- c) work assignment
- d) starting date
- e) pay rate
- f) work hours
- g) job descriptions
- h) qualifications

#### C. APPLICATION AND SELECTION

Interested employees may apply in writing to the Superintendent, or designee, within the five (5) day posting period. Employees desiring notice of vacancies arising over the summer may receive such notice by leaving self-addressed stamped envelopes with the Superintendent or designee. Vacancies shall be filled by considering seniority in the bargaining unit, job skills, evaluation, education, training and abilities.

#### D. NOTIFICATION TO APPLICANTS

Within ten (10) work days after the position has been filled the Employer shall provide written notice to each applicant of its decision concerning the filling of the vacancy.

#### E. TRANSFERS

A transfer is defined as a change in an employee's assignment of school building(s), work shift, or major job responsibilities. Any employee may apply for a transfer. Such application shall be made to the Assistant Superintendent. A transfer resulting from this process shall be considered voluntary. The parties recognize that in order to meet the needs of the District, it may be necessary to transfer an employee involuntarily. An involuntary transfer is defined as a transfer that is not voluntary and not at the employee's choice.

#### F. INVOLUNTARY TRANSFERS

The parties recognize that in order to meet the needs of the District, it may be necessary to transfer employees, for reasons other than filling a vacancy. ~~The Superintendent or Designee shall first solicit qualified volunteers by posting the position.~~

Whenever an employee is subject to an involuntary transfer resulting in a **substantially** different assignment, the employee may request a conference with the appropriate

administrator to discuss the transfer. The employee so transferred may resign his/her position rather than accept the transfer. ~~When if no qualified volunteers are available,~~ the administration ~~may transfers~~ an employee involuntarily ~~it will after~~ considering seniority in the District, job skills, evaluations, education, training and abilities.

An employee transferred involuntarily shall receive consideration in any requested transfer for future vacancies. Consideration shall mean the right to apply for such position and the scheduling of an interview for said employee. If the employee's transfer application is rejected, the employee shall be given written reasons for such rejection.

# ARTICLE XIV

## COMPENSATION AND FRINGE BENEFITS

- A. Employees shall be paid pursuant to Appendix “C” of this Agreement, with the exception of those employees whose pay rate is not on the salary schedule as a result of longevity with the District. Those employees whose salary rate is not reflected on any of the salary schedules found in Appendix “C” of this Agreement shall receive an annual salary increase for the duration of the Agreement as follows:

Effective Date of Increase	Percentage (%) Salary Increase
July 1, 2021 - June 30, 2022	3.3% over the base rate for 2020-2021

Raises will take effect annually on July 1.

Employees whose normal work year is 200 days or less will not receive the increase for the next year as indicated above if employment began in the second semester, however, such employees shall receive the increase for each year thereafter.

Twelve (12) month employees hired after January 1 will not receive the increase for the next year as indicated above, however such employees shall receive the increase for each year thereafter.

- B. New employees may be placed on the salary schedule at a step no higher than Step 10 for comparable, similar work experience. New employees shall have their appropriate salary placement determined and adjusted as per the schedule in Appendix C.

Information on the placement on the schedule of all newly hired employees will be provided to the Association president by the Board.

Newly hired employees shall receive reimbursement up to \$50 for the required physical examination after six (6) months of employment.

- C. A one-on-one special education paraprofessional who is assigned to a student for the entire school day with the exception of the duty-free lunch period shall be paid for one (1) extra hour per day for each day that the paraprofessional performs the assignment. The determination of such an assignment shall be made by the administration.
- D. The Board shall provide insurance coverage as specified on Appendix "D" attached hereto.
- E. The Board shall pay a longevity stipend to full-time, twelve-month employees as follows:

Upon an employee's completion of the tenth (10th) year of consecutive full-time service to the district, a longevity stipend of \$325.00 will be paid annually to the employee as part of his/her regular pay.

Upon an employee's completion of the fifteenth (15th) year of consecutive full-time service to the district, a longevity stipend of \$425.00 will be paid annually to the employee as part of his/her regular pay.

Upon an employee's completion of the twentieth (20th) year of consecutive full-time service to the district, a longevity stipend of \$575.00 will be paid annually to the employee as part of his/her regular pay.

The Board shall pay a longevity stipend to full-time, employees working less than twelve months as follows:

Upon an employee's completion of the tenth (10th) year of consecutive full-time service to the district, a longevity stipend of \$250.00 will be paid annually to the employee as part of his/her regular pay.

Upon an employee's completion of the fifteenth (15th) year of consecutive full-time service to the district, a longevity stipend of \$350.00 will be paid annually to the employee as part of his/her regular pay.

Upon an employee's completion of the twentieth (20th) year of consecutive full-time service to the district, a longevity stipend of \$500.00 will be paid annually to the employee as part of his/her regular pay.

When determining the longevity stipend, employees whose normal work year is 200 days or less will not be credited with a year of full-time service if employment began in the second semester. However, such employees shall be credited with a year of full-time service for each year thereafter.

Employees whose normal work year is more than 200 days will not be credited with a year of full-time service if employment began after January 1. However, such employees shall be credited with a year of full-time service for each year thereafter.

- F. Any employee who must use his/her automobile when on school business or to travel from one (1) school to another within the District because of a regular assignment shall be reimbursed at a rate per mile equal to the current rate approved by the Internal Revenue Service. Such reimbursement shall not include routine travel to and from the employee's home and the school.

In addition to the above mileage reimbursement, each employee who must travel from one school to another as part of his/her regular assignment will be compensated one-hundred dollars (\$100) per semester.

- G. All employees shall be paid on the 15th day and ~~the last 30th~~ day of each month. In the event a payday falls on a holiday or weekend, the payday shall be the last workday before the holiday or weekend.
- H. The Board shall reimburse an employee for tuition related to advancement in education/training provided that such education/training meets the following criteria:
  - a. Job related as determined by the Superintendent or his designee.
  - b. Preapproved by the Superintendent or his designee
  - c. If graded, a minimum grade of "C" is required

Notification of course completion and grade received shall be provided to the Superintendent or his designee in order to be eligible for reimbursement.

From time to time, the Board may require attendance at job related training sessions. Tuition costs for such sessions shall be paid by the Board.

The granting or denial of approval for tuition reimbursement shall not create a practice or a precedent, and the decision shall not be subject to review.

When an employee is required to attend job-related training sessions on non-work time, the employee shall receive compensatory time off equivalent to the amount of time spent in such training. Use of compensatory time must be arranged with and approved by the immediate supervisor and must be used within the contract year in which it is earned. Unused compensatory time remaining at the end of the contract year in which it was earned may be cashed in for pay at the regular pay rate in effect for the employee at the time the compensatory time was earned.

- I. When possible, professional development activities will be scheduled during the employee's regular workday. Employees who participate in professional development activities on non-work time, such as workshops or on-line training courses, which are pre-approved by the Superintendent or his designee, will be compensated at their hourly rate upon submission of proof of participation.

For instructional paraprofessionals employed as of July 1, 2005, the Board will make available study materials to assist the paraprofessionals in meeting the requirements for the State paraprofessional approval, and the Board shall reimburse these paraprofessionals for the fee related to the initial test.

- J. The Board shall provide a retirement bonus to any classified employee who has fifteen years or more of full-time service to the District. A retirement bonus of six percent (6%) of the retiree's final 12 months of earnings, inclusive of overtime, will be paid in accordance with the provisions set forth below.

The retirement bonus will be distributed on the last pay period in the year of retirement provided that the retirement bonus does not cause the retiring employee's final rate of earnings to exceed the greater of six percent (6%) or 1.5 times the annual increase in the CPI-U as set by the U.S. Department of Labor the preceding September for any of the 12 month periods used to determine the final rate of earnings by IMRF, or that would otherwise cause the District to have to make an additional or accelerated payment to IMRF.

Any amount of the retirement bonus that would otherwise cause the District to have to make an additional or accelerated payment to IMRF shall be paid as a post-retirement severance payment in a lump sum no earlier than the month after the first full calendar month after the employee's termination date.

In addition to the retirement bonus noted above, each eligible employee shall be paid for earned but unused vacation days, if any, no earlier than the month after the first full calendar month after the employee's termination date at the employee's regular rate of pay.

Sick days accumulated in excess of those available for credit for one year of service from IMRF shall be paid at a rate of \$25.00 per day no earlier than the month after the first full calendar month after the employee's termination date.

The Board shall reimburse the retiree annually for the cost of medical insurance upon proof of payment by the retiree for such medical insurance. This Board medical insurance reimbursement shall not exceed the following schedule:

15 through 19 consecutive years of service to the District - \$2,500 per year up to five (5) years or qualification for Medicare, whichever shall occur first.

20 through 24 consecutive years of service to the District - \$3,000 per year up to five (5) years or qualification for Medicare, whichever shall occur first.

25+ consecutive years of service to the District - \$3,500 per year up to five (5) years or qualification for Medicare, whichever shall occur first.

As a condition for qualification of the retirement benefits stated above, an employee shall submit a notice of intent to retire to the Superintendent no later than six months prior to the effective date for retirement. The request must set forth a retirement date no later than the duration of this Agreement.

The Board may limit the number of employees approved for retirement under this program in any year to thirty percent (30%) of those eligible.

- K. Early Retirement - In the event the Board desires to offer a retirement program, the Board and the Association shall negotiate the terms and conditions of the program.

## **ARTICLE XV**

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### **EFFECT OF AGREEMENT**

#### **A. CONTRACTUAL AMENDMENTS**

This Agreement shall constitute a binding obligation of both the Employer and the Association and for the duration hereof may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of these parties in written and signed amendment to this Agreement.

#### **B. INDIVIDUAL CONTRACTS**

Any individual contract between the Employer and an individual Bargaining Unit Member heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement. Any individual contract hereafter executed shall be expressly made subject to and consistent with the terms and conditions of this or subsequent agreements to be executed by the parties. If an individual contract contains any language inconsistent with the Agreement, this Agreement, during its duration, shall be controlling.

#### **C. CONTRACT VS. BOARD POLICY**

This Agreement shall supersede and have precedence over any rules, regulation or practices of the Employer, which shall be contrary to or inconsistent with its terms. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Employer. All past practices not herein set forth are cancelled.

#### **D. SAVINGS CLAUSE**

If any provision of this Agreement or any application of this Agreement to any Bargaining Unit Member or Employee of group of Bargaining Unit Members or Employees is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall be continued.

# ARTICLE XVI

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## DURATION

This Agreement shall be effective on July 1, 2020 and shall continue in effect until 11:59 p.m., June 30, 202~~1~~2.

CLASSIFIED EMPLOYEES  
ASSOCIATION OF LISLE

BOARD OF EDUCATION  
LISLE COMMUNITY UNIT SCHOOL DISTRICT 202

BY: \_\_\_\_\_  
President

BY: \_\_\_\_\_  
President

BY: \_\_\_\_\_  
Secretary

BY: \_\_\_\_\_  
Secretary

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Appendix A

POSITION	HOURS/ DAY	HOURS/ WEEK	SICK DAYS	PERSONAL DAYS	PAID DAYS PER YEARS OF SERVICE	PAID HOLIDAYS
=====						
<b>CUSTODIAN/MAINTENANCE:</b>						
Full - Time						
(260 Day Work Year)	8	40	15	2	See Article VI J.1	See Article VI K 1., 2.
(200 Day Work Year)	8	40	15	2	None	See Article VI K 5.
Part - Time	Varies	Varies	See Art. VIII	None	None	None
=====						
<b>SECRETARIES:</b>						
Full - Time						
(260 Day Work Year)	8	40	15	2	See Article VI J.1	See Article VI K 1., 2.
(200 Day Work Year)	8	40	15	2	None	See Article VI K 5.
(190 Day Work Year)	8 (LSHS & LJHS)	40	15	2	None	See Article VI K 5.
	7.5 (Elem)	37 1/2	15		None	See Article VI K 5.
Part - Time	Varies	Varies	See Art. VIII	None	None	None
=====						
<b>PARAPRO/ASSISTANT:</b>						
Full - Time						
Instructional/Special Education Paraprofessional	6 - 8	30 - 40	15	2	None	See Article VI K 5.
(176 Day Work Year)						
LRC Assistant	6 - 8	30 - 40	15	2	None	See Article VI K 5.
(178 Day Work Year)						
Clerical Assistant	6 - 8	30 - 40	15	2	None	See Article VI K 5.
(176-260 Day Work Year)						
Health Assistant	6 - 8	30 - 40	15	2	None	See Article VI K 5.
(180 Day Work Year)						
Part - Time	Varies	Varies	See Art. VIII	None	None	None
=====						
Technology Assistant	8	40	15	2	None	See Article VI K 5.
(176 to 220 Day Year)						

## APPENDIX B

### SHORT TERM & PARENTAL LEAVE OPTIONS SUMMARY

SICK LEAVE	FAMILY MEDICAL LEAVE ACT	PARENTAL LEAVE	
ELIGIBILITY	All Full-time Employees, Part-time Employees for Minimum of Two Years (Prorated)	Employees Employed for Minimum of One Year and Working Minimum of 1,250 Hours in Year Prior to Leave	Full-time Employees Who Have Completed at Least Two Years of Continuous Service
MAXIMUM LENGTH	Length of Illness or Until Permitted to Return to Work or Until Sick Leave is Exhausted  Must Be Used Concurrently with FMLA	12 Weeks During Any 12-Month Rolling Period  Must Be Used Concurrently with Sick Leave	1 Year
APPLICATION DATE	As Soon as Need for Sick Leave is Known	Foreseeable: As Soon as Need for Leave is Known - Notice is Required No Later than 60 Days Prior to Date Leave is to Begin. Unforeseeable: As Soon as Practical after Leave Begins	Per Agreement
RETURN TO WORK	When Sick Leave Exhausted or Need for Leave is Removed	Notify District in Writing of Intent to Return 30 Days Prior to End of Leave	Notify Superintendent 60 Days Prior to Termination of Leave
INSURANCE	Premiums Paid as Though Employee Was Working	Premiums Paid as Though Employee Was Working	Full Premiums Paid By Employee
WAGES	Paid	Paid if Employee Has Sick Days Available and Leave Qualifies for Sick Leave.  Otherwise, Unpaid	Unpaid

## Appendix C

### APPENDIX C Hourly Pay Rate Schedule

PARAPROFESSIONAL/ ASSISTANT 2021-2022	<u>Step 0</u> \$ 15.58	<u>Step 1</u> \$ 15.73	<u>Step 2</u> \$ 15.89	<u>Step 3</u> \$ 16.04	<u>Step 4</u> \$ 16.21	<u>Step 5</u> \$ 16.37	<u>Step 6</u> \$ 16.55	<u>Step 7</u> \$ 16.74	<u>Step 8</u> \$ 16.93	<u>Step 9</u> \$ 17.13	<u>Step 10</u> \$ 17.34
CUSTODIAN 2021-2022	<u>Step 0</u> \$ 17.73	<u>Step 1</u> \$ 17.88	<u>Step 2</u> \$ 18.03	<u>Step 3</u> \$ 18.19	<u>Step 4</u> \$ 18.36	<u>Step 5</u> \$ 18.53	<u>Step 6</u> \$ 18.71	<u>Step 7</u> \$ 18.90	<u>Step 8</u> \$ 19.08	<u>Step 9</u> \$ 19.28	<u>Step 10</u> \$ 19.49
EVENING CUSTODIAN 2021-2022	<u>Step 0</u> \$ 18.31	<u>Step 1</u> \$ 18.46	<u>Step 2</u> \$ 18.61	<u>Step 3</u> \$ 18.76	<u>Step 4</u> \$ 18.93	<u>Step 5</u> \$ 19.10	<u>Step 6</u> \$ 19.27	<u>Step 7</u> \$ 19.46	<u>Step 8</u> \$ 19.65	<u>Step 9</u> \$ 19.84	<u>Step 10</u> \$ 20.05
NIGHT CUSTODIAN 2021-2022	<u>Step 0</u> \$ 18.69	<u>Step 1</u> \$ 18.84	<u>Step 2</u> \$ 18.99	<u>Step 3</u> \$ 19.15	<u>Step 4</u> \$ 19.32	<u>Step 5</u> \$ 19.49	<u>Step 6</u> \$ 19.67	<u>Step 7</u> \$ 19.85	<u>Step 8</u> \$ 20.05	<u>Step 9</u> \$ 20.25	<u>Step 10</u> \$ 20.45
HEAD CUSTODIAN/ GROUNDSKEEPER 2021-2022	<u>Step 0</u> \$ 20.82	<u>Step 1</u> \$ 20.97	<u>Step 2</u> \$ 21.12	<u>Step 3</u> \$ 21.28	<u>Step 4</u> \$ 21.44	<u>Step 5</u> \$ 21.61	<u>Step 6</u> \$ 21.79	<u>Step 7</u> \$ 21.97	<u>Step 8</u> \$ 22.16	<u>Step 9</u> \$ 22.36	<u>Step 10</u> \$ 22.56
H.S. HEAD CUSTODIAN 2021-2022	<u>Step 0</u> \$ 21.22	<u>Step 1</u> \$ 21.37	<u>Step 2</u> \$ 21.52	<u>Step 3</u> \$ 21.68	<u>Step 4</u> \$ 21.85	<u>Step 5</u> \$ 22.02	<u>Step 6</u> \$ 22.21	<u>Step 7</u> \$ 22.39	<u>Step 8</u> \$ 22.58	<u>Step 9</u> \$ 22.78	<u>Step 10</u> \$ 22.99
MAINTENANCE 1 2021-2022	<u>Step 0</u> \$ 26.34	<u>Step 1</u> \$ 26.54	<u>Step 2</u> \$ 26.75	<u>Step 3</u> \$ 26.96	<u>Step 4</u> \$ 27.18	<u>Step 5</u> \$ 27.42	<u>Step 6</u> \$ 27.65	<u>Step 7</u> \$ 27.90	<u>Step 8</u> \$ 28.16	<u>Step 9</u> \$ 28.43	<u>Step 10</u> \$ 28.70
MAINTENANCE 2 2021-2022	<u>Step 0</u> \$ 31.34	<u>Step 1</u> \$ 31.54	<u>Step 2</u> \$ 31.75	<u>Step 3</u> \$ 31.96	<u>Step 4</u> \$ 32.18	<u>Step 5</u> \$ 32.42	<u>Step 6</u> \$ 32.65	<u>Step 7</u> \$ 32.90	<u>Step 8</u> \$ 33.16	<u>Step 9</u> \$ 33.43	<u>Step 10</u> \$ 33.70
SECRETARY 1 2021-2022	<u>Step 0</u> \$ 18.20	<u>Step 1</u> \$ 18.35	<u>Step 2</u> \$ 18.51	<u>Step 3</u> \$ 18.68	<u>Step 4</u> \$ 18.84	<u>Step 5</u> \$ 19.02	<u>Step 6</u> \$ 19.19	<u>Step 7</u> \$ 19.37	<u>Step 8</u> \$ 19.56	<u>Step 9</u> \$ 19.76	<u>Step 10</u> \$ 19.96
SECRETARY 2 2021-2022	<u>Step 0</u> \$ 15.21	<u>Step 1</u> \$ 15.36	<u>Step 2</u> \$ 15.51	<u>Step 3</u> \$ 15.67	<u>Step 4</u> \$ 15.83	<u>Step 5</u> \$ 16.01	<u>Step 6</u> \$ 16.18	<u>Step 7</u> \$ 16.37	<u>Step 8</u> \$ 16.56	<u>Step 9</u> \$ 16.75	<u>Step 10</u> \$ 16.96
TECHNOLOGY ASSISTANT 2021-2022	<u>Step 0</u> \$ 19.64	<u>Step 1</u> \$ 19.79	<u>Step 2</u> \$ 19.94	<u>Step 3</u> \$ 20.10	<u>Step 4</u> \$ 20.27	<u>Step 5</u> \$ 20.43	<u>Step 6</u> \$ 20.61	<u>Step 7</u> \$ 20.80	<u>Step 8</u> \$ 20.99	<u>Step 9</u> \$ 21.20	<u>Step 10</u> \$ 21.40

## APPENDIX D

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### GROUP INSURANCE PROGRAM

Briefly, the coverages provided are:

#### SCHEDULE OF BENEFITS

##### Life Insurance Benefits

All Employees	\$50,000
Accidental Death and Dismemberment	\$50,000
Spouse	\$25,000
Covered Children	
7 days to 6 months	\$100
6 months and over	\$10,000

##### Educational Benefit Cooperative (EBC)

The Board shall provide hospital and major medical insurance and dental insurance, individual or family coverage, at the employee's request. Benefits are outlined in the Educational Benefit Cooperative (EBC) Benefit Summary booklets, which are available on the Lisle CUSD 202 website. Member benefits can also be viewed at the Blue Cross Blue Shield website: [www.bcbsil.com](http://www.bcbsil.com).

#### PREMIUM PAYMENTS

##### Life Insurance

The Board will pay 100% of the monthly premium for the employee. The Board will pay 85% of the monthly premium for dependent insurance while the employee pays 15% of the monthly premium.

##### Vision and Dental Insurance

The Board will pay 85% of the monthly premium while the employee pays 15% of the monthly premium toward the cost of employee only coverage, employee plus one coverage, or employee plus two or more coverage for each eligible employee.

##### Medical Insurance

The District share of the monthly premium shall be 82% while the employee share of the monthly premium shall be 18% toward the cost of employee only coverage, employee plus one coverage, or employee plus more than one coverage for each eligible employee.

#### GROUP INSURANCE PROGRAM

1. To be eligible to participate in the group insurance program, an employee must be scheduled to regularly work thirty (30) hours per week.
2. There will be a new open enrollment period from May 1st to May 31st. Insurance changes made during the open enrollment period will become effective on the following first day of July.

3. Effective date of coverage will be the first day of employment for new employees.
4. Where the husband and wife are employed by the District, each may elect his/her own individual insurance plan if desired providing each is eligible for insurance coverage. However, once either the husband or wife elects a family insurance plan, the spouse would then become a dependent on that plan.

As is required by law the Board of Education offers an alternative insurance program, Health Maintenance Organization through HMO, Illinois. This program covers medical coverage only. Life Insurance is provided through the Educational Benefit Cooperative with amounts of coverage the same as stated previously. Items 1, 2, and 3 on this page are also applicable to the HMO coverage.

#### **CAFETERIA PLAN**

1. The Board shall maintain a cafeteria plan which meets the requirements of Section 125 of the Internal Revenue Code. If, at any time, such Section 125 or related Regulations are amended, the parties shall promptly revise the plan to comply with the amendment.
2. An employee may annually elect to participate by choosing to receive benefits summarized below and outlined in the plan document. The amount elected shall be deducted from the employee's compensation. Prior to the beginning day of the plan year, each employee shall, in writing, designate the dollar amount(s) elected for that year for each of the following benefits:
  - a. premiums for group medical, dental, vision and life insurance to the extent such premiums are not paid by the Board; and
  - b. reimbursement for the cost of medical care, as outlined in Section 213 (d) of the Internal Revenue Code, to the extent not covered by insurance, and incurred by the employee, the employee's spouse and/or the employee's dependents.
  - c. reimbursement for qualified dependent care assistance as defined in Section 129 of the Internal Revenue Code.
3. The amount designated may not be changed during the plan year except if there is a change in family status or other circumstances provided in the Regulations issued by the Internal Revenue Service.
4. The dollar total of the designated benefits elected pursuant to the plan will be deducted in equal amounts from the employee's salary payments during the plan year.
5. The Board does not guarantee or, in any way, warrant that the salary reductions are non-taxable, said determination to be made by each individual employee.
6. Any costs attributable to initial start-up of the plan will be paid by the Board. Administrative costs, if any, of the plan will be paid by the Board, which reserves the right to select the plan administrator.
7. The District Insurance Committee shall recommend the plan administrators to the Board.

**FOR ACTION**

**Lisle Community Unit School District No. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Waste Disposal and Recycling Service Bid and Contract

**BACKGROUND DATA:** Bids for waste disposal and recycling services were opened on Monday, May 4, 2021. The apparent lowest responsible bidder among the five (5) bids received is Waste Management of Illinois. The District has been satisfied with the waste and recycling services provided by Waste Management over the last nine years.

Shown below is a summary of the detailed Bid Tabulation included in BoardBooks:

	<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>Total</b>
Groot	\$15,604	\$16,234	\$16,864	\$48,702
Midwest Paper Retriever	\$17,722	\$18,520	\$19,183	\$55,425
Republic Services	\$14,031	\$14,361	\$14,701	\$43,093
SBC Waste Solutions	\$17,896	\$18,314	\$19,458	\$55,668
<b>Waste Management</b>	<b>\$11,973</b>	<b>\$12,778</b>	<b>\$13,245</b>	<b>\$37,996</b>

**FINANCIAL IMPACT:** The current three-year bid of approximately \$38,000 from Waste Management is 7% lower than the previous three-year award, also with Waste Management, for approximately \$41,000 from FY2019-FY2021.

**RECOMMENDATION:** The administration recommends that the Board of Education approve the three-year proposal from Waste Management.

**SUGGESTED MOTION:** That the Board of Education approve the three-year bid and contract from Waste Management of Illinois for waste disposal and recycling services as specified for an estimated total cost of \$37,996.



## **AGREEMENT FOR WASTE DISPOSAL AND RECYCLING SERVICES**

THIS AGREEMENT is made this 24th day of May, by and between, Waste Management of Illinois (hereinafter referred to as "Contractor"), and the Board of Education of Lisle Community Unit School District #202, DuPage County, Illinois (hereinafter referred to as the "Board" or "District"), as follows:

1. **Scope of Services**

The Board retains Contractor to provide the waste disposal and recycling services and equipment, as more fully described in the attached Bidding Documents ("Bid for Waste Disposal and Recycling Services"), in accordance with Contractor's Bid Reply Form. For the purposes of this Agreement, the Bidding Documents are incorporated herein by reference and made a part hereof.

2. **Status as Independent Contractor**

Contractor and the Board are contractors independent of one another, and neither has the authority to bind the other to any third person or otherwise to act in any way as the representative of the other, unless otherwise expressly agreed to in writing signed by both parties hereto. Contractor shall be responsible for payment of all taxes imposed in connection with its performance of services and receipt of fees under this Agreement.

3. **Applicable Law**

This Agreement shall be governed by the laws of the State of Illinois.

4. **Notice**

Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing thereof by first class mail, registered or certified mail, postage prepaid, addressed:

If to the Board:

**Lisle Community Unit School District #202  
Attention: David Wilkinson, Director of Finance  
5211 Center Avenue  
Lisle, Illinois 60532-2306**

If to the Contractor:

**Waste Management of Illinois  
Attention: Anthony Ventrella  
700 E. Butterfield Rd, Suite 400  
Lombard, IL 60148**

5. Binding Effect of Agreement

This Agreement shall inure to the benefit of the Board, its agents, representatives, officers, directors, assigns and successors and shall bind Contractor, and its agents, representatives, successors and assigns.

6. Assignment

Contractor agrees not to assign or sell any rights to this Agreement to a third party or parties without the prior agreement of the Board. Such action without approval shall authorize the Board to immediately terminate this Agreement.

7. Cancellation

A. Noncompliance: Noncompliance is defined as, but not limited to, the failure to perform the waste disposal and recycling services set forth in the Bid for Waste Disposal and Recycling Services specifications.

B. Cancellation: In the event that the Contractor at any time fails to comply with, fully perform or strictly adhere to any covenant herein contained to be performed by the Contractor, or its agents or employees, the District shall give notice in writing to the Contractor of such failure. In the event that the Contractor does not remedy such failure within ten (10) calendar days from the receipt of such notice, then at the option of the District this contract may be terminated by delivery to the Contractor of written notice of such election to terminate. Repeated instances of the same or similar failures to comply with, fully perform, or strictly adhere to any performance requirements shall also be grounds for the District to terminate this Contract on twenty-four (24) hours notice to Contractor, even if such failures are remedied as set forth above.

The Contractor shall remain liable for the total cost to the District of waste and recycling services. Failure to exercise cancellation rights within ten (10) calendar days does not preclude any subsequent right to exercise at a later date. Any waiver by the District as to any incidence of non-performance shall serve only as a waiver as to that specific incidence and not to any future incidence of non-performance. If this contract is terminated in accordance with any of the foregoing provisions, all of Contractor's rights shall cease.

9. Complete Understanding

This Agreement, including the attached Bidding Documents, the terms of which are incorporated herein and made a part hereof, set forth all of the promises, agreements, conditions and understandings between the parties relative to the subject matter hereof, and there are no promises, agreements, or undertakings, either oral or written, expressed or implied, between them other than as herein set forth.

10. Amendments

Except as otherwise provided, no subsequent alteration, amendment, change or addition to this Agreement shall be binding upon the parties hereto unless reduced to writing and duly authorized and signed by each of them.

11. Governing Law

This Agreement is governed by the laws of the State of Illinois and venue for all actions relating thereto shall lie in the circuit court of DuPage County, Illinois, or in the United States District Court for the Northern District of Illinois, Eastern Division.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and do hereby warrant and represent that their respective signatories whose signatures appear below have been and are on the date of this Agreement duly authorized by all necessary and appropriate corporate action to execute this Agreement.

BOARD OF EDUCATION  
LISLE COMMUNITY UNIT SCHOOL DISTRICT 202,  
DUPAGE COUNTY, ILLINOIS

By: \_\_\_\_\_  
Board President

Attest: \_\_\_\_\_  
Board Secretary

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

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

Its: \_\_\_\_\_

Date: \_\_\_\_\_

**FOR ACTION**

**Lisle Community Unit School Dist. No. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Contract Renewal Agreement for Food Management Services – School Year 2021-2022

**BACKGROUND DATA:** In May 2019, the Board of Education accepted a food service management bid proposal from Aramark for 2019-2020. Federal regulations allow for four additional annual extensions to the food service management agreement beyond the initial year. The current renewal is year two of four. The original contract terms outlined in the bid specifications stated that the basis for any increase from one year to the next would be the Consumer Price Index for Urban Consumers-Food Away From Home annual rate for December of the current school year. The CPI-U-Food Away From Home (Dec) for 2020 was 3.9%. The attached Contract Renewal Agreement reflects a 3.9% increase in the cost of Aramark's reimbursable breakfast, reimbursable lunches, and a la carte equivalents fee for 2021-2022 school year. The renewal also includes an \$8,900 allowable fixed wage fee increase resulting from the State-mandated minimum wage increase to \$11.00 (a \$1.00 increase), which was effective January 1, 2021, and an increase to \$12.00 which is effective January 1, 2022.

**FINANCIAL IMPACT:** The estimated cost for food management services, before lunch receipts or federal lunch reimbursements, is projected to be approximately \$315,000. This amount will be included in the FY2022 budget.

**RECOMMENDATION:** The Administration recommends that the Board of Education approve the Contract Renewal Agreement for Food Management Services from Aramark Educational Services for 2021-2022 as presented pending approval by the Illinois State Board of Education.

**SUGGESTED MOTION:** That the Board of Education approves the Contract Renewal Agreement for Food Management Services from Aramark Educational Services for 2021-2022 as presented reflecting a 3.9% increase in the cost of reimbursable breakfasts, reimbursable lunches, and a la carte equivalents fee pending approval by the Illinois State Board of Education.



Lisle CUSD 202  
5211 Center St.  
Lisle, IL. 60532

ATTN: David Wilkinson  
Director of Finance

Dear David:

The attached Contract Renewal Agreement for Food Management Services sets forth the per meal prices for the 2021-2022 School Year, along with the percentage increase in the per meal prices over such period. The increase in per meal rates is directly correlated to the increase in the Consumer Price Index ("CPI") as determined by the U.S. Department of Labor and as specifically identified in the Food Service Management Agreement between Lisle CUSD 202 and Aramark. Such rate increase is needed to address the increases in Aramark's food and supply costs over the past year assuming NO PROGRAM CHANGES.<sup>1</sup> It is therefore critical that Aramark receive the full amount of the contractually permitted CPI increase in light of inflationary increases in Aramark's costs.

The points set forth below provide additional information on Aramark's actual and anticipated increased costs.

Based on current government and industry forecasts, we expect to see an overall inflation rate for the remainder of the current school year and into the 2021-2022 school year of 3.60% to 4.00%. Food prices generally have increased due to additional costs associated with COVID-19 and reduced available supply of raw materials. Prices are expected to rise as the country enters a reopening and recovery phase from the pandemic later this year.

There are several risks we are actively addressing and monitoring that may pose implications to our current cost expectations. First, the COVID-19 pandemic has caused disruptions to food production, distribution, logistics, and labor. Significant price volatility has been seen in many food commodities due to irregular demand patterns, strong purchase activity within retail and non-traditional channels, and the activation of government support and food aid programs. Second, labor shortages driven by travel and health restrictions continue to affect processing and packing operations, which has impacted available supply of food and beverage products. Third, global supply chain disruptions have risen with the addition of export quotas and taxes as well as rising shipping costs, affecting prices of imported foods. Lastly, adverse weather events in key growing regions have had unfavorable impacts on crop yields, which are being monitored closely for potential cost impacts. Please refer to the category-level guidance provided within the exhibit included. Categories anticipated to trend near or above 3% include Beverages, Baked Goods, Groceries, Kitchen Supplies, and Meats.

It is unknown at this time what the reimbursement rates for next school year will be but typically annual rate increases barely keep up with actual inflation rates and do not extend to cover other market pressures such as crop shortages and reformulation costs. The commodity value rate is scheduled to increase only 1% for the 2021-2022 school year, significantly short of the anticipated inflation projections.

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<sup>1</sup> NOTE: Any program changes such as participation in local procurement and tracking programs such as FarmLogix or product conversion to antibiotic-free chicken will result in additional substantial food cost increases that are NOT included in this analysis.

Additional factors that we believe will continue to negatively impact food costs beyond normal inflationary rates next year include:

- A significant portion of the reimbursement rates pays for labor which has increased due to governmental and societal pressures to increase wages especially in lower wage brackets.
- Student research indicates that including meats and meat alternatives on breakfast menus is important for maximizing student participation and satisfaction. USDA research shows that breakfast costs typically exceed reimbursement rates but there is still no move to close this gap with increased federal funding. Therefore, it is essential to include these higher cost items on breakfast menus to achieve this balance.
- Menu planners continue to struggle to meet minimum calories for reimbursable meals due to the reduced fat content of many products used in the K-12 market. While it is desirable to allow students unlimited quantities of fruits and vegetables to fill this calorie gap, the cost for these foods are expected to remain high into next school year. In addition because of the low caloric density of fruits and vegetables we often still need to incorporate larger portion sizes or extra menu items to ensure that sufficient calories are provided which can increase overall food cost per meal.
- Similarly we find that with smaller portions driven by need to control calories, fats and sodium results in a higher overall menu take rate as students choose more menu items per meal to meet personal needs. This increased take rate translates into an additional cost per meal.

Please feel free to contact me at: **(312) 515-6026**, if you have any questions.

Sincerely,

Aramark Educational Services, LLC  
Regional Vice President  
Travis Young

Date of Original Contract July 1, 2019	
Year of Renewal (Circle) 1 <u>2</u> 3 4 5- COVID19 Emergency Extension 6- COVID19 Emergency Extension	

**Contract Renewal Agreement for  
Food Management Services  
Nonprofit Food Service Program**

This document contains the rates and fees for the contract of food service management for nonprofit food service programs for the period beginning July 1, 2021, and ending June 30, 2022. The terms and conditions of the original contract are applicable to the contract renewal. Upon acceptance, this document shall constitute the contract renewal between the Food Service Management Company (FSMC) and the School Food Authority.

The FSMC shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract.

PER MEAL PRICES MUST BE QUOTED AS IF NO USDA COMMODITIES WILL BE RECEIVED

	2020-2021 Rate**	2021-2022 Rate***	Percentage Increase****
1. Reimbursable Breakfasts	1. <u>\$1.5465</u>	1. <u>\$1.6068</u>	1. <u>3.9%</u>
2. Reimbursable Lunches*	2. <u>\$3.1996</u>	2. <u>\$3.3243</u>	2. <u>3.9%</u>
3. Management Fee per School Meal (Breakfasts and Lunches)	3. _____	3. _____	3. _____
4. A la Carte Equivalents Fee*	4. <u>\$3.1996</u>	4. <u>\$3.3243</u>	4. <u>3.9%</u>
5. A la Carte Management Fee	5. _____	5. _____	5. _____
6. Reimbursable After-School Snack	6. _____	6. _____	6. _____
7. Special Milk	7. _____	7. _____	7. _____
8. Reimbursable After-School Supper	8. _____	8. _____	8. _____
9. Reimbursable Summer Breakfast	9. _____	9. _____	9. _____
10. Reimbursable Summer Lunch	10. _____	10. _____	10. _____

\*Rates must be the same.

\*\* Rates must be based on original contract terms, not on COVID-19 contract amendment rates (if applicable).

\*\*\*Rates must not be rounded up. Do not exceed four decimal places.

\*\*\*\*Percentage increase must not exceed the allowable increase established in the original contract.

**Aramark Educational Services, LLC**

Food Service Management Company

**2400 Market St.**

Street Address

**Philadelphia**

City

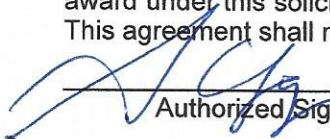
**PA**

State

**19103**

Zip Code

By submission of this proposed renewal agreement, the FSMC certifies that, in the event they receive a renewal award under this solicitation, the FSMC shall operate in accordance with all applicable current program regulations. This agreement shall not exceed one year.



Authorized Signature of FSMC

Regional Vice President

Title

5/5/21

Date

**Acceptance of Contract Renewal Agreement**

**Lisle CUSD 202**

School Food Authority (SFA)

**19-022-2020-26**

Agreement Number

Authorized Signature of SFA

Title

Date

## Contract Renewal Agreement Certification Form 2021–2022

The *Contract Renewal Agreement Certification Form* must be completed and signed by the School Food Authority's (SFA's) authorized representative.

### A. School Food Authority Information

Agreement Number (RCDT Code) 19-022-2020-26

School Food Authority Lisle CUSD 202

Contractor Name Aramark Educational Services, LLC

### B. Required Documentation

Submit signed copies of the following documents.

- *Contract Renewal Agreement*
- *Contract Renewal Agreement Certification Form 2021–2022*
- Certification forms, as applicable, signed annually by the contractor. The contractor certification forms are located on our website at <https://www.isbe.net/Pages/General-Procurement-All-Programs.aspx> under Contract Certification Forms.
  - *Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions,*
  - *Certificate Regarding Lobbying—Contracts, Grants, Loans, and Cooperative Agreements,*
  - *Disclosure of Lobbying Activities-* If the annual contract is over \$100,000 and any funds other than Federal appropriated funds have been used for lobbying;
- Any other amendments, if applicable, for non-material allowable contract changes accompanied by written justification for the amendment.

### C. Contract Renewal Terms

Per the contract renewal terms stated in the contract, the maximum allowable percentage increase that may be applied to the fixed meal rates and fixed management fees is as follows (refer to the original contract for renewal terms; check the appropriate box):

- |   |      |
|---|------|
| <input checked="" type="checkbox"/> CPI—Food Away from Home (Dec) | 3.9% |
| <input type="checkbox"/> CPI—All (Dec)                            | 1.4% |
| <input type="checkbox"/> CPI—Food (Dec)                           | 3.9% |
| <input type="checkbox"/> Other (specify) _____                    |      |

### D. Certification Statement

Under the provisions of the United States Department of Agriculture, Food and Nutrition Service, I certify as a sponsor in the Child Nutrition Programs all information contained in the executed *Contract Renewal Agreement* and accompanying contract renewal documents is true and accurate.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the United States Department of Agriculture regarding Child Nutrition Programs.

I understand revisions cannot be made to the executed *Invitation for Bid and Contract* without first submitting proposed revisions to the Illinois State Board of Education for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional

documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

I certify that all contract provisions, including those relating to USDA Foods utilization by the FSMC to the maximum extent possible have been met:

School Year 2020-21 USDA Foods Entitlement Amount (A) \$ \$32,174.46

School Year 2020-21 USDA Foods credits issued to the SFA by the FSMC (B) \$ \$10,237.63

USDA Foods Entitlement Utilization Percentage as of **April 28, 2021** (B / A) % 31.8%

**\*\*Date of certification must be as of the date contract renewal is signed based on year to date actual credits received by the Vendor\*\***

_____	_____	_____	_____
SFA Authorized Representative Signature	Title	E-mail	Date

**Mail or email to:**                      **Nutrition Department**  
**Illinois State Board of Education**  
**100 North First Street W270**  
**Springfield, IL 62777-0001**

**Email: [nutritionprocurement@isbe.net](mailto:nutritionprocurement@isbe.net)**

**Please submit documents only once.** For example, do not email and mail. Only one copy of each set of documents is necessary. **All original documents should be retained in the SFA's files.**



May 24, 2021

Travis Young  
Vice President  
Aramark Educational Services, LLC  
2400 Market Street  
Philadelphia, PA 19103

Dear Mr. Young:

I am writing with respect to the Food Service Management Company Contract effective July 1, 2021, as amended from time to time (the “**Agreement**”), between Aramark and Lisle Community Unit School District 202 (the “**District**”) pursuant to which Aramark provides food service management services to the District.

As you are aware, pursuant to the Illinois Minimum Wage Law (the “**Law**”), effective February 19, 2019, the minimum wage for certain employees in Illinois increased from eight dollars and twenty-five cents (\$8.25) to nine dollars and twenty-five cents (\$9.25) on January 1, 2020, to ten dollars (\$10.00) on July 1, 2020, to eleven dollars (\$11.00) on January 1, 2021, and will gradually increase by one dollar per year on January 1<sup>st</sup> until January 1, 2025, when the minimum wage will be fifteen dollars (\$15.00) per hour.

The District and Aramark previously agreed that increasing the minimum wage of Aramark’s Food Service Workers would promote service quality in the District by increasing Aramark’s ability to retain existing Food Service Workers and recruit qualified new ones. Accordingly, effective January 1, 2020, the District agreed to reimburse Aramark on a monthly basis for its increase in labor costs for Food Service Workers during the remainder of the 2020 school year. Similarly, the District now agrees to reimburse Aramark on a monthly basis for its increase in labor costs for Food Service Workers for the 2021-2022 contract year. The total fixed wage fee for the contract year is calculated to be \$8,903.47 and will be billed to the District as a separate line item on each monthly invoice based on actual hours worked for impacted employees listed on the “Minimum Wage Increase Calculation Sheet 2022”. The District will charge these costs to the food service account as a direct cost. All other terms and conditions of the Agreement shall remain unchanged and in full force and effect.

Please sign below indicating that you acknowledge and agree to the foregoing, and return a copy to me at your earliest convenience.

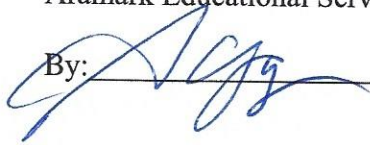
Sincerely,

David Wilkinson  
Director of Finance

**THE FOREGOING ACKNOWLEDGED AND AGREED TO THIS 24TH DAY OF MAY, 2021**

Aramark Educational Services, LLC

Lisle Community Unit School District 202

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

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

Name: Travis Young

Name: David Wilkinson

Title: Vice President

Title: Director of Finance

**Instructions:** This worksheet must be used to calculate the allowable fixed wage fee increase resulting from the State-mandated minimum wage increase, effective January 1, 2021 and January 1, 2022. No other worksheets will be accepted. Any manipulation of the formulas contained in this worksheet or misrepresentation of the data will result in the State's rejection of the fixed wage fee increase. It is the school food authority's responsibility to ensure all data is accurate. **Complete all yellow boxes.**

School Food Authority: Enter the complete name of the school food authority (district or private school).

Agreement Number: Enter the school food authority's agreement number (RCDT Code).

Contractor: Enter the complete name of the contractor providing school meal services.

Employee Position: Enter the position held by each employee whose hourly wage is currently below \$11.00 as of January 1, 2021 and below \$12.00 as of January 1, 2022. Each employee's data should be entered separately. For reference, the school food authority (SFA) should request a current detailed employee list certified by the contractor including daily hours worked (specific times may be requested), wages, and number of days to be worked. However, do not submit employee's names to the State.

Hourly Wage (2020-2021): Enter the current hourly wage earned by the employee. The estimated hourly wage for the 2021-2022 school year will be automatically calculated based on the percentage increase entered (see below).

Daily Hours Worked: Enter the daily hours worked by the employee for the respective school years. The number of daily hours worked for the 2021-2022 school year may not exceed the number of daily hours worked for the 2020-2021 school year, even if the employee's hours will be increased.

Total Days Worked: Enter the total number of days to be worked by the employee during the respective school years from July 1, 2021 to December 31, 2021, and January 1, 2022 to the end of the contract term. Paid holidays and vacation days may be included.

Percent Payroll Taxes (2021-2022): Enter the percentage to be paid for the employee's payroll taxes for the 2021-2022 school year.

**Submission to the State:** The school food authority is responsible for submitting this worksheet along with the *Contract Renewal Agreement Form* and required certification forms to the Illinois State Board of Education. Ensure all documents are signed and dated as required. All documents may be mailed to Illinois State Board of Education, Nutrition Department, 100 North First Street W-270, Springfield, IL 62777-0001 or faxed to 217-524-6124 (Attention: Christina Smith). **IMPORTANT: This entire worksheet must also be submitted electronically via email to [nutritionprocurement@isbe.net](mailto:nutritionprocurement@isbe.net)**

School Food Authority: Lisle Community Unit School Di

Agreement Number: 19-022-2020-26

Contractor: Aramark

Total Fixed Wage Fee\*: \$8,903.47

Allowable billback throughout the 2021-2022 Contract Term

\*As the worksheet is completed, this field is filled in automatically. If agreed upon by the school food authority (SFA) and contractor through means of a contract amendment drafted by the SFA, this is the fixed amount that will be charged to the SFA in addition to the fixed per meal rates and management fees for the 2021-2022 school year. The resulting fixed wage fee is NOT subject to increases during subsequent renewals and must be decreased in the event specified positions are eliminated, work hours/wages are decreased, or any other factor reduces the fixed amount originally determined.

ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION LOWER TIER COVERED TRANSACTIONS**

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 CERTIFICATION, READ INSTRUCTIONS BELOW.**

**CERTIFICATION**

The prospective lower tier participant certifies, by submission of this Certification, 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;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Aramark Educational Services, LLC

Organization Name

Lisle CUSD 202

PR/Award Number or Project Name

Travis Young

Name of Authorized Representative

Regional Vice President

Title

  
Original Signature of Authorized Representative

5/5/24  
Date

**Instructions for Certification**

1. By signing and submitting this Certification, 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 <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.

ILLINOIS STATE BOARD OF EDUCATION  
100 North First Street  
Springfield, IL 62777-0001

CERTIFICATE REGARDING LOBBYING

The undersigned 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 undersigned, 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 undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned 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.

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 Section 1352, Title 31, U.S. Code. 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.

Aramark Educational Services, LLC

Organization Name

Lisle CUSD 202

PR/Award Number or Project Name

Travis Young

Name of Authorized Representative

Regional Vice President

Title

Original Signature of Authorized Representative

Date

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street  
Springfield, IL 62777-0001

**DISCLOSURE OF LOBBYING ACTIVITIES**

**Directions:** Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION

a. Contract     b. Grant     c. Cooperative agreement     d. Loan     e. Loan guarantee     f. Loan insurance

2. STATUS OF FEDERAL ACTION

a. Bid/offer/application     b. Initial award     c. Post-award

3. REPORT TYPE

a. Initial filing     b. Material change     For material change only: \_\_\_\_\_ Year \_\_\_\_\_ Quarter \_\_\_\_\_ Date of last report

4. NAME AND ADDRESS OF REPORTING ENTITY

Prime     Subawardee, Tier \_\_\_\_\_, if known \_\_\_\_\_ Congressional District, if known

5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME

\_\_\_\_\_ Congressional District, if known

6. FEDERAL DEPARTMENT/AGENCY

7. FEDERAL PROGRAM NAME/DESCRIPTION

\_\_\_\_\_ CFDA Number, if applicable

8. FEDERAL ACTION NUMBER, if known

9. AWARD AMOUNT, if known

\$ \_\_\_\_\_

10a. NAME AND ADDRESS OF LOBBYING ENTITY  
(If individual, last name, first name, MI)

b. INDIVIDUALS PERFORMING SERVICES  
(Including address if different from No. 10a) (last name, first name, MI)

*(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)*

11. AMOUNT OF PAYMENT (check all that apply)

\$ \_\_\_\_\_     Actual     Planned

12. FORM OF PAYMENT (check all that apply)

a. Cash     b. In-kind; specify: nature \_\_\_\_\_ value \_\_\_\_\_

13. TYPE OF PAYMENT (check all that apply)

a. Retainer     b. One-time fee     c. Commission  
 d. Contingent fee     e. Deferred     f. Other, specify \_\_\_\_\_

14. Brief description of services performed or to be performed and date(s) of service, including officer(s), employee(s), or member(s) contacted, for payment indicated in item 11.

15.  YES     NO    CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

ORIGINAL SIGNATURE

PRINT NAME OR TYPE

Travis Young

TITLE

Regional Vice President

TELEPHONE NUMBER  
215-238-3000

DATE

5/5/24

**INSTRUCTIONS FOR COMPLETION OF  
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

*Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.*

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street  
Springfield, Illinois 62777-0001

**CONTINUATION SHEET**  
**DISCLOSURE OF LOBBYING ACTIVITIES**

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REPORTING ENTITY

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### Changes in Food Consumer Price Indexes: 2016 through 2020

Item	2016	2017	2018	2019	2020	Average
	<b>Consumer Price Index for all Urban Consumers (CPI-U)</b>					
All items	2.1%	2.1%	1.9%	2.3%	1.4%	2.0%
Food	-0.2%	1.6%	1.6%	1.8%	3.9%	1.7%
Food away from home	2.3%	2.5%	2.8%	3.1%	3.9%	2.9%
Source of historical data: Bureau of Labor Statistics						

	FY2018	FY2019	FY2020*	FY2021	FY2022	Average
<b>Lisle 202 Food Service Contract</b>	2.3%	2.5%	3.5%	3.1%	3.9%	3.1%

\* The District went out to bid in April of 2019 for the 2019-2020 school year. As a result, the cost increase for the FY2020 food service contract was not tied to the Consumer Price Index. The actual INCREASE per the final contract documents was approximately 3.5%.

**FOR ACTION**

**Lisle Community Unit School District No. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Southeast DuPage Purchasing Group Paper Purchase

**BACKGROUND DATA:** Again this year, the District participated in the Southeast DuPage Purchasing Group bid process for xerographic and construction paper.

Xerographic paper costs increased approximately 3% for the upcoming year. For FY2021, 8 ½ x 11 white xerographic paper cost was \$23.90 per case. The lowest responsible bidder for FY2022, Murnane Paper, came in at \$24.61 per case. Even though the cost per case increased, the overall number of cases requested decreased, therefore reducing the total cost by \$4,901.34.

Murnane Paper was also the lowest bidder for 8 ½ x 11 colored xerographic paper. 20lbs colored paper ranges from \$36.20-\$54.90 per case and 60lbs bright and neon colors are \$65.90 per case.

Construction paper costs range from \$36.10-\$49.25 depending on color and size. The construction paper bid for FY2022 was once again awarded to Bye-Mo'r, Inc.

**FINANCIAL IMPACT:** The minimum estimated total cost for xerographic and construction paper in FY2022 is \$7,496.91.

**RECOMMENDATION:** The Administration recommends that the Board accept the recommended bid from the Southeast DuPage Purchasing Group for xerographic and construction paper for the 2021-2022 school year.

**SUGGESTED MOTION:** That the Board of Education authorize participation in the purchasing of xerographic paper and construction paper for the 2021-2022 school year through the Southeast DuPage Purchasing Group and accept the bid proposals from Murnane Paper for white and colored xerographic paper, and Bye-Mo'r, Inc. for construction paper.

**Lisle Community Unit School District 202**  
**Paper Bid Commitment Comparison - Summary**  
**May 24, 2021**

Description	2021-2022 School Year			2020-2021 School Year			Cost Difference
	Units	Unit Cost	Total Cost	Units	Unit Cost	Total Cost	
<i>Xerographic Paper - 20 LBS:</i>							
8 1/2 X 11 - WHITE	252.00	\$ 24.61	\$ 6,201.72	465.00	\$ 23.90	\$ 11,113.50	(4,911.78)
8 1/2 X 14 - WHITE	4.00	\$ 36.00	\$ 144.00	2.00	\$ 34.75	\$ 69.50	74.50
11 X 17 - WHITE	4.00	\$ 27.61	\$ 110.44	1.00	\$ 27.50	\$ 27.50	82.94
8 1/2 X 11 - BLUE	5.00	\$ 36.20	\$ 181.00	3.00	\$ 36.00	\$ 108.00	73.00
8 1/2 X 11 - BUFF	-	\$ 36.20	\$ -	1.00	\$ 36.00	\$ 36.00	(36.00)
8 1/2 X 11 - CANARY YELLOW	4.00	\$ 36.20	\$ 144.80	2.00	\$ 36.00	\$ 72.00	72.80
8 1/2 X 11 - GOLDENROD	-	\$ 36.20	\$ -	1.00	\$ 36.00	\$ 36.00	(36.00)
8 1/2 X 11 - GREY	-	\$ 38.70	\$ -	1.00	\$ 36.00	\$ 36.00	(36.00)
8 1/2 X 11 - GREEN	1.00	\$ 36.20	\$ 36.20	3.00	\$ 36.00	\$ 108.00	(71.80)
8 1/2 X 11 - IVORY	-	\$ 36.20	\$ -	-	\$ 36.00	\$ -	-
8 1/2 X 11 - ORCHID	3.00	\$ 36.20	\$ 108.60	2.00	\$ 36.00	\$ 72.00	36.60
8 1/2 X 11 - PINK	-	\$ 36.20	\$ -	1.00	\$ 36.00	\$ 36.00	(36.00)
8 1/2 X 11 - RED (HOLIDAY)	2.00	\$ 54.90	\$ 109.80	-	\$ 61.00	\$ -	109.80
8 1/2 X 11 - SALMON	-	\$ 36.20	\$ -	1.00	\$ 36.00	\$ 36.00	(36.00)
8 1/2 X 11 - TAN	-	\$ 38.70	\$ -	1.00	\$ 37.75	\$ 37.75	(37.75)
<i>Bright Colors - 60 LBS:</i>							
8 1/2 X 11 - BRIGHT BLUE	1.00	\$ 65.90	\$ 65.90	2.00	\$ 61.00	\$ 122.00	(56.10)
8 1/2 X 11 - BRIGHT GREEN	-	\$ 65.90	\$ -	1.00	\$ 61.00	\$ 61.00	(61.00)
8 1/2 X 11 - BRIGHT RED	1.00	\$ 65.90	\$ 65.90	1.00	\$ 61.00	\$ 61.00	4.90
8 1/2 X 11 - BRIGHT YELLOW	-	\$ 65.90	\$ -	1.00	\$ 61.00	\$ 61.00	(61.00)
<i>Neon Colors - 60 LBS:</i>							
8 1/2 X 11 - NEON LIME GREEN	-	\$ 65.90	\$ -	2.00	\$ 61.00	\$ 122.00	(122.00)
8 1/2 X 11 - NEON PINK	-	\$ 65.90	\$ -	1.00	\$ 61.00	\$ 61.00	(61.00)
8 1/2 X 11 - NEON ORANGE	1.00	\$ 65.90	\$ 65.90	2.00	\$ 61.00	\$ 122.00	(56.10)
<i>Construction Paper - 9 x 12:</i>							
9 X 12 - BLACK	-	\$ 41.25	\$ -	-	\$ 37.70	\$ -	-
9 X 12 - LIGHT BLUE	-	\$ -	\$ -	-	\$ 35.75	\$ -	-
9 X 12 - BLUE	1.00	\$ 37.15	\$ 37.15	-	\$ 35.75	\$ -	37.15
9 X 12 - BROWN	-	\$ -	\$ -	-	\$ 37.70	\$ -	-
9 X 12 - GREY	-	\$ -	\$ -	-	\$ 35.10	\$ -	-
9 X 12 - LIGHT GREEN	-	\$ -	\$ -	-	\$ 35.75	\$ -	-
9 X 12 - DARK GREEN	-	\$ -	\$ -	-	\$ 76.00	\$ -	-
9 X 12 - GREEN (HOLIDAY)	1.00	\$ 37.15	\$ 37.15	-	\$ 35.75	\$ -	37.15
9 X 12 - LILAC	1.00	\$ -	\$ -	-	\$ 67.60	\$ -	-
9 X 12 - MAGENTA	-	\$ -	\$ -	-	\$ 37.70	\$ -	-
9 X 12 - ORANGE	-	\$ -	\$ -	-	\$ 40.95	\$ -	-
9 X 12 - PINK	-	\$ -	\$ -	-	\$ 35.75	\$ -	-
9 X 12 - RASPBERRY	-	\$ -	\$ -	-	\$ 37.70	\$ -	-
9 X 12 - HOLIDAY RED	-	\$ 49.25	\$ -	-	\$ 47.45	\$ -	-
9 X 12 - SALMON	-	\$ -	\$ -	-	\$ 69.55	\$ -	-
9 X 12 - VIOLET	-	\$ 37.15	\$ -	-	\$ 35.75	\$ -	-
9 X 12 - YELLOW	-	\$ 37.15	\$ -	-	\$ 35.75	\$ -	-
9 X 12 - WHITE	1.00	\$ 38.50	\$ 38.50	-	\$ 39.00	\$ -	38.50
<i>Construction Paper - 12 x 18:</i>							
12 X 18 - BLACK	-	\$ 38.80	\$ -	-	\$ 37.38	\$ -	-
12 X 18 - BLUE	1.00	\$ 36.10	\$ 36.10	-	\$ 34.78	\$ -	36.10
12 X 18 - LIGHT BLUE	-	\$ -	\$ -	-	\$ 34.78	\$ -	-
12 X 18 - BROWN	-	\$ -	\$ -	-	\$ 37.38	\$ -	-
12 X 18 - LIGHT GREEN	-	\$ -	\$ -	-	\$ 34.78	\$ -	-
12 X 18 - DARK GREEN	-	\$ -	\$ -	-	\$ 72.80	\$ -	-
12 X 18 - GREEN (HOLIDAY)	1.00	\$ 36.10	\$ 36.10	-	\$ 34.78	\$ -	36.10
12 X 18 - LILAC	1.00	\$ 38.85	\$ 38.85	-	\$ 68.90	\$ -	38.85
12 X 18 - MAGENTA	-	\$ -	\$ -	-	\$ 37.38	\$ -	-
12 X 18 - ORANGE	-	\$ -	\$ -	-	\$ 41.28	\$ -	-
12 X 18 - PEACH	-	\$ -	\$ -	-	\$ 66.00	\$ -	-
12 X 18 - PINK	-	\$ 47.25	\$ -	-	\$ 34.78	\$ -	-
12 X 18 - RED (HOLIDAY)	-	\$ -	\$ -	-	\$ 45.50	\$ -	-
12 X 18 - RED-ORANGE	-	\$ -	\$ -	-	\$ -	\$ -	-
12 X 18 - YELLOW-ORANGE	-	\$ -	\$ -	-	\$ 37.70	\$ -	-
12 X 18 - TAN	-	\$ 38.80	\$ -	-	\$ 37.38	\$ -	-
12 X 18 - VIOLET	-	\$ -	\$ -	-	\$ 34.78	\$ -	-
12 X 18 - YELLOW	-	\$ 36.10	\$ -	-	\$ 34.78	\$ -	-
12 X 18 - WHITE	1.00	\$ 38.80	\$ 38.80	-	\$ 40.63	\$ -	38.80
<b>Total</b>	<b>286.00</b>		<b>7,496.91</b>	<b>494.00</b>		<b>12,398.25</b>	<b>(4,901.34)</b>

**Lisle Community Unit School District 202**  
**Paper Bid Commitment Comparison - Central Office**  
**May 24, 2021**

Description	2021-2022 School Year			2020-2021 School Year			Cost Difference
	Units	Unit Cost	Total Cost	Units	Unit Cost	Total Cost	
<i>Xerographic Paper - 20 LBS:</i>							
8 1/2 X 11 - WHITE	12	24.61	295.32	25	23.90	597.50	(302.18)
8 1/2 X 14 - WHITE	4	36.00	144.00		34.75	-	144.00
11 X 17 - WHITE	4	27.61	110.44		27.50	-	110.44
8 1/2 X 11 - BLUE		36.20	-		36.00	-	-
8 1/2 X 11 - BUFF		36.20	-		36.00	-	-
8 1/2 X 11 - CANARY YELLOW		36.20	-		36.00	-	-
8 1/2 X 11 - GOLDENROD		36.20	-		36.00	-	-
8 1/2 X 11 - GREY		38.70	-		36.00	-	-
8 1/2 X 11 - GREEN		36.20	-		36.00	-	-
8 1/2 X 11 - IVORY		36.20	-		36.00	-	-
8 1/2 X 11 - ORCHID		36.20	-		36.00	-	-
8 1/2 X 11 - PINK		36.20	-		36.00	-	-
8 1/2 X 11 - RED (HOLIDAY)		54.90	-		61.00	-	-
8 1/2 X 11 - SALMON		36.20	-		36.00	-	-
8 1/2 X 11 - TAN		38.70	-		37.75	-	-
<i>Bright Colors - 60 LBS:</i>							
8 1/2 X 11 - BRIGHT BLUE		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT RED		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT YELLOW		65.90	-		61.00	-	-
<i>Neon Colors - 60 LBS:</i>							
8 1/2 X 11 - NEON LIME GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - NEON PINK		65.90	-		61.00	-	-
8 1/2 X 11 - NEON ORANGE		65.90	-		61.00	-	-
<i>Construction Paper - 9 x 12:</i>							
9 X 12 - BLACK		41.25	-		37.70	-	-
9 X 12 - LIGHT BLUE		-	-		35.75	-	-
9 X 12 - BLUE		37.15	-		35.75	-	-
9 X 12 - BROWN		-	-		37.70	-	-
9 X 12 - GREY		-	-		35.10	-	-
9 X 12 - LIGHT GREEN		-	-		35.75	-	-
9 X 12 - DARK GREEN		-	-		76.00	-	-
9 X 12 - GREEN (HOLIDAY)		37.15	-		35.75	-	-
9 X 12 - LILAC		-	-		67.60	-	-
9 X 12 - MAGENTA		-	-		37.70	-	-
9 X 12 - ORANGE		-	-		40.95	-	-
9 X 12 - PINK		-	-		35.75	-	-
9 X 12 - RASPBERRY		-	-		37.70	-	-
9 X 12 - HOLIDAY RED		49.25	-		47.45	-	-
9 X 12 - SALMON		-	-		69.55	-	-
9 X 12 - VIOLET		37.15	-		35.75	-	-
9 X 12 - YELLOW		37.15	-		35.75	-	-
9 X 12 - WHITE		38.50	-		39.00	-	-
<i>Construction Paper - 12 x 18:</i>							
12 X 18 - BLACK		38.80	-		37.38	-	-
12 X 18 - BLUE		36.10	-		34.78	-	-
12 X 18 - LIGHT BLUE		-	-		34.78	-	-
12 X 18 - BROWN		-	-		37.38	-	-
12 X 18 - LIGHT GREEN		-	-		34.78	-	-
12 X 18 - DARK GREEN		-	-		72.80	-	-
12 X 18 - GREEN (HOLIDAY)		36.10	-		34.78	-	-
12 X 18 - LILAC		38.85	-		68.90	-	-
12 X 18 - MAGENTA		-	-		37.38	-	-
12 X 18 - ORANGE		-	-		41.28	-	-
12 X 18 - PEACH		-	-		66.00	-	-
12 X 18 - PINK		47.25	-		34.78	-	-
12 X 18 - RED (HOLIDAY)		-	-		45.50	-	-
12 X 18 - RED-ORANGE		-	-		-	-	-
12 X 18 - YELLOW-ORANGE		-	-		37.70	-	-
12 X 18 - TAN		38.80	-		37.38	-	-
12 X 18 - VIOLET		-	-		34.78	-	-
12 X 18 - YELLOW		36.10	-		34.78	-	-
12 X 18 - WHITE		38.80	-		40.63	-	-
<b>Total</b>	<b>20.00</b>		<b>549.76</b>	<b>25.00</b>		<b>597.50</b>	<b>(47.74)</b>

**Lisle Community Unit School District 202**  
**Paper Bid Commitment Comparison - Senior High**  
**May 24, 2021**

Description	2021-2022 School Year			2020-2021 School Year			Cost Difference
	Units	Unit Cost	Total Cost	Units	Unit Cost	Total Cost	
<i>Xerographic Paper - 20 LBS:</i>							
8 1/2 X 11 - WHITE	40	24.61	984.40	160	23.90	3,824.00	(2,839.60)
8 1/2 X 14 - WHITE		36.00	-		34.75	-	-
11 X 17 - WHITE		27.61	-		27.50	-	-
8 1/2 X 11 - BLUE	1	36.20	36.20	2	36.00	72.00	(35.80)
8 1/2 X 11 - BUFF		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - CANARY YELLOW		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - GOLDENROD		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - GREY		38.70	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - GREEN		36.20	-	2	36.00	72.00	(72.00)
8 1/2 X 11 - IVORY		36.20	-		36.00	-	-
8 1/2 X 11 - ORCHID		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - PINK		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - RED (HOLIDAY)		54.90	-		61.00	-	-
8 1/2 X 11 - SALMON		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - TAN		38.70	-	1	37.75	37.75	(37.75)
<i>Bright Colors - 60 LBS:</i>							
8 1/2 X 11 - BRIGHT BLUE		65.90	-	1	61.00	61.00	(61.00)
8 1/2 X 11 - BRIGHT GREEN		65.90	-	1	61.00	61.00	(61.00)
8 1/2 X 11 - BRIGHT RED		65.90	-	1	61.00	61.00	(61.00)
8 1/2 X 11 - BRIGHT YELLOW		65.90	-	1	61.00	61.00	(61.00)
<i>Neon Colors - 60 LBS:</i>							
8 1/2 X 11 - NEON LIME GREEN		65.90	-	2	61.00	122.00	(122.00)
8 1/2 X 11 - NEON PINK		65.90	-	1	61.00	61.00	(61.00)
8 1/2 X 11 - NEON ORANGE		65.90	-	1	61.00	61.00	(61.00)
<i>Construction Paper - 9 x 12:</i>							
9 X 12 - BLACK		41.25	-		37.70	-	-
9 X 12 - LIGHT BLUE		-	-		35.75	-	-
9 X 12 - BLUE		37.15	-		35.75	-	-
9 X 12 - BROWN		-	-		37.70	-	-
9 X 12 - GREY		-	-		35.10	-	-
9 X 12 - LIGHT GREEN		-	-		35.75	-	-
9 X 12 - DARK GREEN		-	-		76.00	-	-
9 X 12 - GREEN (HOLIDAY)		37.15	-		35.75	-	-
9 X 12 - LILAC		-	-		67.60	-	-
9 X 12 - MAGENTA		-	-		37.70	-	-
9 X 12 - ORANGE		-	-		40.95	-	-
9 X 12 - PINK		-	-		35.75	-	-
9 X 12 - RASPBERRY		-	-		37.70	-	-
9 X 12 - HOLIDAY RED		49.25	-		47.45	-	-
9 X 12 - SALMON		-	-		69.55	-	-
9 X 12 - VIOLET		37.15	-		35.75	-	-
9 X 12 - YELLOW		37.15	-		35.75	-	-
9 X 12 - WHITE		38.50	-		39.00	-	-
<i>Construction Paper - 12 x 18:</i>							
12 X 18 - BLACK		38.80	-		37.38	-	-
12 X 18 - BLUE		36.10	-		34.78	-	-
12 X 18 - LIGHT BLUE		-	-		34.78	-	-
12 X 18 - BROWN		-	-		37.38	-	-
12 X 18 - LIGHT GREEN		-	-		34.78	-	-
12 X 18 - DARK GREEN		-	-		72.80	-	-
12 X 18 - GREEN (HOLIDAY)		36.10	-		34.78	-	-
12 X 18 - LILAC		38.85	-		68.90	-	-
12 X 18 - MAGENTA		-	-		37.38	-	-
12 X 18 - ORANGE		-	-		41.28	-	-
12 X 18 - PEACH		-	-		66.00	-	-
12 X 18 - PINK		47.25	-		34.78	-	-
12 X 18 - RED (HOLIDAY)		-	-		45.50	-	-
12 X 18 - RED-ORANGE		-	-		-	-	-
12 X 18 - YELLOW-ORANGE		-	-		37.70	-	-
12 X 18 - TAN		38.80	-		37.38	-	-
12 X 18 - VIOLET		-	-		34.78	-	-
12 X 18 - YELLOW		36.10	-		34.78	-	-
12 X 18 - WHITE		38.80	-		40.63	-	-
<b>Total</b>	<b>41.00</b>		<b>1,020.60</b>	<b>180.00</b>		<b>4,745.75</b>	<b>(3,725.15)</b>

**Lisle Community Unit School District 202**  
**Paper Bid Commitment Comparison - Junior High**  
**May 24, 2021**

Description	2021-2022 School Year			2020-2021 School Year			Cost Difference
	Units	Unit Cost	Total Cost	Units	Unit Cost	Total Cost	
<i>Xerographic Paper - 20 LBS:</i>							
8 1/2 X 11 - WHITE		24.61	-	80	23.90	1,912.00	(1,912.00)
8 1/2 X 14 - WHITE		36.00	-		34.75	-	-
11 X 17 - WHITE		27.61	-		27.50	-	-
8 1/2 X 11 - BLUE	1	36.20	36.20	1	36.00	36.00	0.20
8 1/2 X 11 - BUFF		36.20	-		36.00	-	-
8 1/2 X 11 - CANARY YELLOW	1	36.20	36.20	1	36.00	36.00	0.20
8 1/2 X 11 - GOLDENROD		36.20	-		36.00	-	-
8 1/2 X 11 - GREY		38.70	-		36.00	-	-
8 1/2 X 11 - GREEN	1	36.20	36.20	1	36.00	36.00	0.20
8 1/2 X 11 - IVORY		36.20	-		36.00	-	-
8 1/2 X 11 - ORCHID		36.20	-	1	36.00	36.00	(36.00)
8 1/2 X 11 - PINK		36.20	-		36.00	-	-
8 1/2 X 11 - RED (HOLIDAY)		54.90	-		61.00	-	-
8 1/2 X 11 - SALMON		36.20	-		36.00	-	-
8 1/2 X 11 - TAN		38.70	-		37.75	-	-
<i>Bright Colors - 60 LBS:</i>							
8 1/2 X 11 - BRIGHT BLUE	1	65.90	65.90	1	61.00	61.00	4.90
8 1/2 X 11 - BRIGHT GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT RED	1	65.90	65.90		61.00	-	65.90
8 1/2 X 11 - BRIGHT YELLOW		65.90	-		61.00	-	-
<i>Neon Colors - 60 LBS:</i>							
8 1/2 X 11 - NEON LIME GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - NEON PINK		65.90	-		61.00	-	-
8 1/2 X 11 - NEON ORANGE		65.90	-	1	61.00	61.00	(61.00)
<i>Construction Paper - 9 x 12:</i>							
9 X 12 - BLACK		41.25	-		37.70	-	-
9 X 12 - LIGHT BLUE		-	-		35.75	-	-
9 X 12 - BLUE		37.15	-		35.75	-	-
9 X 12 - BROWN		-	-		37.70	-	-
9 X 12 - GREY		-	-		35.10	-	-
9 X 12 - LIGHT GREEN		-	-		35.75	-	-
9 X 12 - DARK GREEN		-	-		76.00	-	-
9 X 12 - GREEN (HOLIDAY)		37.15	-		35.75	-	-
9 X 12 - LILAC		-	-		67.60	-	-
9 X 12 - MAGENTA		-	-		37.70	-	-
9 X 12 - ORANGE		-	-		40.95	-	-
9 X 12 - PINK		-	-		35.75	-	-
9 X 12 - RASPBERRY		-	-		37.70	-	-
9 X 12 - HOLIDAY RED		49.25	-		47.45	-	-
9 X 12 - SALMON		-	-		69.55	-	-
9 X 12 - VIOLET		37.15	-		35.75	-	-
9 X 12 - YELLOW		37.15	-		35.75	-	-
9 X 12 - WHITE		38.50	-		39.00	-	-
<i>Construction Paper - 12 x 18:</i>							
12 X 18 - BLACK		38.80	-		37.38	-	-
12 X 18 - BLUE		36.10	-		34.78	-	-
12 X 18 - LIGHT BLUE		-	-		34.78	-	-
12 X 18 - BROWN		-	-		37.38	-	-
12 X 18 - LIGHT GREEN		-	-		34.78	-	-
12 X 18 - DARK GREEN		-	-		72.80	-	-
12 X 18 - GREEN (HOLIDAY)		36.10	-		34.78	-	-
12 X 18 - LILAC		38.85	-		68.90	-	-
12 X 18 - MAGENTA		-	-		37.38	-	-
12 X 18 - ORANGE		-	-		41.28	-	-
12 X 18 - PEACH		-	-		66.00	-	-
12 X 18 - PINK		47.25	-		34.78	-	-
12 X 18 - RED (HOLIDAY)		-	-		45.50	-	-
12 X 18 - RED-ORANGE		-	-		-	-	-
12 X 18 - YELLOW-ORANGE		-	-		37.70	-	-
12 X 18 - TAN		38.80	-		37.38	-	-
12 X 18 - VIOLET		-	-		34.78	-	-
12 X 18 - YELLOW		36.10	-		34.78	-	-
12 X 18 - WHITE		38.80	-		40.63	-	-
<b>Total</b>	<b>5.00</b>		<b>240.40</b>	<b>86.00</b>		<b>2,178.00</b>	<b>(1,937.60)</b>

**Lisle Community Unit School District 202**  
**Paper Bid Commitment Comparison - Elementary**  
**May 24, 2021**

Description	2021-2022 School Year			2020-2021 School Year			Cost Difference
	Units	Unit Cost	Total Cost	Units	Unit Cost	Total Cost	
<i>Xerographic Paper - 20 LBS:</i>							
8 1/2 X 11 - WHITE	200	24.61	4,922.00	200	23.90	4,780.00	142.00
8 1/2 X 14 - WHITE		36.00	-	2	34.75	69.50	(69.50)
11 X 17 - WHITE		27.61	-	1	27.50	27.50	(27.50)
8 1/2 X 11 - BLUE	3	36.20	108.60		36.00	-	108.60
8 1/2 X 11 - BUFF		36.20	-		36.00	-	-
8 1/2 X 11 - CANARY YELLOW	3	36.20	108.60		36.00	-	108.60
8 1/2 X 11 - GOLDENROD		36.20	-		36.00	-	-
8 1/2 X 11 - GREY		38.70	-		36.00	-	-
8 1/2 X 11 - GREEN		36.20	-		36.00	-	-
8 1/2 X 11 - IVORY		36.20	-		36.00	-	-
8 1/2 X 11 - ORCHID	3	36.20	108.60		36.00	-	108.60
8 1/2 X 11 - PINK		36.20	-		36.00	-	-
8 1/2 X 11 - RED (HOLIDAY)	2	54.90	109.80		61.00	-	109.80
8 1/2 X 11 - SALMON		36.20	-		36.00	-	-
8 1/2 X 11 - TAN		38.70	-		37.75	-	-
<i>Bright Colors - 60 LBS:</i>							
8 1/2 X 11 - BRIGHT BLUE		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT RED		65.90	-		61.00	-	-
8 1/2 X 11 - BRIGHT YELLOW		65.90	-		61.00	-	-
<i>Neon Colors - 60 LBS:</i>							
8 1/2 X 11 - NEON LIME GREEN		65.90	-		61.00	-	-
8 1/2 X 11 - NEON PINK		65.90	-		61.00	-	-
8 1/2 X 11 - NEON ORANGE	1	65.90	65.90		61.00	-	65.90
<i>Construction Paper - 9 x 12:</i>							
9 X 12 - BLACK		41.25	-		37.70	-	-
9 X 12 - LIGHT BLUE		-	-		35.75	-	-
9 X 12 - BLUE	1	37.15	37.15		35.75	-	37.15
9 X 12 - BROWN		-	-		37.70	-	-
9 X 12 - GREY		-	-		35.10	-	-
9 X 12 - LIGHT GREEN		-	-		35.75	-	-
9 X 12 - DARK GREEN		-	-		76.00	-	-
9 X 12 - GREEN (HOLIDAY)	1	37.15	37.15		35.75	-	37.15
9 X 12 - LILAC	1	-	-		67.60	-	-
9 X 12 - MAGENTA		-	-		37.70	-	-
9 X 12 - ORANGE		-	-		40.95	-	-
9 X 12 - PINK		-	-		35.75	-	-
9 X 12 - RASPBERRY		-	-		37.70	-	-
9 X 12 - HOLIDAY RED		49.25	-		47.45	-	-
9 X 12 - SALMON		-	-		69.55	-	-
9 X 12 - VIOLET		37.15	-		35.75	-	-
9 X 12 - YELLOW		37.15	-		35.75	-	-
9 X 12 - WHITE	1	38.50	38.50		39.00	-	38.50
<i>Construction Paper - 12 x 18:</i>							
12 X 18 - BLACK		38.80	-		37.38	-	-
12 X 18 - BLUE	1	36.10	36.10		34.78	-	36.10
12 X 18 - LIGHT BLUE		-	-		34.78	-	-
12 X 18 - BROWN		-	-		37.38	-	-
12 X 18 - LIGHT GREEN		-	-		34.78	-	-
12 X 18 - DARK GREEN		-	-		72.80	-	-
12 X 18 - GREEN (HOLIDAY)	1	36.10	36.10		34.78	-	36.10
12 X 18 - LILAC	1	38.85	38.85		68.90	-	38.85
12 X 18 - MAGENTA		-	-		37.38	-	-
12 X 18 - ORANGE		-	-		41.28	-	-
12 X 18 - PEACH		-	-		66.00	-	-
12 X 18 - PINK		47.25	-		34.78	-	-
12 X 18 - RED (HOLIDAY)		-	-		45.50	-	-
12 X 18 - RED-ORANGE		-	-		-	-	-
12 X 18 - YELLOW-ORANGE		-	-		37.70	-	-
12 X 18 - TAN		38.80	-		37.38	-	-
12 X 18 - VIOLET		-	-		34.78	-	-
12 X 18 - YELLOW		36.10	-		34.78	-	-
12 X 18 - WHITE	1	38.80	38.80		40.63	-	38.80
<b>Total</b>	<b>220.00</b>		<b>5,686.15</b>	<b>203.00</b>		<b>4,877.00</b>	<b>809.15</b>

## FOR ACTION

### Lisle Community Unit School District No. 202 Board of Education Meeting May 24, 2021

**SUBJECT:** Student Fee Schedule – School Year 2021-2022

**BACKGROUND DATA:** Attached are the recommended student fees for the 2021-2022 school year. The fee schedule includes a waiver of the books/supplies fee for another year. In response to the pandemic, the Federal Government has allocated funding through a number of grants to school districts across the country. The School District is able to utilize these funds for technology purchases, software subscriptions, and other instructional materials. Waiving the registration fees will provide ongoing financial relief to the community as the District is able to offset these costs through federal grants next school year.

Included for reference is a schedule showing the student fees for the past five years along with the proposed fees. Historically, the increase in fee rates has been closely tied to the increase in the prior year's Consumer Price Index (CPI). For the calendar year 2020, the CPI increase was 1.4%. The recommended usage fee rate increases for most items for 2021-2022 are based upon the 1.4% increase rounded to the nearest dollar.

Explanations for items not tied to CPI are as follows:

P.E. Uniforms – The cost of the physical education uniform (shorts and shirt) will not be increased as the District does not anticipate any significant increases from the uniform vendor next school year.

DECA Fee – At the December 2020 meeting, the Finance Committee authorized an increase in the program fee from \$41 to \$58.

Drivers Education Fees – In March of 2019, the school district renewed its waiver from the State Board of Education to allow for the consideration of personnel costs in setting the District's driver education fee. The waiver allows the District to charge a maximum fee of \$250 in accordance with Public Act 97-0145. The current waiver extends through the 2023-2024 school year. As a result, the fee for the 2021-2022 school year will remain at \$250.

Busing of Ineligible Students – According to Board Policy 4:110 – Transportation, the Board may establish and charge a fee for those students who are not eligible for free transportation. According to the most recent Annual Claim for Pupil Transportation Reimbursement through the Illinois State Board of Education, the cost to transport noneligible pupils at District 202 is approximately \$284.

Lunches – The price increase of \$.10 is necessary to comply with the Paid Lunch Equity requirement of the National School Lunch Program.

Explanations for additional items related to the fee schedule are as follows:

Athletic Contest Admission – The Illinois Central Eight athletic conference sets the admission prices for adults and students at athletic events. As a result, the athletic contest charges are not included on the fee schedule. Currently ticket prices are \$4 for adults and \$3 for students. Lisle 202 students are admitted free to all regular season home games.

Fall Play and Spring Musical Ticket Prices – The following table includes the anticipated ticket prices for the Fall Play and Spring Musical:

	Adults	Students/Seniors
Fall Play	\$7.00	\$5.00
Spring Musical	\$8.00	\$5.00

Technology Center of DuPage (TCD) – Fees for TCD are generally \$100 per course with the exception of Cosmetology, which is \$500 for year 1 and \$450 for year two. Although District 202 does not set the fee, the E3 Committee recommended starting with the 2017-2018 school year that the School District cover all but \$100 of the student fees per year for Cosmetology to align with the other courses and encourage students to take the course.

In response to the Finance Committees request at the February 2017 meeting, the following table includes a five-year history of enrollment figures for TCD:

Description	School Year				
	16-17	17-18	18-19	19-20	20-21
<b>Technology Center of DuPage (TCD)</b>					
Multimedia & Television Production	-	1	-	3	-
Early Childhood Education & Care	2	1	-	-	1
Medical Terminology & Healthcare Careers	1	1	-	-	-
Nursing Assistant Training Program	2	-	2	1	2
Culinary, Pastry Arts & Hospitality Mgmt.	-	-	2	-	2
Cosmetology	5	5	4	3	3
Computer Info Systems & Game Design	3	4	1	-	-
Computer Science Principles	-	1	-	-	-
Criminal Justice	2	-	-	1	4
Fire Science / Emergency Medical Technician	-	2	-	-	1
Welding Technology	2	-	-	2	-
Intro to Engineering Design (IED) / Pre-Architecture	-	-	1	4	-
Auto Body Repair & Refinishing	-	-	-	1	-
Automotive Technology	5	3	5	2	-
Electronics Technology	-	-	1	-	-
HVAC&Refridge/Res Wiring	-	-	1	1	1
Construction Trades	-	-	-	-	1
<b>Grand Total</b>	<b>22</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>15</b>

High School Industrial Arts, Art, Photography, and Home Economics – Starting with the 2017-2018 school year, the E3 Committee recommended reducing the fees for Industrial Arts, Art, Photography, and Home Economics to align with other fees in the schedule and possibly engage students who are often underserved in public schools.

In response to the Finance Committees request at the February 2017 meeting, the following table includes a five-year history of enrollment figures for these programs at the High School:

Description	School Year				
	16-17	17-18	18-19	19-20	20-21
<b>Lisle Senior High School</b>					
Art	86	69	80	64	102
Home Economics - Foods	54	48	52	72	50
Industrial Arts	6	16	26	26	26
Photography (1 and 2)	54	36	42	32	27

**FINANCIAL IMPACT:** The revenue generated through student fees for the FY2022 budget is projected to be approximately \$40,000. Prior to waiving fees as a result of the COVID pandemic, student fee revenues were approximately \$240,000. Lunch receipts are projected to be nominal as the USDA extended child nutrition waivers for School Year 2021-2022 and will continue to offer free meals to all students.

**RECOMMENDATION:** The Administration recommends that the Board approve the recommended student fee schedule.

**SUGGESTED MOTION:** That the Board of Education approve the recommended Student Fee Schedule for the 2021-2022 school year as presented.

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202

**STUDENT FEE SCHEDULE**

School Year 2021/2022

**BOOKS/SUPPLIES FEES**

HALF-DAY KINDERGARTEN / EARLY CHILDHOOD	----->	WAIVED	*
GRADES 1 - 2 / FULL-DAY KINDERGARTEN	----->	WAIVED	*
GRADES 3 - 5	----->	WAIVED	*
GRADES 6 - 8	----->	WAIVED	**
GRADES 9 - 12	----->	WAIVED	**

\* Includes \$25 Technology Fee

\*\* Includes \$50 Technology Fee

P.E. Uniforms

Shirts	----->	\$9
Shorts	----->	\$12

**USAGE FEES**

High School

Athletics		
Tier I - Football	----->	\$110
Tier II - Baseball, Basketball, Golf, Softball, Track, Volleyball, Wrestling	----->	\$75
Tier III - Bowling, Cheerleading, Cross Country Soccer, Tennis	----->	\$59
Drama / Musical	----->	\$42
Flag Corps	----->	\$42
Drill Team	----->	\$59
DECA	----->	\$59
Science Olympiad	----->	\$42
Scholastic Bowl	----->	\$42
Student Parking ( Per Semester)	----->	\$73
Band - District-owned Instrument Rental	----->	\$47
Industrial Arts ( Per Semester)	----->	\$39
Art ( Per Semester)	----->	\$39
Photography ( Per Semester)	----->	\$39
Home Economics - Foods (Per Semester)	----->	\$39
Driver's Education (Classroom and Laboratory)	----->	\$250

Junior High School

Athletics		
Tier II - Baseball, Basketball, Softball, Track, Wrestling, Volleyball, Soccer, Cheerleading	----->	\$59
Drill Team	----->	\$59
Intramurals	----->	\$42
Science Olympiad	----->	\$42
Band - District-owned Instrument Rental	----->	\$47
Drama	----->	\$31

Lisle Elementary School

Band - District-owned Instrument Rental	----->	\$47
---	--------	------

**BUSING OF INELIGIBLE STUDENTS**

----->	\$284
--------	-------

**MEALS**

Breakfast - All Grades	----->	\$1.95
Lunch - Grades K - 5	----->	\$3.15
Lunch - Grades 6 - 8	----->	\$3.15
Lunch - Grades 9 - 12	----->	\$3.15
Lunch - Adults	----->	\$4.25
Milk - A la Carte	----->	\$0.55



## Lisle Community Unit School District 202 Historical Fees Summary

	CPI = .7%		CPI = 2.1%		CPI = 2.1%		CPI = 1.9%		CPI = 2.3%		Proposed CPI = 1.4%	
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Fee	Increase	Fee	Increase	Fee	Increase	Fee	Increase	Fee	Increase	Fee	Increase
<b>USAGE FEES (Continued)</b>												
Junior High School												
Athletics												
Tier I - Football	\$ 79	1.28%	\$ 81	2.53%	\$ 83	2.47%	N/A	N/A	N/A	N/A	N/A	N/A
Tier II - Baseball, Basketball, Cheerleading, Soccer, Softball, Track, Volleyball, Wrestling Drill Team	\$ 54	1.89%	\$ 55	1.85%	\$ 56	1.82%	\$ 57	1.79%	\$ 58 *	1.75%	\$ 59	1.72%
Intramurals	\$ 37	0.00%	\$ 38	2.70%	\$ 39	2.63%	\$ 40	2.56%	\$ 41	2.50%	\$ 42	2.44%
Science Olympiad	\$ 37	0.00%	\$ 38	2.70%	\$ 39	2.63%	\$ 40	2.56%	\$ 41	2.50%	\$ 42	2.44%
Band - District-owned Instrument Rental	\$ 42	0.00%	\$ 43	2.38%	\$ 44	2.33%	\$ 45	2.27%	\$ 46	2.22%	\$ 47	2.17%
Drama	\$ 26	0.00%	\$ 27	3.85%	\$ 28	3.70%	\$ 29	3.57%	\$ 30	3.45%	\$ 31	3.33%
Lisle Elementary School												
Band - District-owned Instrument Rental	\$ 40	0.00%	\$ 40	0.00%	\$ 40	0.00%	\$ 40	0.00%	\$ 46	15.00%	\$ 47	2.17%
<b>BUSING OF INELIGIBLE STUDENTS</b>	\$ 286	1.06%	\$ 238	-16.78%	\$ 284	19.33%	\$ 343	20.77%	\$ 340	-0.87%	\$ 284	-16.47%
<b>MEALS</b>												
Breakfast - All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$ 1.95	N/A
Lunch - Grades K - 5	\$ 2.75	1.85%	\$ 2.85	3.64%	\$ 2.90	1.75%	\$ 2.95	1.72%	\$ 3.05	3.39%	\$ 3.15	3.28%
Lunch - Grades 6 - 9	\$ 2.75	1.85%	\$ 2.85	3.64%	\$ 2.90	1.75%	\$ 2.95	1.72%	\$ 3.05	3.39%	\$ 3.15	3.28%
Lunch - Grades 9 - 12	\$ 2.75	1.85%	\$ 2.85	3.64%	\$ 2.90	1.75%	\$ 2.95	1.72%	\$ 3.05	3.39%	\$ 3.15	3.28%
Lunch - Adults	\$ 3.90	1.30%	\$ 3.95	1.28%	\$ 4.00	1.27%	\$ 4.05	1.25%	\$ 4.15	2.47%	\$ 4.25	2.41%
Milk - A la Carte	\$ 0.45	0.00%	\$ 0.50	11.11%	\$ 0.50	0.00%	\$ 0.50	0.00%	\$ 0.55	10.00%	\$ 0.55	0.00%

^ Technology Fee increased by \$25 with move to 1:1 Chromebooks

\* Athletic fees waived for sports that occurred during second semester due to COVID restrictions

**FOR APPROVAL**

**Lisle Community Unit School Dist. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Appointment of the Board of Education Clerk/Recording Secretary for 2021-2022 School Year

**BACKGROUND DATA:** Historically, the Board of Education has appointed a clerk/recording secretary to act as the keeper of records for the Board of Education.

**FINANCIAL IMPACT:** None.

**RECOMMENDATION:** The Administration recommends Marilyn Buchholtz be appointed as the Board of Education Clerk/Recording Secretary for the 2021-2022 School Year.

**SUGGESTED MOTION:** The Board of Education appoint Marilyn Buchholz as the Board of Education Clerk/Recording Secretary for the 2021-2022 School Year.

**FOR ACTION**

**Lisle Community Unit School Dist. No. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Appointment of School Treasurer - 2021-2022 Fiscal Year

**BACKGROUND DATA:** Annually, the Board of Education is required to appoint a school treasurer, fix his/her term of office, and set the salary for the position. Mr. Wilkinson is qualified to be an effective Treasurer for District 202 as he is a Certified Public Accountant with a Bachelor's Degree in Accounting, and more than eighteen years of experience in the areas of accounting and finance. He has served as the School Treasurer since July 2012.

Included with this write-up is the Resolution Appointing School Treasurer and Certification of Resolution for filing with the DuPage Regional Office of Education.

**FINANCIAL IMPACT:** The treasurer's salary for 2021-2022 is included in Mr. Wilkinson's total compensation determined by contract for the 2021-2022 school year.

**RECOMMENDATION:** The Administration recommends that David Wilkinson be retained as School Treasurer for the 2021-2022 fiscal year.

**SUGGESTED MOTION:** That the Board of Education appoint David Wilkinson as School Treasurer effective July 1, 2021.

**Resolution Appointing School Treasurer**

**WHEREAS**, pursuant to the School Code (105 ILCS 5/5-1), the Board of Education may appoint a non-School Board Member to Serve as School Treasurer; and,

**WHEREAS**, the Board of Education has determined that the responsibilities of “School Treasurer” shall be met by the Chief Financial Officer.

**NOW, THEREFORE**, Be It Resolved by the Board of Education of School District No. 202, DuPage County, Illinois, that David Wilkinson be appointed as School Treasurer effective July 1, 2021.

Member \_\_\_\_\_ moved and Member \_\_\_\_\_ seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the members voted as follows:

AYE: \_\_\_\_\_

NAY: \_\_\_\_\_

ABSENT/ABSTAIN: \_\_\_\_\_

Whereupon the President declared the motion carried and said resolution adopted May 24, 2021.

BOARD OF EDUCATION OF LISLE COMMUNITY  
UNIT SCHOOL DISTRICT NO. 202  
DUPAGE COUNTY, ILLINOIS

By: \_\_\_\_\_ (Board President)

Attest: \_\_\_\_\_ (Board Secretary)



**FOR ACTION**

**Lisle Community Unit School Dist. No. 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Approval of Surety Bond of Treasurer - 2021-2022 Fiscal Year

**BACKGROUND DATA:** In conjunction with the appointment of David Wilkinson as the School Treasurer for 2021-2022, the Board of Education is required to approve a Surety Bond for 25% of the amount he has in custody at any given time. The attached Treasurer Bond Calculation Form projects the highest fund balance to be \$44,200,000 during the month of September 2021, requiring a surety bond of \$11,050,000. The Administration is recommending approval of an \$11,250,000 surety bond to guard against any potential variance in the estimated figures.

Included with this write-up is the Resolution Approving Surety Bond of Treasurer, Certification of Resolution, and Corporate Surety Form for filing with the DuPage Regional Office of Education.

**FINANCIAL IMPACT:** The treasurer's bond for \$11,250,000 secured through Broker's Risk has an annual premium of \$9,303.00. The premium cost is included in the FY2021 budget approved in September 2020.

**RECOMMENDATION:** The Administration recommends approval of the attached Surety Bond with David Wilkinson as Principal for the 2021-2022 fiscal year.

**SUGGESTED MOTION:** That the Board of Education approve the attached School Treasurer's Surety Bond executed by Lyndon Southern Insurance Company with David Wilkinson as Principal from July 1, 2021 to July 1, 2022.

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**RESOLUTION APPROVING SURETY BOND OF TREASURER**

**WHEREAS**, the attached School Treasurer’s Surety Bond (“Surety Bond”) was executed by the authorized agent of Underwriters at Lloyd’s, London, as surety on or about May 24, 2021;

**WHEREAS**, the Surety Bond was executed under oath by David Wilkinson as Principal on May 24, 2021;

**WHEREAS**, the Surety Bond was fully executed at the time this Board passed a resolution on May 24, 2021, confirming David Wilkinson’s appointment as District Treasurer, effective July 1, 2021;

**NOW, THEREFORE**, Be It Resolved by the Board of Education of Lisle Community Unit School District No. 202, DuPage County, Illinois, as follows:

Section 1: This Board adopts as findings of fact all of the recitals above and incorporates them herein by reference.

Section 2: A majority of the members of this Board hereby expressly approves the Surety Bond.

Adopted this 24th day of May, 2021, by the following roll call vote:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSTAIN/ABSENT: \_\_\_\_\_

BOARD OF EDUCATION OF LISLE COMMUNITY  
UNIT SCHOOL DISTRICT NO. 202  
DUPAGE COUNTY, ILLINOIS

By: \_\_\_\_\_ (Board President)

Attest: \_\_\_\_\_ (Board Secretary)

STATE OF ILLINOIS    )  
  ) SS  
COUNTY OF DUPAGE)

**CERTIFICATION OF RESOLUTION**

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education (the “School Board”) of Lisle Community Unit School District No. 202, DuPage County, Illinois (the “District”), and that as such official I am the keeper of the records and files of the School Board.

I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

**RESOLUTION APPROVING SURETY BOND OF TREASURER**

Which said resolution was adopted at a meeting of the Board held on the 24th day of May, 2021.

I do further certify that the deliberations of the Board on adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended and that the Board has complied with all of the provisions of said Acts and said Codes and with all the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 24th day of May, 2021.

\_\_\_\_\_  
Secretary, Board of Education  
Lisle Community Unit School District No. 202

SCHOOL TREASURER'S BOND  
ILLINOIS-CORPORATE SURETY FORM

BOND NO. 0022407  
PREMIUM AMOUNT \$8,457.00  
AUTHORITY REFERENCE NO.  
B1216CB2101569

STATE OF ILLINOIS,  
ss,  
DuPage County,

KNOW ALL MEN BY THESE PRESENTS, That we, David Wilkinson  
as Principal, and LYNDON SOUTHERN INSURANCE COMPANY as Surety, are held and firmly bound, jointly and severally, unto the  
Lisle C.U.S.D. #202 in said County or successors in office, in the penal sum of  
Eleven million and two hundred and fifty thousand and no/100ths----- Dollars. ( \$11,250,000),  
for the payment of which we bind ourselves, our heirs, executors and administrators, firmly by these presents.

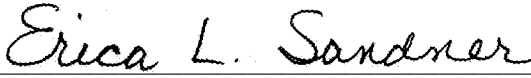
IN WITNESS WHEREOF, we have hereunto set our hands and seals, this 12th day of May, 2021.  
This bond to be effective 7/01/21 until cancelled.

THE CONDITION OF THIS OBLIGATION IS SUCH, That if David Wilkinson, School Treasurer  
Lisle C.U.S.D. #202 in the county aforesaid, shall faithfully discharge the duties of his office,  
according to law, and shall deliver to his successor in office, after such successor shall have qualified, by giving  
bond as provided by law, all monies, books, papers, securities and property, which shall come into his hands or control,  
as such School Treasurer, from the date of his bond up to the time that his successor shall have qualified as School  
Treasurer, by giving such bond as shall be required by law, then this obligation to be void; otherwise to remain  
in full force and virtue.



David Wilkinson Principal

Lyndon Southern Insurance Company  
Surety



BY: Erica L. Sandner  
Brokers' Risk Placement Service, Inc.-Program Administrator

STATE OF ILLINOIS,  
ss,  
DuPage COUNTY, I, Marilyn Buchholz

hereby certify that David Wilkinson who is personally known to me to be the same person  
whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that he  
signed, sealed and delivered said instrument as his free and voluntary act for the uses and purposes as therein set  
forth.

Given under my hand and \_\_\_\_\_ seal, this

24th day of May 20 21

Approved and accepted by:

BY: \_\_\_\_\_  
Secretary or Clerk

BY: \_\_\_\_\_  
President

Approved,  
\_\_\_\_\_  
Superintendent

**DuPage Regional Office of Education**

**Treasurer Bond Calculation Form**

Date:

District Name:   
Address:

Treasurer's Name:

Treasurer's date of election or appointment:   
Treasurer's date of expiration (if applicable):

**School Treasurer's Bond (105 ILCS 5/8-2)**

Projected Highest Fund Balance:	<input type="text" value="\$ 44,200,000.00"/>	Enter highest projected fund balance
Mulipied by 25%	x <input type="text" value="25%"/>	
Anticipated Surety Bond Issue Amount	= <input type="text" value="\$ 11,050,000.00"/>	
The amount of the Bond listed on State of Illinois School Treasurer's Bond - Surety Bond Form.	<input type="text" value="\$ 11,250,000.00"/>	Enter treasurer's surety bond amount
	<input type="text" value="\$200,000.00"/>	Properly Funded

Surety Company: Lyndon Southern Insurance Company      Issuance Date: 7/1/2021      Expiration Date: 7/1/2022

**Treasurer's Bond For General Oligation Bond Issuance (105 ILCS 5/19-6 and 105 ILCS5/8-2)**

Anticipate Bond Proceeds:	<input type="text"/>	Enter anticipated bond proceeds
Mulipied by 25%	x <input type="text" value="25%"/>	
Anticipated Special Surety Bond Amount	= <input type="text" value="\$ -"/>	
The amount of the Bond listed on State of Illinois School Treasurer's Bond Covering Special Bond Issue Form.	<input type="text"/>	Enter special surety bond amount
	<input type="text" value="\$0.00"/>	Properly Funded

Surety Company:      Issuance Date:      Expiration Date:

An original of the Bond must be on file in the Regional Superintendent's Office, as well as an original Rider when applicable.

We affirm that the above information is accurate and current.

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
School Board Secretary

Return completed form by June 12th to:

**DuPage Regional Office of Education**  
**Lori Ladesic, Administrative Assistant**  
**421 N. County Farm Road**  
**Wheaton, IL 60187**  
**(630) 407-5770**

**FOR ACTION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Consolidated District Plan

**BACKGROUND DATA:** The Consolidated District Plan (CDP) is part of the IL ePlan, which consolidates and streamlines the federal grant application and management process for districts.

The Consolidated District Plan (attached) allows the District to answer one set of planning questions to meet the requirements for the following grants for which Lisle CUSD 202 is eligible for:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders (*funds shared with Benet and St. Joan of Arc*)
- Title IV, Part A – Student Support and Academic Enrichment (*funds shared with Benet and St. Joan of Arc*)
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

In sum, the CDP replaces all of the independent grant applications that were necessary in previous years and consolidates them into this one plan. Each year the Board must approve the plan prior to funds being used. The FY2022 CDP is substantively the same as the FY2021 plan.

**FINANCIAL IMPACT:** TBD based on grant funds awarded.

**RECOMMENDATION:** Administration recommends that the Board of Education approve the Consolidated District Plan as presented.

**SUGGESTED MOTION:** The Board approves the Consolidated District Plan as presented.

[Close Printer Friendly Page](#)

**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan** 

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

**Cycle:** Original Application

[Printer-Friendly](#)

**Project Number:** 22-CDP-00-19-022-2020-26

[Click to Return to Application Select](#)

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

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:** LISLE CUSD 202

**County:** Dupage

Consolidated District Plan

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

**Cycle:** Original Application

[Printer-Friendly](#)

**Project Number:** 22-CDP-00-19-022-2020-26

[Click to Return to Application Select](#)

**Contact Information**

[Instructions](#)

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

Last Name\*

First Name\*

Middle Initial

Filipiak

Keith

Phone\*

Email\*

630

493

8000

kfilipiak@lisle202.org

**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)As a matter of practice and policy, all students regardless of gender, race, national origin, color, liability or age are eligible to participate in programs supported by funds received from the State or Federal Government. All assessments and evaluation procedures are blind of the previously stated potential barriers. Policy 7:10 addresses this specifically:

**7:10 Equal Educational Opportunities**

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 of Education policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure.

#### Sex Equity

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.

Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

### 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

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Applicant: LISLE CUSD 202

County: Dupage

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-19-022-2020-26

[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)

All programs noted above include a coordination of financial efforts with District funds and State and Federal funds and none of them operate independent of District funds. The District will continue to develop and implement a systematic procedure for receiving records regarding children who shall benefit from one or more of these programs. The District will use established channels of communication between school staff and their counterparts (including teachers, social workers, and health staff), as appropriate, to facilitate coordination of programs. The District will conduct meetings involving parents to discuss the developmental and other needs of individual children. Additional training throughout the district will ensure that funds received through the sources listed above will be used in a fiscally responsible manner, with the intent to improve the services provided, including the practices of professionals and others involved in providing services that promote academic achievement and improve results for the children who these funds are intended to support.

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**Applicant:** LISLE CUSD 202  
**Application:** 2021-2022 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 22-CDP-00-19-022-2020-26

**County:** Dupage

**Consolidated District Plan**

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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
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**Needs Assessment Impact**

**Ins**

**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. The district conducted a needs assessment community engagement process with parents and staff to assess the current satisfaction and the future priorities of the individuals we serve. The parent survey was made available to all families of Lisle District 202 and we received feedback from parents of children from a variety of backgrounds and with and without disabilities.

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

- 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**

Baseline and intervention data continues to show that many of our students need and benefit from additional support in reading and math. This support almost often occurs via additional time with data driven interventions delivered in small groups with a highly trained professional. Funds will be utilized to decrease student to teacher ratios and to provide additional instruction to our students with the most need. Some funds may be used to purchase additional resources for educators when working with students in small groups and in some cases full classrooms.

**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.**

Student performance data continues to point to training needed in aligning curriculum yo increase rigor and relevancy for students as It relates to all academic areas and technology as well - 50% of the funds in this grant will be used to increase teacher capacity in the core areas and technology. Another identified area of need is attracting and retaining his quality educators, therefore the remaining funds (50%) will be utilized to support our new teacher mentoring program.

**G. Title III - LIEP**

**H. Title III - ISEP**

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

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

The district is lacking in resources for STEM programs throughout the schools. We have created a maker's space at our elementary level, however our middle school needs to utilize this type of environment as well. As a supplemental program, the district would like to develop a maker's space in our junior high school and use the funds from this program to support this work.

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

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

The information collected through our annual needs assessment is used as an ongoing source and reference to help identify program goals and to plan activities for our staff in an effort to provide our staff with the skills to help address the areas of need identified in our student population. In addition to the annual Staff and Parent Needs Assessments, Lisle District 202 also uses multiple sources of data to determine the specific needs to be addressed through this grant funding, including surveys and focus groups coordinated through our Special Education Cooperative (SASED). Student needs and budget analysis are ongoing areas of focus for our entire team. Our most recent data indicate that there is a significant increase of need in the area of Mental Health and Social Emotional Learning in our student population. We have identified that several of our building staff require additional support and ongoing professional development to address the mental health needs of many of our students. One of our main areas of focus with this population is in the area of anxiety for our students, who we find to be typically our students who are on the autism spectrum autism and those who are eligible under the category of Emotional Disability. Research indicates that youth living with an intellectual disability or a developmental disability often experience exposure to trauma at a higher rate than their non-disabled peers. Children with a disability appear to be at an increased risk for physical abuse, physical restraint and seclusion, sexual abuse, and emotional neglect. Continued training and ongoing staff development will help to equip our staff to identify and support these students. To address the Mental Health needs in our student population, specifically at the upper elementary and junior high school grades, the District increased the total amount of School Social Worker and Psychologist FTE by 1.0 each, for a total increase of 2.0 FTE in the area of mental health and social emotional learning.

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

Lisle District 202 uses multiple sources of data to determine the specific needs to be addressed through this grant funding. Student needs for the three to five year old level changes constantly and is monitored throughout the year by our entire team. Our early childhood team meets monthly to discuss program and assessment needs and uses this as an opportunity to generate ideas for improving our program and services. Our most recent data indicate that there is a significant need in the area of childhood trauma. As recognition has grown about the prevalence and impact of trauma on young children, more age-appropriate treatment approaches have been developed and tested for this population. One of our focuses this year will be on the screening, assessment, and appropriate interventions and strategies that are designed for our very young population. Additional resources may be needed to assess and support any developmental delays (e.g., gross/fine motor, speech/language, sensory processing), identified in these children. An increased amount of collaboration of services (e.g., occupational therapist, speech/language therapist, physical therapist) may be necessary. Due to the particular developmental risks associated with young children's traumatic experiences, it is essential that vulnerable children be identified as early as possible after the trauma. This is specifically relevant this year following the impacts of Covid.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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Application: LISLE CUSD 202

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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 must be selected.\*

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future 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.
  - Goal I: Improve academic achievement of all students in the district as measured by state and local assessments.
  - Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measure by climate indicators.

**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)

Teachers: Weekly meetings to support curriculum/instruction with developed lesson topics and planning together to provide students with a greater amount of resources. Through formal/informal means, teachers and students are provided an avenue to make suggestions to continually add/improve programs.

Principals: On-going communication to collaboratively look at data to see how to make programs/resources more efficient/effective.

Paraprofessionals: Usually informal discussions which include decisions about how to better support/meet the instructional needs of all students, including students from low-income families.

Spec. Support Personnel: Various meetings (weekly grade-level, bimonthly leadership, staff monthly meetings) discuss various resources and methods that can be used to help students. Also: Quarterly data meetings, weekly team PLC

Parents of Children in Schools Served Under this Part: A parent representative is active on the monthly BLT meeting. During this meeting there are discussions on how to improve student growth/learning, and how to support teacher instruction. Parents are active members of the learning community and participate in meetings where program decisions are made for all students, including Title I. Parents attend reading informational and family nights, engagement nights and learning fairs and end of year parent meetings.

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

Teachers: Weekly meetings to support curriculum/instruction with developed lesson topics and planning together to provide students with a greater amount of resources. Through formal/informal means, teachers and students are provided an avenue to make suggestions to continually add/improve programs.

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**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)

Lisle CUSD 202 has an on-going parent engagement process, called Vision 202. Vision 202 regularly calls on parents to have conversations specifically about programming, student achievement and communication. When selecting Board members for Vision 202 a diverse representation was intentionally obtained. Additionally, Board Policy 8:95 Parental Involvement specifically highlights the District's Commitment to this area. Also, each school in the district actively involves parent representatives/participants on each schools' Building Leadership Team (BLT) and has included parent representatives of various populations including regular education, special education, and gifted education.

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

Lisle CUSD 202 has an on-going parent engagement process, called Vision 202. Vision 202 regularly calls on parents to have conversations specifically about programming, student achievement and communication. When selecting Board members for Vision 202 a diverse representation was intentionally obtained. Additionally, Board Policy 8:95 Parental Involvement specifically highlights the District's Commitment to this area. Also, each school in the district actively involves parent representatives/participants on each schools' Building Leadership Team (BLT) and has included parent representatives of various populations including regular education, special education, and gifted education.

**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)

District administrators and program specialists seek feedback from parents and families during our on-going family engagement opportunities, open houses, learning fairs, etc. to determine needs and topics of support that will be utilized in future family programs. The district will continue the process of an annual Needs Assessment for parents available online throughout the year via the District Website. During the 2018-19 school year the district developed a Bilingual Parent series, which met four times throughout the year and offered educational programs and resources for our bilingual families. During the 2019-20 school year, Lisle 202 coordinated and supported a Bilingual Parent Advisory Committee (BPAC), which evolved throughout the school year. During the 2020-21 school year, Lisle was forced to host these BPAC meetings via Google Meets, however, there was additional communication with these stakeholders via email and phone conversations.

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

District administrators and program specialists seek feedback from parents and families during our on-going family engagement opportunities, open houses, learning fairs, etc. to determine needs and topics of support that will be utilized in future family programs. The district will continue the process of an annual Needs Assessment for parents available online throughout the year via the District Website. During the 2018-19 school year the district developed a Bilingual Parent series, which met four times throughout the year and offered educational programs and resources for our bilingual families. During the 2019-20 school year, Lisle 202 coordinated and supported a Bilingual Parent Advisory Committee (BPAC), which evolved throughout the school year. By our third meeting in March, we were able to identify several areas for improvement as well as gain interest of some members to be potential officers for the committee in the future.

**Title I Requirement:**

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

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

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities 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 59:42

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## 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	
St. Joan of Arc	<input type="text" value="06/01/2021"/>	<input type="checkbox"/>
Benet Academy	<input type="text" value="06/01/2021"/>	<input type="checkbox"/>
	<input type="text"/>	<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 selected

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Applicant: LISLE CUSD 202

County: Dupage

**Consolidated District Plan**

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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
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**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 must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future 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.
  - Goal I  
Improve academic achievement of all students in the District as measured by State and local assessments.
  - Goal II  
Ensure a healthy, safe, nurturing and empowering learning community as measured by climate indicators.

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

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

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

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

The District works directly with the agency Day One PACT to coordinate the transition of soon-to-be three year olds who are currently receiving services to their disabilities through the Early Intervent program. A member of the District Early Childhood team meets with the family at a transition meeting to explain our program and services that are available to all children who are found eligible under This process is one component of the Child Find Process.

Additionally, the school team collaborates directly with the early childhood program for parent education nights offering materials and instruction to enhance student growth and development. Specific District works with Changing Children's World Foundation (for families of EC children-through 5th grade), meetings are held 10 times throughout the school year on Tuesdays from September through December. This program trains parents, children and caregiver facilitators to implement empathy-based interactions into their daily lives. The goal is that children are supported in a positive and caring way. Thus far, local funds have been utilized to support this program but can transition to Title funds if allowable.

Response from the approved prior year Consolidated District Plan.

The team collaborates directly with the early childhood program for parent education nights offering materials and instruction to enhance student growth and development. Specifically, the District works with Changing Children's World Foundation (for families of EC children-through 5th grade), meetings are held 10 times throughout the school year on Tuesdays from September through December. This program trains parents, children and caregiver facilitators to implement empathy-based interactions into their daily lives. The goal is that children are supported in a positive and caring way. Thus far, local funds have been utilized to support this program but can transition to Title funds if allowable.

**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

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Applicant: LISLE CUSD 202

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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
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**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 must be selected.\*

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future 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.

The team collaborates directly with the early childhood program for parent education nights offering materials and instruction to enhance student growth and development. Specifically, the district works Changing Children's World Foundation (for families of EC through 5th grade), meetings are held 10 times throughout the school year on Tuesdays from September through December. This program trains children and caregiver facilitators to implement empathy-based interactions into their daily lives. The goal is that children are supported in a positive and caring way. Thus far, local funds have been utilized to support this program but can transition to Title funds if allowable.

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

For your convenience, the 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)

District 202 looks at all students inclusively. Our schools use a comprehensive method of collecting benchmark data on all students using at least three measures. Data is evaluated against school norms and the team develops individual plans for students in need of support. Once a student begins receiving additional support, on-going progress monitoring is used to evaluate the effectiveness of programming and modifications are made as needed. The District seeks out and utilizes research-based, highly effective programs and instructional models. This includes frameworks and programs for small group, small group and on-to-one instruction in both push-in and pull out settings.

Response from the prior year Consolidated District Plan.

District 202 looks at all students inclusively. Our schools use a comprehensive method of collecting benchmark data on all students using at least three measures. Data is evaluated against school norms and the team develops individual plans for students in need of support. Once a student begins receiving additional support, on-going progress monitoring is used to evaluate the effectiveness of programming and modifications are made as needed. The District seeks out and utilizes research-based, highly effective programs and instructional models. This includes frameworks and programs for small group, small group and on-to-one instruction in both push-in and pull out settings.

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

For your convenience, the 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 formally evaluates all K-8 students three times per year using:

- IReady
- Running Records
- Fastbridge

SEL screeners are given annually at the elementary level and the Jr. high level

These tools paired with weekly or bi-weekly progress monitoring, teacher observation, PLC conversations and collaboration ensures that we are able to monitor and identify ALL students (regardless of demographic) who are at academic risk.

Response from the prior year Consolidated District Plan.

The District formally evaluates all K-8 students three times per year using:

- NWEA - MAP
- Running Records
- AIMSweb

SEL screeners are given annually at the elementary level and the Jr. high level

These tools paired with weekly or bi-weekly progress monitoring, teacher observation, PLC conversations and collaboration ensures that we are able to monitor and identify ALL students (regardless of demographic) who are at academic risk.

**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 develop 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 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)

In order to help struggling learners work toward achieving state standards, we provide pull out services for individual or small groups at the students' instructional level. Additionally, we provide push-in to help students access grade-level content and materials.

Response from the prior year Consolidated District Plan.

In order to help struggling learners work toward achieving state standards, we provide pull out services for individual or small groups at the students' instructional level. Additionally, we provide push-in to help students access grade-level content and materials.

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

For your convenience, the 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)

To strengthen student learning we offer non-academic programs such as free breakfast club and lunch group options for social-emotional support. Academically we offer a variety of reading and math interventions, both push-in and pull-out, to support student learning. Additionally, we progress monitor weekly or bi-weekly, hold individual student problem solving meetings as necessary, and hold benchmark meetings three to four times per year to ensure that the interventions and supports in place are meeting the academic and social-emotional needs of all students.

Response from the prior year Consolidated District Plan.

To strengthen student learning we offer non-academic programs such as free breakfast club and lunch group options for social-emotional support. Academically we offer a variety of reading and math interventions, both push-in and pull-out, to support student learning. Additionally, we progress monitor weekly or bi-weekly, hold individual student problem solving meetings as necessary, and hold benchmarks meetings three to four times per year to ensure that the interventions and supports in place are meeting the academic and social-emotional needs of all students.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher ra other students 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 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]

District 202 has an on-going data evaluation process. With tools like IIRC and the comprehensive data that is now on-line with the various assessment suites, the data is easy to harvest. As part of our and School Improvement Plans, each building has a goal to not only increase student achievement, but to lower the achievement gap for our low income students and other demographic groups. Because we are a very small district, we have the ability to analyze data at the individual student level, which is exactly what we do. All Lisle CUSD 202 teachers are fully licensed/endorsed and highly-qualified and highly qualified teachers are part of the data review process and the plan development process. Student support plans and services are closely monitored and revised as student needs change as data determines the duration and the intensity of our interventions and students are not dismissed as long as there is a need for support.

Response from the prior year Consolidated District Plan.

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**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital 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 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]

In developing effective school and district library programs, the district employs a full-time licensed school librarian at each school (PK-12) in the district. This is a role at each school that allows for the support of students and teachers. The Library Resource Center (LRC) provides opportunities for self-directed student learning through print and digital materials accessed through various technologies. Students have the ability to check out materials from the LRC as needed throughout the school day.

Classes consistently go to the LRC to access physical and digital resources, which are managed by the school librarian. The LRC is also available at other times during the day for use by students and the licensed school librarian teaches students based on the standards found within I-SAIL, or Illinois Standards Aligned Instruction for Libraries. I-SAIL is recommended by the Illinois School Library Association. The licensed school librarian uses I-SAIL to incorporate information literacy skills in lessons and thereby provide college and career readiness for students. Classroom teachers and school work collaboratively to develop lessons and activities that will support instruction in the Common Core.

The licensed school librarian manages the LRC program; including volunteers, support staff, equipment and resources. The LRC is the center of the physical building and the educational program; supporting information literacy skills and student directed learning in a collaborative environment fostering creativity and communication. Research shows student use of an LRC increases academic achievement.

Response from the prior year Consolidated District Plan.

In developing effective school and district library programs, the district employs a full-time licensed school librarian at each school (PK-12) in the district. This is a role at each school that allows for the support of students and teachers. The Library Resource Center (LRC) provides opportunities for self-directed student learning through print and digital materials accessed through various technologies. Students have the ability to check out materials from the LRC as needed throughout the school day.

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**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 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]

Students are identified for the Academically Talented (AT) program in ELA and Math through the use of a matrix. In ELA current MAP scores, the Stanford Achievement test and teacher recommendations included in the matrix. In math the same assessments are used along with a problem solving component.

The criteria for the Project Challenge program is inclusion in the AT program plus a qualifying score on the OLSAT.

The cluster model for serving AT students is used in the elementary and middle schools. Qualifying students meet on a daily basis to complete the Common Core Standards for their grade level and are accelerated into the next year's standards. Mastery and proficiency are reached at a faster pace. The AT facilitator meets weekly with each class to expose the students to appropriate challenging content. The facilitator also meets weekly with the Project Challenge students to provide opportunities for open-ended, divergent and analytical thinking when applied to practical activities. As students move through high school there is no longer a formal gifted program as the variance in course offerings provide differentiation for all academic levels.

Response from the prior year Consolidated District Plan.

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**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

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Applicant: LISLE CUSD 202

County: DuPage

**Consolidated District Plan**

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

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Project Number: 22-CDP-00-19-022-2020-26

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
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**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 must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future.
- 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 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.
  - Goal I: Improve academic achievement of all students in the District as measured by state and local assessments.
  - Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measure by climate indicators.

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

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

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

Although we are a PK-12 district our two elementary schools and our junior high receive targeted assistance. However, it is clearly in the District's interest and plan to articulate not only a rigorous curriculum, but academic support and interventions for students in need of those services as they move from our elementary schools to our middle school and then on to our high school. Additional students are supported in his/her post graduate plans, wherever that may lead them... equal support is given to students who's path leads them straight to a career, the military or to college/university. Naviance is one of the programs the district utilizes to support students in college/career counseling.

Response from the approved prior year Consolidated District Plan.

Although we are a PK-12 district our two elementary schools and our junior high receive targeted assistance. However, it is clearly in the District's interest and plan to articulate not only a rigorous curriculum, but academic support and interventions for students in need of those services as they move from our elementary schools to our middle school and then on to our high school. Additional students are supported in his/her post graduate plans, wherever that may lead them... equal support is given to students who's path leads them straight to a career, the military or to college/university. Naviance is one of the programs the district utilizes to support students in college/career counseling.

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

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

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

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

[[count] of 7500 maximum characters used)

Although we offer some career-based courses in district, we are so small that we cannot reasonably provide a vast array of quality opportunities. Therefore, Lisle CUSD 202 is directly supported by Technology Center of DuPage (TCD) for career and technical education. TCD provides programs in automotive, computers, construction, cosmetology, healthcare, cooking, welding, etc. Students who participate in these programs are bussed to and from the district as needed to attend. Additionally, often times the fees involved in attendance are paid for by the district so that tuition is not a real barrier to someone to not attend. We have found great success in providing this resource for our students.

Response from the approved prior year Consolidated District Plan.

Although we offer some career-based courses in district, we are so small that we cannot reasonably provide a vast array of quality opportunities. Therefore, Lisle CUSD 202 is directly supported by Technology Center of DuPage (TCD) for career and technical education. TCD provides programs in automotive, computers, construction, cosmetology, healthcare, cooking, welding, etc. Students who participate in these programs are bussed to and from the district as needed to attend. Additionally, often times the fees involved in attendance are paid for by the district so that tuition is not a real barrier to someone to not attend. We have found great success in providing this resource for our students.

**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

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Applicant: LISLE CUSD 202

County: Dupage

**Consolidated District Plan**

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

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Project Number: 22-CDP-00-19-022-2020-26

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
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**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 must be selected.\***

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with 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.  
 Goal I: Improve academic achievement of all students in the district as measured by ate and local assessments.  
 Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measured by climate indicators.

**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 the program as applicable.\* [ 1 ]**

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

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

Not providing professional development from Title I funds.

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

Funds will be used to increase public and private student achievement through high quality mentoring and professional development and to improve public and private teacher and administrator quality as aligned to board and school level goals.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing professional development from Title IV funds.

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

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

Professional development funds from IDEA will be used to support staff as they continue to work to address reading difficulties in all grades as well as the challenges that arise with the presence of many co-morbid conditions, including mental health issues and the varied disabilities. Based on our local survey efforts, we have identified that several of our building staff require additional support and ongoing professional development to address the mental health needs of many of our students. One of our main areas of focus with this population is in the area of anxiety for our students, who we find to be typically our students with autism or significant learning disabilities. In addition, as we continue to improve our skills in supporting struggling readers, we will need to purchase additional instructional materials, which will require additional training for our staff so that they can effectively to support our work with this student population. Another area of focus for the upcoming year will be to provide additional training to the special education team in the area of Autism. Understanding the range of abilities along the spectrum will help in identifying students during the eligibility process as well as identifying the specific supports needs for each individual student.

L. IDEA, Part B - Preschool

Professional development funds from IDEA -Preschool will be used to provide ongoing professional development to improve the skills of our staff in identifying and supporting students who struggle with mental health needs. In addition, funds will be used to provide additional training to the special education team in the area of Autism. Understanding the range of abilities along the spectrum will help in identifying students during the eligibility process as well as identifying the specific supports needs for each individual student. Funds will also continue to be used to support the additional training they have been receiving in goal writing and progress monitoring.

**Legislative Requirement:**

- [1] Title III, Section 3115(c)(2)
- [2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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Applicant: LISLE CUSD 202

County: Dupage

Consolidated District Plan

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

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Project Number: 22-CDP-00-19-022-2020-26

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
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**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 must be selected.

**ISBE Goals:**

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future 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.
- Goal I: Improve academic achievement of all students in the district as measure by state and local assessments.
- Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measure by climate indicators.

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

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]**
  - 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.

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[[count] of 7500 maximum characters used]  
 Lisle CUSD 202 provides targeted assistance to our elementary and middle schools. In these schools (and district wide) we have partnered with CASEL to develop our all-school pro-social and SEL programs, which are embedded in the daily happenings of our schools. Consequently, we are very fortunate to have a very low incidence of bullying and disciplinary issues that would result in students being removed from the classroom. At the elementary and Jr. High levels, where students tend to show the most significant signs of struggles in this area, students are given the Behavioral and E Screening System (BESS), a Universal Screener from Pearson, two times per year. If any responses indicate a "red flag" the student is pulled for an individual conversation with one of our mental health professionals. If concerns arise during that individual conversation/assessment then a safety assessment is conducted and parents are contacted. This individual attention allows a student the opportunity to make a personal connection with a trained staff member who can help to support the student who might otherwise be reluctant to speak up or ask for help.

Response from the prior year Consolidated District Plan.

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

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[[count] of 7500 maximum characters used]  
 Lisle CUSD 202 has a designated McKinney-Veto Liaison who meets individually with and provides assistance to families who have children and youth who "lack a fixed, regular and adequate night residence" such as children and youth who are sharing the housing of others due to loss of housing, economic hardships, or a similar reason; children and youth who are living in an emergency or shelter; and many other situations. Public notice of the educational rights of students in homeless situations is disseminated in Lisle 202 and parents or guardians are informed of such rights, educational opportunities, available transportation services, including to the school of origin, and access to community resources. To the extent feasible, students in homeless situations are kept in their school (defined as the school the student attended when permanently housed or the school in which the student was last enrolled), unless it is against the parent's or guardian's wishes. Assistance is provided to enroll students in homeless situations immediately, even if they do not have documents normally required for enrollment, such as previous records, medical or immunizations records, proof of residence. Students in homeless situations will have equal access and opportunity to the educational and other services they need to ensure they have an opportunity to meet the same challenging state achievement standards to which all students are held.

In addition to the designated McKinney-Veto Liaison, each of the buildings will have at least one identified office staff member who will receive training from the Regional office of Education regarding to identify and support families who may be eligible for supports under the McKinney-Vento Homeless Assistance Act.

Response from the prior year Consolidated District Plan.

Lisle CUSD 202 has a designated McKinney-Veto Liaison who meets individually with and provides assistance to families who have children and youth who "lack a fixed, regular and adequate night residence" such as children and youth who are sharing the housing of others due to loss of housing, economic hardships, or a similar reason; children and youth who are living in an emergency or shelter; and many other situations. Public notice of the educational rights of students in homeless situations is disseminated in Lisle 202 and parents or guardians are informed of such rights, educational opportunities, available transportation services, including to the school of origin, and access to community resources. To the extent feasible, students in homeless situations are kept in their school (defined as the school the student attended when permanently housed or the school in which the student was last enrolled), unless it is against the parent's or guardian's wishes. Assistance is provided to enroll students in homeless situations immediately, even if they do not have documents normally required for enrollment, such as previous records, medical or immunizations records, proof of residence. Students in homeless situations will have equal access and opportunity to the educational and other services they need to ensure they have an opportunity to meet the same challenging state achievement standards to which all students are held.

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to identify and support families who may be eligible for supports under the McKinney-Vento Homeless Assistance Act.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

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Applicant: LISLE CUSD 202

County: Dupage

Consolidated District Plan

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

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Project Number: 22-CDP-00-19-022-2020-26

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
Title I Specific - Part One							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, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future. 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 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.

- Goal 1: Improve academic achievement of all students in the district as measure by state and local assessments.
- Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measure by climate indicators.

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

The district carries out its responsibilities to target support and improve schools by benchmarking all students three times a year, by assessing and addressing the whole child, by carefully and system monitoring progress of all learners, especially those deemed at risk/needing interventions, and by collaborating with teachers, interventionists and other specialists, administrators, parents and by utilizing instructional coaches from within and outside of the district.

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

The district carries out its responsibilities to target support and improve schools by benchmarking all students three times a year, by assessing and addressing the whole child, by carefully and system monitoring progress of all learners, especially those deemed at risk/needing interventions, and by collaborating with teachers, interventionists and other specialists, administrators, parents and by utilizing instructional coaches from within and outside of the district.

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

- Yes
- No

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

Measures of Poverty from 1113(5)(A) and (B)

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

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

Section 1114 and 1115

For your convenience, the 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)

Targeted assistance is provided to support learners with the goal of working toward achieving state standards. This assistance is provided in a variety of ways, but mostly with pull-out services at the instructional level. Additionally, we provide push-in support to help students access grade-level content and materials. School level goals specifically address closing the achievement gap for our students which includes our students identified for Title I services. At this time there are no non-district educational institutions that are eligible for services.

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

Targeted assistance is provided to support learners with the goal of working toward achieving state standards. This assistance is provided in a variety of ways, but mostly with pull-out services at the instructional level. Additionally, we provide push-in support to help students access grade-level content and materials. School level goals specifically address closing the achievement gap for our students which includes our students identified for Title I services. At this time there are no non-district educational institutions that are eligible for services.

**5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how it will be implemented.**

**and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\* (See 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 needs.

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

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

*[(count) of 7500 maximum characters used]*

By setting targeted benchmarks and assessing all student data that is available it allows us to assess and evaluate students at three (or more) points in every school year. This comprehensive assessment (including state and local assessments) allows the district to be able to identify students in need of specialized support in order to achieve maximum growth and meet their learning potential. Include work, whether it be in assessing, gathering data, or instructing, our classroom teachers, reading and math specialists, interventionists, instructional aides, support staff (SLP, SPED Facilitators, Psychol Social Workers, etc.) and building administrators. Parents are notified and consulted when students are identified as needing support. As students progress through interventions/support, parents be of the academic team and are provided data and conversation on an on-going basis.

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

By setting targeted benchmarks and assessing all student data that is available it allows us to assess and evaluate students at three (or more) points in every school year. This comprehensive assessment (including state and local assessments) allows the district to be able to identify students in need of specialized support in order to achieve maximum growth and meet their learning potential. Include work, whether it be in assessing, gathering data, or instructing, our classroom teachers, reading and math specialists, interventionists, instructional aides, support staff (SLP, SPED Facilitators, Psychol Social Workers, etc.) and building administrators. Parents are notified and consulted when students are identified as needing support. As students progress through interventions/support, parents be of the academic team and are provided data and conversation on an on-going basis.

**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 not meeting such standards.

\*Required Field

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Applicant: LISLE CUSD 202

County: Dupage

**Consolidated District Plan**

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

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Project Number: 22-CDP-00-19-022-2020-26

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
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**IDEA Specific Requirements**

**Ins**

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

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

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, 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 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.

- Goal 1: Improve academic achievement of all students in the district as measure by state and local assessments.

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified that 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 information obtained from the most recent Needs Assessment aligned closely with the information obtained from the Needs Assessment completed in the 2018-19 and 2019-20 school years. Both needs assessments indicated that the District would benefit from additional mental health support at the younger grades (PK-8th grade). In response to this data, the District added additional FTE to those grades. An additional 0.6 FTE of School Psychologist was added to our elementary school and an additional 0.4 FTE of School Psychologist and 1.0 FTE of School Social Worker was added to our school.

In addition to this increase in staffing, we provided additional professional development opportunities to all of our staff in the areas of student trauma, trauma informed instruction and various social developmental needs. We will continue to reinforce this professional development and we will increase our level of understanding of the area of Autism.

Response from the approved prior year Consolidated District Plan.

The information obtained from the most recent Needs Assessment aligned closely with the information obtained from the Needs Assessment completed in the 18-19 school year. Both of these needs assessments indicated that the District would benefit from additional mental health support at the younger grades (PK-8th grade). In response to this data, the District added additional FTE to support those grades. An additional 0.6 FTE of School Psychologist was added to our elementary school and an additional 0.4 FTE of School Psychologist and 1.0 FTE of School Social Worker was added to our Jr. High. In addition to this increase in staffing, we will be providing additional professional development opportunities to all of our staff in the areas of student trauma, trauma informed instruction and various emotional developmental needs.

**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)

In addition to the ongoing training, supports, and materials funded through the IDEA grant, all staff will have the opportunity to participate professional development opportunities to all of our staff in the areas of student trauma, trauma informed instruction and various social emotional developmental needs. These training opportunities will be funded through our IDEA Grant professional development fund. With the additional 2.0 FTE of mental health professionals to service and support our students, we have been able to provide much needed SEL screeners to help identify potential students at risk. Training materials and training will continue to be funded through the IDEA grant.

Response from the approved prior year Consolidated District Plan.

In addition to the ongoing training, supports, and materials funded through the IDEA grant, all staff will have the opportunity to participate professional development opportunities to all of our staff in the areas of student trauma, trauma informed instruction and various social emotional developmental needs. These training opportunities will be funded through our IDEA Grant professional development fund. With the additional 2.0 FTE of mental health professionals to service and support our students, we will be able to provide much needed screeners to help identify potential students at risk. These screening materials and training will be funded through the IDEA grant.

**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)

The most notable change will be the increased level of support targeted towards the social emotional needs of our students. Additional staff, additional screening, and additional support directed to students who are struggling with mental health, basic coping, and social emotional needs will be the most notable difference in our programs.

Response from the approved prior year Consolidated District Plan.

The most notable change will be the increased level of support targeted towards the social emotional needs of our students. Additional staff, additional screening, and additional support directed to students who are struggling with mental health, basic coping, and social emotional needs will be the most notable difference in our programs.

\*Required Field

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Applicant: LISLE CUSD 202

County: Dupage

Consolidated District Plan

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

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Project Number: 22-CDP-00-19-022-2020-26

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		Foster Care Transportatio

**Overview**

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

- PROGRAM:** Foster Care Transportation Plan
- PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care
- REQUIRED FOR:** All Illinois school districts and state-authorized charter schools
- RESOURCES:** [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)  
[US Department of Education \(USDE\) web page for Students in Foster Care](#)  
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)  
[Educational Stability Requirements \(Effective October 7, 2008\)](#)  
[Public Act 099-0781 \(effective 8/12/2016\)](#)  
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)  
[Finance, Budgets & Funding - Transportation Programs \(scroll to Foster Care Transportation section\)](#)  
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

**BACKGROUND**

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

**DEFINITION AND REFERENCES**

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:  
[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/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/ISBF-Visual-Vehicle-Use-Guide.pdf>

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

**REQUIREMENTS**

- A. The following factors should be considered when developing the transportation procedures for a student in foster care:**
1. Safety
  2. Duration of the need for services
  3. The time/length of travel time for the student each day
  4. Time of placement change
  5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
  6. Traffic patterns
  7. Flexibility in school schedule
  8. Impact of extracurricular activities on transportation options.
  9. Maturity and behavioral capacity of student
- B. The following low-cost/no-cost options should be considered when developing the transportation procedures:**
1. Pre-existing transportation route
  2. New transportation route
  3. Route-to-Route hand-offs
  4. District-to-district boundary hand-offs
  5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
  6. Alternatives not directly provided by the district/school such as:
    - a. Contracted services - taxis, student transport companies, etc. - see note below
    - b. Public transportation such as city buses, rails, etc.
    - c. Carpools- see note below
    - d. School/District staff- see note below
    - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

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

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

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Applicant: LISLE CUSD 202

County: Dupage

**Consolidated District Plan**

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Project Number: 22-CDP-00-19-022-2020-26

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		Foster Care Transporta	

**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; oth and should be included as applicable.**

1. Foster Care LEA-POC - required\*

Last Name*	First Name*	Position/Title*	Email*
Law	Jennifer	Director of Student Services	jlaw@lisle202.org

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Wilkenson	David	Director	dwilkenson@lisle202.org

[Click here to add information for other personnel involved in the plan development.](#)

3. Other personnel

Last Name	First Name	Position/Title	Email
Kotalik	Linda	Assistant Superintendent	lkotalik@lisle202.org

[Click here to add information for additional other personnel.](#)

\*Required field

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Applicant: LISLE CUSD 202

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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
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Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care 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... 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.

Response from the approved prior year Consolidated District Plan.

Under ESSA, local educational agencies (LEAs) are required to provide assurances that they will collaborate with State or local child welfare agencies (CWAs) in the following ways:

- Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of time students are in foster care;
- Ensure that students in foster care will promptly receive transportation in a cost-effective manner, in accordance with the Fostering Connection Act; and
- Ensure that if there are additional costs incurred in providing transportation to maintain children in foster care in their school of origin (SOO), that the LEA will provide transportation to the school of origin.

the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation.

(The Title I Director is primarily responsible for the coordination of the above-mentioned clearly written transportation plan for each individual child).

Suggested Sequence of Events:

1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student will notify the child's current school. If the child moves to a new school district, the foster care Point of Contact is notified and invited to participate in the Best Interest Determination (BID) meeting. A team of individuals, including the SEA, the LEA, representatives of the child welfare agencies involved, a representative of the SOO who is able to provide feedback on any significant relationships or impact the child (e.g. teacher, counselor, coach, or other meaningful person in the child's life, etc.) will gather as much relevant information as possible and may even consult with other relevant parties, depending on age, foster parents, biological parents when appropriate, education decision maker(s), and other relatives for their perspectives on which school the child should attend during his or her time in foster care. At the BID meeting the team must consider a variety of student-centered factors, including:

- Preferences of the child;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- The availability and quality of the services in the school to meet the child's educational and social-emotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under 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 services and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Note: Transportation costs will not be considered when determining a child's best interest.

2. The child welfare agency worker, foster care Point of Contact, and other essential members of Best Interest Determination Team will share information on the appropriateness of the current educational placement. The child welfare agency worker will take the provided information into account along with the distance from the potential placement to the child's current school in the decision making process. 3. The School of Origin transportation designee will identify potential ways that the child could be transported. This information is given to the foster care Point of Contact to include in the Best Interest Determination. 4. If the Best Interest Determination Team decision is that the student will remain in the current school, the foster care Point of Contact notifies the transportation designee, who then assists the child with arranging transportation to and from school. However, if parties cannot come to an agreement regarding the best interest determination the child welfare agency will be considered to be the final decision maker.

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.

Response from the approved prior year Consolidated District Plan.

If the student is eligible for services under IDEA and has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district under the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation and must be provided for the student to receive FAPE.

Students who have a physical or mental impairment that substantially limits one or more major life activities are eligible for support under ADA and who have a Section 504 Plan will be provided a free appropriate public education (FAPE). If transportation services are necessary in providing FAPE to the student, then the Best Interest Determination Team must consider this in the decision making process.

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.

Response from the approved prior year Consolidated District Plan.

As with any student, the District and the SEA shall give special consideration to any factor that may have an impact on the individual student's needs and ability to be successful. In the case of an English Learner, special consideration should be given to the level of English proficiency of the student, especially if the student will be expected to navigate a transportation system that is primarily listed in English. The safety of the student is a primary concern in this planning process.

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

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.

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

Process to Consider if Agreement Cannot Be Reached:

If the Best Interest Determination Team decision is that the student will remain in the current school, the foster care Point of Contact notifies the transportation designee, who then assists the child welfare arranging transportation to and from school. However, if parties cannot come to an agreement regarding the best interest determination the child welfare agency will be considered to be the final decisor the best interest determination.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Lisle School District 202 shall have on file this procedure to address individual foster care transportation needs within the office of the Superintendent of Schools/District Office.

**\*Required field**

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**Applicant:** LISLE CUSD 202  
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**County:** Dupage

**Consolidated District Plan**

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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		Foster Care Transportat	

**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.** The process for determining how transportation will be provided to students who qualify begins when the school district's Foster Care Point of Contact (POC) receives notification that a current student has been placed in foster care or changes residence while in foster care.

**Suggested Sequence of Events:**

- When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student will notify the child's current school. If the child moves to a new residence and is not in the same school district, the foster care Point of Contact is notified and invited to participate in the Best Interest Determination (BID) meeting.
- The child welfare agency worker, foster care Point of Contact, and other essential members of Best Interest Determination Team will share information on the appropriateness of the current educational setting. The child welfare agency worker will take the provided information into account along with the distance from the potential placement to the child's current school in the decision making process.
- The School of Origin transportation designee will identify potential ways that the child could be transported. This information is given to the foster care Point of Contact to include in the Best Interest Determination Team.
- If the Best Interest Determination Team decision is that the student will remain in the current school, the foster care Point of Contact notifies the transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

**The following position of all individuals involved in the process**

Title/Role/Name of Participant in Plan Development

- Title I Director/Coordinator/Dr. Linda Kotalik
- LEA Point of Contact (POC)/Mrs. Jennifer Law
- LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any/TBD
- LEA representative that oversees transportation/Mr. Dave Wilkinson
- Child Welfare Agency Point of Contact (CWA POC)/TBD
- Other (i.e. representative from social services, student services/pupil services, special education, etc.)/School Principal, Social Worker, Director of Special Education, as appropriate /TBD

**The following factors will be considered when developing the Transportation Procedures for a foster care student:**

- Safety;
- Duration;
- Time of placement change;
- Type of transportation available;
- Traffic patterns;
- Flexibility in school schedule;
- Impact of extracurricular activities on transportation options; and
- Maturity and behavioral capacity

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

The process for determining how transportation will be provided to students who qualify begins when the school district's Foster Care Point of Contact (POC) receives notification that a current student has been placed in foster care or changes residence while in foster care.

**Suggested Sequence of Events:**

- When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student will notify the child's current school. If the child moves to a new residence and is not in the same school district, the foster care Point of Contact is notified and invited to participate in the Best Interest Determination (BID) meeting.
- The child welfare agency worker, foster care Point of Contact, and other essential members of Best Interest Determination Team will share information on the appropriateness of the current educational setting. The child welfare agency worker will take the provided information into account along with the distance from the potential placement to the child's current school in the decision making process.
- The School of Origin transportation designee will identify potential ways that the child could be transported. This information is given to the foster care Point of Contact to include in the Best Interest Determination Team.
- If the Best Interest Determination Team decision is that the student will remain in the current school, the foster care Point of Contact notifies the transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

**The following position of all individuals involved in the process**

Title/Role/Name of Participant in Plan Development

- Title I Director/Coordinator/Dr. Linda Kotalik
- LEA Point of Contact (POC)/Mrs. Jennifer Law
- LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any/TBD
- LEA representative that oversees transportation/Mr. Dave Wilkinson
- Child Welfare Agency Point of Contact (CWA POC)/TBD
- Other (i.e. representative from social services, student services/pupil services, special education, etc.)/School Principal, Social Worker, Director of Special Education, as appropriate /TBD

**The following factors will be considered when developing the Transportation Procedures for a foster care student:**

- Safety;
- Duration;
- Time of placement change;
- Type of transportation available;
- Traffic patterns;
- Flexibility in school schedule;
- Impact of extracurricular activities on transportation options; and
- Maturity and behavioral capacity

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

- 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 following low cost/no cost options will be considered when developing the Transportation Procedure for a student in foster care:

- A pre-existing transportation route;
- A new transportation route;
- Route-to-route hand-offs;
- District-to-district boundary hand-offs;
- Eligibility of the child for transportation through other services such as:
  - Special education students (Individuals with Disabilities Education Act); or
  - Homeless students (McKinney-Vento Act).
- Alternatives not directly provided by School District 81 such as:
  - Contracted services: taxis, student transport companies, etc.;
  - Public transportation such as city buses, rails, etc.; and
  - Carpools; or
  - School/District staff.

Additional options can also be explored by the Child Welfare Agency worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

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

The following low cost/no cost options will be considered when developing the Transportation Procedure for a student in foster care:

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  - School/District staff.

Additional options can also be explored by the Child Welfare Agency worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

### 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 Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA), encourages the State Educational Agencies (SEAs) to have a procedure for the prompt resolution of disputes pertaining to how transportation to the school of origin will be funded, provided, and arranged for students in foster care; ESEA 1111(g)(1)(e)(i) and 1112(c)(5)(B)(i)

#### PROCEDURE

Should a dispute arise relating to transportation, the student in foster care shall remain in their school of origin pending resolution of the dispute.

- According to ESSA, the LEA of origin must provide transportation to the school of origin for the duration of the dispute resolution process.
- The party initiating the dispute shall request any documents related to the issue in questions.
- To initiate the dispute resolution process the following must occur upon the receipt of the requested documents:

To initiate the dispute resolution process of an LEA's decision related to school selection (best interest determination) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email and mailing address) for the educational decision-maker.

The party initiating the dispute shall submit any other documents relevant to the dispute

The letter may be submitted via an email with the subject "Foster Child Appeal," or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately.

Upon receipt of the dispute, the District Superintendent or designee shall, within 15 work days, assemble a panel of at least three District 202 employees, one of which will be the LEA Point of Contact, to review all submitted documentation related to the dispute and make a determination

Following the determination, the LEA Point of Contact will issue the best interest determination decision in writing to all related parties.

For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level.

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

The Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA), encourages the State Educational Agencies (SEAs) to have a procedure for the prompt resolution of disputes pertaining to how transportation to the school of origin will be funded, provided, and arranged for students in foster care; ESEA 1111(g)(1)(e)(i) and 1112(c)(5)(B)(i)

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Following the determination, the LEA Point of Contact will issue the best interest determination decision in writing to all related parties.

For every type of dispute regarding a child in foster care, the LEA and local child welfare agency must make every effort to resolve the dispute collaboratively at the local level.

**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.*

Should a dispute arise relating to transportation, the student in foster care shall remain in their School Of Origin [SOO] pending resolution of the dispute. 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.**

Should a dispute arise relating to transportation, the student in foster care shall remain in their School Of Origin [SOO] pending resolution of the dispute. 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.*

When the Local educational agency (LEA) point of contact for foster students (LEA-POC) is notified by the Child Welfare Agency (CWA) that a student is placed in foster care or changes residence while in foster care, the LEA-POC will communicate this information to the necessary staff who work directly with the student. This professional collaboration will help ensure that children in foster care experience minimal disruption to their education during moves and placement changes.

At the start of the 2019-20 school year, the District will develop procedures to cross-train staff on the complex needs of children in foster care and the importance of educational stability.

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

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At the start of the 2019-20 school year, the District will develop procedures to cross-train staff on the complex needs of children in foster care and the importance of educational stability.

\*Required field

# Consolidated District Plan

SESSION TIMEOUT 59:40

**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan**

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

**Cycle:** Original Application

[Printer-Friendly](#)

**Project Number:** 22-CDP-00-19-022-2020-26

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<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>				

## 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.

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v01.2021

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**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan** 

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

**Cycle:** Original Application

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**Project Number:** 22-CDP-00-19-022-2020-26

<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>
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**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

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**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan** 

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

**Cycle:** Original Application

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**Project Number:** 22-CDP-00-19-022-2020-26

<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>
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**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion**

[Instructions](#)

**Lower Tier Covered Transactions**

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,"

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.

[Save Page](#)

v1.2019

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**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan**

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

**Cycle:** Original Application

[Printer-Friendly](#)

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**Project Number:** 22-CDP-00-19-022-2020-26

<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>
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**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:** LISLE CUSD 202**County:** Dupage**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-00-19-022-2020-26

<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>
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**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.

v1.2021

# Consolidated District Plan

SESSION TIMEOUT 59:15

**Applicant:** LISLE CUSD 202

**County:** Dupage

**Consolidated District Plan**

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

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**Project Number:** 22-CDP-00-19-022-2020-26

[Spell Check](#)

<a href="#">Overview</a>	<a href="#">Contact Information</a>	<a href="#">Amendments</a>	<a href="#">Coordinated Funding</a>	<a href="#">Plan Specifics</a>	<a href="#">Assurance Pages</a>	<a href="#">Submit</a>	<a href="#">Application History</a>	<a href="#">Page Lock Control</a>	<a href="#">Application Print</a>
<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>				

## 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

KEITH FILIPIAK

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Organization Approves

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**LISLE COMMUNITY UNIT SCHOOL DISTRICT #202**  
**FINANCIAL REPORT**  
**April 2021**

	Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security		Capital Projects	Working Cash	Tort
						IMRF	Social Security			
<b>BEGINNING FUND</b>										
BALANCE 7/1/20	18,056,178.99	11,120,412.00	520,599.43	183,150.06	2,291,800.18	240,141.62	221,660.55	2,673,622.03	804,793.12	0.00
<b>REVENUES</b>										
JULY	16,461,682.31	12,879,557.15	2,083,055.64	643,445.65	354,239.30	228,701.54	266,000.29	1,518.26	2,813.14	2,351.34
AUGUST	3,649,794.13	2,721,273.14	408,557.28	124,059.25	297,050.95	44,173.30	51,348.30	1,857.23	1,023.10	451.58
SEPTEMBER	10,085,091.06	7,860,550.23	1,228,341.29	378,557.79	320,773.93	134,580.50	156,512.23	2,300.27	2,093.39	1,381.43
OCTOBER	1,469,667.48	1,057,180.32	139,453.81	40,289.37	200,862.78	14,324.84	16,657.21	462.70	289.96	146.49
NOVEMBER	730,703.45	645,333.38	53,986.03	11,968.22	9,981.71	4,253.10	4,946.20	113.12	78.13	43.56
DECEMBER	1,400,424.49	350,563.53	33,856.66	1,006,082.83	5,092.30	2,160.76	2,512.73	85.27	48.32	22.09
JANUARY	793,792.00	587,545.71	26,954.61	5,607.02	168,647.75	1,998.04	2,320.37	519.24	179.60	19.66
FEBRUARY	197,359.21	148,726.37	48,078.93	76.01	203.80	26.57	30.13	165.12	52.28	0.00
MARCH	401,793.12	390,482.42	9,385.49	157.76	1,209.43	50.10	57.44	341.94	108.54	0.00
APRIL	599,530.42	423,715.37	9,138.61	33.66	166,526.00	9.57	11.13	72.93	23.15	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUB-TOTAL</b>	<b>35,789,837.67</b>	<b>27,064,927.62</b>	<b>4,040,808.35</b>	<b>2,210,277.56</b>	<b>1,524,587.95</b>	<b>430,278.32</b>	<b>500,396.03</b>	<b>7,436.08</b>	<b>6,709.61</b>	<b>4,416.15</b>
<b>EXPENDITURES</b>										
JULY	1,284,441.15	974,234.50	237,841.47	0.00	2.11	36,800.24	35,466.24	0.00	0.00	96.59
AUGUST	1,342,631.27	1,005,179.23	248,031.59	0.00	0.91	38,905.04	36,362.92	13,700.00	0.00	451.58
SEPTEMBER	3,013,070.93	2,679,342.03	240,299.79	0.00	18,607.88	37,630.34	35,809.46	0.00	0.00	1,381.43
OCTOBER	2,566,553.34	2,226,145.35	189,380.89	0.00	68,561.77	36,732.87	36,526.09	6,805.13	0.00	2,401.24
NOVEMBER	2,648,598.22	2,181,926.22	225,767.79	500.00	150,565.37	35,764.41	37,110.87	16,920.00	0.00	43.56
DECEMBER	5,184,560.07	3,591,376.47	169,824.06	1,213,375.00	133,533.89	35,193.07	37,174.69	4,060.80	0.00	22.09
JANUARY	2,693,247.88	2,226,681.51	203,964.15	0.00	115,809.39	37,192.04	36,714.63	72,866.50	0.00	19.66
FEBRUARY	2,751,385.58	2,253,024.96	205,624.24	0.00	212,594.62	37,726.50	37,396.86	5,018.40	0.00	0.00
MARCH	2,641,187.82	2,226,558.70	241,293.39	0.00	94,249.24	39,138.87	39,491.42	456.20	0.00	0.00
APRIL	2,792,622.34	2,201,958.10	268,433.30	0.00	233,251.20	39,923.53	39,178.71	9,877.50	0.00	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUB- TOTAL</b>	<b>26,918,298.60</b>	<b>21,566,427.07</b>	<b>2,230,460.67</b>	<b>1,213,875.00</b>	<b>1,027,176.38</b>	<b>375,006.91</b>	<b>371,231.89</b>	<b>129,704.53</b>	<b>0.00</b>	<b>4,416.15</b>
<b>ENDING FUND BALANCE</b>	<b>26,927,718.06</b>	<b>16,618,912.55</b>	<b>2,330,947.11</b>	<b>1,179,552.62</b>	<b>2,789,211.75</b>	<b>295,413.03</b>	<b>350,824.69</b>	<b>2,551,353.58</b>	<b>811,502.73</b>	<b>0.00</b>
<b>LIABILITIES</b>	<b>66,023.49</b>	<b>5,923.49</b>	<b>60,100.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>ENDING LIABILITY &amp; FUND BALANCE</b>	<b>26,993,741.55</b>	<b>16,624,836.04</b>	<b>2,391,047.11</b>	<b>1,179,552.62</b>	<b>2,789,211.75</b>	<b>295,413.03</b>	<b>350,824.69</b>	<b>2,551,353.58</b>	<b>811,502.73</b>	<b>0.00</b>

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**MONTHLY TREASURER'S REPORT**  
**April 30, 2021**

	Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security		Capital Projects	Working Cash	Total
						IMRF	Social Security			
<b>ISDLAF+/PMA - 101 ACCOUNT</b>										
4/1/21 LIQ Beginning Balance (1121)	2,661,159.24	1,677,769.25	241,775.39	107,621.02	260,552.44	30,595.72	35,583.46	233,221.39	74,040.57	-
Monthly Transactions	(677,333.96)	(834,993.18)	(77,727.01)	80,854.52	(34,650.92)	(16,937.30)	(12,445.22)	162,939.25	55,625.90	-
4/30/21 <b>LIQ Ending Balance (1121)</b>	<b>1,983,825.28</b>	<b>842,776.07</b>	<b>164,048.38</b>	<b>188,475.54</b>	<b>225,901.52</b>	<b>13,658.42</b>	<b>23,138.24</b>	<b>396,160.64</b>	<b>129,666.47</b>	<b>-</b>
4/1/21 MAX Beginning Balance (1122)	15,258,543.76	9,619,986.47	1,386,290.73	617,076.91	1,493,954.48	175,429.60	204,028.28	1,337,243.79	424,533.50	-
Monthly Transactions	480,406.49	316,718.13	23.07	10.27	163,619.39	2.92	3.40	22.25	7.06	-
4/30/21 <b>MAX Ending Balance (1122)</b>	<b>15,738,950.25</b>	<b>9,936,704.60</b>	<b>1,386,313.80</b>	<b>617,087.18</b>	<b>1,657,573.87</b>	<b>175,432.52</b>	<b>204,031.68</b>	<b>1,337,266.04</b>	<b>424,540.56</b>	<b>-</b>
4/1/21 Investment Beginning Balance (1210)	11,246,420.76	7,090,481.04	1,021,775.68	454,821.03	1,101,130.03	129,301.67	150,380.53	985,625.27	312,905.51	-
Monthly Transactions	(1,998,722.44)	(1,260,125.67)	(181,590.75)	(80,831.13)	(195,693.67)	(22,979.58)	(26,725.76)	(175,166.07)	(55,609.81)	-
4/30/21 <b>Investment Ending Balance (1210)</b>	<b>9,247,698.32</b>	<b>5,830,355.37</b>	<b>840,184.93</b>	<b>373,989.90</b>	<b>905,436.36</b>	<b>106,322.09</b>	<b>123,654.77</b>	<b>810,459.20</b>	<b>257,295.70</b>	<b>-</b>
<b>Total Ending Balance - 101 Account</b>	<b>26,970,473.85</b>	<b>16,609,836.04</b>	<b>2,390,547.11</b>	<b>1,179,552.62</b>	<b>2,788,911.75</b>	<b>295,413.03</b>	<b>350,824.69</b>	<b>2,543,885.88</b>	<b>811,502.73</b>	<b>-</b>

**OTHER CASH, DEPOSITS & ACCOUNTS RECEIVABLE**

Imprest Fund (1110)	10,800.00	10,000.00	500.00		300.00					
Flex Spending (1150)	5,000.00	5,000.00								
Deposits (1910)	7,467.70							7,467.70		
4/30/21 <b>Other Cash, Dep. &amp; AR Ending Balance</b>	<b>23,267.70</b>	<b>15,000.00</b>	<b>500.00</b>	<b>-</b>	<b>300.00</b>	<b>-</b>	<b>-</b>	<b>7,467.70</b>	<b>-</b>	<b>-</b>
<b>Total Cash, Investments &amp; Deposits</b>	<b>26,993,741.55</b>	<b>16,624,836.04</b>	<b>2,391,047.11</b>	<b>1,179,552.62</b>	<b>2,789,211.75</b>	<b>295,413.03</b>	<b>350,824.69</b>	<b>2,551,353.58</b>	<b>811,502.73</b>	<b>-</b>

  
 David Wilkinson, Treasurer

5/12/2021  
 Date

**FOR DISCUSSION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Elementary Accelerated Learning Specialist - Job Description

**BACKGROUND DATA:** Attached is a draft Elementary Accelerated Learning (AL) Specialist (.5 FTE) job description for your review. The purpose of the updated job description is to formalize the shift from an elementary “Gifted” teacher to a teacher that works with targeted students in need of an accelerated curriculum in math and English/language arts. The AL specialist will continue to collaborate with classroom teachers to assist with differentiation of the core curriculum as well. The Accelerated Learning Specialist will support students in a pull-out (smaller groups of students) manner as well as a push in model where an entire classroom may receive support.

Administration will be available to answer questions during the meeting and will seek approval of the Accelerated Learning Specialist job description at the June Board of Education meeting.

**FINANCIAL IMPACT:** None.

**RECOMMENDATION:** N.A.

**SUGGESTED MOTION:** N.A.

# Lisle Community Unit School District No. 202

## JOB DESCRIPTION / RESPONSIBILITIES

<b>TITLE:</b>	Elementary <del>Gifted/Academically Talented Teacher and Facilitator</del> <u>Accelerated Learning Specialist</u>
<b>REPORTS TO:</b>	Building Evaluator(s)
<b>JOB GOAL:</b>	Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
<b>POSITION PURPOSE:</b>	<del>To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.</del> <u>The Accelerated Learning Specialist acts as a teacher, leader, collaborator and manager to ensure that high quality accelerated and differentiated instruction is provided and learning is maximized for all students in the K-5 environment.</u>
<b>EDUCATION:</b>	<ul style="list-style-type: none"><li>• Bachelor’s degree from an accredited college or university in job related area.</li><li>• Master’s degree in related area preferred.</li></ul>
<b>CERTIFICATION /LICENSE:</b>	<ul style="list-style-type: none"><li>• Illinois State Board of Education <del>Certificate</del> <u>PEL</u> – Type 3 or Type 10</li><li>• Preferably “Highly Qualified” by having taken the applicable Elementary / Middle / Secondary grades test if available.</li></ul>
<b>PHYSICAL REQUIREMENTS:</b>	<ul style="list-style-type: none"><li>• Regularly required to stand.</li><li>• Regularly required to sit, stoop, kneel, crouch or crawl.</li><li>• Occasionally required to run.</li><li>• Ability to lift and carry at least twenty pounds.</li><li>• Ability to travel with children from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.</li><li>• Ability to move around the classroom or other locations.</li><li>• Ability to see, hear and comprehend directions provided in the English language.</li><li>• Ability to speak and write in the English language, to communicate to children and others in the school community.</li><li>• Ability to sit with children on the floor, in small chairs, or next to tables and desks.</li><li>• Ability to travel on student transportation.</li></ul>
<b>TERM OF EMPLOYMENT:</b>	18 <u>0</u> 1 days
<b>EVALUATION:</b>	Performance of this job will be evaluated in accordance with the provisions of the Board’s policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

## PERFORMANCE RESPONSIBILITIES:

- a. Implements the Accelerated Learning Program at Lisle Elementary School
- b. Coordinates the accelerated program process and the identification of accelerated students at the elementary level.
- c. Consults with administration and teachers to develop and oversee accelerated programs and the instructional goals for high ability students.
- d. Oversees communication and reporting of placement and programming to parents
- e. Develops knowledge of the overall elementary curriculum in order to collaborate and consult with teachers to provide differentiated instruction in elementary classrooms.
- f. Plans and provides professional learning for teachers in the areas of enrichment and differentiation of instruction.
- ~~a. Team-teach with AT teachers on special projects and/or lessons and provides resource material to classroom teachers~~
- ~~b. Provide parents of AT students with appropriate information regarding aspects of the gifted child~~
- ~~c. Assist in staff development for AT/gifted teachers~~
- ~~d. Consults with staff regarding programing for Grades K, 1 & 2 and supports in providing opportunities to explore topics in depth and develop higher level thinking skills~~
- ~~e. Assist with state Gifted Grant writing, implementation, expenditure of funds, and program evaluation~~
- ~~f.g. Develops and administers school curriculum consistent with school district goals and objectives.~~
- ~~g.h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.~~
- ~~h.i. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.~~
- ~~i.j. Collects, organizes, manages, interprets, and uses data effectively to make Accelerated placement decisions and assist in planning for differentiation.~~
- ~~j. —~~
- k. Administers standardized tests in accordance with District testing programs.
- l. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs (including students with special needs); conducts individual and small group instruction as needed.
- m. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- n. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- o. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- p. Models traits of efficacy, flexibility, consciousness, interdependence, craftsmanship, and positive relationships (including effective communication with others).
- ~~e. —~~
- ~~p.q. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.~~
- ~~q.r. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.~~
- ~~r.s. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.~~
- ~~s.t. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.~~
- ~~t.u. Travels to school district buildings and professional meetings as required.~~
- ~~u.v. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.~~
- ~~v.w. \_\_\_\_\_ Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.~~
- ~~w.x. \_\_\_\_\_ Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.~~
- ~~x.y. Uses standard office equipment and a variety of instructional technologies to enhance student learning.~~

y-z. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

z-aa. \_\_\_\_\_ Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** April, 1999

**AMENDED:** April 15, 2013, June 2021 (TBD)

**FOR INFORMATION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
May 24, 2021**

**SUBJECT:** Freedom of Information Act Request

**BACKGROUND DATA:** The District received Freedom of Information Act request(s) from the following individual(s):

- 1) Zoe Yalcin, SmartProcure

The District will respond to all the request(s) within the required timeline.

**From:** Zoe Yalcin <zyalcin@smartprocure.com>

**Sent:** Thursday, April 29, 2021 4:06 PM

**To:** kfilipiak@lisle202.org

**Subject:** SmartProcure FOIA Request to Lisle Community Unit School District No. 202 For PO/Vendor Information

Dear Keith Filipiak,

SmartProcure is submitting a commercial FOIA request to the Lisle Community Unit School District No. 202 for any and all purchasing records from 01/18/2021 (mm/dd/yyyy) to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

- 1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
- 2. Purchase date
- 3. Line item details (Detailed description of the purchase)
- 4. Line item quantity
- 5. Line item price
- 6. Vendor ID number, name, address, contact person and their email address

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

Please email or click on the button below to upload the information. There is no file size limitation:

[Click Here To Upload](#)

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Zoe Yalcin  
Data Acquisition Specialist

**SmartProcure**

Direct: 561-609-6762

Email: [zyalcin@smartprocure.com](mailto:zyalcin@smartprocure.com)

# Superintendent's Report – May 2021

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## **Lisle Elementary School**

**iReady Testing:** Lisle Elementary Students are currently finishing iReady testing in reading and math. The Spring Report will be sent home with the final report card.

**Virtual Academy:** The virtual academy teachers have organized activities this last month such as "See Your Teacher Smile" and virtual field trips to continue to engage and support students while building interpersonal connections. In addition, the weekly "View into Virtual Learning" videos continue to highlight the students and learning that is occurring with our students outside of the physical classroom.

**Field Day:** Finally, the LEHSO has planned an outdoor field day to include socially distanced games for both our in-person and virtual learners. We know that this year has been anything but normal and are glad we can add this activity to our end of the year celebrations.

## **Lisle Junior High School**

**Roar Store:** The Lisle Junior High School Roar Store opened with the goal of creating a system to reward all positive student behaviors. Students can earn PRIDE Points for various activities and behaviors including:

P = PARTICIPATION

R = RESPONSIBILITY

I = INTEGRITY

D = DETERMINATION

E = EMPATHY

Students can earn points for demonstrating these values in the classroom, in the halls, during lunch, and in after school activities. Students are notified by the teacher/staff member when they receive a PRIDE point which accumulates in their individual "bank" for the Roar Store.

**Drama Club:** In addition, Drama Club looked a little different this year due to the pandemic. We were not able to have a play this year, but the students really enjoyed coming up with new ideas on how to make Drama Club fun such as writing their own scripts which was also opened up to the whole school for a Junior High script writing contest!

Our Drama Club members had a lot of fun being creative and helping to bring their own script to life. Students wrote, directed, acted in, and edited the film from start to finish. We are pleased to share that our team entered their film in the Lisle Park District Film Festival in the teen category which will premiere on June 5th at the outdoor viewing at Lisle Community Park.

**Spring Music Concerts:** The LJHS Choir held their Spring Concert on Tuesday, May 18th. The concert was live streamed for all to enjoy. The LJHS Band hosted their first ever outdoor concert on Wednesday, May 19th. Both nights showcased the talents of our music students and were wonderful nights full of music!

### **Lisle High School**

**Class of 2021:** Lisle High School held the Academic Excellence Dinner on Sunday, May 16th. The event looked a little different due to pandemic, but it was still a night that celebrated the students' accomplishments and hard work. The Honors Night was also held on Wednesday, May 20th. It was a wonderful conclusion that recognized our students.

**LHS Musical:** This year's "Ten Minute Musicals" are available to live stream for FREE from May 21 through May 30. The students and staff worked extremely hard to present a musical and entertain the audience with the fun, quirky, light-hearted shows.

**Seal of Biliteracy:** Congratulations to the 31 seniors who were recognized for their work in the Seal of Biliteracy process for the languages of Chinese, French, or Spanish. We are pleased to share that 96% of the seniors who chose to participate earned an award.

### **District**

Lisle 202 launched "Mindful May" to celebrate the hard work and dedication of our teachers and staff. The month-long initiative focused on activities that support both mental and physical wellness such as Mindfulness Bingo, Staff Notes, and the 10K Step Challenge. Thanks to the generosity of the Lisle Education Foundation and the Home and School Organizations, we were able to provide prizes and launch this initiative with great participation and success.

Lisle District 202 is partnering with Jewel-Osco to provide COVID-19 Vaccine Clinics for eligible individuals. The first clinic was held on Tuesday, April 27th for those 16 years of age and older and again on Tuesday, May 18th for eligible individuals 12 years of age and older in alignment with the new CDC guidelines. We are pleased to share that nearly 250 individuals received the first dose of the Pfizer vaccine at the first two clinics. A final clinic will be held on June 8th to offer the second dose of the vaccine.

LEND Meeting, May 21, 2021

Submitted by: Pam Ahlmann

Additional discussion:

1. Last LEND meeting for the school year
2. Return to in-person resolution for next school year - Will clarify before final resolution; uncertainty of vaccines for age 12 and under and remote services. State Board needs to understand layers of planning and communication for each district.
3. Strangest year and strangest Legislative Session; only 10-15 bills came out of each Session.
4. Student Play Time: SB654 (Peters/Ortiz) - Requires play time to be in 15 minute increments; cannot count time to put on or take off coats for recess. Should not be mandated. Unstructured time is not good for some students. What is the Statewide problem the mandate would solve?
5. Covid-19: HB2789 (Mussman) Under a disaster proclamation - ISBE could require a school to go remote. Changes the role of the ROE to investigate rather than monitor.
6. Special Education: HB40 (Hurley) - Still trying to figure out who pays for it, should it pass
7. Sexual Health Education: SB818 (Villivalem) - In House for amendments then back to the Senate. No longer mandates the curriculum; it is left to districts.
8. Sexual Misconduct, Assault, Grooming: HB3223 (Moeller) - Agreement to run a trailer Bill with an opportunity to change the language in Veto Session.



# *LEND COUNCIL MEETING*

PEG AGNOS, EXECUTIVE DIRECTOR

May 21, 2021

VIA ZOOM

# *EXECUTIVE COMMITTEE*

- LEND CO-CHAIRS:

- Dr. John Corbett
- Kristin Fitzgerald

- EXECUTIVE COMMITTEE MEMBERS:

- Nancy Kupka
- Tim Keeley
- Dennis Peterson
- John Reiniche
- Dr. Jeff Schuler

# *AGENDA*

- Welcome
- Approval of Minutes
  - April 23, 2021
- Program
- Executive Director Report
- Voice Votes
  - Annual Budget
  - Dues
  - FY 22 Meeting Dates
  - Executive Slate Committee
- Present Etheikos Survey Results
- New Member Orientation
- Recognition
- Member Concerns
- Adjourn

# *ISBE UPDATE*

- Return to in-person resolution
- RFSP Assessments
  - Administer 3 assessments throughout the year
    - Immediate results, inform instruction, measure growth, and improve learning outcomes.
- There was pushback from the field and no action was taken.
- Three webinars will be tightly focused on addressing key issues necessary to inform an RFP.

# *SESSION UPDATE*

## **Student Play Time:**

- **SB654 (Peters/Ortiz)**
  - Thank you to everyone for opposing this bill.
  - An amendment was filed and changes the required unstructured play time for students to grades K-5 for 30 minutes daily.
  - Status: House, 2nd reading

## **Discipline:**

- **SB2091 (Belt)**
  - Sets metrics for reporting discipline, suspension and expulsion. Requires districts to report data already reported to the Office of Civil Rights (OCR) using the 2017-18 data collection requirements. Inserts additional categories not collected by OCR and includes language to collect office referrals that do not result in disciplinary action.
  - We are hopeful that this bill will not move.

# *SESSION UPDATE*

## **Covid-19**

- **HB2789 (Mussman) Under a disaster proclamation**
  - The bill has been amended. Some requirements included in the bill:
  - Requires schools and districts to comply with public health requirements established by IDPH when a disaster declaration is in place.
  - Requires school districts to investigate complaints of noncompliance with public health requirements.
  - Requires ROEs to investigate allegations of noncompliance.
  - Allows appeals to be filed with the State Superintendent who may direct schools and districts to transition to remote learning.
  - Subjects violations of public health requirements to penalties pursuant to 105 ILCS 5/2-3.25 or 105 ICLS 5/2-3.25o (public and nonpublic school recognition).
  - Allows ISBE to promulgate rules to implement this Section.
  - Requires ISBE to promulgate rules to revoke recognition for districts that do not comply with public health requirements established by IDPH when a disaster declaration is in place.
  - Prohibits school boards from passing a resolution that is in contravention of any requirement established by IDPH.

# *SESSION UPDATE*

## **Special Education**

- **HB40 (Hurley)**
  - Transition services, maximum age through the students 22nd year.
  - Status: 3<sup>rd</sup> reading, Senate
- **SB517 (Loughran-Cappel)**
  - An initiative of IAASE. Funding for private facilities is stalled. It has been amended to include a taskforce and a pilot program. ISBE is in opposition.
  - Status: 2nd reading, House
- **HB2748 (Ness/Koehler)**
  - The sponsor is still working with stakeholders to come to an agreement. COVID impact bill that allows students with disabilities that age out during the pandemic to receive continued services.
  - Status: 2nd reading, Senate

# *SESSION UPDATE*

## **Sexual Health Education:**

- **SB818 (Villivalem)**

- **The Sponsor amended the bill to remove the mandate.**
- Schools may choose and adapt the age and developmentally appropriate personal health and safety education curriculum that meets the specific needs of their community.
- By August August 1, 2020 the State Board of Education shall develop learning standards for comprehensive personal health and safety education for K-5 grade and comprehensive sexual health education for 6-12 grade. Incorporating but not limited to the National Sex Education Standards.
- Parents or guardians can opt their child out of instruction.
- Staus: Passed the Senate; heading to the House

# *SESSION UPDATE*

## **Sexual Misconduct, Assault, Grooming:**

- **HB3223 (Moeller)**
  - Illinois schools must have policies, procedures, and protocols in place for children and students who are parents, expectant parents, or victims of domestic or sexual violence and provide the protection, instruction, and related accommodations and services necessary to enable them to meet State educational standards and successfully attain a school diploma.
  - Status: 2nd Reading, Senate
- **HB3461 (Crespo) Erin's Law**
  - Age appropriate curriculum K-12. Update policy and training for grooming behaviors and reporting to authorities and adds definition of grooming.
  - Status: 3rd Reading, Senate

# *SESSION UPDATE*

- **SB813 (A-1) Johnson**
  - ASE calculations will be adjusted for FY 2022 through FY 2024. The enrollment used in the calculation for ASE for 2020-21 shall be the greater of the enrollment for the 2020-21 year or the 2019-20 school year.
  - House; 3rd reading
- **SB2103 (Martwick/Halpin)**
  - Thank you to Mark Staehlin and Wendy Flaherty for their testimony in the House Pension Committee.
  - Requires school districts to adopt whatever deferred compensation plan TRS imposes along with the administrative and reporting burdens and costs.
  - Although the bill will pass, work will continue over the summer with the Senate sponsor.

# *Voice Vote*

FY22

- Budget
- Dues Calculation
- Meeting Dates
- Executive Committee Slate

# BUDGET & DUES CALCULATIONS

## LEND FY 2022 BUDGET PROPOSAL

	FY 2021			FY 2022	Comments
	Budget FY 2021	Actual Thru 3.31.21	Forecast 6.30.2021	Proposed Budget FY 2022	
<b>BEGINNING CASH BALANCE:</b>	\$ 44,000.00	\$ 44,199.47	\$ 44,199.47	\$ 39,600.77	
<b>REVENUE</b>					
Membership dues & Sponsorships	211,000.00	\$ 195,863.00	\$ 205,413.00	\$ 205,000.00	No increase in total fees <i>yr/yr</i> .
LEND III Breakfast Sponsorships & Revenue	4,000.00	\$ -	\$ -	\$ 13,220.00	
SCOPE Expense Reimbursement	-			\$ -	
Triple I Breakfast	-		\$ -	\$ -	
<b>TOTAL REVENUE</b>	<b>215,000.00</b>	<b>\$ 195,863.00</b>	<b>\$ 205,413.00</b>	<b>\$ 218,220.00</b>	
<b>EXPENDITURES</b>					
<del>Etheos</del>	\$ 202,878.00	\$ 143,862.47	\$ 203,689.00	\$ 208,373.85	2.3% CPI increase <i>yr/yr</i> per contract
LEND Breakfast	2,300.00	\$ -	\$ -	\$ 12,000.00	
Reimbursable Expenses <sup>1</sup>	3,800.00	\$ 2,430.10	\$ 4,022.70	\$ 3,800.00	
LEND Audit/ Financial	-	\$ -	\$ -	\$ -	
Review	-	\$ 2,000.00	\$ 2,300.00	\$ 2,300.00	
Council Coffee and Secretary of State	<b>208,978.00</b>	<b>\$ 148,292.57</b>	<b>\$ 210,011.70</b>	<b>\$ 226,473.85</b>	
<b>Total Expenditures</b>					
	6,022.00	47,570.43	(4,598.70)	(8,253.85)	
<b>SURPLUS (DEFICIT) CURRENT</b>					
	50,022.00	\$ 91,769.90	\$ 39,600.77	\$ 31,346.92	
<b>YEARENDING CASH BALANCE:</b>	23.9%		18.9%	13.8%	Target 1 1/2 months or 12.5%
Percent of cash to expenditures					

<sup>1</sup> Internet, Legislative Tracking Website Google; LEND Kick Off Breakfast; Council Coffees; Sect'y of State Filing; Bank fees

# *PROPOSED MEETING DATES*

- September 24, 2021
  - October 22, 2021
  - November 2021- Triple I Breakfast TBD
  - January 28, 2022
  - February 25, 2022
  - March 18, 2022- 3<sup>rd</sup> week
  - April 22, 2022
  - May 27, 2022
- While under the Governor's emergency executive order meetings will remain virtual. When Illinois reaches Phase 5, we will notify you with the change to in-person meetings.
  - All meetings begin at 8am and are held on the 4<sup>th</sup> Friday of the month unless otherwise specified.
  - When in-person LEND meets at the CCSD 89 Administrative Building, 22W600 Butterfield Road, Glen Ellyn.

# *EXECUTIVE COMMITTEE SLATE*

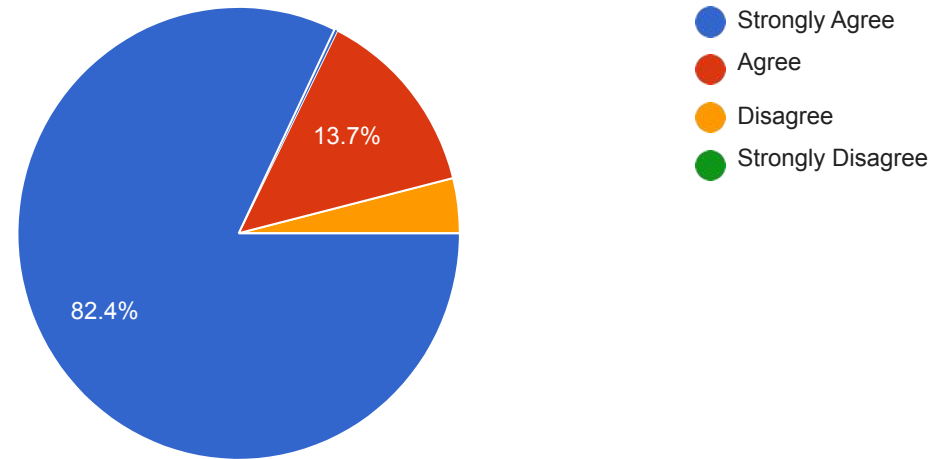
<b><i>TERM ENDING 2021</i></b>		
John Corbett	Superintendent	LEND Co-Chair
<b><i>TERM ENDING 2022</i></b>		
Jeff Schuler	Superintendent	LEND Co-Chair
John Reiniche	Business Manager	Bloomington 13
Nancy Kupka	Board President	Dupage HSD 99
Tim Keeley	Business Manager	Addison 4
<b><i>TERM ENDING IN 2023</i></b>		
Kristen Fitzgerald	Board Member	LEND Co-Chair
Dennis Peterson	Board Member	Benjamin 25
<b><i>SLATE: TERM ENDING 2023</i></b>		
Emily Tammaru	Superintendent	CCSD 89

# *LEND Member Survey*

# *LEND Member Survey 2021-21*

Peg Agnos and Jen Figurelli keep members current on legislation impacting DuPage County.

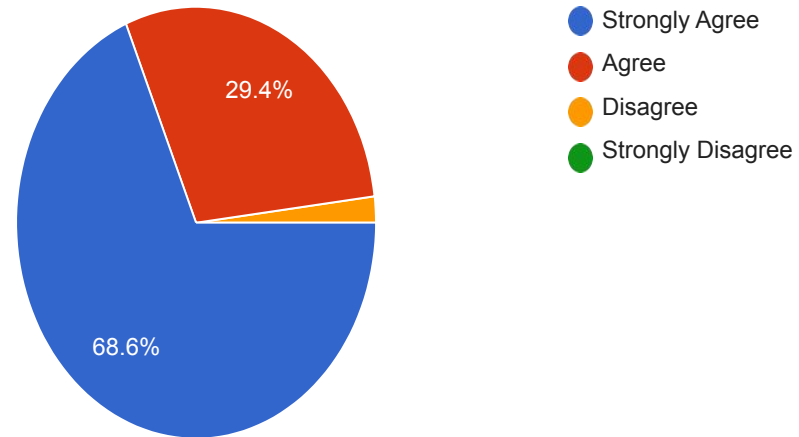
51 responses



# *LEND Member Survey 2021-21*

There was regular outreach to LEND members and educational experts (including our Equity Subcommittee) on important legislation.

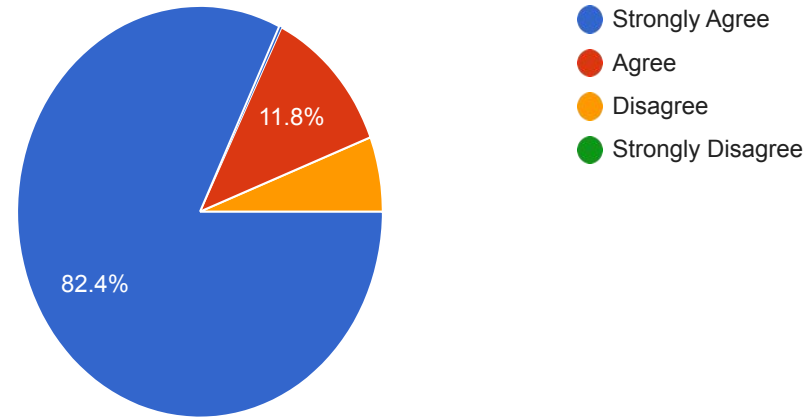
51 responses



# *LEND Member Survey 2021-21*

Ethekos Consulting (Peg Agnos and Jen Figurelli) manage LEND member concerns appropriate to the urgency of the legislative issue.

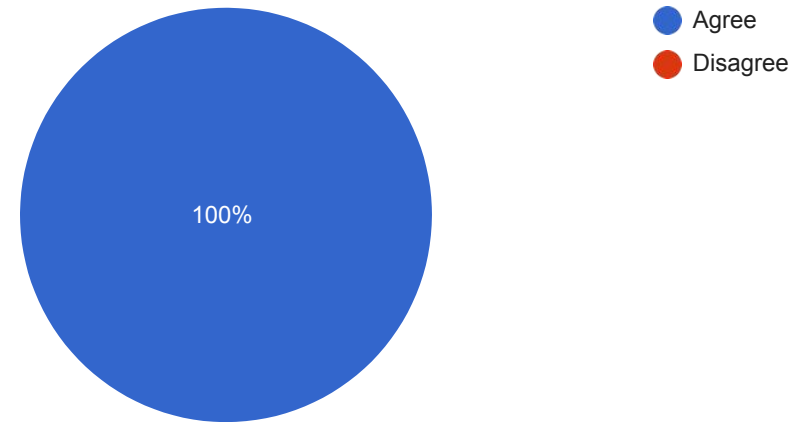
51 responses



# *LEND Member Survey 2021-21*

I appreciated the ability to continue to meet via an electronic format throughout the year.

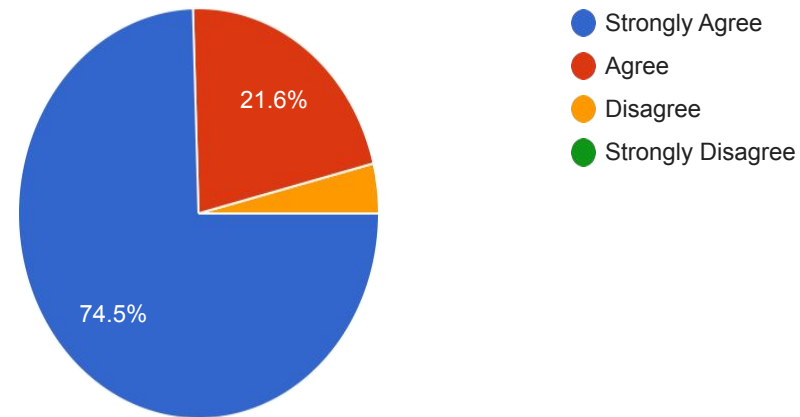
51 responses



# *LEND Member Survey 2021-21*

I am pleased with the delivery of timely legislative information from LEND.

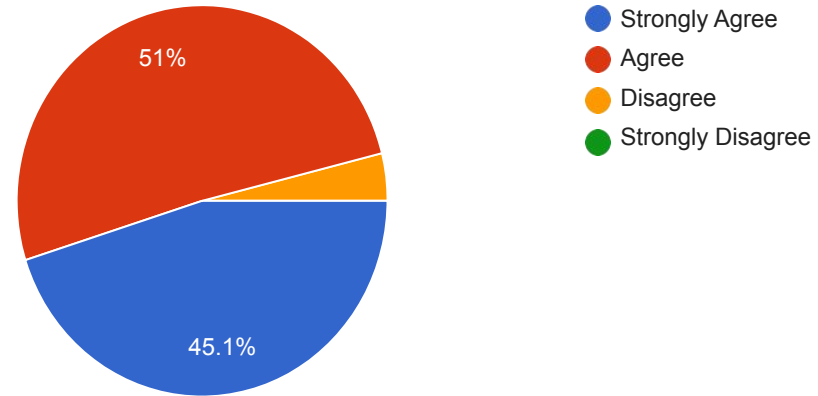
51 responses



# *LEND Member Survey 2021-21*

In addition to our regular work with State Legislators, I appreciated the ability to begin to develop a relationship with our federal representatives this school year.

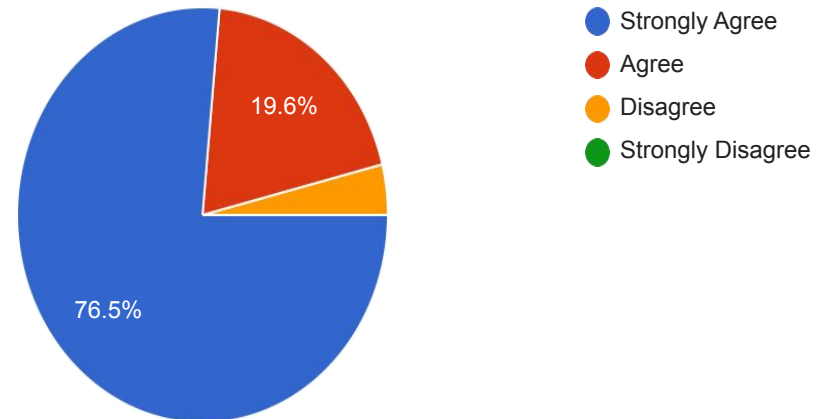
51 responses



# *LEND Member Survey 2021-21*

I am satisfied with the service provided by Ethechos Consulting, Inc.

51 responses



# *NEW MEMBER ORIENTATION*

- LEND will be providing an opportunity to our new members and others to learn about:
  - What is LEND?
  - Lobbying 101
  - Advocating for K-12 Education
  - And more
- Watch your in-boxes for details.





**WHEREAS The LEND Council is governed by the LEND Executive Committee, and**

**WHEREAS MEMBER John Corbett has served as Co-Chair, for longer than he ever expected, and will be leaving the Board after serving during a time of leading the organization through a dues restructure, a transition to a new service model, and a complete rewrite of the Inter-Governmental Agreement.**

**WHEREAS John Corbett has gone above and beyond to ensure protocols and processes are in place for future executive committees and has elevated the professionalism of our organization.**

**WHEREAS On this the 21<sup>st</sup> day of May in the year 2021 we honor your service, commitment, and dedication to LEND and more importantly to the districts and their students and communities**

**THEREFORE, BE IT RESOLVED that  
You are Thanked, You will be missed as you leave LEND, And celebrated in your future endeavors, and**

**LET IT FURTHER BE RESOLVED that  
IN YOUR HONOR A donation has been made to the Dr. Scott J. Helton Scholarship Fund.**

# ***QUESTIONS***

Peg Agnos, Executive Director

[pegagnos@lend-dupage.org](mailto:pegagnos@lend-dupage.org)

cell: 630.632.2954

Jen Figurelli, Director

[jenfigurelli@lend-dupage.org](mailto:jenfigurelli@lend-dupage.org)

cell: 312.451.7278

[www.lenddupage.org](http://www.lenddupage.org)

**LISLE EDUCATION FOUNDATION OF LISLE SCHOOL DISTRICT 202**  
**BOARD OF DIRECTORS MEETING**  
**May 12, 2021 MINUTES**

The meeting of the Board of Directors of the Lisle Education Foundation for the Lisle School District 202 met on Wednesday, May 12, 2021. The meeting was called to order at 12:06 p.m. by Jane McGrath. Also in attendance at the meeting were: Keith Filipiak, Marilyn Buchholz, Deb Pawlowicz, Pamela Ahlmann, Matt Minnerick, Dr. Eric Williams and by phone, Eunice McConville. Absent: Linda Kotalik, Keith Krestan and Michael Shuta.

Pamela Ahlmann made a motion to approve the April 21, 2021 Minutes, Matt Minnerick seconded the motion. All present voted aye.

***Treasurer's Report***

Eunice McConville reported that the balance of the April 30, 2021 Treasurer's Report is \$172,757.08. Jane McGrath made a motion to accept the Treasurer's Report dated April 30, 2021, Pamela Ahlmann seconded the motion. All present voted aye.

***Grant Requests***

The grant application submitted by Katie Lapham and the Fifth Grade Team to attend Camp Manitoqua in the fall was submitted. Pamela Ahlmann made a motion to accept the grant request in the amount of \$1,874.65. Deb Pawlowicz seconded the motion. All present voted aye.

***New Business***

Jane McGrath presented the board members for re-election: Marilyn Buchholz, Mike Shuta and Dr. Eric Williams. Jane McGrath made a motion to continue Marilyn Buchholz, Mike Shuta and Dr. Eric Williams three year term of office, Matt Minnerick seconded the motion. All present voted aye.

Jane McGrath asked if there was any nominations for Election of Officers. Jane McGrath nominated Dr. Eric Williams as Vice-Chairperson; Eunice McConville as Treasurer and Marilyn Buchholz, Secretary. Deb Pawlowicz seconded the nominations to approve the slate of officers. All present voted aye.

***Golf Outing - 2021 Golf Outing***

One month until outing  
Finalizing details

***Adjourn***

Pamela Ahlmann made a motion to adjourn the meeting; Deb Pawlowicz seconded the motion. All present voted aye. The meeting was adjourned at 1:25 p.m. The next meeting will be held on Wednesday, June 9, 2021.

Respectfully submitted,  
Marilyn Buchholz